REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 7

FOR LEARNERS WITH VISUAL IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the 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 seven curriculum designs for learners with visual impairment build on competencies attained by learners at Primary school level. Emphasis at this grade is the development of skills for exploration and making informed decisions on pathways based on careers.

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

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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade seven is the first grade of Junior school while Grade 9 is the final grade of the level in the reformed education structure.

The reviewed Grade seven curriculum furthers implementation of the CBC from Primary Education level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: Towards Realising 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 seven curriculum designs for learners with visual impairment are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy. The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade seven and prepare them for smooth transition to Grade eight. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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 seven and preparation of learners with visual impairment for transition to Grade eight.

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LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Sports and Physical Education	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	**45**

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

   Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. 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.

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

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

   a) **Social Needs**

      Education in Kenya must prepare children for changes in attitudes and relationships 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.

3. **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.

4. **Promote sound moral and religious values.**

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

5. **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.

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

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

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

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

8. **Promote positive attitudes towards good health and environmental protection.**
   Education should inculcate in young people the value of good health 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.

LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

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 secondary school level will expose learners 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 the Junior School level, learners will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners 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.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the 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 material and relate them to real-life experiences,
5. Develop a lifelong interest in reading 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

THEME 1.0: PERSONAL RESPONSIBILITY				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.1 Listening and Speaking	**1.1.1 Conversational Skills: Polite Language** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify polite expressions used in the introduction of self and others, b) use polite expressions in the introduction of self and others in different speaking contexts, c) model respectful behavior during introductions.	● Learners are guided to make a list of necessary details about people that one needs to know for effective introduction. ● In pairs learners are guided to brainstorm on different types of introduction. ● Learners are guided to list polite expressions that can be used during the introduction. ● Learners are guided to match polite expressions to corresponding types of introduction. ● In groups, learners are guided to discuss reasons for using *polite language* in introductions. ● Learners are guided to use games such as '*catch the*	1. How would you introduce your parents or guardians to your teachers? 2. Why is it important to be polite while introducing yourself or others?

			ball', for the introduction of others. ● In small groups learners are guided to role-play different contexts of self-introduction with peers. ● In pairs, guide learners to review an audio or video recording of formal and informal introductions. Learners with blindness are given verbal descriptions of video aspects that require use of sight.	

Core Competencies
    Communication and collaboration: A learner listens critically and speaks clearly and effectively during role play.

Pertinent and Contemporary Issues (PCIs)
● Peace education: A learner role-plays different contexts of self-introduction.
● Effective communication: A learner uses polite language during introductions.

Values:
    Respect: A learners brainstorm on different types of introduction.

Link to other subjects:
    Indigenous Languages and Kiswahili have politeness infused in their content.

Suggested Learning Resources
- Braille cards,
- Braille machine,
- Braille paper,
- Audio visual recording

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Reading	**1.4.1 Intensive Reading: Trickster Narratives** (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify the main events in trickster narratives, b) analyse the characters in narratives, c) appreciate the importance of trickster narratives in the inculcation of values.	● Learners engage in pre-reading activities such as previewing the title of the narrative, using the pictorial description clues and brainstorming. ● Learners are guided to recount the events in the *trickster narrative* and highlight the trick in the narrative. ● In groups, learners are guided to discuss the various character traits displayed by the characters. ● In pairs, learners are guided to brainstorm on the moral lessons of the narrative. ● Learners are guided to retell a trickster narrative in small groups. ● Learners relate characters and events in the trickster narrative to real-life situations. ● Learners explore and share with group members how personal responsibility can be derived from the narrative's moral lessons.	1. How can you identify the main events in a trickster narrative? 2. Why are some characters common in the trickster narratives that you know?

Core Competencies to be developed: Creativity and imagination: A learner strives to understand tasks that allow forming mental images, for example, retelling a trickster narrative in small groups.
Pertinent and Contemporary Issues (PCIs)   Creative thinking: A learner retells trickster narratives.
Values: ● Integrity: A learner relates the moral in the trickster narrative to real-life situations.
Link to other subjects: ● Social Studies focuses on moral lessons.
Suggested Learning Resources Braille reading materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.5. Writing	**1.5.1 Hand writing:** **1.5.2 braille Legibility and Neatness** (1 lesson)	By the end of the sub strand, the learner should be able to: a) describe features of legible and neat hand for efficient writing for learners with low vision, b) describe features of legible and neat braille writing for efficient writing for learners with blindness, c) write texts legibly and neatly for efficiency, d) appreciate the importance of writing neatly and legibly.	● In groups, learners are guided to listen to an audio clip on the importance of developing legible and neat hand writing or braille writing for learners with blindness. ● Learners with low vision study written samples of legible and neat hand writing featuring all letters of the alphabet and short texts while learners with blindness are guided to study samples of legible and neat braille writing featuring all letters of the alphabet and short texts. ● In groups, learners are guided to discuss the features of legible and neat hand writing or braille writing for learners with blindness, including shaping letters/combination of dots, spacing letters and words.	1. Why should we learn to write legibly and clearly? 2. How can you make your hand/braille writing presentable?

			● Learners with low vision are guided to practice handwriting games such as blind writing, speed writing, and letter stations while learners with blindness are guided to practice braille writing games such speed writing and letter mirror letters.	
			● Learners with low vision are guided to suggest ways of correcting bad handwriting habits such as joining letters and words inappropriately and repeated erasing, while learners with blindness are guided to suggest ways of correcting bad braille writing habits such as spacing letters and joining words inappropriately and repeated erasing.	
			● In pairs, learners are guided to copy given texts on the theme of personal responsibility from charts/ braille charts and display	

| | | | | them for peer evaluation and correction. |
| | | | | ● Learners write short paragraphs legibly and neatly in print or braille, and share them with peers for peer review. |

Core Competencies to be developed:

Learning to Learn: A learner collaborates with peers to write clearly and spell words correctly.

Pertinent and Contemporary Issues (PCIs)

Effective communication: A learner improves the ability to pass on written messages clearly.

Values:

● Respect: A learner provide feedback respectfully and positively.
● Social justice: A learners review each other's written work.

Link to other subjects:

Language subjects; legible and neat handwriting is an essential skill for these subjects

Suggested Learning Resources

● Braille work cards, braille charts, braille machines and braille papers.

THEME 2.0: SCIENCE AND HEALTH EDUCATION				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.1 Listening and Speaking	**2.1.1 Oral Presentations: Oral Narratives** (1 lesson)	By the end of the sub strand, the learner should be able to: a) outline the oral narrative performance techniques for effective delivery, b) use oral narrative techniques during the performance, c) appreciate the importance of performance techniques in the successful delivery of oral material.	● In groups, learners with low vision are guided to watch live or recorded oral performances of narratives as a class while learners with blindness listen to live or recorded oral performances of narratives as a class. Learners are given verbal description of the aspects of the live video that require use of sight. ● In pairs, learners are guided to search online or offline for information on performance techniques, and make presentations to peers. ● Let the learners discuss the oral performance techniques. ● Let the learners perform oral narratives while peers watch	1. Why do you enjoy a storytelling session? 2. How can you become a good storyteller?

			or listen to recorded, and then give feedback. • Learners are guided to compose oral narratives and suggest the most suitable ways of performing them.	

Core Competencies to be developed:
Creativity and Imagination: A learner undertakes tasks such as creating and retelling narratives, which require remembering scenarios

Pertinent and Contemporary Issues (PCIs)
Environmental conservation: A learner performs narratives on the need to take care of the environment.

Values:
Patriotism is achieved as learners compose and perform narratives on national values.

Link to other subjects:
Performing Arts as performance techniques are utilized in showcasing presentations.

Suggested Learning Resources
Recorded audio clips, braille machines, braille reading materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	**2.2.1 Intensive reading: Simple poems** (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between poems and other literary genres, b) recite a variety of simple poems for enjoyment, c) Appreciate poetry recitation for enjoyment and learning.	● In groups, learners are guided to listen and respond to live or recorded poetry recitation. ● In groups, learners discuss what makes reading *simple poems* interesting. ● In pairs, learners are guided to pick out poems from a variety of texts and read them out aloud. ● Individually, learners recite poems that address science and health issues such as HIV and AIDS in groups. ● Learners are guided to provide feedback to peers and seek help where necessary.	1. How are poems different from stories? 2. Why would you use a poem instead of a story to pass a message?
Core Competencies to be developed:				
Self-efficacy: A learner present ideas with confidence as learners recite poems.				
Pertinent and Contemporary Issues (PCIs)				

Health education: A learner recites poems that address science and health issues such as HIV and AIDS.
Values: ● Peace: A learner work in teams during the poetry recitation. ● Social justice: A learner recite poems that promote fairness in society.
Link to other subjects: Performing Arts as recitation skills are handled in this learning area.
Suggested Learning Resources ● Recorded audio clips, ● braille reading materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Grammar in Use	**2.3.1 Word Classes: Nouns** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify count, non-count, singular, and plural nouns from a variety of texts, b) use count, non-count, singular, and plural nouns in sentences, c) appreciate the importance of the correct use of nouns in communication.	● In groups, learners are guided to search for examples of ***the*** *count, non-count, singular, and plural nouns* from the internet and post them on the classroom wall using appropriate media. ● Learners are guided to listen to an audio text on the theme of science and health education and pick out the target nouns. ● Learners are guided to pick out count, non-count, singular, and plural nouns from newspapers and magazine articles or audio tapes. ● In pairs learners to identify objects in the classroom	1. Why are some things impossible to count? 2. How can you group things that cannot be counted? 3. Why should you specify the number of things you require to accomplish a task?

			and categorise them as count or non-count nouns.	
			• Learners are guided to change singular nouns to plural and vice versa.	
			• Learner construct sentences using the specified types of nouns orally and in writing.	
			• Learners are guided to complete crossword puzzles with the target nouns in small groups.	
			• Learners with blindness are guided to complete an adapted word puzzle.	
			• Guide the learners to create posters and poems in appropriate media using the learnt nouns, and post them on the classroom wall or share them using digital learning platforms. Learners with blindness use digital devices with assistive technology.	

| **Core Competencies to be developed:** |
| Communication and Collaboration: A learner create posters and poems, and share them on the classroom wall or through digital learning platforms. This enhances teamwork among the learners. |

| **Pertinent and Contemporary Issues (PCIs)** |
| ● Effective communication: A learner uses nouns in varied texts correctly. |
| ● Health Education: A learner listens to an audio text on health issues. |

| **Values:** |
| ● Unity: A learner work together to identify the different types of nouns in the classroom. |
| ● Respect: A learner take turns to work in groups to create poems and posters. |

| **Link to other subjects:** |
| ● Kiswahili, German, and Arabic focus on count and non-count nouns, as well as singular and plural nouns. |
| ● Health Education addresses health issues such as HIV and AIDS. |

| **Suggested Learning Resources** |
| ● Braille reading materials, |
| ● braille machines, |
| ● audio recording, |
| ● crossword puzzles, |
| ● newspaper, |
| ● digital devices |

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Reading	**2.4.1 Intensive Reading: Class Reader** (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the different parts that aid in previewing a book, b) describe the author and the setting of the text in terms of time and place, c) underscore the value of reading for lifelong learning.	● Learners are guided to study the cover page, read the blurb and highlight the outstanding features. ● In groups, learners are guided to discuss the title of the class reader. ● Learners are guided to research online using digital devices with assistive technology for more information about the author and the location where the story is taking place. ● Learners are guided to make oral presentations to the class on their findings from the research. ● Learners are guided to identify words, images, and details that describe the setting in terms of place and time. ● Learners with low vision are guided to design a graphic organizer such as a mind map and tree map to identify	1. Why should we not judge a book by its cover? 2. How do we read storybooks?

<table>
<tr><td></td><td></td><td></td><td>the setting while learners with blindness are guided to manipulate a tactile mind map and a tactile tree map to identify the setting.
Learners are guided to create to describe, share and give feedback using summary charts such as what I know - where I learned it - what I want to know - what I learned (K-W-W-L) chart to visualize what has been learned.
Learners make short notes on the setting and the author.</td><td></td></tr>
</table>

Core Competencies to be developed:
- Learning to Learn: A learner builds on their learning experiences through analysis of the setting and research on the author.
- Critical thinking and problem solving: A learner explore the links between different events through tasks like creating graphic organizers that cultivate high-order thinking skills. Problem-solving is achieved as the learner conducts research online to obtain more information about the author and the setting of the story.

Pertinent and Contemporary Issues (PCIs)
Creative thinking: A learner creates charts to summarise what they have learned.

Values:
Unity: A learner develops skills for working in harmony with others while participating in group and pair work.

Link to other subjects:
All languages encourage reading of class readers.
Suggested Learning Resources
● Summary charts,
● braille reading materials,

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.5 Writing	**2.5.1 Mechanics of Writing: Punctuation Marks** (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the full stop, exclamation mark, and question mark in texts, b) use the full stop, exclamation mark, and question mark in sentences, c) acknowledge the importance of punctuating sentences accurately.	● Learners with low vision are guided to read appropriate print while learners with blindness read braille or non-print text and identify the *full stop, exclamation mark, and question mark*. ● Learners with low vision are guided to punctuate a text in print while learners with blindness punctuate in braille using the target punctuation marks. ● Learners write a short story or dialogue on the theme of science and health education using the full stop, exclamation mark, and question mark, where necessary. ● In groups, learners are guided to engage in online or offline punctuation games. ● Learners are guided to create and display posters or charts with punctuated sentences for peer	1. How do you punctuate any piece of writing? 2. Why is it important to punctuate a text?

			review and revision, learners with blindness are guided to create charts in braille and display posters or braille charts with punctuated sentences for peer review and revision. ● In groups, learners are guided to role-play well-punctuated dialogues and record themselves while learners with blindness to be given support when recording. ● In groups, learners are guided to discuss the effectiveness of punctuation marks in expressing meaning.	

Core Competencies to be developed:
- Digital literacy: A learner uses digital devices as they play online games and record dialogues.
- Self-efficacy: A learner pays attention to detail while role-playing and recording dialogues.

Pertinent and Contemporary Issues (PCIs)
- Effective communication: A learner exhibits communication through well-punctuated texts.
- Social skills: A learner discuss the effectiveness of punctuation marks in expressing meaning.

Values:
Unity: A learner give each other feedback on charts and posters featuring the use of punctuation marks.

Link to other subjects:
Kiswahili: A learner relates the concept of proper punctuation in other learning areas such as Kiswahili

Suggested Learning Resources

Braille reading materials, braille machines, braille papers, Adhesive braille paper, glue, razorblades, pair of scissor, braille paper, brailler and sellotape

THEME 3.0: HYGIENE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

3.1 Listening and Speaking	**3.1.1 Listening for information and the main idea**
	
	(2 lessons)
		By the end of the sub strand, the learner should be able to:
		a) identify the main idea from varied descriptive texts,
		b) pick out specific information from varied descriptive texts,
		c) acknowledge the importance of listening skills in communication.
			● Learners are guided to listen to audio recordings on hygiene and identify *the main idea.*
			● Learners listen for ***specific information*** from the audio recording and take notes.
			● In pairs, learners are guided to search online using digital devices with assistive technology and offline for expressions that signal the main ideas, such as;
			  - *This talk is about...*
			  - *I will talk about…*
			● Learners with low vision watch to an audio-visual
				1. How do you get the main points from an oral text?
				2. Why should you capture the main ideas from a speaker?

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			describing a process, a person, or an object and pick out specific information. Learners with blindness are given verbal descriptions of the audio visual aspects that require use of sight. ● Learners listen as peers read descriptive texts, and note the main ideas in turns.	

Core Competencies to be developed:
- Communication and collaboration: A learner listen keenly and respond to oral texts.
- Digital literacy: A learner use digital devices with assistive technology to search online for expressions that signal the main idea and specific information.

Pertinent and Contemporary Issues (PCIs)
Health education (personal hygiene): A learner listen and respond to oral texts on hygiene.

Values:
Respect: A learner listen to peers read descriptive texts and note the main ideas, in turns.

Link to other subjects:
Kiswahili and other language subjects address listening for the main idea and specific information.

Suggested Learning Resources
Audio recordings, braille reading materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	**3.2.1. Reading: Information and Meaning** (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between reading for information and reading for meaning, b) infer the meaning of words and phrases from varied texts, c) appreciate the importance of reading for information and meaning.	● Learners are guided to distinguish between reading for information and reading for meaning. ● Learners are guided to collaborate with peers to scan through a text and identify text features (such as title, subtitles). ● Learners are guided to read texts on issues such as hygiene, safety, and security and organise the information by making notes. ● Learners are guided to infer and share the meaning of words from varied texts. ● Learners are guided to use the words to construct sentences	How would you tell the meaning of a word in a passage?

			to convey information and meaning. ● Learners are guided to fill in crossword puzzles using words learned.	

Core Competencies to be developed:
Communication and Collaboration: A learner infers and shares the meaning of words.

Values:
Respect: A learner shares ideas as they work with peers to infer meanings of words

Pertinent and Contemporary Issues (PCIs):
Health and Safety: A learner reads texts on issues such as hygiene, safety, and security

Link to other subjects:
The learner relates the skill of reading for information and meaning to other language learning areas such as Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Grammar In Use	**3.3.1 Verbs and tense** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify regular and irregular	● In pairs, learners are guided to search online and offline for information on *verbs and their tenses.* ● Learners are guided to listen to texts read by the teacher on verbs and their tenses.	1. How did you spend your last holiday? 2. Why should we use correct verbs and tenses?

		verbs in sentences, b) use regular and irregular verbs in constructing sentences using the past, present, and future tenses, c) appreciate the correct use of verbs and tenses for effective communication.	● Learners are guided to identify and group verbs with similar endings from passages on the theme of hygiene. ● Learners are guided to identify the tenses of the verbs in sentences. ● Learners are guided to construct sentences using verbs in the correct tenses. ● Learners are guided to participate in a language game on tenses. ● In pairs, learners are guided to engage in conversations using verbs in various tenses. ● Learners are guided to review with their peers' use of tense in spoken sentences.	

Core Competencies to be developed:
Communication and collaboration: A learner engage in conversations in pairs using verbs in various tenses.

Pertinent and Contemporary Issues (PCIs)
Effective communication: A learner construct sentences in correct verbs and tenses.

Values:
Respect: A learner review peers' use of tenses.

Link to other subjects:
Kiswahili and Indigenous Languages also address correct usage of verbs and tense.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4. Reading	**3.4.1 Intensive Reading: Poetry** (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the structure of poems, b) analyse the structure of varied simple poems, c) read short poems addressing varied societal issues, d) appreciate the poem's structure in communicating a message.	● In pairs, learners are guided to source online using digital devices with assistive technology or offline for different poems and note the titles and the poets while observing integrity and cyber safety. ● Learners are guided to brainstorm on the parts of a poem. ● In groups, learners are guided to read short poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19. ● Learners are guided to analyse how poems are broken into stanzas and stanzas into lines. ● Learners are guided to study varied poems and present their different structures in graphic organisers.	1. Why do people write poems? 2. How can one tell if a text is a poem?

			● Learners are guided to compare the structures of different poems. ● Learners are guided to relate the poem's structure to the poem's message.	

Core Competencies to be developed

Digital literacy: A learner use digital devices to search sources online for different poems and note the titles and the poets, while observing integrity and cyber safety.

Pertinent and Contemporary Issues (PCIs)
- Health Education: is promoted as learners tackle poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19
- Cyber Safety: as learners source online or offline for poems while observing cyber safety

Values:

Integrity: is achieved as learners' source online or offline for poems while observing integrity

Link to other subjects

Kiswahili and Performing Arts tackle the structure of varied poems.

Suggested Learning Resources

Braille reading materials, braille machines, braille papers

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
3.5 Writing	**3.5.1 Writing Narrative Paragraphs** (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify the parts of a narrative paragraph, b) compose a narrative paragraph with the appropriate structure, c) acknowledge the significance of paragraphing in written communication.	● In pairs, learners are guided to brainstorm and identify parts of a well-written paragraph specifically, an introduction necessary details and a conclusion. ● Learners are guided to read samples of narrative paragraphs provided by the teacher and discuss the flow of ideas. ● Learners are guided to write a paragraph using a digital device with assistive technology about issues such as hygiene, safety, and security. ● Learners are guided present the paragraphs in class for peer review.	1. How should we write narrative paragraphs? 2. Why do we write paragraphs?

Core Competencies to be developed:
- Communication and collaboration: A learner compose a narrative paragraph and review each other's work.
- Creativity and imagination: A learner create narrative paragraphs.

Pertinent and Contemporary Issues (PCIs)
Social cohesion: A learner present the paragraphs in class for peer review.

Values: Respect: A learner give feedback on the narrative paragraphs they have reviewed.
Link to other subjects: Computer Science: covers interacting with technology through the use of digital devices.
Suggested Learning Resources   Braille reading materials, textbooks and exercise books, braille machines, braille papers

THEME 4.0: LEADERSHIP				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question (s)**
4.1 Listening and Speaking	**4.1.1 Listening Comprehension: Selective Listening** (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between specific and general information from a listening text, b) select specific information from a listening text, c) listen and respond to texts on leadership, d) value listening skills in communication.	● Learners are guided to listen to an audio text and decide whether the information presented is specific or general. ● In pairs, learners are guided to search online using digital devices with assistive technology for audio recordings on leadership and attentively listen to text for specific information. ● Learners are guided to listen to a role play and respond to questions. ● Learners are guided to listen to a passage on leadership (good governance) and answer questions posed by the speaker.	1. Why is it important to get the main points from an oral text? 2. How do you ensure you capture the relevant information from a speaker?
Core Competencies to be developed:				
Communication and collaboration: A learner critically listen to oral texts and select information.				

Pertinent and Contemporary Issues (PCIs)
● Good governance: A learner listens to texts on leadership.
● Effective communication: A learner listen and respond to audio texts.
Values:
● Integrity: A learners listen to texts on good governance.
● Social justice: A learner listens to oral texts on good leadership qualities.
Link to other subjects:
Kiswahili and other Language subjects - focus on selective listening as a skill.
Suggested Learning Resources
● Braille materials
● Textbooks
● Audio recordings

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.2. Reading	**4.2.1 Intensive Reading** (2 lessons)	By the end of the sub strand, the learner should be able to: a) discuss the identified reading strategies, b) select main ideas and details from a variety of written texts, c) acknowledge the importance of reading for main ideas and details as a comprehension skill.	● In pairs, learners with low vision are guided to search online and watch while learners with blindness listen to appropriate audio-visual clips on the selected reading strategies reading for main ideas and reading for details. ● Learners are guided to read and underline the main ideas and details in texts on issues such as gender roles in leadership, and review each other's work. ● In groups, learners are guided to share ideas on how they can use the selected reading strategies. ● Learners with low vision are guided to fill in substitution tables while learners with blindness are guided to complete with specific details from texts.	1. Why should one read for main ideas? 2. How can you improve your reading?

			● Learners are guided to complete and read a mind map with a focus on the main idea and details.	

Core Competencies to be developed:
- Learning to learn: A learner shares what they have learnt while completing a mind map focusing on the main idea and details.
- Digital literacy: A learner manipulates digital devices while searching online and watching appropriate video clips on the selected reading strategies.

Pertinent and Contemporary Issues (PCIs)
Gender roles: A learner reads and underline the main ideas and details in texts on issues such as gender roles in leadership.

Values:
Unity: is achieved as learners work together to complete the mind map.

Link to other subjects:
All subjects emphasis reading for the main idea and specific details.

Suggested Learning Resources
- Textbooks
- Braille materials and exercise books

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.3 Grammar	**4.3.1 Word Classes: Verbs and Tense** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify verbs in the simple present and simple past tense in a text, b) write sentences using the simple present tense, c) write sentences using the simple past tense, d) value appropriate use of tense in communication.	● Learner with low vision is guided to underline verbs in simple present and simple past tense in a text, while learner with blindness is guided to put dots 2 -3 underline symbol for verbs in simple present and simple past tense in a text ● Learners are guided to reflect on the formation of *simple present and simple past tense* forms of verbs. ● Learners are guided to construct and share sentences on a variety of issues, including leadership, using verbs in the appropriate tense. ● Learners are guided to type the constructed sentences	1. How can we write sentences in simple present tense? 2. Why is it difficult to use the correct tense for some people?

			- using a digital device with assistive technology. - In pairs, learners are guided to search online or offline for verbs used in simple present and simple past tense from a variety of texts. - Learners are guided to complete sentences using the correct tense of the given verbs. - Learners are guided to create and display charts written in print or braille showing words in their simple present and past tense. - In pairs, learners are guided to play language games using verbs in the present and past tense.	
Core Competencies to be developed: Self-efficacy: A learner builds on their learning experiences while constructing grammatically correct sentences and using them in oral communication.				
Pertinent and Contemporary Issues (PCIs)				

● Effective communication: A learner uses the appropriate tense to discuss leadership.
● Good governance: A learner construct sentences on leadership.
Values:
Integrity: A learner construct sentences on leadership practices.
Link to other subjects:
All languages use the knowledge of tenses.
Suggested Learning Resources
Digital devices with assistive technology such as screen readers, braille display and voice over, braille materials, textbooks and exercise books.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Reading	**4.4.1 Intensive Reading: Class Readers** (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the main characters in a class reader, b) explain how the characters make the story flow, c) make predictions based on the title and the sections read, d) appreciate the role of characters in the class reader.	● Learners are guided to read a section of a class reader and identify the main characters. ● In groups, learners are guided to discuss predictions made from the title and the sections read. ● Learners are guided to participate in a reader's theatre and read portions of the class reader. ● Learners are guided to outline the things done by each character studied in the section. ● In pairs, learners are guided to discuss how the characters make the story flow. ● Learners are guided to write a summary about how the main characters make the story flow.	1. How can you tell the main character in a story? 2. Why are some stories usually more interesting than others?
Core Competencies to be developed:				

● Learning to learn: A learner shares ideas on how the characters make the story flow.
● Critical thinking and problem solving: A learner examine links while discussing predictions made from the title and the section read.

Pertinent and Contemporary Issues (PCIs)
Critical thinking: A learner enhances through discussions about how characters contribute to the flow of the story.

Values:
Responsibility: A learner write a summary based on the main character.

Link to other subjects:
Kiswahili deals with the skills of prediction and discussion of characters in texts.

Suggested Learning Resources
Braille reading materials, braille machines, braille papers

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Suggested Key Inquiry Question(s)
4.5 Writing	**4.5.1 Paragraphing: Using examples and incidents** (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline examples and incidents to include in a paragraph, b) create a well-developed paragraph using examples and incidents, c) appreciate the importance of well-written paragraphs in writing.	● In groups, learners are guided to share ideas on *examples* and incidents that can be included in a paragraph. ● Learners with low vision are guided to develop a paragraph on leadership in print while learners with blindness develop in braille, using the ideas generated in their earlier discussion. ● Learners are guided to present their paragraphs in class for peer review. ● Learners are guided to use mind maps to generate examples and incidents for sample paragraphs. ● Learners with low vision to compose a paragraph in print while learners with blindness	1. How can you organise your ideas logically? 2. Why should we write coherently?

			compose in in braille based on suggested examples and incidents.	

Core Competencies to be developed:
Creativity and imagination: A learner creates a paragraph. This will help them to make connections between similar and related phenomena.

Pertinent and Contemporary Issues (PCIs)
Diversity: A learner collaborates with others to create a paragraph on leadership.

Values:
Love: A learner present their paragraphs in class for peer review.

Link to other subjects:
All language subjects as the learner organises ideas in writing paragraphs.

Suggested Learning Resources
Braille papers, braille machines

THEME 5.0: FAMILY				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
5.1 Listening and Speaking	**5.1.1 Pronunciation : Sounds and Word Stress** (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the consonant and vowel sounds in words, b) articulate consonants and vowel sounds for oral fluency, c) distinguish the meaning of, words on the basis of stress, d) value the role of correct pronunciation in communication.	● Learners are guided to pronounce the consonant sounds /p/, /b/, /k/ and /g/ from a text. ● Learners are guided to practise saying the short /i/ and the long /i:/ sounds in pairs. ● Learners are guided to watch and listen to an audio-visual recording featuring selected consonants *and vowel* sounds. ● Learners are guided to make a recording featuring learned sounds. ● Learners to practise saying words with the sounds/p/ as in pin; /b/ as in bean, /k/ as in kin ; /g/ as in goat, /i/ as in bin; and /i:/ as in seen correctly. ● In pairs, learners are guided to brainstorm and distinguish the meaning of words based on stress,	1. Why is it important to articulate sounds correctly? 2. How can we improve our pronunciation?

			for example, project (verb) project (noun).
			● In groups, learners are guided to play language games to distinguish word meaning on the basis of stress.
			● Learners to practise pronouncing minimal pairs containing the target sounds.

Core Competencies to be developed:
- Digital Literacy: A learner selects digital technology relevant to the tasks while watching and listening to audio visual recordings.
- Communication and collaboration: A learner speaks clearly and effectively while articulating the sounds correctly. Collaborations: A learner actively participates when recording the target sounds in groups.

Pertinent and Contemporary Issues (PCIs)
- Self-esteem: A learner practises pronunciation of sounds in groups.
- Social cohesion: A learner makes sentences on family relationships.

Values:
Unity: A learner works together to record sounds and words

Link to other subjects:
Kiswahili and other languages require correct articulation of sounds.

Suggested Learning Resources
Braille cards, Braille machine , Braille paper, Audio-visual clips

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	**5.2.1 Study Skills: Synonyms and Antonyms** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify synonyms and antonyms of words from texts, b) spell synonyms and antonyms correctly for written fluency, c) use synonyms and antonyms in sentences, d) appreciate the importance of correct use of words in communication.	● Learners are guided to use reference materials such as the encyclopaedia and the dictionary to locate synonyms and antonyms. ● Learners are guided to check the meaning and pronunciation of synonyms and antonyms from the dictionary. ● Learners are guided to search for synonyms and antonyms from texts and digital texts. ● In pairs, learners with low vision are guided to create a crossword puzzle using synonyms and antonyms and share it online. Learners with blindness to use screen readers and voice over while creating puzzles. ● Learners are guided to use synonyms and antonyms in sentences	1. How do we use antonyms and synonyms? 2. Why is it important to spell words correctly?

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			● In pairs, learners are guided to match words with their antonyms from a list of words. ● Learners are guided to practise pronouncing synonyms and antonyms. ● In groups, learners are guided to design and display a chart with antonyms and synonyms of words correctly spelled written in braille or in print.	

Core Competencies to be developed:
- Digital Literacy: A learner interacts with digital devices with assistive technology and uses them to access the online encyclopaedia and dictionary
- Learning to learn: A learner works independently when looking up the words in the dictionary and encyclopaedia.

Pertinent and Contemporary Issues (PCIs)
Social cohesion: A learner construct sentences on varied issues such as family set- up using synonyms and antonyms of words.

Values:
Patriotism: A learner gains a sense of belonging to the family.

Link to other subjects:
Links to Kiswahili and other languages also have antonyms and synonyms.

Suggested resources
- Braille reading material, dictionary, encyclopaedia, crossword puzzles, charts, tactile diagram

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3. Grammar in Use	**5.3.1. Word Classes: Comparative and Superlative Adjectives** (2 lessons)	By the end of the sub strand the learner should be able to: a) identify comparative and superlative adjectives in texts, b) use comparative and superlative adjectives in communication, c) acknowledge the value of comparative and superlative forms of adjectives in communication.	● Learners are guided to identify comparative and superlative adjectives from texts. ● In pairs, learners are guided to search online using assistive technology or offline for examples of comparative and superlative adjectives. ● Learners are guided to construct sentences using comparative and superlative adjectives. ● In pairs, learners are guided to play language games featuring adjectives. ● Learners are guided to use a substitution table to complete sentences featuring comparative and superlative adjectives.	1. How do we compare different people, places, and things? 2. Why are comparisons important in life?

			- Learners with low vision are guided to use flash cards while learners with blindness use braille cards to categorise comparative and superlative adjectives. - Learners are guided to compare various items within the environment using comparative and superlative adjectives, in groups.	

Core Competencies to be developed:
- Learning to learn: A learner organises their learning and searches online or offline for examples of comparative and superlative adjectives.
- Self-efficacy: A learner uses flashcards to categorise adjectives into comparatives and superlatives successfully.

Pertinent and Contemporary Issues (PCIs)
Self-awareness: A learner identifies comparative and superlative adjectives from texts on family relationships.

Values:
Love: A learner uses adjectives in the comparative and superlative forms to express family relations.

Link to other subjects:
Language subjects also focus on comparative and superlative adjectives

Suggested Learning Resources
Braille reading materials, language games, flash/braille cards

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.4. Reading	**5.4.1 Intensive Reading: Oral Narratives** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) identify heroic characters in legends, b) explain the moral lessons in legends, c) discuss why legends are important in various communities, d) value the characters in the legends to real life.	● Learners are guided to predict the actions of characters in legends. ● Learners are guided to read a heroic narrative- (legends) aloud in turns. ● Learners are guided to identify the characters in legends. ● Learners are guided to discuss heroic acts in the legend. ● Learners are guided relate legends to their actions. ● Learners are guided to identify and discuss the moral lessons learned from legends. ● Learners are guided to reflect on the impact of their actions on society.	1. How are legends celebrated? 2. Why are some people considered heroic?

			- In groups, learners are guided to discuss how he or she can collect narratives from the community. - Learners are guided to use a mind map to show how the moral lessons in the narrative can be of benefit to the community. - Learners are guided to research and identify the community needs to be addressed through the functional reading of legend narratives. - In groups, learners are guided to develop legend narratives.	

Core Competencies to be developed:
- **Citizenship**: A learner use communication and interpersonal skills to build strong and supportive ties and cultural identity and develop a sense of belonging through reading and reflecting on the oral narratives.
- **Critical thinking and problem-solving**: A learner prepares and study instructions on how collecting narratives can be conducted in the community before the project begins.

Pertinent and Contemporary Issues (PCIs)
Creative thinking: A learner analyses the heroic actions of the characters in the oral narratives.

Values
Patriotism: A learner reflects on the impact of their actions on society.

Link to other subjects:
Indigenous languages also have oral narratives, and thus, learning experiences can be shared.

Suggested Learning Resources
Braille reading materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.5 Writing	**5.5.1 Functional Writing: Friendly Letters**	By the end of the sub strand, the learner should be able to: a) identify the parts of a friendly letter, b) compose a friendly letter using the correct format, c) appreciate the role of friendly letters in communication.	● Learners with low vision are guided to read sample friendly letters written in print while learners with blindness written braille. ● Learners are guided to identify and underline parts of a friendly letter. ● Learners are guided to create a friendly letter individually. ● Learners are guided to exchange the friendly letter with a peer for feedback. ● Learners are guided to incorporate the feedback obtained from a peer.	1. Why do we write friendly letters? 2. How do we write friendly letters?

			- In pairs, learners are guided to type the friendly letter on a digital device with assistive technology or display the letter on a chart in print while learners with blindness display in braille. - Learners are guided to display friendly letters written in braille or print for other learners to give feedback.	

Core Competencies to be developed:
- Digital literacy: A learner interacts with a digital device and uses it to type a friendly letter.
- Learning to learn**:** A learner practises communicating constructively through friendly letters.

Pertinent and Contemporary Issues (PCIs)
 Creativity: A learner writes friendly letters.

Values
Respect: A learner respectfully address their friends and family members in the letters.

Link to other subjects:
Kiswahili emphasises writing friendly letters as one of the skills to be acquired.

Suggested resources
Sample friendly letters (print and braille)

THEME 6.0: DRUG AND SUBSTANCE ABUSE				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
6.1 Listening and Speaking	**6.1.1 Conversation Skills: (2 Lessons)**	By the end of the sub strand, the learner should be able to: a) identify verbal and non-verbal forms of polite interruptions, b) apply turn-taking skills in different speaking contexts, c) use verbal and non-verbal cues to interrupt a conversation politely, d) appreciation the importance of politeness in communication.	• In groups, learners with low vision are guided to watch while learners with blindness listen to a live or recorded dialogue depicting turn-taking skills and interrupting politely. • Learners are guided to practise interrupting someone politely. • In pairs, learners are guided to practise turn taking in a conversation with peers. • Learners with low vision watch while learners with blindness listen to short audio-visual clips of conversations or television programmes and identify	1. How can you interrupt a conversation politely? 2. Why should people speak one at a time in a conversation? 3. How can you ensure that you do not dominate a conversation?

			instances of turn taking and polite interruptions.	
			● Learners are guided to listen to a radio talk show and pick out polite words and expressions.	
			● Learners are guided to write examples of polite words and expressions on sticky notes or flash/braille cards and paste them on the wall or class noticeboard.	
			● In groups, learners are guided to make posters or braille cards showing polite expressions as well as ways of interrupting someone politely.	
			● In groups, learners with low vison are guided to make posters while learners with blindness use braille cards on	

			turn taking skills and polite interruptions and display them.	
			● Learners are guided to role-play a dialogue on the effects of drug and substance abuse.	
			● In pairs, learners are guided to recite a conversational verse (choral), make an audio or video recording and share it on WhatsApp, email, or social media. Learners with blindness use digital devices with assistive technology to record and share on social media.	

Core Competencies to be developed:
- Communication and collaboration: A learners take turns in real life conversations and role-play. This enhances effective speaking.
- Collaboration: A learner contribute to group decision making during the role play.

Pertinent and Contemporary Issues (PCIs)
Alcohol and substance abuse: A learner is sensitised on the negative effects of drug and substance abuse through role play.

Values:

| ● Peace: A learner uses polite interruptions in conversations ensure harmony |
| ● Respect: A learner practises the skills of turn taking and interrupting politely, learners learn to respect the opinion and space of others. |

Link to other subjects:
Kiswahili addresses the skills of turn taking and interrupting politely

Suggested Learning Resources
Audio-visual clips, braille machines, braille papers, flash/braille cards, manilla papers

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	**6.2.1 Reading: Fluency** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of expressive reading from a reading or digital text, b) read a text at the right speed, accurately and with expression, c) appreciate the importance of reading fluency in communication.	● In groups, learners are guided to view/listen to a variety of audio-visual clips featuring well-*read scripts* related to the theme. ● Learners with low vision are guided to watch while learners with blindness listen to news clips from a favourite television programme/presenter and comment on the presenter's speed, accuracy, and expression. ● In groups, learners are guided to brainstorm on ways of reading effectively. ● Learners are guided to reflect on the qualities of a good reader. ● Learners to read a text such as a poem, a narrative, or dialogue: ○ with appropriate expressions ○ with accuracy	1. Why is it important to read fluently? 2. How does the appropriate use of verbal and non-verbal cues enhance reading fluency?

			- at the right speed, - Learners are guided to listen to a text read by a peer and provide feedback. - Learners are guided to engage in a readers' theatre in groups and read a poem, narrative, or dialogue. - In pairs, learners are guided to read a choral verse. - Learners are guided to time himself or herself while reading an excerpt of a text. - Learners are guided to participate in activities that enhance reading fluently, such as reader's theatre, paired reading, echo reading, repeated reading and choral reading.	

Core Competencies to be developed:
- Learning to learn: A learner builds on own learning experiences by listening and modelling fluent reading.
- Self-efficacy: A learners document- success criteria while timing themselves as they read excerpts in pairs.
- Communication and collaboration: A learner speaks clearly and effectively when reciting a choral verse.

Pertinent and Contemporary Issues (PCIs)
Critical thinking: A learner views a video and comments on whether a speaker reads accurately, at the right speed, and with expressions.

Values
● Responsibility: A learner read texts on drug and substance abuse prevention.
● Respect: A learner achieves as learners listen to their peers' reading.
Link to other subjects
● Performing arts: fluent reading is essential in drama and poem recitations.
● All languages emphasise fluent reading.
Suggested Learning Resources
Audio-visual clips, braille and print reading materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Grammar in Use	6.3.1 Word Classes: Adverbs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify adverbs of time, place, and manner in texts, b) use adverbs of time, place, and manner in different contexts, c) appreciate the value of adverbs of manner, time, and place in communication.	● Learners with low vision are guided to read a print while learners with blindness use braille or non-print text on drug and substance abuse identify the adverbs of time, place, and manner used in the text. ● Learners are guided to categorise adverbs of time, place, and manner from word lists or flashcards/braille cards. ● Learners are guided to construct sentences using adverbs of time, place, and manner.	1. Why is it important to describe where, when and how something happens? 2. How do you describe different actions?

			● Learners are guided to use adverbs of time, place, and manner in a role play, hot seating or simulation and make audio-visual recording. ● Learners are guided to share a story or dialogue featuring adverbs of time, place, and manner.	

Core Competencies to be developed:
● Critical thinking and problem solving: A learner think of different ways to describe manner, time, and place
● Learning to learn: A learner identifies and use different types of adverbs

Pertinent and Contemporary Issues (PCIs)
Drug and Substance Abuse: A learner reads different print and non-print texts on drug and substance abuse and learn the negative effects of the same.

Values
Responsibility: A learner record videos and describe the events with peers, they act responsibly

Link to other subjects:
● Kiswahili and Indigenous Languages have adverbs as a word class
● Physical Education and Sports, Agriculture and Home Science since learners describe processes using adverbs of manner

Suggested Learning Resources

Braille/flash cards, braille and print reading materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Reading	**6.4.1 Oral literature Songs** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify repeated words and phrases in lullabies, b) use appropriate techniques when performing lullabies, c) pick out key messages communicated in lullabies, d) appreciate the importance of lullabies in real life.	● Learners are guided to listen to audio recordings of lullabies. ● Learners with low vision view while learners with blindness listen to audio-visual clips of lullabies and identify instances of repetition. ● Learners are guided to perform a lullaby and make a recording. ● Learners are guided to pick out key messages communicated in lullabies. ● In groups, learners are guided to share ideas on the key messages that are addressed in lullabies. ● In groups, learners are guided to discuss the functions of lullabies. ● Learners are guided to collaborate to compose songs, sing and	1. Why are lullabies different from other songs? 2. How are songs similar to poems?

				record lullabies from their immediate environment.	
				● In groups, learners are guided to create lullabies and perform them in class.	
				● Learners are guided to identify characters in different lullabies.	

Core Competencies to be developed:
- Creativity and Imagination: A learner discuss different functions of lullabies; they develop their sense of imagination.
- Critical Thinking: A learner research information about lullabies.

Pertinent and Contemporary Issues (PCIs)

Peace Education: A learner collaborates in singing and recording lullabies from their immediate environment.

Values:

Social justice: A learner collaborates in singing and recording lullabies from their immediate environment.

Link to other subjects:

Performing Arts: singing lullabies involves performance.

Suggested Learning Resources

Audio recordings, audio-visual clips, braille machine, braille papers

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.5 Writing	**6.5.1 Commonly Misspelt Words** (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise commonly misspelt words in texts, b) use commonly misspelt words correctly in written texts, c) value the relationship between accurate spelling and effective written communication.	● In pairs, learners are guided to brainstorm words that are difficult to spell correctly. ● In pairs, learners are guided to search for commonly misspelt words from textbooks and online sources. ● Learners are guided to discuss ways of correcting commonly misspelt words. ● Learners are guided to correct texts with wrong spellings of irregular plural nouns, for example. knife-knives; ox-oxen; fox-foxes; child-children; thief-thieves; lady-ladies; monkey-monkeys. *and –ing* verbs formed from verbs with final –e for example love – loving, dine – dining.	1. Why are some words difficult to spell? 2. How can we improve our spelling?

| | | | ● Learners are guided to explain to peers the effects of correct spelling on written communication.
● In groups, learners are guided to engage in spelling games such as crossword puzzles. Learners with blindness to be given verbal clues of the puzzles.
● Learners are guided to write a story or dialogue on contemporary issues, for example, keeping my neighborhood safe, using the commonly misspelt words and share it with peers for feedback. | |

Core competencies to be developed:
● Communication and collaboration: A learner writes clearly and spell words correctly.
● Collaboration: A learner contributes to group decision making in spelling games.

Pertinent and Contemporary Issues (PCIs)
Peace Education: A learner engages in discussions and games.

Values
Peace: A learner engage in spelling games

Link to other subjects:
- ● Performing arts – correct spelling is required in scripting texts for performance
- ● Visual arts – graphics need to be written in the correct spelling

Suggested Learning Resources
Braille machine, braille papers, braille reading materials, digital devices with assistive technology.

THEME 7.0: NATURAL RESOURCES – FORESTS				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
7.1 Listening and Speaking	**7.1.2 Listening Comprehension : Listening for Details** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify clues that signal details from a listening text, b) take detailed notes on a listening text, c) appreciate the importance of listening for details.	● In pairs, learners are guided to search online using assistive technology or offline for signposts that introduce details in an oral text. ● In groups, learners are guided to listen and identify words that introduce different types of details that indicate: - addition such as first, also, moreover; - emphasis such as an important note, especially, particularly; - comparison such as. like, similarly, just as - contrast such as but, however, on the other hand; - illustration such as for example, for instance, such as,	1. How can you tell the key information from a listening text? 2. Why should we listen attentively?

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			- cause-and-effect such as because, therefore, so that. ● Learners are guided to discuss the kinds of details one should look out for from a text. The details could include numbers, figures, points, facts, examples, people, places, behaviour, and opinions. ● Learners are guided to listen and note the clues signaling details from a peer. ● Learners are guided to listen to a live or recorded oral presentation on a pertinent and contemporary issue such as natural resources, for example, forests, and take specific details. ● In groups, learners are guided to role-play, in turns, oral presentations in pairs as the partner takes notes. ● In groups, learners are guided to compare the notes, then revise and display them for review.	

Core Competencies to be developed:
● Self-efficacy: A learner listens for detail, thus making them confident in note-taking skills.
● Communication and collaboration: A learner role-play and make oral presentations. This enhances the learner's ability to listen keenly.
Pertinent and Contemporary Issues (PCIs)
Environmental and social issues: A learner emphasises as learners listen to texts on natural resources.
Values:
Patriotism: A learner listens to texts on natural resources, thereby developing a sense of belonging.
Link to other subjects:
● Social studies provide the context from which the listening texts on Natural resources and forests can be obtained.
● German, French, Chinese, and Arabic require note-taking as part of the listening skill.
Suggested resources
Smart braille machine, orbit reader, dot mini and braille me

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	**7.2.1 Intensive Reading: Visuals** (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify types of information conveyed by visuals for comprehension, b) interpret visuals for information, c) appreciate the importance of visual interpretation skills in different texts.	● Learners are guided to list common visuals like road signs, photographs, billboards. Learners with blindness are provided with realia to manipulate and precise verbal descriptions of all the realia. ● In pairs, learners are guided to search online using assistive technology and offline for different types of information visuals convey such as stories, messages, feelings or emotions, relationships, mood. ● In groups, learners are guided to discuss class/school/ community/ national needs or issues that visuals can address. ● Learners are guided to answer comprehension questions on the visuals.	1. How does observation of actual items help us understand what we are taught? 2. Why is it important to understand information conveyed in pictures and photographs in a text?

			● Learners are guided to apply comprehension strategies such as prediction, making connections, inferences, questioning, and visualising in interpreting visuals. ● Learners with low vision are guided to create stories or songs from visuals. Learners with blindness are given clear verbal descriptions of the visuals then they create stories. ● In groups, learners with low vision are guided to discuss visuals of national importance like the national flag, the Kenyan currency. Learners with blindness are first given realia to manipulate and clear verbal description then they discuss the visuals. ● Learners discuss the importance of developing visual interpretation skills for a	

			full understanding of messages.	
			• In pairs, learners are guided to use digital devices with assistive technology to create simple visuals through photographing, drawing, and making realia on natural resources.	

Core Competencies to be developed:
● Digital literacy: A learner searches for different information conveyed through visuals.
● Citizenship: A learner discusses national symbols such as the national flag and currency enhances patriotism.

Pertinent and Contemporary Issues (PCIs)
Environmental conservation: A learner creates visuals on natural resources.

Values:
● Patriotism: A learner discusses visuals like the national flag and visuals on the Kenyan currency.
● Integrity: A learner discusses on the evils of corruption

Link to other subjects:
● Visual arts deal with creating and interpreting visuals.
● Computer sciences – In computer science, computers are used to create and display visuals.
● Humanities, Mathematics, and sciences use visuals like maps, graphs, and charts.

Suggested Learning Resources
Smart braille machine, orbit reader, dot mini and braille me, realia.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Grammar in Use	**7.3.1 Personal and possessive pronouns.** (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between personal and possessive pronouns in sentences, b) use personal and possessive pronouns in sentences appropriately, c) appreciate the value of proper use of pronouns.	● Learners with low vision are guided to pick out personal and possessive pronouns from print while learners with blindness pick out from braille and non-print texts on natural resources. ● Learners are guided to use personal pronouns to refer to people in a class. ● Learners are guided to construct sentences using personal pronouns. ● Learner are guided to write a paragraph using possessive pronouns. ● Learners are guided to construct sentences using personal pronouns from substitution and completion tables. ● In pairs, learners with low vision are guided to draw a chart while learners with blindness write a	1. How can you avoid unnecessary repetition in sentences? 2. Why should we avoid unnecessary repetition?

			braille chart with singular/plural, subjective, and objective personal pronouns and display them for peer review.	

Core Competencies to be developed:

Communication and collaboration: A learner corrects use of pronouns in sentences and story writing

Pertinent and Contemporary Issues (PCIs)

Social cohesion: A learner uses personal pronouns to refer to people in the class.

Values:

Respect: A learner uses pronouns to construct sentences to refer to others in the class.

Link to other subjects:

- Computer science: Digital skills are enhanced as learners refer to print and non-print materials to search for personal pronouns.
- French, German, Chinese, and Arabic cover pronouns in grammar.

Suggested Learning Resources

- Manilla papers, felt pens, braille chart

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Reading	**7.4.1 Characters in class readers.** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify minor characters in a class reader, b) discuss the relationships between different minor characters in the class reader, c) appreciate the place of minor characters in the class reader.	● Learners are guided to read and identify minor characters in a class reader. ● In pairs, learners are guided to search online using digital devices with assistive technology and offline for words and phrases used to describe relationships between characters. ● Learners are guided to discuss in groups how the characters relate with each other. ● Learners are guided to identify different minor characters to bring out their relationships, in groups. ● Learners are guided to link characters' reactions to the relationships they are in.	1. How can you tell the difference between a main and a minor character in a story? 2. How would you describe the behaviour of your classmates?
Core Competencies to be developed: ● Critical thinking and problem solving: A learner links the relationships between characters in the class reader enhances the learner's ability to link various issues.				

Pertinent and Contemporary Issues (PCIs) Citizenship: A learner discusses the character traits and relationships of some of the characters in the text read.
Values: Social justice: A learner discuss in groups the relationships between characters.
Link to other subjects: Performing Arts uses hot seating for the actors to internalise their roles.
Suggested Learning Resources   Smart braille machine, orbit reader, dot mini and braille me.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

7.5 Writing	**7.5.1 Composition: The Writing Process**
	
	(2 lessons)
		By the end of the sub strand, the learner should be able to:
		a) outline the steps in the writing process,
		b) write a narrative composition following the writing process,
		c) acknowledge the role of writing fluency in communication.
			● In groups, learners with low vision are guided to watch while learners with blindness listen to an audio-visual of learners going through the writing process.
			● Learners are guided to read samples of well-written texts in print or in braille and highlight features that make them outstanding.
			● In groups, learners are guided to discuss the writing process giving details of what each entails on a mind map.
			● Learners are guided to suggest the most suitable topics on issues like natural resources or saving forests for practising the writing process.
			● Learners are guided to practise the writing process, for example by:
			  - prewriting
			  - drafting
			  - editing
				1. Why should you follow the writing processes when writing a composition?
				
				2. How can you tell if a composition is well-written?

			- revising - publishing, - Learners are guided to write a narrative composition following the writing process and share using a digital device with assistive technology for peer review. - Learners are guided to review the effectiveness of the writing process in writing compositions.	

Core Competencies to be developed:
- **Digital literacy**: A learner shares the compositions using a digital device with assistive technology for peer review**.**
- **Creativity and imagination**: A learner mind-map the idea to be written in the narrative composition using the writing process.

Pertinent and Contemporary Issues (PCIs)
Environmental Conservation is addressed by the narrative compositions on natural resources.

Values:
Responsibility: A learner practise writing on natural resources, as they learn how to conserve the environment.

Link to other subjects:
- All languages: Kiswahili, German, Arabic, and French - Composition writing is a component of writing in all languages.
- Agriculture involves reading and writing about the management of natural resources like soil and forests.

Suggested Learning Resources
Audio-visual recordings, braille reading materials, braille writing materials

THEME 8.0: TRAVEL				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
8.1 Listening and Speaking	**8.1.1 Listening Comprehension : Explanatory Narratives** (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify the characters and moral lessons in explanatory narratives, b) sequence the events in explanatory narratives, c) explain the moral lessons in an explanatory narrative d) appreciate the importance of listening comprehension in communication	• Learners are guided to listen to a recording of an explanatory narrative from a digital device with assistive technology and retell the story. • Learners are guided to search online and offline for information on explanatory narratives. • In groups, learners are guided to dramatise dialogues in the explanatory narratives. • In groups, learners are guided to role-play the story telling session. • Learners are guided to identify the moral lessons and relate them to real life situations.	1. How can you tell a lesson that you can learn from a narrative? 2. Why do people tell narratives?

				In pairs, learners are guided to discuss behaviour of the characters in the explanatory narratives.
				Learners are guided to create an explanatory narrative- and share it through WhatsApp, social media, among others using digital devices with assistive technology..

- **Core Competencies to be developed:**
- Digital literacy: A learner manipulates digital devices with assistive technology and use them to create stories and share them with others
- Communication and collaboration: A learner speaks clearly and effectively as learners dramatise narratives and discuss moral lessons.

Pertinent and Contemporary Issues (PCIs):

Digital citizenship: A learner gains a sense of identity and belonging by listening and responding to explanatory narratives derived from various communities.

Values:

Patriotism: A learner listens and respond to explanatory narratives and moral lessons and relating them to their real life, thereby becoming better citizens.

Link to other subjects:
- Social studies also emphasise the application of moral lessons.
- Performing arts also employs role-playing narratives in performances.

Suggested Learning Resources

Audio recordings, Smart braille machine, orbit reader, dot mini and braille me

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	**8.2.1 Intensive Reading** (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish main ideas from supporting details from poems, b) use contextual clues to infer the meaning of words and phrases in a text, c) make connections between events in a poem and real life, d) summarise events in a poem e) answer direct and inferential questions from poems, f) appreciate the role of reading comprehension in lifelong learning.	● In pairs, learners are guided to search online using digital device with assistive technology and offline the meaning of reading for interpretation and evaluation. ● In groups, learners are guided to discuss the meaning of reading for interpretation and evaluation. ● Learners are guided to visualise events, people, and places in poems. ● Learners are guided to predict events in poems. ● Learners are guided to utilise digital devices with assistive technology to check the meanings of words. ● Learners are guided to infer meanings of vocabulary based on contextual clues.	1. How can you identify the subject in a poem? 2. How are poems similar to songs?

			● Learners are guided to answer direct and inferential questions.
			● Learners are guided to summarise main issues from poems.
			● In pairs, learners are guided to create word puzzles with learned vocabulary and share them online.
			● Guide the learners to relate the issues in a set poem to real life.

Core Competencies to be developed:
- Digital Literacy: A learner creates a word puzzle and share it online using digital devices.
- Critical thinking and problem-solving: A learner interprets and evaluates issues highlighted in poems and relate them to real life.

Pertinent and Contemporary Issues (PCIs)
Peace: A learner works in groups to evaluate issues highlighted in poems.

Values:
Respect: A learner respects each other's opinions as they work together.

Link to other subjects:
Social Studies and Business Studies require reading for interpretation and evaluation.

Suggested Learning Resources
Braille reading materials, digital devices with assistive technology like screen readers and braille display., sample poems.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Grammar in Use	**8.3.1 Word Classes:** **Simple Prepositions** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different types of prepositions, b) use prepositions in sentences, c) attest to the importance of well-formed sentences in communication.	● In groups, learners are guided to identify and underline simple prepositions (agent, instrument, and direction) in texts. ● In pairs, learners are guided to search online using digital devices with assistive technology and offline for examples of simple prepositions. ● Learners are guided to read texts and identify simple prepositions. ● Learners with low vision are guided to complete sentences using a substitution table while learners with blindness complete the sentences using given words. ● Learners are guided to match simple prepositions with the word they collocate with. ● In groups, learners with low vision are guided to watch while learners with blindness listen to audio-visual clips and identify simple propositions. ● Learners are guided to construct sentences using prepositions.	1. How do we show the relationship between words? 2. Why should you ensure all your sentences are correctly written?

			● In pairs, learners are guided to create a crossword puzzle featuring simple prepositions and the words or phrases they collocate with. ● Learners are guided to share the puzzles online, on posters or braille cards, charts in print or in braille, or through WhatsApp.	

Core Competencies to be developed:
● Digital literacy: A learner manipulates digital devices and use them to create word puzzles and share them with others
● Communication and collaboration: A learner speaks clearly and effectively during dramatisation of narratives and discussion of moral lessons.

Pertinent and Contemporary Issues (PCIs)
Social cohesion: A learner works in groups and cohesively as they give each other feedback.

Values:
Unity: A learner works together to construct sentences using prepositions.

Link to other subjects:
Languages like French, German, Arabic, and Kiswahili have prepositions as an area of study

Suggested Learning Resources
Braille work cards, word puzzles, braille machines and braille papers, Digital devices with assistive technology like screen readers and braille display.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Reading	**8.4.1 Intensive Reading: Poetry** (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the human characters in a set of poems, b) use adjectives to describe the traits of human characters in a set of poems, c) appreciate the importance of human characters in poetry.	● Learners are guided to read a given poem and identify the human characters. ● In pairs, learners are guided to search online using digital devices with assistive technology and offline for adjectives that can be used to describe characters. ● Learners are guided to discuss what each character does or says in each poem. ● In pairs, learners are guided to role-play a given poem to bring out the characters' actions. ● Learners with low vision are guided to take video clips of the role play and share them as they discuss their performances. Learners with blindness record audios of the role plays.	1. Why are human characters important in poetry? 2. How can you identify the lessons learned from poems?

			● Learners are guided to paste sticky notes/braille notes containing character traits identified. ● Guide the learners to relate the human characters in the poem with real life lessons.	

Core Competencies to be developed:
- Communication and collaboration: A learner contributes to group decision-making by participating actively in the discussion on what each character does or says in each poem.
- Learning to learn: A learner builds on their own learning experiences while relating the human characters in the poem with real life situations.

Pertinent and Contemporary Issues (PCIs)

Social cohesion: A learner relates   human characters to real life.

Values:
- Peace: A learner bonds as they work in groups
- Love: A learner relates human characters to real life. In the process, they grow to love each other

Link to other subjects:
- All languages: French, German, Arabic, and Chinese have poetry as a genre of literature
- Performing arts: role-playing involves performance

Suggested Learning Resources
- Digital devices with assistive technology for video recording and audio recording

- Aloud, role play, learner recordings

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.5 Writing	**8.5.1 Composition Writing: Self-Assessment** (2 lessons)	By the end of the sub strand the learner should be able to: a) identify steps involved in the assessment of narrative compositions, b) write narrative compositions and assess the introduction, body, and conclusion, c) appreciate the importance of assessment in improving narrative composition writing.	● In pairs, learners are guided to search online and offline for information on the aspects of self-assessment when writing a narrative composition. ● Learners are guided to practise assessing their own narrative composition. ● Learners with low vision are guided to watch while learners with blindness listen to an audio-visual recording on how to peer-assess a composition. ● Learners are guided to plan, organise, and write a composition on travel, and share it with peers for review.	1. Why is it important to assess writing? 2. How can one improve their composition writing skills?

			● In pairs, learners are guided to identify and correct spelling, punctuation, and grammatical errors using a given checklist.	

Core Competencies to be developed
- Collaboration and collaboration: A learner participates actively in the writing activity when working in pairs, sharing and assessing each other's narrative composition.
- Learning to learn: A learner organises their learning while writing and assessing his or her narrative composition before sharing with peers for assessment.

Pertinent and Contemporary Issues (PCIs):
Peer education: A learner assess each other's compositions.

Values:
Integrity: A learner learns to be honest and truthful while assessing their own and other's compositions.

Link to other subjects
French, German, Chinese, and Arabic involve narrative composition writing.

Suggested Learning Resources
Braille machine, braille papers, audio-visual clips

THEME 9.0: HEROES AND HEROINES - KENYA				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
9.1 Listening and Speaking	**9.1.1 Pronunciation : Consonant and Vowel Sounds** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) articulate correctly the consonant sounds/t/, /d/, /l/, /r/ in words articulate correctly vowel sounds /ʊ/ and /uː/ in words, b) pronounce words correctly using stress, c) distinguish the meaning of words based on stress, d) appreciate the importance of correct pronunciation in oral communication.	● Learners with low vision watch while learners with blindness listen an audio-visual clip with the sounds */t/, /d/, /l/, /r, /, /ʊ/ and /uː/* in words. ● Learners are guided to articulate the following consonants and vowel sounds in: - */t/ as in toll* - */d/as in doll* - */l/ as in liver* - */r/ as in river* - /ʊ/ as in pull, bull; - /uː/ as in pool, book, ● Learners with low vision are guided to watch while learners with blindness listen to an oral presentation and pick out words with the target sounds.	1. Why should you pronounce words correctly? 2. How can one improve one's pronunciation?

			● Learners are guided to practise pronouncing words with the target consonant and vowel sounds. ● Learners are guided to sort words based on the pronunciation of the target, consonant, and vowel sounds. ● In groups, learners are guided to recite poems or sing songs on national heroes with the target sounds. ● Learners are guided to read out tongue twisters with the target consonant and vowel sounds. ● Learners are guided to listen to an audio clip featuring a variety of words and classify them in their word classes according to the stressed syllables. ● Learners are guided to engage in pronunciation drills on stress to distinguish word class. ● Learners are guided to underline stressed syllables in words.	

			● In groups, guide learners to discuss the importance of correct pronunciation and use of stress in conveying meaning. ● In pairs, learners are guided to reflect on the target consonant and vowel sounds and identify those they struggle with for further practice.	

Core Competencies to be developed:
- Digital literacy: A learner listens to audio clips and watch videos on pronunciation
- Learning to learn: A learner builds on their own experiences by reflecting on the target consonant and vowel sounds and identify those they struggle with for further practise.

Pertinent and Contemporary Issues (PCIs)
Good governance: A learner sings songs and recite poems on national heroes/ heroines.

Values:
- Patriotism is enhanced through poems on nationalism
- Unity is enhanced in the songs on nationalism

Link to other subjects:
- All language subjects focus on pronunciation as a basic skill.
- Performing Arts emphasises clear enunciation in performances.

Suggested Learning Resources
Audio-visual clips, audio recording, sample poems.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	**9.2.1 Extensive Reading: Grade-appropriate fiction materials** 2 lessons	By the end of the sub strand, the learner should be able to: a) select a variety of fictional texts for extensive reading, b) read fictional texts for information and enjoyment, c) appreciate the importance of fiction in life.	● Learners with low vision are guided to identify fictional material to read by looking at while learners with blindness listening to descriptions of the cover page, blurb, and title. ● Learners are guided to read texts on varied issues such as national heroes and heroines and discuss the elements of fiction in the text. ● Learners are guided to list down new words and phrases encountered. ● In pairs, learners are guided to retell the story in their own words. ● In groups, learners are guided to dramatise a	1. Why is it important to read fictional materials? 2. How can a reading culture be developed?

			section of the text and record themselves using digital devices with assistive technology. ● Learners are guided to relates the ideas expressed in fiction to real life. ● Learners are guided to reads fiction materials for enjoyment.	

Core Competencies:
Learning to learn: A learner selects fictional texts for reading.

Pertinent and Contemporary Issues (PCIs):
Citizenship: A learner expose to individual and cultural differences through extensive reading

Values:
Patriotism: A learner reads on national heroes and heroines inculcates patriotism.

Link to other subjects:
Language subjects like Indigenous Languages, French, Arabic, and Chinese have fiction as a genre.

Suggested Learning Resources
Braille machine, braille papers, video/audio recording devices, texts in print and in braille.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
9.3 Grammar In Use	**9.3.1 Word Classes: Conjunctions** *and, but, or* 2 lessons	By the end of the sub strand, the learner should be able to: a) identify the conjunctions and, but and or in sentences, b) use and, but and or in sentences accurately, c) appreciate the importance of proper use of conjunctions in written and spoken contexts.	● In pairs, learners are guided to search online using digital devices with assistive technology and offline for the use of the conjunctions and, but and or in texts. ● Learners are guided to identify the conjunctions and from different texts. ● Learners are guided to construct sentences using the conjunctions and, but and or. ● Learners are guided to fill in substitution and completion tables using the conjunctions and, but and or. ● Learners are guided to create and share a story or dialogue on heroes in Kenya, using the conjunctions and, but and or.	1. How do the words *and, but* and, *or* help in conversation? 2. How are coordinating conjunctions used? 3. How can you tell that joining words have been used well?

			● In groups, learners are guided to discuss the importance of proper use of conjunctions in sentences.	

Core Competencies to be developed:
● **Self-efficacy**: A learner pays attention to details and use conjunctions in different circumstances.
● **Learning to learn:** A learner shares what they have learnt as they create and share stories or songs about heroes and heroines in Kenya.

Pertinent and Contemporary Issues (PCIs)
Citizenship: A learner creates and shares stories about local heroes

Values:
● **Patriotism:** National heroes and heroines are focused on in the story.
● Peace**:** A learner acquires skills of working in harmony as they work in pairs and groups.

Link to other subjects:
Languages like French, German, Arabic, and Chinese address the correct usage of conjunctions.

Suggested Learning Resources
Braille reading materials, textbooks in print and in braille.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.4 Reading	**9.4.1 Intensive reading: Class Reader** (2 lessons)	By the end of the sub strand the learner should be able to: a) explain the sequence of events in a class reader, b) make short notes on the sequence of events in a class reader, c) appreciate reading works of art for information and enjoyment.	● Learners are guided to read sections of a class reader and explain the sequence of events. ● In groups, guide learners to dramatise parts of the class reader for clarity. ● Learners are guided to outline the actions of each character studied in the section. ● Learners are guided to discuss how the characters make the story flow. ● Learners with low vision are guided to use a sequence chart in print while learners with blindness use sequence chart in braille to show the order of events in the class reader. ● Learner is guided to make short notes on the sequence of events in the story.	1. Why is it important to master the sequence of events in a class reader? 2. How does a writer make a piece of writing interesting? 3. How is humor achieved in storybooks and TV programmes?

| | | | Learners are guided to relate the events in the story to real life. Learners are guided to discuss possible solutions to the problems portrayed in the class reader. | |

Core Competencies to be developed:
- Communication and collaboration: A learner writes fluently and present organised work as the learner makes notes on the sequence of events in the class reader.
- Collaboration: A learner participates actively in dramatising parts of the class reader for conceptualisation.
- Critical thinking and problem-solving: A learner creates different options by discussing possible solutions to the problems portrayed in the class reader.

Pertinent and Contemporary Issues (PCIs)

Ethical relationship**:** A learner relates issues to real life and to relationships in society.

Values:

Respect: A learner dramatises parts of the class reader enhance respect among learners

Link to other subjects:

Performing arts: dramatisation is a component of this learning area.

Suggested Learning Resources

Braille reading machines, braille charts, class reader in print and in braille.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.5 Writing	**9.5.1 Creative writing: Narrative compositions** (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify features of narrative composition in creative writing, b) create well-written narrative compositions on a variety of topics, c) appreciate the importance of writing in day-to-day life.	● Learners are guided to search for features of a well-written narrative from varied media. (200-240 words) such features include - a narrow and clearly defined focus (title) - a strong introduction - character descriptions - dialogue - setting description - interesting details - a logical sequence - purposeful and precise word choice - varied sentence structure and - a strong conclusion. ● Learners are guided to read well-written samples of narrative compositions noting the most outstanding parts.	1. How can you make your composition writing better? 2. Why is it important to observe features of narrative composition in writing?

			● Learners are guided to plan a narrative composition and tell it as a chain story. ● Learners are guided to write a narrative composition on issues like historical and current heroes and share it with peers for discussion and revision. ● Learners are guided to display narrative writings on the classroom notice boards.	

Core competencies to be developed:
● Creativity and imagination: A learner looks at problems in a new way and undertake the task of narrative writing and sharing.
● Self-efficacy: A learner pays attention to detail, plan a narrative composition, and tell a chain story.

Pertinent and Contemporary Issues (PCIs)
Citizenship: A learner creates narratives on historical and current heroes and heroines which portray love for the nation.

Values:
Social justice: A learner researches and writing stories of heroes and heroines exposes learners to issues like colonization, thus enabling them to learn from the experiences of the heroes and heroines.

Link to other subjects:
● French, Arabic, German, and Chinese require narrative writing as a basic skill.
● Performing Arts: Composing plays, poems, and narratives for performance require creative writing skills.

Suggested Learning Resources
Notice boards, thumb pins, manilla papers, felt pens, braille papers, braille machines, writing materials.

THEME 10.0: MUSIC				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
10.1 Listening and Speaking	**10.1.1 Oral Presentations: Delivering Speeches** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify occasions where speeches are presented, b) apply the features of oral presentations for effective communication, c) appreciate the importance of good oral presentation skills when delivering a speech.	● In pairs, learners are guided to share on occasions where speeches are presented. ● In pairs, learners are guided to search online using digital devices with assistive technology or offline for features of oral presentation and make short notes. ● Learners are guided to listen to recorded grade-appropriate speeches and share their opinions on them. ● In groups, learners are guided to brainstorm on the importance of body language in delivering a speech.	1. What is the purpose of speeches in society? 2. What circumstances make one read a pre-written speech? 3. How can one deliver a speech effectively?

			- In groups, learners are guided to rehearse a speech and present it to each other. - Learners are guided to write short speeches on the importance of music and present it to peers. - Learners are guided to record the speeches being presented and discuss the presentations.	

Core Competencies to be developed:
- Digital Literacy: A learner uses digital devices with assistive technology to record speeches as learners present them.
- Self-efficacy: A learner gives attention to details while rehearsing speeches and presenting them to each other in groups.

Pertinent and Contemporary Issues (PCIs
Social cohesion: A learner writes a short speech on the importance of music relates to social cohesion.

Values:
- Responsibility: the importance of music to learners promotes responsibility among learners.
- Respect: discussion on presentations requires that learners respect each other's work.

Link to other subjects:
Performing Arts also focuses on oral presentations, including delivering a speech that involves both verbal and non-verbal aspects.

Suggested Learning Resources
Audio recorders, digital devices with assistive technology, recorded audio clips, writing materials.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	10.2.1 Study Skills: Note Making (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main and supporting points in texts, b) make notes from varieties of written texts, c) appreciate, note-making to effective reading.	• In pairs, learners are guided to conduct an online and offline search on the format of note- making- (heading, subheading, main points, supporting point, keywords) • In groups, learners are guided to discuss the importance of note making in reading. • Learners are guided to read texts on varied issues, including music, and select the key points. • Learners are guided to pick the keywords from reading texts. • Learners are guided to fill in the key points in a note making a template. • Learners are guided to read print or non-print texts and make notes from them.	1. How can effective reading be done? 2. How can key points be identified in a text? 3. Why is it important to make notes?

Core Competencies to be developed:
● Digital literacy: A learner searches online for information on note-making.
● Learning to learn: A learner organises their own learning and make notes after reading varied texts.

Pertinent and Contemporary Issues (PCIs)

Career guidance: A learner reads and makes notes on types of music exposes the learner to the music career
Values: Unity: A learner draws a mind map in groups enhances unity among learners
Link to other subjects: Integrated Science, CRE, IRE, and HRE - require the skill of note making for effective study
Suggested Learning Resources Braille reading materials, braille machines, digital devices with assistive technology like screen readers and braille display.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 Grammar in Use	**10.3.1 Word Classes: Determiners** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify articles and possessives in texts, b) use articles and possessives in sentences, c) appreciate the importance of articles and possessives for effective communication.	● Learners are guided to identify articles and possessives from a text. ● In pairs, learners are guided to underline articles a, an, the and possessives my, our, your, his, her, their used in print and non-print texts. ● Learners are guided to read out examples of possessives from braille/ flashcards. ● Learners are guided to correct errors in sentences that contain articles. ● In groups, learners are guided to engage in language games using articles. ● Learners are guided to practise matching articles with nouns in pairs.	1. How do we indicate that something belongs to somebody? 2. Why do we use articles in sentences?

			● Learners are guided to construct sentences using possessives. ● In groups, learners are guided to compose a song on children's rights using relevant articles and possessives and video record the performances.	

Core Competencies to be developed:
● Self-efficacy: A learner pays attention to details and correct errors in sentences.
● Communication and collaboration: A learner uses articles and possessives to communicate clearly and effectively.

Pertinent and Contemporary Issues (PCIs)
Child rights: A learner composes a song on the rights of children enlightens learners on their welfare

Values:
Respect: A learners corrects use of articles and possessives makes learners use correct titles while addressing people

Link to other subjects:
French, German, Chinese, and Arabic have determiners as an area of study.

Suggested Learning Resources
Braille/flash cards, braille reading machines, video/audio recorders, language games

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Reading	**10.4.1 Intensive Reading: Characters and their traits** (2 lessons)	By the end of the sub strand, the learner should be able to: (a) identify characters in monster narratives, (b) explain traits of characters in given monster narratives, (c) relate monster narratives to real life situations, (d) appreciate the importance of monster narratives in life.	● Learners are guided to describe a monster/ ogre. ● In pairs, learners are guided to search online and offline for features of monster narratives. ● Learners are guided to narrate monster narratives from their immediate environment to their peers. ● Learners are guided to discuss what monsters/ogres represent. ● In groups, learners are guided to discuss how monster narratives relate to real life. ● Learners are guided to explain health education lessons they learn from monster narratives.	1. Why oral narratives in modern society? 2. What should one consider when collecting narratives among people of varied socio-cultural backgrounds?

			● In groups, learners are guided to dramatise a monster narrative and record the performance using digital devices with assistive technology. ● Learners are guided to discuss the traits of the characters involved in a monster narrative. ● Learners are guided to brainstorm on the reading strategies suitable for sharing experiences with community members. ● Learners are guided to interact actively with resource persons to pick out the relevant reading strategies. ● Learners are guided to seek support from resources on how to relate monster narratives to real life.	

			● Learners are guided to collect, analyse and compile them into an anthology of narratives from the community. ● Learners are guided to conduct a reader's theatre in groups. ● In groups, learners are guided to describe the procedure used in collecting the narratives.	

Core Competencies to be developed:
- Critical thinking and problem solving: A learner discuss the lessons learned and the relevance of monster narratives in real life.
- Learning to learn: Learner seeks support from resource persons on how to relate monsters to real life.

Pertinent and Contemporary Issues (PCIs)
- Social awareness: A learner relates monsters to real life.

Values:
- Patriotism: A learner becomes conscious of their moral duties upon relating monster narratives to real life
- Responsibility: A learner learns to act responsibly since monsters represent evil in society responsibly.

Link to other subjects:
- Indigenous languages: monster narratives are part of oral literature, which is a key component of indigenous languages.

Suggested Learning Resources

Digital devices with assistive technology, braille reading materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.5 Writing	10.5.1 Functional Writing: Packing and Shopping lists (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify ways of grouping items in packing and shopping lists, b) write a packing list for a specified event, c) prepare a shopping list for use in a given context, d) value the importance of preparing a shopping and packing list in their everyday lives.	● In pairs, learners are guided to search online and offline for samples of packing and shopping lists. ● Learners are guided to discuss the parts of a shopping list. ● Learners are guided to create and fill a packing list template. ● In groups, learners are guided to discuss different ways of grouping items in packing and shopping lists. ● Learners are guided to give the prices of different items in the shopping list to match a given budget.	1. Why should a shopping list be prepared?

Core Competencies to be developed:
● Critical thinking and problem solving: A learner categorise the various items included in a shopping and packing list in order of importance.
● Learning to learn: A learner prepares a shopping list and a packing list which builds learners' capacity.

Pertinent and Contemporary Issues (PCIs)
Financial literacy: A learner prepares a realistic budget for the shopping list and categorise items.

| **Values:** |
| ● Integrity –A learner comes up with shopping lists that adhere to given budgets |
| ● Social responsibility: masters of writing of shopping and packing lists would ensure public projects are completed within stated budgets. |
| **Link to other subjects:** |
| ● Business Studies - preparing a shopping list involves budgeting which is a component of Business Studies |
| **Suggested Learning Resources** |
| Braille work cards, braille machines and braille papers, sample shopping and packing lists. |

THEME 11.0: PROFESSIONS				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
11.1 Listening and Speaking	**11.1.1 Interviews** **(1 lesson)**	By the end of the sub strand, the learner should be able to: a) identify reasons for sitting an interview, b) articulate points clearly and confidently during an oral interview, c) respond confidently to questions during an interview, d) seek clarification during an oral presentation, e) appreciate the importance of interviews in getting school placement and scholarships.	● Learners are guided to listen to and review an audio clip on school placement and scholarship interviews. ● In groups, learners are guided to discuss reasons for sitting for a placement and scholarship interview. ● Learners with low vision are guided to search online and watch video clips while learner's blindness listen to audio on school placement and scholarship interviews. ● In groups, learners are guided to role-play in the school placement and scholarship interview, record and share them via mobile phones and other social media channels.	1. Why are interviews important? 2. How can one seek clarification during an interview? 3. How does one prepare for an interview?

			Learners with blindness to be given support when role playing and recording.	
			● In groups, learners are guided to conduct mock interviews.	
			● Learners are guided to record the interviews on digital devices with assistive technology.	
			● Learners are guided to share the videos with friends and peers on social media platforms, blogs among others.	

Core Competencies to be developed:
● Communication and collaboration: A learner discuss in groups reasons for sitting for a placement and scholarship interview.
● Digital Literacy: A learner searches online and watch video clips on school placement and scholarship interviews.
● Self-efficacy: A learner organise and lead the open forum where the functional reading is conducted.

Pertinent and Contemporary Issues (PCIs)
Peace Education is developed through discussion in groups and working in pairs.

Values:
● Responsibility is achieved through role play and discussion.
● Respect: A learner collaborates in groups.

Link to other subjects:
Kiswahili: A learner relates the concept of interviews to the learning of conversational skills in Kiswahili

Suggested Learning Resources

Recorded audio clips, video/audio recorders

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	**11.2.1 Extensive Reading: Non-Fiction materials** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify print or electronic non-fiction materials that are interesting to read, b) read a variety of grade-appropriate non-fiction materials independently for lifelong learning, c) recommend to peers suitable non-fiction materials to read for information, d) appreciate the importance of reading for enjoyment and general understanding.	● In pairs, learners are guided to search for digital and print/braille non-fiction materials for reading. ● Learners are guided to read a variety of non-fiction materials. ● Learners are guided to infer the meaning of the new words and phrases used in non-fiction materials. ● Learners are guided to skim through the non-fiction material for the main idea. Learners with blindness are allowed extra time to pick the main idea. ● Learners are guided to scan the non-fiction material to	1. Why should we read non-fiction materials?

				obtain specific information. Learners with blindness are allowed extra time to scan. ● Learners are guided to prepare a reading log of the reading activities of the non-fiction texts.	

Core Competencies to be developed:
- Self-efficacy: A learner reads a variety of non-fiction material to inculcate a reading culture.
- Learning to learn: A learner searches for digital and print non-fiction materials using electronic gadgets.

Pertinent and Contemporary Issues (PCIs)
Life skills, especially self-awareness: A learner owns choice of non-fiction materials to interact with.

Values:
Responsibility: A learner makes informed choices by recommending to peers suitable non-fiction materials to read.

Link to other subjects:
Kiswahili: A learner reads through comprehensive passages and researches online

Suggested Learning Resources
Braille reading materials, Digital devices with assistive technology.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.3 Grammar in Use	**11.3.1 Word Classes** **11.3.2 Adjective Formed from Nouns** **11.3.3. Adjectives Formed from Verbs** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise adjectives from a text, b) construct simple sentences using the adjectives formed, c) appreciate the value of proper use of adjectives.	● In pairs, learners are guided to search for online tutorials on adjectives and examples of adjectives formed from nouns and verbs. Learners with blindness use assistive technology. ● Learners are guided to listen to a poem or passage from the teacher and pick out adjectives formed from nouns and verbs. ● Learners are guided to read a given passage and identify adjectives formed from nouns and verbs. ● Learners are guided to form adjectives using nouns and verbs. ● Learners are guided to construct simple sentences using the adjectives formed in pairs. ● In groups, guide the learners engage in language games such as scrabble, puzzle code words, and guessing games. Learners with	1. How are adjectives formed? 2. Why should we use adjectives correctly?

			blindness are given verbal clues and descriptions when playing scrabble and puzzle code words.	

Core competencies to be developed:
- Communication and collaboration: A learner works in pairs and groups to interact with others and share ideas.
- Digital literacy: A learner searches and watch online tutorials on adjectives to develop their interest in the theme.

Pertinent and Contemporary Issues (PCIs)

Citizenship: A learner engages in the formation of adjectives and the construction of sentences in pairs and groups.

Values:

Love: A learner collaborates in pairs and groups

Link to other subjects:

Adjectives are learnt in Kiswahili, German, French and indigenous languages

Suggested Learning Resources

Crossword puzzles, scrabble boards and letters.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Reading	**11..4.1 Intensive reading:** **11.4. 2 Dilemma** **Narratives** (2 lessons)	By the end of the sub strand, the learner should be able to: a) describe the characters in a given dilemma narrative, b) recognise a closing formula as a feature of dilemma narratives, c) relate the lessons learnt in the dilemma narrative to real life experiences, d) appreciate the lessons learnt from the dilemma narrative for literary appreciation.	● Learners are guided to read the dilemma narrative in a given text and describe the characters. ● Learners are guided to identify a closing formula as a feature of dilemma narratives. ● Learners are guided to discuss what makes dilemma narratives interesting. ● In groups, learners are guided to dramatise parts of the dilemma narrative. ● Learner with low vision is guided to draw a chart showing the sequence of events in the dilemma narrative, while a learner with blindness is guided to present in sequence the events in the dilemma narrative.	1. How can narratives contribute to decision making?

			- In pairs, learners are guided to search online and watch an adaptation of a dilemma narrative while learners with blindness are guided to listen to the audio-visual. - Learners are guided to relate the lessons learnt from the dilemma narrative to real life experiences .	

Core Competencies to be developed:
Creativity and imagination: A learner relates the lessons learnt to real life experiences and give them the ability to recreate the environment.

Pertinent and Contemporary Issues (PCIs)
Life skills are enhanced: A learner describes and relate the characters to real life situations in groups.

Values
Respect: A learner carries out group discussions.

Link to other subjects:
Performing Arts and Kiswahili emphasise creativity through narratives.

Suggested Learning Resources
Braille reading materials, sample stories in print and in braille.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.5 Writing	**11.5.1 Spelling antonyms, synonyms, and numbers** (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise antonyms, synonyms, and numbers in words from a selected text, b) use antonyms, synonyms, and numbers in words correctly in writing, c) appreciate the usage of antonyms, synonyms, and numbers in words in effective writing.	● Learners are guided to read a text with antonyms, synonyms, and numbers in words from print or braille and non-print sources. ● Learner is guided to identify the antonyms, synonyms, and numbers in words from a selected braille or print text. ● Learners listen to a dictation of a text with antonyms and synonyms, and write them down. ● Learners collaborate with peers to search for antonyms and synonyms from books, newspapers and the internet, and compile a list. ● Learners write a list of antonyms and synonyms and, with peers, exchange for assessment.	1. Why is it important to tell the synonyms and antonyms of words? 2. Why is it important to write numbers in words?
Core Competencies to be developed:				

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● Digital literacy: A learner searches for more antonyms and synonyms from the internet to boost their ability to use digital devices with assistive technology.
● Communication and Collaboration: A learner generates a list of antonyms and synonyms in collaboration with peers.
Values:
Unity: A learner collaborates with peers to search for more examples of antonyms and synonyms.
Pertinent and Contemporary Issues (PCIs)
Effective communication : A learner uses antonyms, synonyms, and figures in words correctly in writing.
Link to other subjects
A learner relates the concepts of antonyms, synonyms and writing of numbers to other learning areas such as Kiswahili, Mathematics and Integrated Science.
Suggested Learning resources
Print and audio dictionaries, digital devices with assistive technology.

THEME 12.0: TRADITIONAL FASHION				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
12.1 Listening and Speaking	**12.1.1 Listening to Respond: Views/ Opinions** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) list ways of expressing views/opinions in different contexts, b) use different expressions that indicate own views/opinions in a given text, c) appreciate the value of one's views/opinions as a lifelong skill in communication.	● In pairs, learners are guided to search online and offline for the different ways of expressing views/opinions. ● Learners are guided to listen to an oral narrative and identify the different ways used to express opinions or views. ● Learners are guided to role play the different characters in the narrative and bring out different ways of expressing opinions or views. ● Learners are guided to explain their feelings towards issues raised in the trickster narrative. ● Learners are guided to write on a chart the words	1. How are opinions expressed? 2. Why is it important to express one's opinion? 3. How can expressing opinions/views affect relationships?

			they have used to describe their feelings.	

Core Competencies to be developed:
- Learning to learn: A learner discusses various views/opinions.
- Digital literacy: A learner interacts using technology when searching online and listening to an oral narrative from digital gadgets with assistive technology.

Pertinent and Contemporary Issues (PCIs)
Effective communication: A learner explores and express their views/opinions on different subjects.

Values:
- Respect: A learner express opinions during group activities.
- Unity: A learner engages in group work.

Link to other subjects:
Views or opinions are important in subjects like Religious Education, Life Skills Education, and Music

Suggested Learning Resources
Digital devices with assistive technology, Manilla papers, felt pens, braille paper, braille machine

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.2 Reading	**12.2.1 Intensive Reading-Comprehension** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) Identify the main ideas in a text, b) use contextual clues to infer the meaning of words in a text, c) describe characters, ideas, or events in a text, d) appreciate the importance of reading comprehension in lifelong learning.	● In pairs, learners are guided to download and share texts with mental images from the texts and draw conclusions. ● Learners are guided to read a passage and identify keywords in the passage. ● Learners are guided to infer the meaning of words using contextual clues. ● Learners are guided to choose a descriptive part of the passage on traditional fashion and share the vivid images created in their mind. ● In groups, learners are guided to role-play the characters and events in the text. ● Learners are guided to use contextual clues to decipher the meaning of words.	1. Why should we recreate characters, places, and events in our minds? 2. How can we tell the meaning of words and phrases in a text?

			- Learners are guided to answer questions based on the passage. - Learners are guided to give an appropriate title to a story or passage.	

Core Competencies to be developed:
- Critical thinking and problem solving: A learner visualise characters, events, and places.
- Creativity and Imagination: A learner gains new perspectives as they use contextual clues to infer the meanings of words.

Pertinent and Contemporary Issues (PCIs)
Self-awareness: A learner visualise pictures of ideas or events in a text.

Values:
Responsibility: A learner helps each other to role-play characters, events and answer questions.

Link to other subjects:
Making inferences and visualising are important skills in Mathematics, Sciences, and Performing Arts

Suggested Learning Resources
Braille reading materials, digital devices with assistive technology.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.3 Grammar in Use	12.3.1 Phrasal Verbs (2 **Lesson**)	By the end of the sub strand, the learner should be able to: a) identify phrasal verbs formed from put, come and give in a given text, b) use given phrasal verbs correctly in sentence construction, c) acknowledge the role of phrasal verbs in communication.	● Learners are guided to read a text and identify the phrasal verbs formed from put, come and give. ● Learners are guided to search online and use charts for meanings of the phrasal verbs they have identified. ● Learners are guided to fill in blanks in a text using the most appropriate phrasal verb. ● In pairs, learners are guided to search on the internet for more examples of phrasal verbs. ● Learners are guided to construct sentences using the phrasal verbs .	1. How are phrasal verbs formed? 2. Why should we use Phrasal Verbs correctly?

Core Competencies to be developed:
● Communication and collaboration: A learner speaks clearly as they interact to enhance their knowledge of phrasal verbs.
● Self-efficacy: A learner identifies and states what they find difficult to do and why.

Pertinent and Contemporary Issues (PCIs)
Effective communication: A learners refines their ability to communicate by using phrasal verbs correctly.

Values:

Unity: A learner works in groups to foster unity.
Link to other subjects:
Kiswahili: Phrasal Verbs are learnt in all Languages.
Suggested Learning Resources
Braille reading materials, digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Reading	**12.4.1 Class Reader: Main Ideas** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) identify the main ideas in the section read in the text, b) discuss the lessons learnt from the text, c) relate the lessons learnt to real life experiences, d) appreciate the role of literature in fostering critical thinking.	● Learners are guided to read a section of the text aloud in turns and dramatise the events. ● Learners are guided to discuss the main ideas in the sections read in the text. ● Learners are guided to relate the lessons learnt from the section read to real life experiences. ● In pairs, learners with low vision are guided to search online and watch while learners with blindness listen to an adapted dramatisation of the section read.	1. Why do people read storybooks?

Core Competencies:
● Self-Efficacy: A learner self-awareness is improved as one acquires literary analysis skills.
● Creativity and Imagination: A learner undertake group discussions and role-play to enhance creativity.
● Critical thinking and problem solving: A learner relates the lessons learnt from the section read to real life experiences.

Pertinent Contemporary Issues (PCIs)
● Self-awareness: A learner relates the story to real life experiences.
● Social cohesion: A learner works in groups thus creating a sense of oneness.
Values:
● Peace: A learner discusses in groups.
● Love: A learner works in groups.
Link to other subjects:
Reading and analysis of class readers is done in all Language subjects and Performing Arts.
Suggested Learning Resources
Braille reading materials, audio-visual recording, digital devices with assistive technology.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.5 Writing	12.5.1 The writing Process: Dialogues (2 Lessons)	By the end of the sub strand, the learner should be able to: a) outline the format of a dialogue, b) apply the writing process in writing a dialogue, c) practise writing dialogues in print or in braille while observing the correct format, d) acknowledge the importance of the writing process in acquiring good writing skills.	● In pairs, learners are guided to search online and offline for an example of a dialogue. ● In groups, learners are guided to dramatise the identified dialogue ● Learners are guided to discuss the format of the dialogue they have identified ● Learners with blindness are guided to write dialogues observing the correct format such as indentation, punctuation and arrangement of characters. ● Learners are guided to fill in missing words in a set dialogue on traditional fashion. ● Learners are guided to discuss the correctness of the words they have used. ● Learners are guided to create a rough draft of a short dialogue using the format they have identified.	1. How can you tell the difference between a dialogue and a narrative composition?

			- In pairs, guide the learners to edit each other's dialogue to check for repetition, clarity, grammar, spelling and punctuation. - Learner are guide to go through the dialogue. - Learners are guided to publish the final product for assessment by sharing the samples of well written dialogue with others in class.	

Core Competencies to be developed:
Communication and collaboration: A learner writes clearly and in an organised manner, as they work together to acquire skills in good writing for effective communication.

Pertinent and Contemporary Issues (PCIs)
Effective communication: A learner communicates effectively through writing.

Values:
- Responsibility: A learner learns how to dress decently and respectfully.
- Unity: A learner works together to generate ideas for writing tasks.

Link to other subjects:
Social Studies, Religious Education, and Home Science emphasise appropriate modes of dressing in different contexts.

Suggested Learning Resources
Digital devices with assistive technology, braille machine, braille paper

THEME 13.0: LAND TRAVEL				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
13.1Listening a Speaking	**13.1.1 Listening Comprehension: Extensive Listening** (2 lessons)	**By the end of the sub strand, the learner should be able to:** a) identify the key issues raised in songs addressing land travel, b) listen attentively to songs on land travel, c) use vocabulary identified from songs on land travel correctly, d) appreciate the importance of extensive listening in communication.	● In groups, learners are guided to listen to songs on local and international land travel from audio recordings. ● Learners are guided to respond to comprehension questions on key issues raised in the song. ● Learners are guided to pick out key issues raised from a song sung by the teacher or resource person on land travel. ● Learners are guided to share ideas on the key issues addressed in the songs they have listened to using wall charts. ● Learners are guided to identify vocabulary used in songs on land travel and infer their meaning from context.	1. How can we tell the main message in a song? 2. How can we draw meanings from the words used in a song? 3. How are songs made interesting?

			● Learners are guided to construct sentences orally using the vocabulary learnt. ● In pairs, learners are guided to sing choral songs on land travel.	

Core competencies to be developed:
● Digital Literacy: A learner manipulates digital tools as they listen to songs from audio recordings and respond to them.
● Learning to Learn: is cultivated as learner builds on their own knowledge.

Pertinent and Contemporary Issues (PCIs)
Effective communication: A learner learns to listen attentively and critically.

Values:
Patriotism: A learner listens to information on local land travel.

Links to other subjects:
All subjects require listening skills- The skills of listening attentively and vocabulary use are relevant in the learning of other subjects such as Integrated Science and Mathematics

Suggested Learning Resources
Audio recording, sample songs in print and in braille.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	**13.2.1 Intensive Reading: Comprehension Strategies** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify key ideas from a passage, b) summarise key ideas from a passage, c) create mental images from the events in a passage, d) deduce the meaning of words from context, e) respond to factual and inferential questions correctly from the passage f) appreciate the importance of comprehension strategies in effective reading.	● Learners are guided to read selected grade-appropriate passages on issues related to land travel, such as safety and security from print and online sources. ● In groups, learners are guided to discuss opinions formed about the characters or ideas presented in the passage. ● Learners are guided to infer the meaning of words based on how they have been used in the passage. ● Learners are guided to complete oral and written exercises using the vocabulary learnt. ● Learners are guided to answer factual and	1. How do you get the meaning of words from a passage?

			- inferential questions from the passages, both orally and in writing. - Learners are guided to summarise key ideas presented in the passages by paraphrasing. - Learners are guided to retell sections of the passage.	

Core competencies developed:
Critical thinking and problem solving: A learner demonstrates that they can follow simple instructions to complete tasks.
Problem solving: A learner finds required information when discussing opinions formed about the characters or ideas presented in the passage.

Pertinent and Contemporary Issues (PCIs)
Safety and security: A learner reads and responds to texts on safe and secure land travel.

Values:
Love: A learner acquires information on land travel and retell sections of the passage in pairs or groups.

Link to other subjects:
Physical and Health Education also addresses issues of safety.

Suggested Learning Resources
Braille reading materials, braille machine, braille paper, textbooks.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Grammar in Use	**13.3.1 Sentences: Simple Sentences** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify simple sentences from varied texts, b) construct simple sentences on a variety of issues, c) appreciate the importance of using a variety of sentences in communication.	● Learners are guided to listen keenly to a poem or a story on land travel and write down all the simple sentences that feature in the texts. ● Learners are guided to read a print or non-print text on land travel and identify the simple sentences. ● Learners are guided to tell a chain story featuring simple sentences. ● Learners with low vision are guided to complete a substitution table while learners with blindness complete exercises	1. How do you determine what to include in a sentence?

			featuring simple sentences.	
			● Learners are guided to complete a mind map to practise the construction of simple sentences.	
			● Learners are guided to write a short dialogue using simple sentences and share it with peers online and offline.	

Core competencies to be developed:
Communication and collaboration: A learner speaks clearly and effectively by making points in a logical order.

Pertinent and Contemporary Issues (PCIs)
Environmental Education: A learner discuss tourist attraction sites.

Values:
Responsibility: A learner writes a short dialogue using simple sentences and share it with peers online and offline.

Link to other subjects:
Land travel is taught in Social Studies

Suggested Learning Resources
Braille machine, braille paper, braille reading materials, digital devices with assistive technology.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4 Reading	**13.4.1 Oral Literature: Praise Songs** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the purpose and occasions for which praise songs are performed, b) discuss the relationship between the singer and the person being praised in praise songs, c) perform praise songs sung in their immediate environment, d) collaborate with peers in performing the praise songs, e) appreciate the purpose of praise songs in communication.	● Learners are guided to listen to praise songs from audio-visual sources or from a resource person. ● Learners are guided to identify and discuss the purpose of the praise songs they have listened to. ● In pairs, learners are guided to share ideas on the relationship between the singer and the person being praised in the praise songs they have listened to. ● Learners are guided to identify a praise song sung in their immediate environment. ● Learners are guided to make presentations on praise songs to the class and share experiences. ● In groups, learners are guided to discuss the character traits of the singer(s) as brought out in the praise song(s).	1. Why do we sing praise songs? 2. How do songs portray people's character?

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Core Competencies to be developed:
● Self-efficacy: A learner shares experiences as they discuss what they found difficult in praise songs.
● Creativity and imagination: A learner gains new perspectives on how to perform praise songs.
Pertinent and Contemporary Issues (PCIs)
Life skills: A learner identifies and perform praise songs sung in their immediate environment.
Values:
Respect: A learner performs praise songs in groups and respect each other's roles.
Link to other subjects:
● Performing arts: songs are one of the genres performed in this subject.
● Indigenous Languages**:** songs are part and parcel of indigenous knowledge.
Suggested Learning Resources
Audio-visual recording of praise songs, resource person,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

13.5 Writing	**13.5.1 Creative Writing: Narrative Composition** (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the meaning of specified idioms in context, b) create well-written narrative compositions using the specified idioms, c) appreciate the role of idioms in creative writing.	• In pairs, learners are guided to brainstorm on the reason creative writers use idiomatic expressions in writing. • Learners are guided to explain situations that call for the use of the following idiomatic expressions:
			     o biting off more than you can chew
			     o own up to something
			     o having a lot on your plate
			     o call it a day
			     o piece of cake
			     o hold your tongue.
			 • Learners are guided to confirm the meaning of the idiomatic expressions from print and online dictionaries. • Learners are guided to practise using the idiomatic expressions in sentences. • Learners are guided to plan a narrative composition incorporating the specified idiomatic expression on the theme of land travel.
				1. Why is it important to use idioms in communication?

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			- Learner are guided to write a narrative composition. - Learners are guided to review each other's work and revise as per the suggestions given.	

Core Competencies to be developed:
- Critical thinking and Problem Solving: A learner seeks advice to help solve the problem as peers review each other's work and revise as per the suggestions given
- Digital literacy: A learner uses digital devices with assistive technology to effectively accomplish their own tasks by confirming the meaning of the idiomatic expressions from online dictionaries.
- Creativity and imagination: A learner undertakes to watch how people do things and write about it.

Pertinent and Contemporary Issues (PCIs)
Effective communication: A learner engages in the creative writing process.

Values:
Integrity: A learner discuss and use the idiomatic expressions in writing.

Link to other subjects:
- Narrative writing is a skill in all languages.
- Performing Arts – Composing plays, poems, and narratives for performance require creative writing skills.

Suggested Learning Resources
Braille machine, braille paper, online/print dictionary, digital devices with assistive technology, sample compositions in print and in braille.

THEME 14.0: SPORTS - OUTDOOR GAMES				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
14.1 Listening	**14.1.1 Pronunciation: Consonant Sounds and Intonation** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds /v/, /f/, /n/ and /ŋ/ from a text, b) pronounce words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences, c) use correct intonation for yes/no and wh-questions in varied contexts, d) appreciate the importance of correct pronunciation and intonation in a conversation.	● In pairs, learners are guided to search from print/braille and non-print sources for tongue twisters with some of the target sounds and read them for enjoyment. ● In pairs, learners with low vision are guided to watch a video while learners with blindness listen to a recording or conversation on outdoor games and group the words in a table according to the following target sounds: v/ *as in very;* /f/ *as in ferry* /n/ *as in been* an /ŋ/ *as in being.* ● Learners are guided to listen to, and model native speaker clips with the target sounds in words.	1. Why should people pronounce words correctly? 2. How can one learn to pronounce words correctly?

			• Learners are guided to practise the pronunciation of words with the target sounds and record themselves. • Learners are guided to share the clips for peer review. • Learners are guided to listen to an audio or a dramatised conversation on outdoor games in which Yes/No and WH-questions are used and point out whether a rising or falling intonation is used. • Learners are guided to *practise* articulation of Yes/No and WH- questions with the appropriate intonation in dialogues. • Learners are guided to write, dramatise and record a dialogue using words with the target sounds as well as Yes/ No and WH- questions and share with peers for review.	
Core Competencies to be developed:				

● Digital literacy: A learner uses digital tools to record themselves and share dramatised dialogues.
● Self-efficacy: A learner document their successes when writing and dramatising the conversations.
Pertinent and Contemporary Issues (PCIs)
Health Education –A learner listens to dramatised conversations on outdoor games.
Values:
● Peace: A learner discusses proper pronunciation and accommodate those who cannot pronounce well due to mother tongue or other influences.
● Respect: A learner learns to ask and answer yes/no and which questions politely.
Link to other subjects:
● Kiswahili, French, German, Indigenous Languages, and Arabic require skills in pronunciation and questioning
● Physical Health Education, to which the theme of outdoor sports is related
Suggested Learning Resources
Print with appropriate font size and colour contrast/braille tongue twisters, audio/visual recording, audio recorders, digital devices with assistive technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	**14.2.1 Study Skills: Summarising** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in texts, b) write a summary of ideas from varied texts, c) appreciate the importance of summarising information in a given context.	● In groups, learners are guided to brainstorm on the steps to follow when writing a summary of a text. ● Learners are guided to read a print or non-print text on varied issues including outdoor games, and underline the main ideas. ● Learners are guided to make notes from the underlined sentences and use them to make a rough draft. ● Learners are guided to use the rough draft to make a fair copy. ● Learner are guided to share the summaries through charts for peer review. ● Learners are guided to check and make corrections on the written summarised pieces. ● In pairs, learners are guided to discuss the purpose of making summaries.	1. How do we identify the main ideas from a text? 2. Why is it important to summarise information?

Core competencies to be developed:
Learning to learn: A learner summarises excerpts as well as make presentations for peer review.

Pertinent and Contemporary Issues (PCIs)
Life Skills Education: A learner makes decisions when selecting which content to pick or leave out in summary writing.

Values:
Responsibility: A learner underlines the main ideas in the text that they are assigned.

Link to other subjects:
Social Studies, Religious Education, and Agriculture – summary as a skill is essential as learners are exposed to huge chunks of content that might require summarising from time to time

Suggested Learning Resources
Braille reading materials, braille machine, braille paper, writing materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Grammar in Use	**14.3.1 Sentences: Subject-Verb Agreement** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the subject and the verb in sentences, b) construct sentences ensuring subject-verb agreement, c) appreciate the importance of subject-verb agreement in sentences.	● Learners are guided to read texts on varied topics such as outdoor games and identify the subject and verbs in the sentences. ● Learners are guided to brainstorm and make short notes on the relationship between a subject and a verb in a sentence in terms of number and person. ● Learners are guided to read sentences and label subject-verb agreement in them. ● Learners are guided to make sentences based on outdoor sports in which the rule of subject-verb agreement has been applied. ● Learners are guided to share the sentences in print/braille charts for peer review.	1. Why is it important to identify the subject of a sentence?

Core Competencies to be developed: Self-efficacy: A Learner ensures subject-verb agreement when constructing sentences.
Pertinent and Contemporary Issues (PCIs) Life Skills Education - Problem solving is achieved as learners come up with sentences in which subject-verb agreement has been correctly used. This helps sort out communication hitches.
Values: Integrity: A learner openly shares ideas of agreement.
Link to other subjects: ● All language subjects embrace subject-verb agreement ● Sports and Physical Education **-** Learners make sentences based on the theme of outdoor sports and games.
Suggested resources Braille reading materials, braille machine, braille paper, manilla paper, felt pens

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Reading	**14.4.1 Class reader: Features of style** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of dialogue, similes, and metaphors in the text, b) use the styles of dialogue, similes, and metaphors in guided contexts, c) appreciate the importance of style in a work of art.	● In pairs, learners are guided to search online and offline for examples of dialogue, similes, and metaphors in stories and them with the rest of the class. ● Learners are guided to read the class reader and identify with illustrations instances of dialogue, similes, and metaphors in the text, and display their work on the class notice boards. ● In groups, guide the learners to role-play selected dialogues from the class reader and record themselves for audio-visual sharing and review. ● Learners are guided to make sentences using the similes and metaphors identified from the text.	1. How can we convey a message more effectively? 2. Why do we use similes and metaphors?

			● In groups, learners are guided to discuss instances in real life where dialogues, similes, and metaphors can be used.	

Core Competencies to be developed:
- Self-efficacy: A learner holds a discussion on instances in real life where dialogues, similes, and metaphors can be used, thereby enhancing their literary skills.
- Learning to learn: A learner records and share videos.

Pertinent and Contemporary Issues (PCIs)
    Critical thinking and problem solving: A learner relates the features of styles to real life.

Values:
    Respect: A learner helps each other during role-play of selected dialogues.

Link to other subjects:
    All languages – study of class readers involves scrutiny of stylistic devices.

Suggested Learning Resources
    Braille reading materials, digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.5 Writing	**14.5.1 Creative Writing: Descriptive Writing** (200 – 240 words) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify features of a person, a thing, or a place that can be described, b) write a descriptive composition on a given subject, c) value the importance of creative writing in communication.	● Learners are guided to view audio-visuals, or pictures of people, things or places and list the features of each that can be described in an essay. Guide learners with blindness to read descriptions of pictures of people, things or places and list the features of each that can be described in an essay. ● In pairs, learners are guided to search online and offline for words and expressions that can be used to describe different features like weather, emotions, events, and characters. ● Learners are guided to explain the difference between descriptive writing and other forms of writing.	1. How can you describe your best friend? 2. How can you describe some things in your school?

			- Learners are guided to read samples of descriptive essays and classify the features that are described and the expressions used in a graphic form for sharing. - Learners are guided to create a descriptive composition of between 200 to 240 words on an interesting topic like outdoor sports and display it in a gallery for peer review and revision.	

Core Competencies to be developed:
- Creativity and imagination: A learner writes clearly and creatively when writing the descriptive composition.
- Communication and Collaboration: A learner engages in peer review of each other's work, thus improving quality.

Pertinent and Contemporary Issues (PCIs)
Creative thinking: A learner composes descriptive texts.

Values:
Unity: A learner engages each other to view videos or pictures of people, things, or places.

Link to other subjects:
- Performing arts**:** A sense of creativity is required in scripting texts for performance,
- All languages**:** Writing is key to mastery of any language**.**

Suggested Learning Resources

Manilla papers, glue/thumb pins, braille paper, braille machine, digital devices with assistive technology.				
THEME 15.0: TOURIST ATTRACTION SITES - KENYA				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
15.1 Listening and Speaking	**15.1.1 Oral Reports: Events within the Classroom** (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the organisation of an oral report of events within the classroom, b) present an oral report on events that occur within the classroom, c) enjoy delivering and listening to oral reports in various contexts.	● In groups, learners are guided to brainstorm on the content and organisation of an oral report e.g. introduction, body, and conclusion. ● Learners are guided to search in pairs online and offline the steps for conducting an oral report e.g. research, compile (write), rehearse, and report (present/deliver). ● In groups, learners are guided to role-play methods of delivering oral reports such as clear pronunciation, voice projection, tonal variation, use of non-verbal cues, and use of visuals. ● Learners are guided to use flashcards in print or in braille	1. How can you make an oral report presentation interesting? 2. Why is it important to practise oral report presentation?

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			to prepare speaking notes for the reports. ● Learners are guided to simulate an oral report preparation and delivery procedure and video record themselves for future use. ● In groups, learners are guided to watch or listen to the recorded reports and evaluate them in terms of strengths and weaknesses. ● Learners are guided to prepare and present actual oral reports. ● Learners are guided to write the reports on charts and share them with peers.	

Core Competencies to be developed:
● Digital Literacy: A learner practises their digital knowledge by searching online for report preparation and presentation skills.
● Critical thinking and problem solving: A learner makes objective observations when evaluating the strengths and weaknesses of their peers' oral reports.

Pertinent and Contemporary Issues (PCIs)
Effective communication: A learner uses verbal and non-verbal reporting skills.

Values: Patriotism: A learner addresses class issues in their reports.
Link to other subjects: ● All language subjects emphasise oral skills ● Computer Science, Agriculture, Home Science, and Integrated Science require reporting skills for projects
Suggested Learning Resources Braille/flash cards, digital devices with assistive technology, audio recording

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	**15.2.1 Reading Fluency** **(2 lessons)**	By the end of the sub strand, the learner should be able to: a) recognise the use of fluency strategies in the reading process, b) apply fluency strategies while reading, c) appreciate the role of reading fluency in communication.	● In groups, learners with low vision are guided to watch while learners with blindness listen to audio-visual recordings of students reading fluently and discuss what makes them good readers. ● Learners are guided to search online and offline for different reading fluency strategies such as previewing and predicting, skimming, scanning, and ignoring unknown words and share with peers. ● Learners are guided listen to sample reading clips and simulate the model reading as they apply reading strategies. ● In groups, learners are guided to practise, timed reading, accurate reading, and reading with	1. Why is it important to read fluently? 2. How can you improve your reading fluency?

			expression on issues like tourist attraction sites in Kenya.
			• Learners are guided to assess peers' reading based on the aspects of fluency – accuracy, speed, reading.
			• Learners are guided to record sample readers in class and save the recordings on a digital device with assistive technology. Learners with blindness to be given support when recording and saving recordings.
			• In groups, learners are guided to discuss the importance of reading fluently.

Core Competencies to be developed:
- Self-efficacy: A learner gains confidence in reading by applying fluency strategies.
- Citizenship: A learner promotes national responsibility by reading about tourist attraction sites in Kenya.

Pertinent and Contemporary Issues (PCIs)
- Effective Communication: A learner develops competence in fluency as a reading skill.
- Environmental Education and Animal Safety: A learner reads about tourist attraction sites in Kenya.

Values:
Unity: A learner works in pairs to watch or listen to sample reading clips and simulate models.

Link to other subjects:
All language subjects encourage reading fluency.
Suggested Learning Resources
Audio visual clips, digital devices with assistive technology, braille reading materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Grammar in Use	**15.3.1 Affirmative and Negative Sentences** (2 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate between affirmative and negative sentences in spoken and written contexts, b) construct affirmative and negative sentences in varied contexts, c) appreciate the expressive role of sentences in effective communication.	● In groups, learners are guided to search online and offline for the differences between affirmative and negative sentences and share them with peers. ● In groups, learners are guided to role-play a dialogue with affirmative and negative sentences and record themselves. Learners with blindness to be given support when recording. ● Learners are guided to watch/listen to a conversation on issues like tourist sites in Kenya and pick out the	Why is it important to use the right sentence when saying something?

			affirmative and negative sentences.	
			● Learners are guided to sort jumbled up sentences into affirmative and negative sentences.	
			● Learners are guided to construct affirmative and negative sentences.	
			● Learners are guided to share sentences made in the form of charts or braille cards for peer review.	
			● Learners are guided to write a short story or dialogue on an issue like tourist attraction sites in Kenya using affirmative and negative sentences.	

Core competencies to be developed:
- Citizenship: as learners make affirmative and negative sentences on the tourist attraction sites in Kenya
- Digital literacy: as learners search online and offline for the differences between affirmative and negative sentences and share them with peers.

Pertinent and Contemporary Issues (PCIs)
● Citizenship Education: A learner enhances through texts on tourist sites in Kenya.
● Creative Thinking: A learner creates dialogue and stories using declarative sentences.
● Friendship Formation is developed as the learners ask and answer questions and state facts with their peers

Values:
● Unity: A learner shares sentences made in the form of charts for peer review
● Patriotism: A learner reads texts on tourist attraction sites.

Link to other subjects:
All language subjects feature affirmative and negative sentences.

Suggested Learning Resources
Audio visual clips, digital devices with assistive technology, braille reading materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Reading	**15.4.1 Poetry** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the subject matter of a poem, b) analyse ideas in the poem, c) appreciate the role of poetry in passing information.	● Learners are guided to recite poems for enjoyment and in pairs, outline the subject matter. ● In pairs, learners are guided to search online using assistive technology and offline for ways of determining ideas in a poem, such as studying the title, the persona, the events, and the choice of words. ● In groups, learners are guided to discuss how the use of repetition and other styles can help bring out the ideas in the poem. ● Learners are guided to pick a poem and identify the ideas brought out and share their findings with peers through charts or graphic organisers in print or in braille for review. ● Learners are guided to dramatise a poem displaying ideas	Why would you use a poem instead of a story to pass information?

			generated from it using flash cards and record their performances. Learners with blindness to be given support when dramatising and recording performances	

Core Competencies to be developed:
- Critical thinking and Problem Solving: A learner searches online and offline for ways of determining ideas in a poem**,**
- Critical thinking: A learner dramatises a poem displaying ideas generated from it using placards and record their performances

Pertinent and Contemporary Issues (PCIs)
Life Skills Education: A learner evaluates which ideas a poem conveys.

Values:
Peace: A learner shares their findings and provide positive feedback.

Link to other subjects:
Kiswahili, Indigenous Languages, and Performing Arts **-** emphasise recitation and performance of poems.

Suggested Learning Resources
Digital devices with assistive technology, braille reading materials, placards, braille cards

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.5 Writing	**15.5.1 Functional Writing: Notices and Posters** (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the format of presenting notices and posters, b) design notices and posters on current issues, c) appreciate the role of notices and posters in disseminating information.	● Learners are guided to collect posters and notices online or offline on tourist attraction sites in Kenya and display them in class. Learners with blindness to be provided with notices written in braille and embossed posters. ● In groups, learners are guided to brainstorm on the format for presenting notices and posters. ● Learners are guided to study samples of notices in print or in braille and posters (tactile posters for learners with blindness) presented in class and label/talk about features of format. ● Learners are guided to differentiate between a poster and a notice in writing.	1. Why are notices important in the community 2. How can one make a poster or a notice attractive?

			● In groups, learners are guided to discuss and select issue(s) that can be addressed by notices and posters including matters relating to tourist attraction sites in Kenya. ● Learners are guided to design a notice in print or in braille and a poster on the selected issue using the model format and display for peer review. Learners with blindness to create a poster with embossed outlines. ● Learners are guided to keep the revised notice and poster in their portfolio.	

Core Competencies to be developed:
● Learning to Learn: A learner designs a notice and a poster on the selected issue using the model format
● Citizenship (Exploring cultural awareness and heritage): A learner collects posters and notices on tourist attraction sites in Kenya

Pertinent and Contemporary Issues (PCIs)
● Effective Communication: A learner designs different notices and posters on selected issues.

Values:
● Patriotism: A learner designs posters on tourist attraction sites and community issues.
● Responsibility: learner organises their learning in designing notices and posters.
Link to other subjects:
● Performing Arts: designing notices and posters is a useful skill in performing arts.
● Social studies: the knowledge of tourist attraction sites in Kenya is relevant.
Suggested Learning Resources
Posters/notices in print and braille, braille machine, braille paper

SUGGESTED ASSESSMENT RUBRIC

	Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
STRAND: LISTENING AND SPEAKING					
Conversational skills(polite language, polite interruptions, turn taking skills)	Ability to use 3 conversation skills of polite language, interrupt politely and observe turn taking during conversations	Uses 3 conversation skills of polite language, interrupts politely and observes turn taking during conversations	Uses any 2 conversation skills of polite language, interrupts politely and observes turn taking during conversations	Uses any 1 conversation skills of	Uses none of the conversation skills
Presentation skills	Ability to use oral narrative performance techniques during their performance	Uses all oral narrative performance techniques during their performance with a lot of creativity	Uses most oral narrative performance techniques during their performance	Uses some oral narrative performance techniques during their performance	Uses few oral narrative performance techniques during their performance
	Ability to use 3 presentation skills	Uses 3 presentation skills	Uses any 2 presentation	Uses any 1 of the presentation skills	Uses none of presentation skills

	of delivering speeches, oral reporting, expressing views and opinions	of delivering speeches, oral reporting, expressing views and opinions	skills of delivering speeches, oral reporting, expressing views and opinions	of delivering speeches, oral reporting, expressing views and opinions	
Listening for information	Ability to pick out specific details from texts	Picks out specific information from a listening text with ease	Picks specific information from a listening text	Picks out some specific information from a listening text	Finds it difficult to pick out specific information from a listening text
	Ability to identify clues that signal details and take notes from a listening text	Identifies all the clues that signal details from a listening text and takes detailed notes of all the details	Identifies clues that signal details from a listening text and takes notes of all details	Identifies some clues that signal details from a listening text and takes notes of some details	Struggles to identify some clues that signal details from a text and takes notes of some details from the text with assistance.
	Ability to analyse characters, events, moral lessons from narratives	Effortlessly analyses all the characters, events, and moral lessons from narratives	Analyses all the characters, events and moral lessons from narratives	Analyses most of the characters, events and moral lessons from narratives	Analyses some of the characters, events and moral lessons from narratives

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		and provides varied illustrations			
Pronunciation skills	Ability to articulate given sounds, and apply stress and intonation appropriately in given texts	Articulates all the target consonant and vowel sounds correctly and applies stress and intonation with ease	Articulates most the target consonant and vowel sounds correctly and uses stress and intonation	Articulates some of the target consonant and vowel sounds correctly and applies stress and intonation in some contexts	Articulates a few of the target consonant and vowel sounds correctly and finds it difficult to apply stress and intonation.

STRAND: READING					
	Level Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Reading for information and comprehension	Ability to distinguish between reading for meaning, information and infer meanings of words and phrases and use contextual clues	Effortlessly distinguishes between reading for meaning, information and infers meanings of all the words and phrases and use contextual clues with ease	Distinguishes between reading for meaning, information and infers meanings of all words and phrases and uses most contextual clues	Partially distinguishes between reading for meaning, information and infer meanings of some words and phrases and uses some contextual clues	Rarely distinguishes between reading for meaning, information and infer meanings of few words and phrases and struggles to use some contextual clues
	Ability to distinguish between main ideas from supporting ideas	Distinguishes between main ideas from supporting ideas with ease and provides illustrations	Distinguishes between main ideas from supporting ideas with ease	Distinguishes between main ideas from supporting ideas with ease with prompts	Has difficulty distinguishing between main ideas from supporting ideas even with prompts
	Ability to make connection	Effortlessly makes all connections	Makes most connections	Make some connections	Makes few connections

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	between texts and real life, summarise events and answer direct and inferential questions from poems	between texts and real life and provides examples, summarises events and answers all direct and inferential questions from poems	between texts and real life, summarises events and answers all direct and inferential questions from poems	between texts and real life, summarises events and answers some direct and inferential questions from poems	between texts and real life, struggles to summarise events and answers few direct and inferential questions from poems
	Ability to create mental images from texts	Creates a variety of mental images from texts with ease	Creates mental images from texts with ease	Creates mental images from texts	Creates mental images from texts
Oral literature	Ability to analyse characters, derive moral lessons and relate different narratives to real life.	Analyses all characters, aptly derives moral lessons and relates different narratives to real life with ease	Analyses all characters, derives moral lessons and relates different narratives to real life	Analyses most characters, derives moral lessons and has difficulty relating different narratives to real life	Analyses a few characters, struggles to derive moral lessons and has difficulty relating different narratives to real life.

	Ability to pick specific messages from songs and use appropriate performance techniques	Articulately picks all specific messages from songs and creatively uses appropriate performance techniques with ease	Picks all specific messages from songs and creatively uses appropriate performance techniques	Picks most specific messages from songs and uses appropriate performance techniques.	Picks some specific messages from songs and lacks creativity when using performance techniques
Poetry	Ability to recite, analyse the structure, characters and subject matter of poems	Eloquently recites poems and exhaustively analyses the structure, characters and subject matter of poems with ease	Recites poems and analyses the structure, characters and subject matter of poems with ease	Recites poems and scantily analyses the structure, characters and subject matter of poems	Incoherently recites poems and barely analyses the structure, characters and subject matter of poems
Class reader	Ability to preview, analyse characters and their traits, explain the sequence of events, discuss	Conclusively previews the class reader, analyses all the characters and their traits with ease, explains the	Satisfactorily previews the class reader, analyses all the characters and their traits,	Scantily previews the class reader, analyses some e characters and their traits,	Barely previews the class reader, analyses few characters and their traits, has difficulty explaining the

	subject matter and style in a class reader	sequence of events with ease and exhaustively discusses subject matter and style	explains the sequence of events and discusses subject matter and style	explains the sequence of events with difficulty and struggles to discuss subject matter and style	sequence of events and discussing subject matter and style
Extensive reading	Ability to identify and read fictional and non- fictional texts for independent reading and information	Excellently identifies and reads a variety of non-fictional texts independent reading and records experiences from the reading sessions for tracking progress	Identifies and reads a variety of fictional and non-fictional texts for independent reading and information	Identifies some texts for independent reading with assistance	Makes an attempt to identify some texts for independent reading even with assistance
Study skills	Ability to read a text expressively- at the right speed, accurately and with expression.	Eloquently and fluently reads a text at the right speed, with	Fluently reads a text at the right speed, with expression and accurately	Reads a text at a slow speed, and lacks expression and accuracy	Struggles to read a text at a slow speed, and lacks expression and has many

		expression and accurately			pronunciation errors
	Ability to interpret visuals for information	Easily interprets visuals for information with exceptional insight	Easily interprets visuals for information	Interprets some visuals for information	Interprets some visuals for information with support
	Ability to identify main points, make notes and write a summary	Accurately identifies all the main points, makes notes and writes a summary with ease	Identifies all the main points, makes notes and writes a summary	Identifies some main points, makes notes and writes a summary in exhaustively	Identifies few main points, make shoddy notes and write a sketchy summary
	Ability to apply fluency strategies while reading	Aptly and easily applies all fluency strategies while reading	Applies all fluency strategies while reading	Applies some fluency strategies while reading	Applies few fluency strategies while reading

STRAND: GRAMMAR					
	Level Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
	Ability to use different parts of speech in sentences(adjectives, prepositions, pronouns, conjunctions, adverbs, nouns, verbs)	Uses 6 different parts of speech accurately and in a variety of sentences	Uses 4 to 5 different parts of speech and in sentences	Uses 2 to 3 parts of speech and in sentences	Uses 1 part of speech and in sentences or none
	Ability to construct different types of sentences(affirmative, negative sentences, simple sentences)	Constructs 3 different types of sentences with ease	Creatively 2 constructs different types of sentences	Constructs 1 type of sentences	Constructs no sentence

STRAND: WRITING					
	Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Paragraph writing	Ability to write a well-developed paragraph	Writes a well-developed Paragraph effortlessly and consistently	Writes a well-developed Paragraph consistently	Writes a Paragraph but leaves out some details.	Writes a paragraph but it lacks most details.
Functional writing	Ability to write different documents using correct format(notices, posters, packing lists, shopping lists, friendly letters)	Writes all 5 documents using correct format with ease and uses correct tone and vocabulary	Writes all 5 documents using correct format with ease	Writes 2-4 documents using correct format but struggles with tone and vocabulary	Writes any 1 document using correct format, and vocabulary
Creative writing	Ability to write composition using correct punctuation, handwriting and specified idioms.	Writes a composition in neat and legible handwriting, correctly spells words, punctuates it and creatively	Writes a composition in neat and legible handwriting, correctly spells words, punctuates it and creatively	Writes a composition in neat and legible handwriting, has some spelling errors, struggles to punctuate it,	Writes a composition illegible handwriting, has little command of punctuation is unable to use specified idioms

		uses specified idioms with ease	uses specified idioms	and uses some specified idioms	
	Ability to apply the writing process in writing and assess appropriately.	Aptly and meticulously applies the writing process and accurately assesses own composition	Meticulously applies the writing process and accurately assesses own composition	Applies the writing process with assistance and assesses own composition but leaves some errors	Barely applies the writing process and assesses own composition but leaves many errors

GUIDELINES FOR INTEGRATING COMMUNITY SERVICE-LEARNING (CSL) AT JUNIOR SCHOOL

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.
Milestone 3	**Planning for the Project** Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	**Implementation** The learners execute the project and keep evidence of work done.

Milestone 5	**Showcasing /Exhibition and Report Writing** Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	**Reflection** Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

APPENDIX: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

STRAND	SUGGESTED ASSESSMENT METHODS	SUGGESTED LEARNING RESOURCES	SUGGESTED NON-FORMAL ACTIVITIES
LISTENING AND SPEAKING	• Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Peer assessment • Self-assessment and	• Dictionaries • Manilla papers • Models • Pictures and photographs • Diorama • Flash cards • Charts and realia • *(Digital sources)* • Games • Songs • Digital story books • Pictures and photographs • Electronic and digital devices • Flash cards • Charts • Video clips • Audio-visual resources • Other web resources	• Participation in poetry recitations during music and drama festivals • Interclass or club debating contests • Improve vocabulary, speech and values through Christian union, Catholic Action, Muslim, Hindu associations • Come up with speeches and deliver them during prize giving days, school assembly, extravaganzas

	standardized listening assessments		among others, to enhance fluency. • Participate in music festivals to hone communication and listening skills.
READING	• Reading aloud • Dictation • Oral interviews • Question and answer • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment	• Dictionaries • Manilla papers • Word trees • Posters • Models • Storybooks • Poetry books • Pictures and photographs • Newspapers • Magazines • Junior Encyclopaedia • Journals • Course books • Diorama • Flash cards • Charts and realia	• Reading news during assemblies and other school functions • Virtual tours using Google maps and establishing the direction of various locations using Google maps • Collecting different forms of oral literature from their community for a school magazine

	• Self-assessment and standardized reading assessments • Keeping a record of books read	• *(Digital sources)* • Digital storybooks • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Other web resources	• Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Journalism Club Activities to improve reading.
WRITING	• Learner journals • Peer assessment • Self-assessment • Portfolio • Dictation • Standardized writing assessment	• Manilla papers • Word trees • Posters • Course books • Flash cards • Word wheels • Word puzzles • Code words • Charts and realia • *(Digital sources)* • Digital course books • Journals • Electronic and digital devices • Electronic or online dictionaries	• Essay writing competitions • Writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent • Interclass or school Spelling contests • Letter writing drills

		• Flashcards • Other web resources	• Mentorship in writing • Report writing based on activities such as school sports and games
GRAMMAR IN USE	• Multiple choice tasks • Discrimination • Gap-filling • Short-answer • Dialogue-complétion, information gap • Role Play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles	• Dictionaries • Workbooks • Word trees • Models • Pictures and photographs • Junior Encyclopaedia • Course books • Diorama • Flash cards • Word wheels • Word puzzles • Code words • Charts and realia • *(Digital sources)* • Digital course books • Pictures and photographs • Electronic and digital devices • Electronic or online dictionaries	• competitions on different topics • Hot seating sessions to enhance their language competence • Language symposiums to sharpen their language capacity • Word based sports or games for example crossword puzzles or scrabble • Shadowing language users • Language drills

		- Flashcards - Charts - Video clips - Audio-visual resources - Other web resources	Announcement posters and advertising of school activities as a practice.

APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES

SUGGESTED NON-FORMAL ACTIVITIES

Listening and Speaking	Reading	Grammar in Use	Writing Skills
- Participation in poetry recitations during music and drama festivals - Interclass or club debating contests - Improve vocabulary, speech and values through Christian union, Catholic Action, Muslim, Hindu associations - Come up with speeches and deliver them during prize giving days, school assembly, extravaganzas among others, to enhance fluency.	- Reading functional writing items on Braille books, - Differentiate the layout of functional writing items in Braille, - Read a poem written in Braille following line by line style - Reading news during assemblies and other school functions - Virtual tours using Google maps and establishing the direction of various locations using Google maps	- Write documents using the right indentation in Braille, - Essay writing competitions on different topics - Hot seating sessions to enhance their language competence - Language symposiums to sharpen their language capacity - Word based sports or games for example crossword puzzles or scrabble	- Interpreting tactile designs by tracing - Make tactile graphics using locally available materials - Write Braille text involving punctuation indicators signs in Braille, - Essay writing competitions - Writing clubs, journalism clubs, and compiling articles for the

● Participate in music festivals to hone communication and listening skills.	● Collecting different forms of oral literature from their community for a school magazine ● Showcasing short plays, conversational poems or choral verses within or out of school ● Participating in Journalism Club Activities to improve reading.	● Shadowing language users ● Language drills ● Announcement posters and advertising of school activities as a practice.	school magazine to nurture writing talent ● Interclass or school Spelling contests ● Letter writing drills ● Mentorship in writing ● Report writing based on activities such as school sports and games