



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

EARLY YEARS CURRICULUM DESIGN

GRADE 3

ENGLISH LANGUAGE ACTIVITIES

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2024

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ISBN:

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on the review of the Early Years English Curriculum Designs (EYE). The review of the designs resonates with Kenya's regional and international obligations and was occasioned by the need to align the language curriculum in EYE with the MOE status report.

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

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PREFACE

The Ministry of Education (MoE) rolled out the first phase of the Competency Based Curriculum (CBC) in Early Years Education (EYE) in 2018. The Grade 1-3 English curriculum designs were developed in 2017 but a status report on the implementation of the languages necessitated the revision of these designs in the year 2021. EYE being the foundational stage is critical to the realisation of the Vision and Mission of the CBC as enshrined in the Sessional Paper No. I of 2019: “Towards Realising Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. “ The Sessional Paper explains the change in focus from content to nurturing every learner’s potential. Therefore, the Grade 1-3 English curriculum designs are intended to enhance development and attainment of the core competencies of CBC namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to learn and Self-efficacy. The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). Additionally, the designs offer suggested interactive learning activities and varied assessment techniques.

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

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act No. 4 of 2013 mandates the Institute to develop curricula and curriculum support materials for all levels of basic and tertiary education and training, below the university. The curriculum development process for any level involves research, benchmarking and stakeholder engagement. Through this consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). CBC is responsive to 21st Century needs as well as the aspirations of the Constitution 2010 constitution, Kenya's Vision 2030, the East African Commission Protocol and the United Nations Sustainable Development Goals. Through funding from the Kenyan government, KICD executes its mandate in line with the Ministry of Education (MoE) directives. The Institute also receives support from development partners targeting specific programmes. The Grade 1-3 English curriculum designs have been reviewed with the support of USAID.

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

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TABLE OF CONTENT

| | |
|---|------|
| FOREWORD..... | iii |
| ACKNOWLEDGEMENT..... | v |
| DIRECTOR/CHIEF EXECUTIVE OFFICER..... | v |
| NATIONAL GOALS OF EDUCATION | viii |
| LESSON ALLOCATION AT LOWER PRIMARY | x |
| GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION | x |
| ESSENCE STATEMENT | xi |
| SUBJECT GENERAL LEARNING OUTCOMES..... | xii |
| THEME_1.0 Activities at Home and at School..... | 1 |
| THEME_2.0 Sharing duties and responsibilities..... | 13 |
| THEME_3.0 Etiquette | 24 |
| THEME_4.0: Child Rights | 29 |
| THEME_5.0 Occupations..... | 38 |
| THEME_6.0 Technology..... | 47 |
| THEME_7.0 Safety..... | 66 |
| THEME 8.0 Domestic animals | 75 |
| THEME 9.0 Wild animals | 83 |
| THEME 10.0 Festivals..... | 91 |
| THEME:11.0 Play time and games | 99 |
| THEME_12.0 Food and Diseases..... | 107 |

THEME 13.0 Savings 117

THEME 14 .0 Talents 125

THEME 15.0 Environment..... 140

SCORING RUBRIC FOR EYE..... 148

LISTENING AND OBSERVING, SPEAKING AND ARTICULATING SIGNS OR FINGERSPELLING. 148

SIGN READING RUBRICS 150

SUGGESTED NON FORMAL LEARNING ACTIVITIES 151

SUGGESTED ASSESSMENT METHODS 152

SUGGESTED LEARNING RESOURCES:..... 153

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which 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 taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. **Promote individual development and self-fulfillment**

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

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

LESSON ALLOCATION AT LOWER PRIMARY

| S/No | Learning Area | Number of Lessons Per Week |
|--------------|--|----------------------------|
| 1. | Indigenous Language Activities | 2 |
| 2. | Kiswahili Language Activities / Kenya Sign Language Activities | 4 |
| 3. | English Language Activities | 5 |
| 4. | Mathematical Activities | 5 |
| 5. | Religious Education Activities | 3 |
| 6. | Environmental Activities | 4 |
| 7. | Creative Activities | 7 |
| 8. | Pastoral/Religious Instruction Programme | 1 |
| Total | | 31 |

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

English is a major language of Education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language in today's world. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, a solid foundation in the mastery of English must be laid in Early Years Education. This will not only enhance learning in Middle School but will also prepare the learner for future engagements in the national and international arenas. Consequently, the learner with Hearing Impairment must be exposed to targeted interactive tasks in the four language skills and grammar in order to become a proficient user of English by the end of the Early Years Education. Additionally, the learner will be able to progressively demonstrate the expected range of competencies. A deliberate focus on each of the four language skills and grammar is expected even though the interrelatedness between the language skills must be taken into account. It should be noted that grammar in Early Years Education should be implicitly learnt since according to Piaget, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts. Hence, the explicit learning of grammar should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. On the contrary, the learner will be exposed to grammatical structure in an implicit way. In this context, learners who are Hard of Hearing may benefit from listening and observing, speaking and articulating signs, and lip reading while those who are Deaf may benefit from the use of observation, signing, and lip-reading. Therefore, the teacher should use total communication during the learning process. To aid in the conceptualization of ideas, sign language vocabularies will be introduced at the start of each sub-strand recognizing the importance of sign language as a primary mode of communication for deaf students. Teachers are encouraged to use visuals so as to enhance a variety of signed vocabulary in different contexts object or word sign recognition.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

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

SUMMARY OF STRANDS AND SUBSTRANDS FOR GRADE 3

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

| Strand | Sub strand | Number of Lessons |
|---|---|--------------------------|
| Observing and articulating signs (Listening and Speaking) | <ul style="list-style-type: none"> • Articulating words and Vocabulary (Pronunciation and vocabulary) | 30 |
| | Total | 30 Lessons |
| Sign reading | <ul style="list-style-type: none"> • Fluency • Signed Comprehension | 30 30 |
| | Total | 60 Lessons |
| Language Use | <ul style="list-style-type: none"> • Word classes • sentences | 24 6 |
| | Total | 30 Lessons |
| Writing | <ul style="list-style-type: none"> • Handwriting • Spelling • Punctuation • Guided Writing • Paragraph | 10 6 4 8 2 |
| | Total | 30 Lessons |
| Total Number of Lessons | | 150 Lessons |

NOTE:

The suggested number of lessons per Sub Strand may be less or more depending on the context.

THEMES

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

1. Activities at Home and at School
2. Sharing Duties and Responsibilities
3. Etiquette
4. Child rights
5. Occupations
6. Technology
7. Safety
8. Domestic Animals
9. Wild Animals
10. Festivals
11. Play Time and Games
12. Food and Diseases
13. Savings
14. Talents
15. Environment

THEME 1.0: Activities at Home and at School

Suggested vocabulary to be signed

cook, paint, play, learn, write, read, swim, games, plant, wash, sing, feed, dress, climb, clap, braid, bring, blend, chair, chase

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Inquiry Question(s) |
|---|--|--|---|---|
| <p>1.1 Observing and articulating signs. (Listening and Speaking)</p> | <p>1.1.1 Articulation of words and Signing Vocabulary (Pronunciation and Vocabulary) (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme for effective communication,</p> <p>b) recognise words with the target letter –sound combinations (bl, br, cl, and sound tf/ in oral texts (HoH),</p> <p>c) recognise signs of words with the fingerspelt target letter –sounds combinations (bl, br, cl, and sound tf in signed texts(Deaf)</p> <p>d) pronounce the words with the target letter-sounds (bl, br, cl, and sound tf combinations in preparation for reading (HoH),</p> <p>e) articulate signs and fingerspell words with the target letter-</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme activities at home and at school. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme activities at home and at school. • In small groups, learners who are Hard of Hearing are guided to listen to and observe an oral text supported with sign language interpretation with words containing the target –letter sounds combinations as modelled by peers, teacher or signed audio-visual recording. • In small groups, learners who are Deaf are guided to observe an oral text supported with sign language interpretation with words containing the target –letter sounds | <p>Why do we pronounce correctly? (HoH) Why do we articulate signs or fingerspell words with correct mouth movement? (Deaf)</p> |

| | | | | |
|--|--|---|--|--|
| | | <p>sounds (bl, br, cl, and /tʃ) combinations in preparation for sign reading (Deaf),</p> <p>f) use the signs of new words learnt to communicate confidently in various contexts,</p> <p>g) value the role of listening as they observe keenly and articulating signs clearly for effective communication,</p> | <p>combinations as modelled by peers, teacher or signed audio-visual recording.</p> <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to point out and sign words with the target letter sound combinations from a conversation. • In pairs, learners who are Deaf are guided to point out signs of words with the target letter sound combinations from a signed conversation. • Individually, the learner is guided to watch a signed audio-visual recording on conversations with words featuring the target letter-sounds: bl, br, ch, cl. • In pairs, learners who are Hard of Hearing are guided to practise saying as they sign words with the target letter-sound combinations with peers.(Provide basic speech training support such as handshape analogy and auditory perception skills). • In pairs, learners who are Deaf are guided to articulate signs of words with the target letter-sound combinations with peers. | |
|--|--|---|--|--|

| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> • In groups, learners are guided to participate in word games involving target letter sound with peers. • In pairs, learners who are Hard of Hearing are guided to use new words to construct sentences with peers and give feedback to each other. • In pairs, learners who are Deaf are guided to use signs of new words to construct signed sentences with peers and give feedback to each other. • In groups, learners are guided to develop a talking tree using vocabulary learnt. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to observe keenly and actively is enhanced as they observe signed oral texts and recognise words with the fingerspelt target letter-sound combinations. • Collaboration (Teamwork): The learner’s ability to contribute to group discussions is enhanced as they work with peers to develop a talking tree using the vocabulary learnt. | | | | |
| <p>Values: Respect: The learner takes turns to participate in group activities.</p> | | | | |
| <p>Pertinent and contemporary issues: Life skills: (self- esteem) as the learner practise saying and signing words with the target letter-sound combinations, with peers</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, sample</p> | | | | |

talking tree, flash cards showing target letter sound, signed audio-visual recordings

| Strand | Sub strand | Specific Learning Outcomes | Learning Experiences | Suggested Key inquiry Question (s) |
|------------------|----------------------------------|---|---|--|
| 1.2 Sign Reading | 1.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) identify words with target letter- sound combinations bl, br, cl , and sound tʃ / in a text (HoH), c) identify fingerspelt words with target letter- sound combinations bl, br, cl , and /tʃ/ in a sign read text (Deaf), d) sign read a text accurately, at the right speed and with expression, e) acknowledge the correspondence between spoken or signed words and written words in various contexts. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme activities at home and at school. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme activities at home and at school • In small groups, learners who are Hard of Hearing are guided to watch a video clip or listen to an audio recording or the teacher model of target sounds. • In small groups, learners who are Deaf are guided to watch a video clip or a signed audio-visual recording or the teacher model of target sounds. .(Provide basic speech training support such as handshape analogy and auditory perception skills). • Individually, the learner is guided to pick out words containing the target letter-sound combinations: l, br, cl, and sound /tʃ/ from a written text. • In pairs, learners who are Hard | How do we show emotions when Sign Reading a story? |

| | | | | |
|--|--|--|--|--|
| | | | <p>of Hearing are guided to read as they sign words with the target letter-sound combinations from either print or digital stories.</p> <ul style="list-style-type: none"> • In pairs, learners who are Deaf are guided to sign read words with the target letter-sound combinations from either print or digital stories. • Individually, the learner is guided to engage in timed sign reading of a text (50 words per minute) displaying the right facial expressions, emotions and feelings, with peers. • In pairs, the learner is guided to take part in word building activities using pocket charts, print and digital flash cards. | |
| <p>Core Competencies to be developed: Communication and Collaboration: The learner displays teamwork as they engage with peers in timed sign reading.</p> | | | | |
| <p>Values: Unity: Cooperates with other learners by engaging in timed Sign Reading of a text(50 words per minute) displaying the right facial expressions, emotions and feelings, with peers.</p> | | | | |
| <p>Pertinent Contemporary Issues: Life Skills: Self-esteem as the learner shows confidence while their Sign Reading competency improves.</p> | | | | |

Links to other Learning Areas:

The learner uses the reading fluency skills to learn similar concept in Kiswahili Language Activities.

Suggested Learning Resources:

Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, sample talking tree, flash cards showing target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|--|---|--|--|
| 1.2 Sign Reading | 1.2.2 Comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related the theme for effective communication, b) identify characters and setting in a text for comprehension, c) make predictions and anticipate possible outcomes of a story, d) use context clues to infer meanings of words in a text, e) answer simple direct and indirect questions based on a sign read text, f) value the importance of sign reading for comprehension. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme activities at home and at school. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme activities at home and at school. • Individually, the learner is guided to look at pictures and title of a text and predict the likely order of events in a story, with peers. • Individually, learners are guided to sign read a print or digital text, related to the theme. • In small groups, learners are guided to identify and sign the main idea/ topic/ purpose in a text. • In pairs, learners are guided to sign as they discuss the setting and characters in a story, with peers. | <ol style="list-style-type: none"> 1. How can we tell how a story, poem or conversation will end? 2. How can we identify where events have taken place? 3. How can we know the characters in a story? |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> • Individually, the learner is guided to respond to direct questions by locating sentences with the answers. • In pairs, learners are guided to answer indirect questions using prior knowledge of the target theme. • Individually, the learner is guided to list keywords or phrases related to the theme from a grade appropriate text. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner articulates signs effectively as they discuss the setting and characters in a story with peers. • Learning to Learn: The learner learns independently as they respond to direct questions by locating sentences with the answers. | | | | |
| <p>Values: Unity: Learner cooperates with peers during discussions.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Learner Support Programme (peer education) as the learner guides peers in a discussion.</p> | | | | |
| <p>Links to other Learning Areas: The learner applies the comprehension strategies in reading of texts in environmental activities.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, pictures, signed audio-visual recordings, pocket charts, print or digital text</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|---|---|---|--|
| 1.3 Language Use | 1.3.1 Subject-verb agreement (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise forms and markers of the verb do from a text, b) use the forms and markers of the verb do to show subject verb agreement, c) value the importance of subject verb agreement in well-formed sentences. | <ul style="list-style-type: none"> • In groups, learners are guided to listen to and observe a signed story and pick out forms of the verb ‘do’ (do, does, did). • In pairs, learners are guided to answer questions based on the verb do, for example, <ul style="list-style-type: none"> - Do you love swimming? - Does he love swimming? - Did she go home? - Did they go home? • In pairs, learners are guided to form and sign sentences featuring do, does, did from a substitution table. • Individually the learner is guided to rewrite sentences featuring, do, does in the past tense. • In small groups learners are guided to view pictures/charts showing actions by one person and others by more than one person and then answering questions. For example, <ul style="list-style-type: none"> - Kwamboka walks home everyday. Does she walk home everyday? - She does her homework | Why should we write correct sentences? |

| | | | | |
|--|--|--|---|--|
| | | | <p>everyday.</p> <ul style="list-style-type: none"> - She did her homework yesterday. - They do their homework every day. - She did the work. - Did they do the work? <ul style="list-style-type: none"> • In groups, learners are guided to play a language game on subject-verb agreement. | |
| <p>Core-competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is enhanced as they construct and sign sentences with the correct subject-verb agreement. • Learning to learn: The learner’s ability to develop relationships is enhanced as they play a language game on subject-verb agreement with peers. | | | | |
| <p>Values: Respect: as the learner take turns in constructing sentences using subject-verb agreement with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills (Self- awareness): The learner’s self-awareness is developed as they construct and sign sentences using objects at home and at school.</p> | | | | |
| <p>Link to other Learning Areas: The learner relates the concept of subject-verb in other learning areas.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, signed audio-visual recordings, print or digital stories, charts with sentences featuring the grammar items, pictures</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--|---|---|--|
| 1.4 Writing | 1.4.1 Handwriting Long Words and Descenders (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words with ascenders and target letter-sound combinations bl, br, ch, and cl , in clear legible handwriting, c) advocate for the importance of writing clearly and legibly for effective communication. | <ul style="list-style-type: none"> • In small groups, learners are guided to observe a sample text with good handwriting. • In pairs, learners are guided to point out aspects of good handwriting in a text. • Individually, the learner is guided to copy letter patterns of the target letter- sound combinations (bl, br, ch, cl) and share with peers. • Individually, the learner is guided to copy words related to the language pattern. • Individually the learner is guided to write and sign words related to the theme in response to a picture prompt. • Individually the learner is guided to listen to or observe a signed dictation on sentences using subject-verb agreement and write them. | <ol style="list-style-type: none"> 1. How are the letters of the alphabet shaped? 2. Why should we write neatly and legibly? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is developed as they write words with descenders, ascenders and target letter-sound combinations <i>bl, br, ch, and cl</i> in clear and legible handwriting. • Learning to learn: The learner learns independently as they identify aspects of good handwriting and use them in writing. | | | | |

Link to Values:

Responsibility: Self-drive as the learner develops the practice of good handwriting.

Pertinent and Contemporary Issues:

Learner support Programme: Peer education and mentorship as the learner models good handwriting to peers.

Links to other learning areas:

The learner uses the writing skills to write clearly and legibly in other learning areas.

Suggested Learning Resources

Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards

| THEME 2.0: Sharing duties and responsibilities | | | | |
|---|---|--|---|---|
| Suggested vocabulary to be signed share, duty, responsibility, sweep, mop, wash, duty roster, dishes, chores, spread, feed, animals, graze, set, clear, table | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 2.1 Observing and articulating signs (Listening and Speaking) | 2.1.1 Proper articulation of signs with correct mouth movement and Vocabulary (Pronunciation and Vocabulary (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) recognise words with the target letter-sound combinations (<i>'dr', 'fl', 'fr' and 'gl'</i>) in sentences (HoH), c) recognise words with the fingerspelt target letter-sound combinations (<i>'dr', 'fl', 'fr' and 'gl'</i>) in signed sentences(Deaf), d) pronounce the target letter-sound combinations (<i>'dr', 'fl', 'fr' and 'gl'</i>) in words and sentences correctly (HoH), e) articulate words with target letter-sound combinations | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme sharing duties and responsibilities • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme sharing duties and responsibilities • In pairs, learners are guided to observe, sign and fingerspell words with target letter sound (<i>'dr', 'fl', 'fr' and 'gl'</i>). .(Provide basic speech training support such as handshape analogy and auditory perception skills). • In pairs, learners who are Hard of Hearing are guided to listen to as they observe the teacher model or a signed audio - visual recording the target letter- sound combinations (<i>'dr', 'fl', 'fr' and 'gl'</i>). • In pairs, learners who Deaf are | Why should we pronounce, articulate and sign words correctly? |

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| | | <p>(<i>'dr', 'fl', 'fr' and 'gl'</i>) with correct mouth movement in words and sentences (Deaf),</p> <p>f) use the signed vocabulary learnt to communicate appropriately in various contexts</p> <p>g) respond to simple specific three- directional instructions in oral communication (HoH),</p> <p>h) respond to simple specific three- directional signed instructions in communication (Deaf),</p> <p>i) value the role of listening as they observe keenly and correct articulation of words for effective communication(Deaf).</p> | <p>guided to observe the teacher model or a signed audio - visual recording the target letter- sound combinations ('dr', 'fl', 'fr' and 'gl').</p> <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to pronounce as they fingerspell the target letter-sound combinations by taking turns as modelled by the peers, teacher, or a signed audio- visual recording. • In pairs, learners who are Deaf are guided to fingerspell the target letter-sound combinations by taking turns as modelled by the peers, teacher, or a signed audio- visual recording • In pairs, learners who are Hard of Hearing are guided to listen to and observe as they sign poems, tongue twisters and sign words with different meaning having same place of articulation and sign sing songs to identify the target letter-sound combinations. • In pairs, learners who are Deaf are guided to observe and sign poems, tongue twisters and words with different meaning having same place of articulation. | |
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| | | | <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to sing as they sign simple songs or recite as they sign poems with target letter-sound combinations • In pairs, learners who are Deaf are guided to sign sing simple songs or recite as they sign poems with target letter-sound combinations. • In pairs, learners who are Hard of Hearing are guided to construct simple sentences with peers using the new words and give feedback to each other. • In pairs, learners who are Deaf are guided to construct simple signed sentences with peers using the new words and give feedback to each other. • In small groups, learners are guided to dramatise or role play sharing of responsibilities and duties using signs of vocabulary. • In small groups, learners who are Hard of Hearing are guided to listen, observe and respond to three directional instructions, with peers. • In small groups, learners who are Deaf are guided to observe and respond to three directional instructions, with peers | |
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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to listen keenly or observe attentively and clearly is enhanced as they listen and respond appropriately to three directional instructions. • Collaboration: The learner’s ability to contribute to group activity is enhanced as they participate actively in role play with peers and observe the rules of engagement |
| <p>Values: Responsibility as the learner engages in assigned roles and duties at home and at school.</p> |
| <p>Pertinent Contemporary Issues: Life skills (Self-awareness): The learner’s self-awareness is improved as they learn about the duties at home and at school.</p> |
| <p>Link to other Learning Areas: Listening attentively or observing keenly, responding to instructions and accurate pronunciation are emphasized in Other learning areas.</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------|-------------------------------------|---|---|---|
| 2.2 Sign Reading | 2.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related the theme for effective communication, b) identify words with fingerspelt target letter sound combinations (‘ <i>dr</i> ’, ‘ <i>fl</i> ’, ‘ <i>fr</i> ’ and ‘ <i>gl</i> ’) for | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme sharing duties and responsibilities • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme sharing duties and responsibilities | <ol style="list-style-type: none"> 1. Why should we check our speed while Sign Reading? 2. How can we use our eyes and faces to pass a message to others? |

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| | | <p>effective sign reading.</p> <p>c) sign read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>d) value the importance of sign reading simple, short texts in a variety of genres.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to observe, fingerspell and sign words with the target sounds (dr, fl,fr, and gl). (Provide basic speech training support such as handshape analogy and auditory perception skills). • Learner is guided to listen to and observe a signed audio-visual recording as teacher or peer models words featuring the fingers pelt target letter-sound combinations- ‘dr’, ‘fl’, ‘fr’ and ‘gl’, • Individually the learner is guided to pick out and sign words containing the fingespelt target letter-sound combinations from a written text • In pairs, the learner is guided to engage in timed sign Sign Reading of a text displaying appropriate expression, with peers, • Individually the learner is guided to sign read texts of different genres paying attention to punctuation, facial expressions, signing speed and proper articulation of signs with peers. | |
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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner interacts with digital technology as they watch a video clip and pick out words with the fingerspelt target letter-sound combination. • Learning to learn: Learning independently skills as the learner practices sign reading fluency with peers. |
| <p>Values: Respect as the learners understands and appreciates diverse opinions from peers.</p> |
| <p>Pertinent and Contemporary Issue PCIs: Life skills: (Self-esteem): The learner’s self-esteem is nurtured as they sign read fluently.</p> |
| <p>Links to other learning areas: Fluency in sign reading is essential in other learning areas.</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------|---|---|---|---|
| 2.2 Sign Reading | 2.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme, b) make predictions and anticipate possible outcomes in a story for comprehension, c) use contextual clues to infer meanings of new words, d) answer direct and inferential | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme sharing duties and responsibilities • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme sharing duties and responsibilities • In pairs, learners are guided to sign read a printed or digital text | <ol style="list-style-type: none"> 1. How can we tell how a story/poem will end? 2. How can we tell where events in a story have taken place? |

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| | | <p>questions for comprehension, e) value sign reading texts for lifelong learning</p> | <p>and pick out words related to the theme,</p> <ul style="list-style-type: none"> • In small groups, learners are guided to look at pictures and title of a text and say as they sign what will happen in the story, • Individually, the learner is guided to infer meanings of new words using contextual clues. • In small groups, learners are guided to discuss the text with peers and locate sentences containing answers to the direct questions based on the text. • Individually, the learner is guided to answer inferential questions based on the text read using contextual clues. • Individually, the learner is guided to make connections between events in the text and real life experiences. • In pairs, learners are guided to play a language game using the vocabulary learnt with peers. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner’s ability to make connections is enhanced as they relate the events in the texts to real life experiences. • Collaboration: The learner’s sense of teamwork is built up as they work with peers to infer the meaning of new words using contextual clues, | | | | |
| <p>Values: Unity: cooperation as the learner works collaboratively with peers in group activities.</p> | | | | |

Pertinent and Contemporary Issues:

Learner Support Programmes: Peer education as learners support peers in acquiring Sign Reading skills.

Links to other learning areas:

The learner is able to apply comprehension strategies in reading of texts in other learning areas.

Suggested Learning Resources

Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.3 Language use | 2.3.1 Forms of verb ‘do’ (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) identify different forms and marker of the verb ‘do’ in a print or digital text, c) use different forms and markers of the verb ‘do’ to construct sentences for effective communication, d) value the importance of using the different forms of the verb ‘do’ in communication. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme sharing duties and responsibilities • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme sharing duties and responsibilities • In small groups, learners are guided to listen to or observe the forms of verbs ‘do’ from an audio-visual recording/ video clip or as modelled by the peers or the teacher, • In pairs learners are guided to construct signed sentences related to the theme using the | <ol style="list-style-type: none"> 1. How do we help our parents at home? 2. Why is it important to share duties at school? |

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| | | | <p>different forms of the verb 'do.'</p> <ul style="list-style-type: none"> • In small groups, learners are guided to recite or sign poems, sign sing songs about the theme, while using the different forms of the verb 'do', with peers. • Individually, the learner is guided to type sentences formed using the different forms of the verb 'do' onto a digital device in pairs, • In small groups, learners are guided to play a game with peers using the different forms of the 'verb to do.' | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner's ability to speak or sign engagingly is enhanced as they use the different forms of the verb 'do' to construct sentences. • Digital literacy: The learner's ability to interact with digital devices is enhanced as they type sentences on a digital device. | | | | |
| <p>Values: Unity: cooperation as the learner play language games with peers</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills (effective communication) as learner uses the various forms of the verb 'do' correctly.</p> | | | | |
| <p>Link to other Learning Areas: The learner is able to apply the knowledge acquired on the different forms of the verb 'do' in learning of similar concept in other learning areas.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>2.4 Writing</p> | <p>2.4.1 Handwriting (2 lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise aspects of good handwriting for effective communication,</p> <p>b) write words related to the theme in clear and legible handwriting,</p> <p>c) acknowledge the importance of writing correctly, clearly and legibly for different purposes.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme sharing duties and responsibilities • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme sharing duties and responsibilities • In pairs, learner are guided to look at sample of a text with good handwriting. • In groups, learners are guided to identify aspects of good handwriting such as letter formation, spacing, alignment, capitalisation. • Individually, the learner is guided to copy letter patterns of the target letter-sound combinations (dr, fl, fr and gl), with peers. • Individually, the learner is guided to write words related to the theme in response to a picture prompt. • In pairs, learners are guided to listen to and observe a recorded signed dictation or observe the teacher sign sentences using various forms of the verb ‘do’ and write them. | <p>What should we do to ensure we write legibly?</p> |

Core Competencies to be developed:

- Communication: The learner's ability to write clearly and correctly is enhanced as they write words related to the theme in good handwriting.
- Learning to learn: The learner's ability to learn independently is improved as they practise writing neatly and legibly on their own.

Values:

- **Responsibility:** self-drive as the learner is guided to copy letter patterns of the target letter-sound combinations

Pertinent and Contemporary Issues:

- Learner Support Programmes (peer education)- demonstrates to peers aspects of good handwriting.

Links to other learning areas:

- Good handwriting is integral in all learning areas.

Suggested Learning Resources

Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards.

THEME 3.0: Etiquette

Suggested vocabulary to be signed

good manners, thank you, sorry, excuse me, sorry, please, welcome, goodbye, hello, good morning, good afternoon, good evening, goodnight, best wishes

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>3.1 Observing and Articulating signs.</p> <p>(Listening and Speaking)</p> | <p>3.1.1 Articulation of words and signing vocabulary</p> <p>(Pronunciation and Vocabulary)</p> <p>(2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme for effective communication,</p> <p>b) recognise words with fingerspelt target letter-sound (<i>'cr'</i>, <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) combinations in a text,</p> <p>c) pronounce words with the target letter-sound combinations (<i>'cr'</i>, <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) correctly (HoH),</p> <p>d) articulate words with the target letter-sound combinations (<i>'cr'</i>, <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) correctly (Deaf)</p> <p>e) use signed vocabulary related to the theme to communicate in various contexts,</p> <p>f) respond to simple specific three-directional signed</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme etiquette • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme etiquette. • Individually, learner is guided to identify, observe, fingerspell and sign words and phrases with the letter-sound combinations (<i>'cr'</i>, <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) as modelled by the peers/ teacher/ audio or visual recording. (Provide basic speech training support such as handshape analogy and auditory perception skills). • In pairs, learners are guided to use words which have the target letter-sound combinations to create sentences. | <ol style="list-style-type: none"> 1. How do we learn new words? 2. Why should we listen attentively and observe keenly? |

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| | | <p>instructions in oral or signed communication,</p> <p>g) appreciate the importance of listening to or observing attentively for effective communication.</p> | <ul style="list-style-type: none"> • Individually, learner is guided to practise signing rhymes or poems, tongue twisters and finger fumblers and pick out the target letter-sound combinations with peers. • In groups, learners who are Hard of Hearing are guided to listen to and observe an audio-visual recording of a conversation on etiquette, identify and sign words related to the theme. • In groups, learners who are Deaf are guided to observe an audio-visual recording of a conversation on etiquette, identify and sign words related to the theme. • Individually, learners are guided to respond to simple specific three-directional instructions. • In pairs, learners are guided to play a language game of matching vocabulary learnt to pictures, with peers. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner articulates signs effectively as they practise signing rhymes or poems, tongue twisters and finger fumblers and pick out the target letter-sound combinations with peers. • Learning to learn: The learner learns independently as they individually respond to simple specific three-directional instructions. | | | | |
| <p>Values:</p> <p>Respect: patience as the learner practises and takes turn in responding to greetings.</p> | | | | |

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| <p>Pertinent and Contemporary Issues: Life skills: self- awareness as learners acquires words related to etiquette and uses them when communicating</p> |
| <p>Link to other Learning Areas: Proper articulation of signs and fingerspelling or pronunciation is emphasised in all learning areas.</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|--|--|--|--|
| <p>3.2 Sign Reading</p> | <p>3.2.1 Fluency (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise sign vocabulary related to etiquette for effective communication</p> <p>b) identify signed words with fingerspelt target letter - sound combinations (<i>'cr'</i> and <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) in preparation for sign reading,</p> <p>c) sign read a grade - appropriate text accurately, at the right speed and with correct facial expression,</p> <p>d) appreciate sign reading simple, short texts in a variety of genres.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme etiquette • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme etiquette. • In groups, learners are guided to observe, sign and fingerspell words with the target letter sounds (<i>'cr'</i> and <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) from a text. (Provide basic speech training support such as handshape analogy and auditory perception skills). • Individually, the learner is guided to recognise and sign words with target letter-sound combinations (<i>'cr'</i> and <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) from a text. | <p>Why is Sign Reading without hesitation important?</p> |

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| | | | <ul style="list-style-type: none"> • Individually, learner is guided to identify and sign words with the target letter-sound combinations. • In pairs, learners are guided to sign read a text displaying the right emotions and feelings, paying attention to punctuation and tone for peer evaluation. • Individually, learner is guided to engage in timed sign Sign Reading, with peers. | |
| <p>Core Competencies to be developed: Learning to Learn: The learner learns independently as they engage in timed sign Reading, with peers.</p> | | | | |
| <p>Values: Unity: cooperation is enhanced as the learner engages in timed sign Reading, with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: effective communication is enhanced as learner reads fluently.</p> | | | | |
| <p>Links to other learning areas: Sign Reading fluency is in Kenya sign language.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 3.2 Sign reading | 3.2.2 Comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the main idea, topic/purpose of the text for inference, b) sign vocabulary related to etiquette for effective communication c) summarise events in a story to check understanding, d) explain sequence of events in a text, e) acknowledge the importance of Sign Reading a variety of texts for information. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme etiquette • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme etiquette. • Individually, learner is guided to sign read a story in print or digital form. • Individually, learner is guided to pick and sign the main idea or topic in the story. • In pairs, learners are guided to list the characters in the story ,with peers, • In pairs, learners are guided to discuss as they sign the setting of a story, • Individually, learner is guided explain as they sign what happens in the beginning, middle and end of a story, • In pairs, learners are guided to use the five-finger model to retell as they sign the content of the story in a few words. | <ol style="list-style-type: none"> 1. How do we tell where events have taken place in a story? 2. How do we identify characters in a story? |

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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner articulates signs effectively as they discuss the setting of a story with peers. • Creativity and Imagination: The learner makes connections as they use the five-finger model to retell as they sign the content of the story in a few words. |
| <p>Values: Respect: acceptance is enhanced as the learner accepts diverse opinions from peers during discussion.</p> |
| <p>Pertinent and Contemporary Issues: Life skills: self-esteem developed as the learner creatively retells a story.</p> |
| <p>Links to other learning areas: Comprehension skills emphasized in all learning areas.</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 3.3 Language Use | 3.3.1 Indefinite pronouns: (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify markers of indefinite pronouns (<i>nobody, anybody, somebody</i>) in a text for effective communication, b) sign indefinite pronouns (<i>nobody, anybody, somebody</i>) in sentences for effective communication c) use markers indefinite pronouns to construct sentences for effective communication, d) appreciate using indefinite pronouns in day-to-day communication. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme etiquette • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme etiquette. • Individually, learner is guided to listen to and observe a story/poem/conversation sign read by the teacher or from digital devices, and identify the indefinite pronouns (<i>nobody, anybody, somebody</i>), • In pairs, learners are guided to engage in signed question-and-answer | How do we refer to other people without mentioning their names? |

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| | | | <p>dialogues using indefinite pronouns, with peers.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to create sentences using indefinite pronouns, and sign them. • In groups, learners are guided to participate in a language game involving the use of indefinite pronouns. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to speak or sign engagingly is enhanced as they use indefinite pronouns to construct sentences correctly. • Collaboration (Teamwork): The learner’s ability to work as a team is enhanced as they actively participate in question-and-answer dialogues with peers using indefinite pronouns. | | | | |
| <p>Values:</p> <p>Respect is enhanced as the learner understands and appreciates the opinion of peers during group activities.</p> | | | | |
| <p>Pertinent and Contemporary Issues:</p> <p>Citizenship social cohesion: is enhanced as the learner collaborates in a language game involving the use of indefinite pronouns.</p> | | | | |
| <p>Links to other Learning Areas:</p> <p>The learners relate Indefinite pronouns to pronouns learnt in environmental activities.</p> | | | | |
| <p>Suggested Learning Resources</p> <p>Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 3.4 Writing | 3.4.1 Handwriting (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise aspects of good handwriting for effective communication,</p> <p>b) sign vocabulary related to</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme etiquette • Individually, learner is guided to identify, fingerspell and sign | <p>Why is it important to write neatly and legibly?</p> |

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| | | <p>etiquette for effective communication</p> <p>c) write words in clear and legible handwriting,</p> <p>d) appreciate the importance of writing clearly and legibly for effective communication.</p> | <p>vocabulary related to the theme etiquette.</p> <ul style="list-style-type: none"> • In groups, learners are guided to look at a sample text of good handwriting. • Individually, learner is guided to identify aspects of good handwriting in a text. • In pairs, learners are guided to copy letter patterns of the target letter-sound combinations ('cr' and 'pl'; 'st' and 'sn) for peer review. • In pairs, learners are guided to listen to or observe a signed dictation on indefinite pronouns and write them. • Individually, learner is guided to write words related to the theme in response to a picture prompt. | |
| <p>Core Competencies to be developed: Learning to Learn: The learner learns independently as they identify good handwriting and use it to write neatly and legibly.</p> | | | | |
| <p>Values: Responsibility: self –drive as the learner writes legibly and neatly.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Learner Support Programmes: peer education as the learner demonstrates good handwriting to peers.</p> | | | | |
| <p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • Good handwriting is emphasised in all the learning activities | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

THEME 4.0: Child Rights

Suggested vocabulary to be signed

labour, protect, education, food, clothing, health, environment, safe, home, relax, law, promote, wrong, rights

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>4.1 Observing and articulating signs. (Listening and Speaking)</p> | <p>4.1.1 Articulation of words and Signing vocabulary</p> <p>(Pronunciation and Vocabulary)</p> <p>(2 Lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary to related the theme for effective communication,</p> <p>b) recognise words with fingerspelt target letter-sounds combinations (<i>'wr'</i>, <i>'pr'</i>, <i>'sm'</i>, <i>'st'</i>) in given words for effective communication,</p> <p>c) articulate the words with the target letter-sound combinations (<i>'wr'</i>, <i>'pr'</i>, <i>'sm'</i>, <i>'st'</i>) correctly, (HoH)</p> <p>d) sign words with fingerspelt target letter-sound combinations (<i>'wr'</i>, <i>'pr'</i>, <i>'sm'</i>, <i>'st'</i>) correctly (Deaf)</p> <p>e) use new signed words related to the theme in relevant contexts,</p> <p>f) acknowledge the importance of listening as they observe attentively and correct articulation for effective communication.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme child rights • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme child rights • In pairs, learners are guided to observe, sign and fingerspell words with target letter sound (<i>'wr'</i>, <i>'pr'</i>, <i>'sm'</i>, <i>'st'</i>). .(Provide basic speech training support such as handshape analogy and auditory perception skills). • In groups, learners who are Hard of Hearing are guided to identify, pronounce, sign and fingerspell words with the target letter sound combinations: <i>'wr'</i>, <i>'pr'</i>, <i>'sm'</i>, <i>'st'</i> from an oral,signed text or audio-visual recording. • In groups, learners who are Deaf are guided to identify, sign and fingerspell words with the | <p>Why should we pronounce, sign or finger words correctly?</p> |

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| | | | <p>target letter sound combinations: ‘wr’, pr’,m’, ‘st’ from a sign read text or audio-visual recording.</p> <ul style="list-style-type: none"> • In groups, learners sign sing simple songs or recite as they sign poems with target letter-sound combinations, with peers, • In pairs, learners who are Hard of Hearing are guided to construct simple sentences with peers using the new words and give feedback. • In pairs, learners who are Deaf are guided to construct simple signed sentences with peers using the new signs of words and give feedback • In groups, learners role play as they sign issues related to the theme, with peers. | |
| <p>Core Competencies to be developed : Communication and Collaboration: Signing skills as the learner constructs, simple sentences with peers and give feedback.</p> | | | | |
| <p>Values: Social justice: equity as each learner recognises, signs and fingerspells vocabulary related to child rights</p> | | | | |
| <p>Link to Pertinent Contemporary Issues: Citizenship (Child’s Rights): The learner becomes aware of their rights as they acquire information on child’s rights.</p> | | | | |
| <p>Links to other Learning Areas: Proper articulation of signs with correct mouth movement and signing vocabulary is linked to environmental activities and Kenya sign language.</p> <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>4.2 Sign Reading</p> | <p>4.2.1 Fluency (2lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme for effective communication,</p> <p>b) recognise words with fingerspelt target letter- sound combinations (<i>wr', pr' sm 'and st</i>) in preparation for sign reading,</p> <p>c) sign read words with fingerspelt target letter sound combinations (<i>wr', pr' sm 'and st</i>) correctly,</p> <p>d) value the importance of sign reading fluently in a variety of genres.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme child rights • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme child rights • Individually, learner is guided to recognise, sign and fingerspell words with target letter sounds wr', pr' sm 'and st from a text, .(Provide basic speech training support such as handshape analogy and auditory perception skills). • In pairs, learners are guided to select and sign words with the target letter sound combinations from a chart. • In groups, learners are guided to sign read words with target letters- sound combinations. • Individually, learner is guided to engage in timed sign reading of a grade-appropriate text displaying the right facial expressions, | <p>What makes us sign read a story at a good speed?</p> |

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| | | | <p>feelings or emotions.</p> <ul style="list-style-type: none"> In groups, learners are guided to recite as they sign a choral verse related to the theme, with peers. | |
| <p>Core Competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they practise sign reading sentences containing decodable and non-decodable words on their own.</p> | | | | |
| <p>Values: Unity: Cooperation as the learner collaborates with peers in group activities.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skill: Self-esteem as the learner recites choral verse with peers.</p> | | | | |
| <p>Links to other Learning Areas: Environmental Activities learners also discuss child rights and responsibilities</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub –strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 4.2 Sign Reading | 4.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication b) predict the likely outcomes in a story for comprehension, c) answer direct and indirect questions to check for understanding, | <ul style="list-style-type: none"> In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme child rights Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme child rights In groups, learners are guided to observe pictures and the title of a text and say as they sign what is likely to happen in the story, with | Why do we predict what will happen in a story before Sign Reading? |

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| | | d) adopt sign reading a variety of texts for information. | peers. <ul style="list-style-type: none"> • In pairs, learners are guided to infer meanings or use contextual clues to find the meaning of new words. • In pairs, learners are guided to answer direct question by locating sentences containing the answers. • Individually, learner is guided to respond to indirect questions using context clues, • In pairs, learners are guided to connect events in the story with real- life experiences and discuss with peers. | |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: The learner’s ability to make connections is enhanced as they relate the events in the story to real-life experiences. • Communication and Collaboration: signing skills as the learner observes and discusses pictures and the title of a text with peers. | | | | |
| Values: Respect is cultivated in the learner as they appreciate and seek to understand the opinion of peers during discussions. | | | | |
| Link to Pertinent Contemporary Issues : Learner Support Programmes: mentorship and peer education as the learner engages with peers as they connect events in a story with their real-life experiences. | | | | |
| Links to other learning Areas: Comprehension strategies are important in all learning areas. | | | | |
| Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards | | | | |

| Strand | Sub- strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>4.3 Language Use</p> | <p>4.3.1. Subject-verb agreement – verb ‘do’ (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to the theme for effective communication,</p> <p>b) recognise forms and markers of the verb do (<i>do, does, did</i>) from a text,</p> <p>c) use the forms and markers of the verb do to show subject verb agreement,</p> <p>d) value the importance of subject verb agreement in well-formed sentences.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme child rights • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme child rights • In groups, learners are guided to listen to and observe a signed story, poem or conversation related to the theme and pick out and sign forms of the verb ‘do’ (<i>do, does, did</i>). (Provide basic speech training support such as handshape analogy and auditory perception skills). • In pairs, learners guided to answer questions based on the verb do, for example, <ul style="list-style-type: none"> - Do you love swimming? - Does he love swimming? - Did she go home? - Did they go home? - Did they do the work? • In pairs, learners are guided to form and sign sentences featuring do, does, did from a substitution table. | <p>Why should we write correct sentences?</p> |

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| | | | <ul style="list-style-type: none"> • In groups, learners are guided to make sentences from substitution tables. • In groups, learners are guided to take turns to make sentences showing subject-verb agreement and give feedback. • In groups, learners are guided to play a language game (matching subjects with appropriate verbs). | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to write clearly and correctly is enhanced as they construct and sign sentences with the correct subject-verb agreement. • Learning to learn: The learner’s ability to develop relationships is enhanced as they play a language game on subject-verb agreement with peers. | | | | |
| <p>Values: Unity: cooperation as the learner plays a language game of matching subjects with appropriate verbs with peers.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: self-esteem as the learner uses the subject-verb agreement in self-expression.</p> | | | | |
| <p>Links to learning Areas: The learner applies knowledge of subject-verb agreement to learning of similar concept in environmental activities.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 4.4 Writing | 4.4.1 Handwriting (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the theme for effective communication, b) recognise aspects of good handwriting for effective communication, c) write words related to the theme in clear and legible handwriting, d) value the importance of writing clearly and legibly for effective communication. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme child rights. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme child rights. • In groups, learners are guided look at sample of correct, clear and legible handwriting from a text. • Individually, learner is guided write words ensuring good handwriting and correct spelling. • In groups, learners are guided to write phrases in response to a picture prompt related to the theme. • Individually, learner is guided to write sentences related to the theme in good handwriting and with correct spelling. | Why do we write neatly and legibly? |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: writing skills as the learner writes words ensuring good handwriting and correct spelling. • Learning to learn: learning independently as the learner gains ability to write neatly and legibly. | | | | |
| Values: Integrity: consistency as the learner writes words ensuring good handwriting as guided by the teacher. | | | | |

Pertinent and Contemporary Issues:

Life skills: effective communication as the learner uses neat handwriting for effective communication.

Links to other Learning Areas:

Good handwriting is essential in all learning areas.

Suggested Learning Resources

Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, poc

| THEME 5.0: Occupations | | | | |
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| Suggested vocabulary work, teacher, nurse, doctor, farmer, banker, secretary, engineer, waiter, mason, tailor, mechanic, earn, employ, skills, job | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 5.1 Observing and articulating signs. (Listening and Speaking) | 5.1.1 Proper articulation of signs with correct mouth movement and signing vocabulary (Pronunciation and Signing Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of vocabulary related to the theme for effective communication, b) recognise signed words with fingerspelt target letter-sound combination (<i>'sl', 'st', 'sw', 'sp', 'thr'</i>) in sentences, c) pronounce words with the target letter- sound combinations correctly(HoH), d) articulate signs of words with fingerspelt target letter- sound combinations correctly(Deaf), e) use the signs of vocabulary learnt to communicate in various contexts, f) respond to simple specific three- directional instructions in oral communication (HoH), | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme occupations. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme occupations. • In groups, learners who are Hard of Hearing are guided to listen to or observe the teacher/ signed audio visual recording and identify words with the target letter- sound combination: (<i>'sl', 'st', 'sw', 'sp', 'thr'</i>). (Provide basic speech training support such as handshape analogy and auditory perception skills). • In groups, learners who are Deaf are guided to observe the teacher or signed audio visual recording and identify signs of words with the fingerspelt target letter- sound combination: (<i>'sl', 'st', 'sw', 'sp', 'thr'</i>). • In groups, learners who are Hard of Hearing are guided to pronounce, sign and fingerspell words with the target letter- | Why is it important to look at someone's face as they speak to you? |

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| | | <p>g) respond to simple specific three- directional instructions in signed communication (Deaf),</p> <p>h) value the role of listening as they observe attentively and articulating signs clearly for effective communication,</p> | <p>sound combinations, with peers.</p> <ul style="list-style-type: none"> • In groups, learners who are Deaf are guided to sign and fingerspell words with the target letter-sound combinations, with peers • Learner is guided to use signs of words with the target letter-sound combinations to create signed sentences. • In groups, learners who are Hard of Hearing are guided to listen to or observe stories and identify words related to the theme. • In groups, learners who are Deaf g are guided to observe signed stories and identify words related to the theme. • Individually, learner is guided to access meaning of vocabulary from pictorial dictionaries and practice using them in sentences. • In groups, learners are guided to sign sing songs/ recite as they sign poems on the theme. • In pairs, learners are guided to observe a signed audio-visual recording with content related to the theme and role play different occupations. • In groups, learners are guided to develop a talking tree using the vocabulary related to the theme, with peers • In pairs, learners are guided to listen to or observe and respond to three-directional instructions | |
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| <p>Core Competencies to be developed: Communication: The learner’s ability to listen keenly and observe attentively and actively is enhanced as they listen to and observe signed oral texts, recognise words with the target letter-sound combinations and pronounce, sign or fingerspell the words correctly.</p> |
| <p>Values: Respect: open mindedness as the learner appreciates other’s opinions during group activities.</p> |
| <p>Pertinent and Contemporary Issues: Life skills: effective communication as the learner signs and fingerspell words with the target letter-sound combinations in sentences</p> |
| <p>Link to other Learning Areas: Listening attentively, Observing keenly and responding to instructions are critical in all learning areas.</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pockets.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
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| 5.2 Sign Reading | 5.2.1 Fluency (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise signs of vocabulary related to occupations for effective communication,</p> <p>b) identify signs of words with fingerspelt target letter- sound combinations (<i>‘sl’</i>, <i>‘st’</i>, <i>‘sw’</i>, <i>‘sp’</i>, <i>‘thr’</i>), in preparation for sign reading,</p> <p>c) sign read a text related to the theme accurately, at the right speed with expression for fluency,</p> <p>d) value the role of sign reading fluency in learning.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme occupations. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme occupations. • In groups, learners are guided to fingerspell and sign read words with the target letter-sound combinations (<i>‘sl’</i>, <i>‘st’</i>, <i>‘sw’</i>, <i>‘sp’</i>, <i>‘thr’</i>), with peers. (Provide basic speech training support such as handshape analogy and auditory perception skills). • In pairs, learners are guided to point out | <p>Why is it important to sign read fluently?</p> |

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| | | | <p>and sign words with the target fingerspelt letter-sound combinations from a text.</p> <ul style="list-style-type: none"> • Individually, learner is guided to engage in timed sign reading (50 words per minute) displaying the right emotions, facial expressions and feelings. • In pairs, learners are guided to sign read a text paying attention to punctuation and correct pace of signing. • In groups, learners are guided to sign read grade appropriate texts related to occupation in the library and share what you have read with peers. | |
| <p>Core Competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they read texts on ‘Occupations’ and share what they have learnt with peers.</p> | | | | |
| <p>Link to Values: Unity: Cooperation as the learner sign reads grade appropriate texts related to occupation with peers.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues Learner Support Programmes: peer education as the learner shares what they have read with peers to sensitise them on occupations.</p> | | | | |
| <p>Links to other learning areas: The learner is able to apply reading fluency skills in learning similar concept in Environmental activities.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, poc</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 5.2 Sign Reading | 5.2.2 Comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) identify characters and setting in a text for comprehension, c) Make predictions and anticipate possible outcomes of a story, d) use context clues to infer meanings of new words in a text, e) answer direct and indirect questions based on a text read, f) enjoy talking as they sign about a text they have read. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme occupations. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme occupations. • In groups, learners are guided to look at pictures and title of a text and predict the likely order of events in a story, with peers • In groups, learners are guided to talk or sign about the setting and characters using a variety of clues, with peers, • In pairs, learners are guided to sign read a story and answer direct question by locating sentences containing the answers, • Individually, learner is guided to point out the main idea, topic, and purpose in a text. • In pairs, learners are guided to infer meanings of new words in a story, • Individually, learner is guided to respond to indirect questions using | <p>How do we tell what is going to happen next in a story?</p> |

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| | | | context clues, <ul style="list-style-type: none"> In pairs, learners are guided to connect events in the story with real- life experiences | |
| Core Competencies to be developed: <ul style="list-style-type: none"> Creativity and Imagination: The learner improves their ability to make connections as they relate the events in the story with real-life experiences. Communication: The learner’s ability to comprehend a text is enhanced as they provide answers to questions from the passage | | | | |
| Values: Unity: cooperation as the learner shows team spirit in group activities. | | | | |
| Pertinent and Contemporary Issues: Life skills: Elevated self-esteem as the learner connects events in the story with their real- life experiences. | | | | |
| Links to other Learning Areas: Comprehension strategies are important in all learning areas. | | | | |
| Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 5.3 Language Use | 5.3.1 Singular and plurals of irregular nouns. (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) identify irregular nouns and their signs in a print/ digital text, c) use singular and plural forms of irregular nouns to talk or sign | <ul style="list-style-type: none"> In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme occupations. Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme occupations. | How do we refer to things that are more than one? |

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| | | <p>about the theme for effective communication, d) value the importance of irregular nouns in communication.</p> | <ul style="list-style-type: none"> • In groups, learners are guided to listen to or observe a signed story and pick out irregular nouns and their plural forms. • In pairs, learners are guided to form plurals of specific words taking the singular and plural forms of irregular nouns with peers. • Learner is guided to distinguish between singular and plural of irregular nouns with peers. • In pairs, learners are guided to construct signed sentences about the theme using the plural forms of irregular nouns. • In groups, learners are guided to listen to or observe a story/poem and respond to questions based on singular and plural forms of irregular nouns. • In groups, learners are guided to recite as they sign poems/read texts/sing songs containing plurals of irregular nouns, with peers. | |
| <p>Core Competencies to be developed: Communication and Collaboration: teamwork as the learner works with peers to form plurals of irregular nouns.</p> | | | | |
| <p>Values: Unity: cooperation as the learner recite poems containing irregular nouns with peers together.</p> | | | | |

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| <p>Link to Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is enhanced as they improve in the use plural forms of irregular nouns</p> |
| <p>Links to other learning Areas: The learner is able to apply knowledge learnt on plurals of irregular nouns in learning of similar concept in all learning areas.</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the singular and plural forms of irregular nouns, signed audio-visual recordings, print or digital material.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>5.4 Writing</p> | <p>5.4.1 Hand Writing (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise aspects of good handwriting for effective communication,</p> <p>b) write words with target fingerspelt letter-sound combinations (<i>‘sl’</i>, <i>‘st’</i>, <i>‘sw’</i>, <i>‘sp’</i>, <i>‘thr’</i>), in clear and legible handwriting,</p> <p>c) acknowledge the importance of writing clearly and legibly for effective communication.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme occupations. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme occupations. • In groups, learners are guided to look at samples of texts with good handwriting. • In pairs, learners are guided to identify aspects of good handwriting. • Individually, learner is guided to copy letter patterns of words with the target letter- sound combinations (<i>‘sl’</i>, <i>‘st’</i>, <i>‘sw’</i>, <i>‘sp’</i>, <i>‘t lhr’</i>), with peers. • Individually, learner is guided to write words related to the theme in response to a picture prompt. • In pairs, learners is guided to type | <p>How do we use letter sound to write sentences?</p> |

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| | | | words and phrases using digital devices, with peers. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: interaction with digital devices as the learner uses digital devices to type their work. ● Learning to learn: as the learner identifies aspects of good handwriting to write words and phrases. | | | | |
| <p>Values: Unity: Cooperation as the learner types words and phrases using digital devices, with peers</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Learner Support Programmes (mentorship and peer education) as learner models good handwriting to their peers.</p> | | | | |
| <p>Links to other Learning Areas: The learner uses good handwriting skills in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards.</p> | | | | |

| THEME 6.0: Technology | | | | |
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| Suggested vocabulary to be signed | | | | |
| computer, record, type, information, internet, email, keyboard , network, send , receive, media, save, drop, mouse, drag, website, upload, draw, | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 6.1 Observing and articulating signs. (Listening and Speaking) | 6.1.1 Articulation of words and signing vocabulary (Pronunciation and Signing Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the theme for effective communication, b) recognise words with the target letter -sounds combinations (<i>/dr/, /gr/, /shr/</i>) in given words correctly, c) pronounce words with the target letter-sound combinations in preparation for reading(HoH), d) articulate signs of words with fingerspelt target letter sound combinations in preparation for sign reading (Deaf), e) use signed vocabulary words related to the theme in relevant contexts, f) respond to signed simple specific three - directional instructions in oral and signed communication, g) value the importance of listening attentively, observing | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme technology. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme technology. • In pairs, learners who are Hard of Hearing are guided to identify, pronounce, sign and fingerspell words with target letter- sound combinations sounds: (<i>/dr/, /gr/, /shr/</i>) as modelled by the peers/ teacher/ audio or visual recording. • In pairs, learners who are Deaf are guided to identify, sign and fingerspell words with target letter-sound combinations sounds: (<i>/dr/, /gr/, /shr/</i>) as modelled by the peers/ teacher/ audio or visual recording. (Provide basic speech training support such as handshape analogy and auditory perception skills). • In pairs, learners who are Hard of Hearing are guided to use words which have the target letter-sound | <ol style="list-style-type: none"> 1. What is technology? 2. Why do we pronounce words correctly? |

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| | | <p>keenly and correct pronunciation as well as articulation of signs for effective communication.</p> | <p>combinations to create sentences, with peers.</p> <ul style="list-style-type: none"> • In pairs, learners who are Deaf are guided to use signs of words which have the target letter-sound combinations to create signed sentences, with peers. • In groups, learners are guided to recite as they sign alliterative words that have the sounds (/dr/, /gr/, /shr/), • In groups, learners who are Hard of Hearing are guided to listen to or observe a signed audio-visual recording of a conversation on technology and identify words related to the theme. • In groups, learners who are Deaf are guided to observe a signed audio-visual recording of a conversation on technology and identify signs of words related to the theme. • Individually, learner is guided to respond to simple specific three-directional instructions, • In groups, learners are guided to engage in a language game of matching the signed vocabulary learnt with pictures. | |
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| <p>Core Competencies to be developed: Communication and Collaboration: Signing skills as the learner works with peers to create signed sentences with the target letter sounds.</p> |
| <p>Values: Unity: Cooperation as the learner works collaboratively with peers during language games.</p> |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Self-esteem as the learner interprets and responds appropriately to instructions.</p> |
| <p>Links to other Learning Areas: Attentive listening, observing keenly and correct pronunciation and articulation of signs and fingerspelling is emphasised in Kenya sign language and environmental activities.</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>6.2 Sign Reading</p> | <p>6.2.1 Fluency (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify vocabulary related to the theme for effective communication, identify words with the target letter-sound combinations (<i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>) in a text, sign read a text accurately, at the right speed and with expression, value the importance of sign reading accurately, at the right speed and with expression in lifelong learning. | <ul style="list-style-type: none"> In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme technology. Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme technology. Individually, learner is guided to pick out and sign words with target letter- sound combinations. <i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>, from a chart, (Provide basic speech training support such as handshape analogy and auditory perception skills). In pairs, learners are guided to blend target letter sounds to sign read words with target letter- sound | <p>Why do we read accurately with the right speed?</p> |

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| | | | <p>combinations, with peers.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to read words with letters –sound combination correctly. • Individually, learner is guided to sign read a text displaying the right facial expressions and correct signing speed • In pairs, learners are guided to engage in timed sign reading with peers taking appropriate pauses at punctuation marks. • Individually, learner is guided to practise sign reading sentences containing decodable and non-decodable words. • In pairs, learners are guided to participate in readers theatre and record what you have read in a personal journal. | |
| <p>Core competencies to be developed: Learning to learn: learning independently as the learner practises sign reading sentences containing decodable and non-decodable words.</p> | | | | |
| <p>Values: Unity: Cooperation as the learner collaboratively engages with peers in timed sign reading.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Citizenship: Social cohesion is developed as the learner cooperates with peers to blend target sounds in preparation for sign reading.</p> | | | | |
| <p>Link to other Learning Areas: Sign reading fluency is also emphasised in Kenya sign language.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 6.2 Sign reading | 6.2.2 Comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) Identify signs of vocabulary related to the theme for effective communication,</p> <p>b) make predictions about a story based on the title and pictures,</p> <p>c) respond to direct and indirect questions to show comprehension,</p> <p>d) advocate for the role of sign reading pictures for information.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme technology. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme technology. • In groups, learners are guided to sign read a story, pick out words related to the theme, with peers. • In pairs, learners are guided to predict what will happen after discussing through signing the title and pictures in the story. • Individually, learner is guided to infer meanings of new words in a text. • In pairs, learners are guided to answer direct by locating the sentences with the answers in a story. • Individually, learner is guided to respond to indirect questions from a text using prior knowledge. | <ol style="list-style-type: none"> 1. What do you think will happen in this story? 2. What do the pictures tell us about the story? |

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| | | | <ul style="list-style-type: none"> • Learner is guided to summarise a story/ poem or conversation in pairs and small groups. • In pairs, learners are guided to talk as they sign about their own experiences in relation to the story. | |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: as the learner responds to comprehension questions. • Creativity and imagination: as the learner makes predictions and applies prior knowledge to answer indirect questions. | | | | |
| Values: Peace: as the learner displays tolerance with peers when working together | | | | |
| Link to Pertinent and Contemporary Issues: Citizenship: Social cohesion as the learner discusses the title and pictures in texts with peers. | | | | |
| Link to other Learning Areas Comprehension skills are applicable in all learning areas. | | | | |
| Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 6.3 Language Use | 6.3.1 Future time (will/shall) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise vocabulary related to the theme for effective communication, b) identify by fingerspelling and signing words that express future time/actions for effective | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme technology. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme technology. • Individually, learner is guided to | Which words would you use to talk about things that will happen tomorrow or later? |

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| | | <p>communication,</p> <p>c) use 'will'/'shall' to talk or sign about future time/ events,</p> <p>d) value the role of 'will 'and 'shall' in communicating future time/intentions.</p> | <p>recognise sentences with words that express the future time from a text.</p> <ul style="list-style-type: none"> • In groups, learners are guided to talk or sign about what they plan to do after school to express the future time. • In pairs, learners are guided to ask and answer questions using words that express future time, with peers. • Individually, learner is guided to sign a song/rhyme using 'will' and 'shall'. • In groups, learners are guided to listen to or observe a signed story, poem or conversation sign read by the teacher and respond to questions using 'will'/'shall' | |
| <p>Core Competencies to be developed: Communication and Collaboration: Signing skills as the learner asks and answers questions using words that express future time.</p> | | | | |
| <p>Values: Love: Self-sacrifice is emphasised as the learner assists others in sentence construction using will/shall.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Self-esteem as the learner gains confidence in using will/shall in when communicating.</p> | | | | |
| <p>Links to other Learning Areas: Future time is emphasized in environmental activities and Mathematical Activities.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>6.4 Writing</p> | <p>6.4.1 Spelling (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target letter- sound combinations (<i>dr, gr, shr</i>) for effective writing,</p> <p>b) write words related to the target theme appropriately for legibility,</p> <p>c) appreciate writing words clearly, legibly and correctly.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme technology. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme technology. • In groups, learners are guided to fingerspell the words with the letter combinations <i>dr, gr, shr</i>. (Provide basic speech training support such as handshape analogy and auditory perception skills). • In groups, learners are guided to fill in a crossword puzzles using words with the target letter sound combinations. • In pairs, learners are guided to write the words related to the theme from a dictation. • In pairs, learners are guided to make words related to the theme from jumbled letters. • Individually, learner is guided to copy words legibly and correctly from charts and flash cards. • Individually, learner is guided to generate as many words as they can from a set of their names. • In pairs, learners are guided to participate in a finger spelling bee activity. | <p>How do we finger spell words correctly?</p> |

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| <p>Core Competencies to be developed: Communication and collaboration :Writing skills as the learner copies words legibly and correctly from charts and flash cards</p> |
| <p>Values: Responsibility: Hard work as the learner takes up roles assigned in group activities.</p> |
| <p>Link to Pertinent and Contemporary Issues: Life skills: Effective communication as the learner finger spells words correctly.</p> |
| <p>Link to other Learning Areas Correct spelling is emphasized in Religious Education Activities and environmental activities,</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, poc</p> |

THEME 7.0: Safety

Suggested vocabulary to be signed

unusual, yell, dark, road, dangerous, safe, careful, help, danger, fear, risk, panic, threat, careless, report, stranger, road signs (parking sign, speed sign, no parking sign,), traffic lights, humps, bus stop, bicycle, hand carts, rumble strips, face mask, gloves, fire, helmet, foot path, sidewalk, fire, smoke, swim, drown, wild animal, poison, germs, wash,

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>7.1 Observing and articulating signs. (Listening and Speaking)</p> | <p>7.1.1 Articulation of words and signing vocabulary</p> <p>(Pronunciation and Vocabulary)</p> <p>(2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify vocabulary related to safety for effective communication.</p> <p>b) recognise words with letter-sound combinations <i>dw, tw, nk</i> and <i>sq</i> from an oral and signed text (HoH),</p> <p>c) recognise words with letter-sound combinations <i>dw, tw, nk</i> and <i>sq</i> from fingerspelled or signed text (Deaf),</p> <p>d) use new words in relevant contexts to talk and sign about safety,</p> <p>e) respond to simple specific three- directional instructions in oral and signed communication,</p> <p>f) acknowledge the importance of listening attentively, observing keenly and correct pronunciation as well as</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme safety. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme safety. • In groups, learners who are Hard of Hearing are guided to listen to and observe a signed audio-visual text featuring the target letter-sound combinations modelled by the teacher, peer or an audio recording. • In groups, learners who are Deaf are guided to observe a signed audio-visual text text featuring the target letter-sound combinations modelled by the teacher, peer or a signed audio visual recording • In groups, learners who are | <ol style="list-style-type: none"> 1. Why is it important to observe safety? 2. Why is it important to sign words correctly? |

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| | | <p>articulation of signs for effective communication.</p> | <p>Hard of Hearing are guided to pick out and pronounce words or phrases as well as articulating signs with correct mouth movement of the fingerspelt target letter-sound combinations (dw , tw ,nk and sq) from the text.</p> <ul style="list-style-type: none"> • In groups, learners who are Deaf are guided to pick out and articulate signs of words or phrases with correct mouth movement of the target letter-sound combinations (dw , tw ,nk and sq) from the text. • In pairs, learners are guided to use signs of words related to the theme to talk about safety. • In groups, learners who are Hard of Hearing are guided to listen to and observe the vocabulary used in short sentences/ short paragraphs/teacher read aloud and clearly signed read stories and practise using it in a language game with peers. • In groups, learners who are Deaf are guided to observe the signs of vocabulary used in short signed sentences/ short paragraphs/teacher clearly | |
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| | | | <p>signed read stories and practise using it in a language game with peers.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to engage in role play on stories related to safety, with peers. • In pairs, learners are guided to listen, observe and respond to simple specific three - directional instructions. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: Active community/family life skills as the learner uses vocabulary learnt to talk about safety in the community. • Learning to learn: Self-discipline as the learner listens attentively, observe keenly and responds to instructions correctly. | | | | |
| <p>Values:</p> <p>Responsibility: Self-drive as the learner observes safety and precautions applying the knowledge learnt.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills: effective communication as the learner pronounces, articulates signs or fingerspells words appropriately for effective communication. • Socio-economic issues (Safety and security): The learner's safety is heightened as they learn vocabulary related to safety. | | | | |
| <p>Links to other Learning Areas:</p> <p>The learner applies the vocabulary learnt in learning of similar concept in Environmental Activities</p> | | | | |
| <p>Suggested Learning Resources</p> <p>Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, poc</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 7.2 Sign Reading | 7.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the theme for effective communication, b) sign words with the target letter-sound combinations (<i>dw, tw, nk and sq</i>) in a written text, c) sign read a grade- appropriate text accurately, at the right speed and with expression, d) acknowledge sign reading a variety of texts for Reading fluency. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme safety. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme safety. • In groups, learners are guided to listen to and observe words with target fingerspelt letter-sound combinations (dw, tw, nk and 'sq')from a digital device or as modelled by the teacher or peer. • In pairs, learners are guided to identify, pronounce words and phrases and articulate signs with correct mouth pattern of the target letter-sound combinations. • Individually, learner is guided to sign read a text, displaying the right facial expressions, tone and varying body language when sign reading. • Individually, learner is guided to engage in timed sign reading a text (Approximately 25 signed words per minute) taking appropriate pauses at punctuation marks. • In pairs, learners are guided to practise sign reading signed sentences containing decodable and non-decodable words. | Why is it important to sign read words fluently? |

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| | | | <ul style="list-style-type: none"> In groups, learners are guided to participate in a readers theatre with peers where they sign read a text, story or poem related to the theme. | |
| <p>Core Competencies to be developed: Learning to learner: The learner’s ability to learn independently is enhanced as they practise sign reading sentences containing decodable and non-decodable words for sign reading fluency.</p> | | | | |
| <p>Values: Responsibility is developed as learner acquires self-drive and practises sign reading fluently on their own.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Citizenship: Social cohesion as the learner participates in a readers theatre with peers.</p> | | | | |
| <p>Link to other Learning Areas: Fluency is applied when sign reading texts in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 7.2 Sign Reading | 7.2.2 Comprehension (2 lessons) | By the end of the sub strand the learner should be able to: a) recognise vocabulary related to safety for effective communication. b) identify the main idea in a text to show comprehension, c) make predictions about a story based on the title and pictures for comprehension, | <ul style="list-style-type: none"> In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme safety. Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme safety. In groups, learners are guided to look at pictures and sign read the title of a story to make predictions of what will happen in the text, | <ol style="list-style-type: none"> How do you identify the main idea in a text? How do we relate titles and pictures to a story? |

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| | | <p>d) respond to direct and indirect questions to show comprehension, e) value the importance of sign reading pictures for information.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to sign read, listen to and observe a story from a digital device or as narrated by peers or teacher, • Individually, learner is guided to respond to direct and indirect questions from a text in short simple sentences, • In pairs, learners are guided to get clues from the story sign read to answer direct and indirect questions, • In pairs, learners are guided to identify and sign the main idea in a story, poem or conversation on safety, with peers, • In groups, learners are guided to talk as they sign about their own experiences in relation to the theme and the story. | |
| <p>Core Competencies to be developed: Creativity and imagination: The learner’s communication and self-expression skills are enriched as they make relevant predictions about a story based on the title and pictures.</p> | | | | |
| <p>Values: Unity: cooperation as the learner collaborates with others in group discussions.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills: Elevated self -esteem as the learner answers questions from a story correctly to show comprehension.</p> | | | | |
| <p>Link to other Learning Areas Comprehension strategies is applicable in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 7.3 Language Use | 7.3.1 Conjunctions (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) identify target conjunctions (<i>but</i> , <i>because</i>) from a written text, c) join phrases using the target conjunctions for effective communication, d) value the importance of communicating ideas using the conjunctions . | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme safety. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme safety. • In groups, learners are guided to observe an audio-visual recording and identify sentences and phrases with the target conjunctions. • Individually, learner is guided to use the conjunctions ‘but’ and ‘because’ in sentences. • In groups, learners are guided to play a language game featuring the target conjunctions, with peers. • In pairs, learners are guided to take part in filling in a substitution table joining phrases using the conjunctions ‘but’ and ‘because’ with peers. | How do we use the words but/because in sentences? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: learning independent skills as the learner practises the use of conjunctions ‘but’ and ‘because’ in sentences • Communication: The learner’s ability to speak or sign clearly and effectively is enhanced as they use conjunctions ‘but’ and ‘because’ in sentences. | | | | |
| <p>Values: Respect: as the learner accepts diverse opinions from peers during language game.</p> | | | | |

Pertinent and Contemporary Issues:

Education for Sustainable Development: **Disaster** risk reduction as learner gets more information on safety.

Links to other Learning Areas:

The learner applies the knowledge acquired as they sign read texts in other learning areas such as Environment Activities.

Suggested Learning Resources

Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 7.4 Writing | 7.4.1 Spelling (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise correct spelling of words with the target letter-sound combinations (<i>dw</i> , <i>tw</i> , <i>nk</i> , and <i>sq</i>) from a written text, b) write compound sentences related to safety using words that contain the target letter-sound combinations for clarity in communication, c) value the importance of writing clearly and legibly for effective communication. | <ul style="list-style-type: none"> • In pairs, learners are guided to identify and sign words with the finger spelt target letter-sound combinations (<i>dw</i>-, <i>tw</i>-, <i>nk</i>, and <i>sq</i>-) from a text. • Individually, learner is guided to fingerspell 4-6 letter words with the target letter-sound combinations from a dictation, • In groups, learners are guided to organise jumbled letters to make 4-6 letter words with the target letter-sound combinations. • In pairs, learners are guided to fingerspell 4-6 letter words related to the theme, with peers. • Individually, learner is guided to copy 4 -6 letter words legibly and correctly, | How should we spell words correctly? |

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| | | | <ul style="list-style-type: none"> In groups, learners are guided to form and sign words using the target letter-sound combination, with peers. | |
| Core Competencies to be developed: Communication and collaboration: The learners are guided to fingerspell 4-6 letter words related to the theme, with peers | | | | |
| Values: Social justice as the learners take turns in spelling activities. | | | | |
| Pertinent and Contemporary Issues: Life skills: self-esteem is developed as the learner spells words correctly. | | | | |
| Link to other Learning Areas: Correct spelling of words is emphasised in Kenya Sign Language.. | | | | |
| Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards | | | | |

| THEME 8.0: Domestic animals | | | | |
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| Suggested vocabulary to be signed pasture, hay, water, donkey, goat, meat, milk, goose, cow, goats, shed, cattle, chicken, graze | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 8.1 Observing and articulating signs. (Listening and Speaking) | 8.1.1 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) recognise words with target letter-sound combinations (-ft, -ct, -lt, -rd) from an oral and signed text, c) pronounce words with the target letter-sound combinations in preparation for reading(HoH), d) articulate signs of words and fingerspell the target letter sound combinations in preparation for sign reading with correct mouth movement (Deaf), e) use new words related to the theme in relevant contexts, f) respond to simple specific three- directional instructions in oral and signed communication, | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme domestic animals • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme domestic animals • In pairs, learners who are Hard of Hearing are guided to identify and pronounce words and phrases as well as articulate signs with correct mouth pattern of the target letter-sound combinations (-ft, -ct, -lt, -rd) as modelled by peers/ teacher/signed audio-visual recording. • In pairs, learners who are Deaf are guided to identify and fingerspell or sign words and phrases with correct mouth pattern of the target letter-sound combinations (-ft, -ct, -lt, -rd) as modelled by peers/ teacher/signed audio-visual recording. • In pairs, learners are guided to use words which have the target letter- | <ol style="list-style-type: none"> 1. How do we articulate signs or fingerspell words correctly? 2. How should we pronounce words correctly? |

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| | | <p>g) appreciate the importance of listening attentively observing keenly ,correct pronunciation and articulating signs in communication.</p> | <p>sound combinations to talk about caring for domestic animals, with peers.</p> <ul style="list-style-type: none"> • In pairs, learners are guided to construct signed sentences using the new words. • In groups, learners are guided to recite rhymes/ sing songs using the vocabulary related to the theme, with peers. • In pairs, learners are guided to match vocabulary learnt to pictures and objects. • Individually, learner is guided to respond to specific three-directional instructions in oral and signed communication. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the learner recite rhymes/ sign sing songs with peers using the vocabulary related to the theme • Learning to learn: as the learner practises using vocabulary learnt in sentences. | | | | |
| <p>Values: Love: as the learner shares resources with peers in group activities.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Socio-economic issues (Animal Welfare Education): The learner acquires information on how to take care of domestic animals.</p> | | | | |
| <p>Link to Other Learning Areas Attentive listening or observing keenly and correct pronunciation and articulation of signs is important in Kenya Sign Language.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 8.2 Sign Reading | 8.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound -ct, -lt, -rd), combinations from an oral and signed text, b) pronounce words accurately when sign reading a text (HoH) , c) articulate words accurately when sign reading a text (Deaf) , d) sign read a grade-appropriate text accurately, at the right speed and with expression, e) value the importance of sign reading fluently in effective communication. | <ul style="list-style-type: none"> • In pairs, learners are guided to identify and sign words with the target letter-sound combinations (- ft, -ct, -lt, -rd). • In pairs, learners are guided to sign read words with the target letter-sound combinations. • In pairs, learners are guided to sign read a text, displaying the right facial expressions, when sign reading. • Individually, learner is guided to engage in timed sign reading taking appropriate pauses at punctuation marks. • In groups, learners are guided to recite poems about caring for domestic animals, with peers. • In pairs, learners are guided to sign read sentences containing decodable and non-decodable words. • In groups, learners are guided to participate in a readers theatre where he or she signs reads some lines or stanzas of a poem. | <ol style="list-style-type: none"> 1. How do we say and sign words and sentences accurately? 2. How do we pronounce words and articulate signs when sign reading text? |
| <p>Core competencies to be developed: Learning to learn: the learners in pairs practices sign reading words with decodable and non-decodable words.</p> | | | | |
| <p>Values: Peace: Care is developed as the learner displays tolerance to peers with sign reading difficulties during reading activities-</p> | | | | |

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| <p>Pertinent and Contemporary Issues: Socio-economic issues (Animal Welfare Education): The learner acquires information on how to take care of domestic animals as they recite poems on care of animals.</p> |
| <p>Link to other Learning Areas: Sign reading fluency is learnt in Kenya Sign Language.</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>8. 2 Sign reading</p> | <p>8.2.2 Comprehension (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify signs of vocabulary related to domestic animals for effective communication., identify the sequence of events in a text show comprehension, make predictions about a story based on the title and picture, respond to direct and indirect questions about a text to show comprehension, appreciate the importance of sign reading fluently for effective communication. | <ul style="list-style-type: none"> In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme domestic animals Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme domestic animals In groups, learners are guided to predict and sign what will happen in a story, based on the title and pictures in the text. In pairs, learners are guided to read, listen to and observe a story from a digital device /as narrated by peers/teacher. Individually, learner is guided to get clues from the story read to answer direct and indirect questions. In pairs, learners are guided to answer direct and indirect questions from a text. | <ol style="list-style-type: none"> What do the pictures tell us about the story? What do you think will happen in the story? |

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| | | | <ul style="list-style-type: none"> • In pairs, learners are guided to re-sign a story related to the theme, in with peers. • In pairs, learners are guided to share their own experiences in relation to the story, with peers. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner’s ability to speak or sign confidently cultivated as they retell a story related to the theme in their own words. • Creativity and imagination : Interpretation and inference as the learner makes predictions of what will happen in a story. | | | | |
| <p>Values: Love: Respect for others as the learner collaboratively discusses care for domestic animals.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Socio-Economic and Environmental issues: Animal welfare education as learner sign reads and gets information on how to take care of domestic animals.</p> | | | | |
| <p>Link to other Learning Areas: Comprehension is applicable in Kenyan Sign Language.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 8.3 Language use | 8.3.1 Quantifiers (some, many, no, all, any) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of vocabulary related to the theme for effective communication, b) identify sentences that contain quantifiers in a | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme domestic animals • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme domestic animals | Which words do you use to talk about things that can be counted? |

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| | | <p>written text,</p> <p>c) use quantifiers in sentences to talk as they sign about care for animals,</p> <p>d) value the importance using quantifiers in sentences to convey different meanings.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to identify and sign quantifiers (<i>some, many, no, all, any</i>) as used in a variety of sentences within the next. • Individually, learner is guided to ask and answer signed questions using the quantifiers in sentences. • In groups, learners are guided to observe pictures related to the theme and construct sentences using quantifiers. • In pairs, learners are guided to generate signed and sign sentences from a substitution table. • Individually, learner is guided to type sentences with quantifier onto a digital device. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as the learner generates sentences from a substitution table. • Digital literacy: as the learner type sentences with quantifiers on a digital device. . | | | | |
| <p>Values:</p> <p>Unity: as the learner works collaboratively with peers.</p> | | | | |
| <p>Link to Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is developed as the learner uses quantifiers in sentences correctly.</p> | | | | |
| <p>Links to other Learning Areas:</p> <p>The learner links the concept of quantifiers to learning of similar concept in Mathematic Activities.</p> | | | | |
| <p>Suggested Learning Resources</p> <p>Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing sentences with quantifiers signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 8.4 Writing | 8.4.1 Spelling (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) spell words with the target letter-sound combinations (<i>ft, -ct, -lt, -rd</i>), for effective writing,</p> <p>b) write words related to the theme clearly and legibly,</p> <p>c) value the importance of writing words clearly, legibly and correctly.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme domestic animals • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme domestic animals • In pairs, learners are guided to spell and fingerspell the words with the target letter-sound combinations (-ft, -ct, -lt, -rd). • In groups, learners are guided to make and sign words related to the theme from jumbled letters, with peers. • Individually, learner is guided to write 4-7 letter words from a signed dictation. • Individually, learner is guided to copy words legibly and correctly. • WIn pairs, learners are guided to form words using letters of their names, with peers. | <p>Why is it important to fingerspell words correctly?</p> |

Core Competencies to be developed:

Creativity and imagination: as the learner makes words from jumbled letters.

Values:

Unity: Cooperation is boosted as the learner collaborates with peers to form words using letters of their names.

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner acquires high level of self-esteem as they spell and fingerspell words correctly

Link to other Learning Areas:

Correct spelling and finger spelling of words is emphasised in all learning areas.

Suggested Learning Resources

Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound combinations, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards

| THEME 9.0: Wild animals | | | | |
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| Suggested vocabulary to be signed lion, giraffe, buffalo, rhino, antelope, cheetah, elephant, calm, calf, jump, camp, trumpet, chimpanzee, wild, hunt, prey | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 9.1 Observing and articulating signs. (Listening and Speaking) | 9.1.1 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) pronounce words with target letter- sound combinations (<i>-lk, -lf, -lm, -mp</i>), in preparation for sign reading (HoH), c) articulate words with target letter- sound combinations (<i>-lk, -lf, -lm, -mp</i>), in preparation for sign reading (Deaf), d) use signs of new words related to the theme in relevant contexts, e) respond to simple specific three-directional instructions in signed communication(HoH), f) appreciate the importance of using the signs of new words in | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme wild animals. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme wild animals. • In pairs, learners who are Hard of Hearing are guided to read as they sign words and phrases with target letter- sound combinations as modelled by the peers/ teacher or audio-visual recording. • In pairs, learners who are Deaf are guided to sign read words and phrases with target letter- sound combinations as modelled by the peers/ teacher or audio-visual recording. • In pairs, learners identify and sign words with the fingerspelled target letter-sound combinations (<i>-lk, -lf, -lm, -mp</i>). | <ol style="list-style-type: none"> 1. What can we tell from people’s faces and hand movements as they talk and sign? 2. What words do we use to talk about wild animals? |

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| | | <p>signed conversations for effective communication.</p> | <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to listen to and observe the vocabulary used in short sentences, short paragraphs, teacher read aloud, clearly signed stories and practise using it in a language game with peers. • In pairs, learners who are Deaf are guided to observe the signs of vocabulary used in short signed sentences, short paragraphs, teacher clearly signed stories and practise using it in a language game with peers. • In pairs, learners are guided to use the signed vocabulary to talk as they sign about wild animals, with peers. • In groups, learners are guided to recite rhyming words that have the finger spelt target letter-sound combinations. • Individually, learner is guided to match signed vocabulary learnt to pictures. • In pairs, learners are guided to respond to simple specific three-directional instructions. | |
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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Signing skills as the learner uses the vocabulary learnt to talk about wild animals with peers. • Self- efficacy: As the learner uses new words to construct and sign correct sentences. |
| <p>Values:</p> <p>Responsibility: Hard work as the learner engages in assigned roles when working with peers.</p> |
| <p>Pertinent and Contemporary Issues:</p> <p>Life skills (self-esteem): as the learner interprets and responds to instructions correctly.</p> |
| <p>Links to other Learning Areas:</p> <p>Attentive listening or observing keenly and correct pronunciation and articulation of signs are essential in-Kenyan Sign Language.</p> |
| <p>Suggested Learning Resources</p> <p>Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds combination, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>9.2 Sign Reading</p> | <p>9.2.1 Fluency (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise signs of vocabulary related to the theme for effective communication, b) identify by fingerspelling and signing words with target letter-sound combinations (<i>-lk, -lf, -lm, -mp</i>), from a written text, c) sign read a grade- appropriate text accurately, at the right speed and with expression, d) value the importance of sign reading a variety of grade-level texts fluently. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme wild animals. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme wild animals. • In pairs, learners are guided to recognise and sign words with the target letter-sound combinations (<i>-lk, --lf, -lm, -mp</i>) from a chart. • Individually, learner is guided to select, fingerspell and sign words with the target letter-sound combinations from a chart, with | <ol style="list-style-type: none"> 1. Why is it important to read words properly? 2. What makes it difficult to read well? |

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| | | | peers. <ul style="list-style-type: none"> • In pairs, learners are guided to sign read sentences containing decodable and non-decodable words. • In pairs, learners are guided to sign read a text displaying the right facial expressions and tone when sign reading. • In pairs, learners are guided to engage in timed sign reading taking appropriate pauses at punctuation marks as they read a text. • In groups, learner is guided to recite a poem about wild animals, with peers. | |
| <p>Core competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading texts at the right speed, displaying the right facial expressions and tone.</p> | | | | |
| <p>Values: Responsibility: as the learner applies the knowledge learnt on observing safety precautions when handling wildlife.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Citizenship: Social cohesion as the learner takes turns to participate in timed sign reading with peers.</p> | | | | |
| <p>Link to other Learning Areas: Sign reading fluency is necessary when sign reading texts in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 9.2 Sign Reading | 9.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) make predictions as they sign about a story based on the title and pictures, b) respond to direct and indirect questions about a text to show comprehension, c) visualise characters, events, and places for comprehension, d) adopt sign reading pictures and texts for information. | <ul style="list-style-type: none"> • In groups, learners are guided to brainstorm as they sign about the title of a story. • Individually, learner is guided to make predictions as they sign of what will happen in a story based on the title and pictures. • In pairs, learners are guided to identify and sign the characters and setting of a story. • Individually, learner is guided to respond to direct and indirect questions from the signed text read. • In groups, learners are guided to develop a concept map from a text related to theme with peers. • In pairs, learners are guided to retell a story as they sign in a few words. | How do we tell the characters in a story? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as the learner uses a concept map to show comprehension. • Creativity and imagination: as the learner predicts events/outcomes of a story: Cooperation is promoted as the learner collaborates with peers to develop a concept map from the text read based on the title and pictures. | | | | |
| <p>Values: Unity: Cooperation is promoted as the learner collaborates with peers to develop a concept map from the text read-</p> | | | | |
| <p>Pertinent and Contemporary Issues: Citizenship: social cohesion by working with peers in pairs to retell the story.</p> | | | | |
| <p>Link to other Learning Areas: The learner applies the comprehension strategies when reading texts in Environmental Activities.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers signed audio-visual recordings, print or digital stories,</p> | | | | |

pocket charts, print and digital flash cards

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 9.3 Language Use | 9.3.1 Opposites (2 lessons) | By the end of the sub strand, the learner should be able to: a) recognise signs of vocabulary related to the theme for effective communication, b) identify the opposites of different words for effective communication, c) use opposites to construct sentences related to the theme, d) value the role of opposites in communicating ideas. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme wild animals. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme wild animals. • Individually, learner is guided to identify and sign opposites from a group of words in a text. • In groups, learners are guided to tell stories as they sign about wildlife conservation using the opposites of a variety of words, with peers. • In pairs, learners are guided to construct signed sentences using the opposites of words related to the theme, with peers. • In pairs, learners are guided to use opposites to respond to questions from a story, poem or a conversation. • In groups, learners are guided to play a language game that involves identifying and signing opposites of different words. | Why is it important to learn about opposites of words? |

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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: as the learner tells stories about wildlife conservation using the opposites of a variety of words. • Self-efficacy: as learner uses opposites correctly to respond to questions from a story, poem or a conversation. |
| <p>Values:</p> <p>Love: sharing as the learner shares stories about wildlife with peers.</p> |
| <p>Pertinent and Contemporary Issues::</p> <p>Life skills: Effective communication is developed as the learner uses opposites of words in speech correctly.</p> |
| <p>Links to other Learning Areas :</p> <p>The learner applies the knowledge on opposites to learning of similar concept in Kenya Sign Language.</p> |
| <p>Suggested Learning Resources</p> <p>Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 9.4 Writing | 9.4.1 Punctuation (The comma) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify vocabulary related to the theme for effective communication, b) recognise the comma in a text related to the theme, c) use the commas correctly in writing lists of items, d) value the use of the commas in writing. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme wild animals. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme wild animals. • individually, learner is guided to recognise the commas from a text on wall charts/chalk board/ digital and print resources, • In pairs, learners are guided to use comma correctly in writing exercises. • Individually, learner is guided to use commas to write lists of items/ names, with peers. | How do we use comma? |

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| | | | <ul style="list-style-type: none"> In groups, learners are guided to role play conversations in which comma is used and then write down some sentences in pairs/groups. | |
| <p>Core Competencies to be developed: Self-efficacy as learners individually use commas to write lists of items/ names.</p> | | | | |
| <p>Values: Love: compassion as learners respects other’s opinions when working group activities.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Citizenship: Social cohesion as learners take part in role play activities with peers.</p> | | | | |
| <p>Links to other Learning Areas: The correct use of comma is related to pauses in Kenya Sign Language.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| THEME 10.0: Festivals | | | | |
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| Suggested vocabulary to be signed wedding, birthday, Christmas, Easter, Idd, Diwali, food, tent, guests, invite, weekend, party, music, dance | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 10.1 Observing and articulating signs. (Listening and Speaking) | 10.1.1 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify words related to Festivals for effective communication, b) recognise words with target letter-sound combinations (-mb, - nt, -nd, -nch), in preparation for sign reading, c) pronounce words with the target letter-sound combinations in preparation for reading (HoH), d) articulate signs of words and fingerspell the target letter sound combinations in preparation for sign reading with correct mouth movement (Deaf), e) use signs of new words related to the theme in relevant contexts, f) value the role of listening | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a demonstration or signed video clip with vocabulary on the theme festivals. • Individually, learner is guided to identify, fingerspell and sign vocabulary related to the theme festivals. • In groups, learners who are Hard of Hearing are guided to listen to or observe signed a text with words featuring the target letter- sound combinations: -mb, - nt, -nd, -nch, • In groups, learners who Deaf are guided to observe sign read a text with signs of words featuring the fingerspelt target letter- sound combinations: -mb, - nt, -nd, -nc. • In pairs, learners are guided to point out words with the target letter sound combinations from a text, • In groups, learners who are Hard of Hearing are guided to practise | How can we pronounce and articulate or fingerspell words correctly? |

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| | | <p>and observing keenly for effective signed communication,</p> | <p>saying as they sign words with the target letter-sound combinations, with peers,</p> <ul style="list-style-type: none"> • In groups, learners who are Deaf are guided to practise signing words with the target letter-sound combinations, with peers. • In groups, learners are guided to recite rhyming words that have the target letter-sound combinations, • Learner is guided to construct simple signed sentences with peers using the new signs of words and give feedback, • In groups, learners are guided to develop a talking tree using the vocabulary related to the theme, with peers, • In pairs, learners who are Hard of Hearing are guided to listen, observe and respond to simple specific three-directional instructions(HoH), • In pairs, learners who are Deaf are guided to observe and respond to simple specific three-directional instructions(Deaf) | |
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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn : Learn independently skills as the learner practises saying words with the target letter-sound combinations. • Critical thinking and problem solving as learners identify words with the target letter sounds. |
| <p>Values:</p> <p>Respect: Patience as the learner listens attentively or observed keenly and responds to instructions appropriately</p> |
| <p>Pertinent and Contemporary Issues:</p> <p>Life skills: Effective communication as the learner responds to three- directional instructions appropriately.</p> |
| <p>Links to other Learning Areas:</p> <p>Attentive listening or observing keenly and correct pronunciation or articulation of signs is in emphasised in Kenya Sign Language.</p> |
| <p>Suggested Learning Resources</p> <p>Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 10.2 Sign Reading | 10.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify target letter-sound combinations ' <i>mb</i> ', ' <i>nt</i> ', ' <i>nd</i> ' and ' <i>nch</i> ', in preparation for sign reading, b) sign read a grade-appropriate text accurately, at the right speed and with expression. c) value the importance of sign reading accurately, at the right speed and with expression for lifelong learning. | <ul style="list-style-type: none"> • Individually, learner is guided to identify and sign words with the target latter-sound combinations '<i>mb</i>', '<i>nt</i>', '<i>nd</i>' and '<i>nch</i>',in an oral text, • In pairs, learners are guided to practise sign reading sentences containing decodable and non-decodable words. • In pairs, learners are guided to select words with the target letter-sound combinations from an oral and signed text, | <ol style="list-style-type: none"> 1. How should we sign read fluently? 2. How can we improve our sign sign reading speed? |

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| | | | <ul style="list-style-type: none"> • Learner is guided to sign read words including some with the target letter-sound combinations, • Individually, learner is guided to sign read a text displaying the right facial expression and tone when sign reading. • Individually, learner is guided to engage in timed sign reading (approximately 25 words per minute) with peers, • In pairs, learners are guided to participate in a reader's theatre where he or she reads some lines or stanzas of a poem. | |
| <p>Core competencies to be developed: Learning to learn: Learn independently skills as the learner practises sign reading at the right speed.</p> | | | | |
| <p>Values Unity: Co-operation as the learner engages in timed sign reading with peers in groups.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner's self-esteem is raised as they acquire reading fluency skills.</p> | | | | |
| <p>Link to other Learning Areas: The learner applies reading fluency skills acquired in learning of texts in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing words with the target letter sounds, flash cards showing words with target letter sound, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 10.2 Sign Reading | 10.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) visualise characters and events in a text to show comprehension, c) appreciate sign reading pictures and texts for information. | <ul style="list-style-type: none"> • In pairs, learners are guided to look at the pictures, title and discuss as they sign what they think will happen in the story. • Individually, learner is guided to answer direct questions by locating sentences in the story with the answers. • In pairs, learners are guided to respond to indirect questions using context clues. • In groups, learners are guided to visualize and draw characters and events in a text with peers. • Learner is guided to share the pictures with peers and give feedback. • In groups, learner is guided to talk about through signing their own experiences in relation to the story. | How do we use pictures to make predictions in a story? |
| Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: as the learner responds to indirect questions using context clues. • Creativity and imagination: as the learner makes relevant predictions about the story. | | | | |
| Values: Respect: Open Mindedness as the learner shows positive regard to self and others as they talk about their experiences in relation to the story. | | | | |
| Pertinent and Contemporary Issues: Citizenship: Social cohesion as the learner works together with peers. | | | | |
| Link to other Learning Areas: The learner applies comprehension strategies when sign reading texts in other learning areas. | | | | |
| Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 10.3 Language use | 10.3.1 Prepositions <ul style="list-style-type: none"> • <i>next to,</i> • <i>around,</i> • <i>near,</i> • <i>by,</i> • <i>along,</i> • <i>after,</i> <i>under (2 lessons)</i> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify prepositions in an oral and a signed text, b) use prepositions to describe the position, location and direction of things accurately, c) acknowledge the use of prepositions to describe the position and location of people, places and things. | <ul style="list-style-type: none"> • In pairs, learners are guided to recognise prepositions in relation to positions of different objects in the classroom, at school or home. • In groups, learners are guided to listen to, observe and answer oral and signed questions related to prepositions in a story/poems/song, • Learner is guided to demonstrate various positions and use the prepositions learnt, with peers, • Learner is guided to place objects at different points in relation to the prepositions learnt and ask their peers to use suitable prepositions to locate them, • In pairs, learners are guided to work with peers to construct sentences using prepositions in relation to a prompt and give feedback, • In groups, learners are guided to sing short songs/rhymes with prepositions, • In groups, learners are guided to play language games containing prepositions, | How do you describe the position of something in relation to another? |

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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Teamwork as the learner works with peers to construct sentences using prepositions and give feedback. • Learning to learn: as the learner uses the prepositions learnt to demonstrate various positions. |
| <p>Values: Unity: cooperation as the learner participates collaboratively in group activities.</p> |
| <p>Pertinent and Contemporary Issues: Life skills (effective communication): as the learner uses preposition correctly to discuss position of things and people.</p> |
| <p>Links to other Learning Areas : Prepositions are learnt in Kenya Sign Language.</p> |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing prepositions signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------|---|---|--|--|
| 10.4 Writing | <p>10.4.1 Punctuation</p> <p>(2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> recognise the target punctuation marks (<i>capital letters, full stops, question marks and exclamation marks</i>) in a text, use the target punctuation marks correctly in writing, appreciate correct use of punctuation marks in writing. | <ul style="list-style-type: none"> • Individually, learner is guided to identify the capital letters, full stops, question marks and exclamation marks from sample writings on wall charts/chalk board/digital or print resources, • In pairs, learners are guided to practise using the target punctuation marks correctly in written exercises. • In groups, learners are guided to play games that involve placing the target punctuation marks correctly in a text. | <p>How do we use punctuation marks in sentences correctly?</p> |

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| | | | <ul style="list-style-type: none"> • In pairs, learners are guided to write sentences using the target punctuation marks. • Learner is guided to engage in role play in which target punctuation marks are used, with peers. | |
| <p>Core Competencies to be developed: Learning to learn :learn independently as the learner practices using the target punctuation marks in sentences.</p> | | | | |
| <p>Values: Unity: cooperation as the learner engages in role play in which target punctuation marks are used with peers.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills (effective communication): as the learner uses the target punctuation marks correctly.</p> | | | | |
| <p>Links to other Learning Areas: Punctuation marks are used in texts in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Assistive devices fitted with appropriate technology such as Hearing aids and amplifiers, charts showing punctuation marks signed audio-visual recordings, print or digital stories, pocket charts, print and digital flash cards, wall charts, chalk board, digital or print resources</p> | | | | |

| THEME: 11.01 Play time and games | | | | |
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| Suggested vocabulary to be signed | | | | |
| games, break, kick, ankle, kind, find, field, win, toys, play, together, rough, score, attend, tired | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 11.1 Observing and articulating signs. (Listening and Speaking) | 11.1.1 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) recognise words with the target letter-sound combinations - <i>nkl, -pt, -nth, -nd</i> in an oral text(HoH), c) recognise words with the target letter-sound combinations - <i>nkl, -pt, -nth, -nd</i> in a signed text(Deaf), d) pronounce words with the target letter-sound combinations in preparation for reading(HoH), e) articulate signs of words with the target letter-sound combinations in preparation for sign reading(Deaf), f) use new words related to the theme in relevant contexts, g) value the importance of using the new words in conversations for effective communication. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to play time and games. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to play time and games. • In pairs, learners are guided to identify and pronounce words and phrases with the target letter sound combinations (- <i>nkl, -pt, -nth, -nd</i>). • In pairs, learners are guided to identify and articulate signs of words and phrases with the target letter- sound combinations (<i>-nkl, -pt, -nth, -nd</i>). • In pairs, learners are guided to construct sentences using the new words to talk as they sign about play time and games, • In pairs, learners who are Hard of Hearing are guided to listen to new words in short sentences sentences/ short paragraphs / teacher read aloud stories and give their meanings. | |

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| | | | <ul style="list-style-type: none"> • In pairs, learners who are Deaf are guided to observe new words in short signed sentences/ short paragraphs / teacher clearly signed stories and give their meanings. • In pairs, learners are guided to practise the new words in a language game of matching vocabulary and pictures, with peers. • In pairs, learners are guided to recite as they sign rhymes/sign sing songs, using the vocabulary related to the theme. • Individually, learner is guided to interpret facial expressions and gestures in posters/digital pictures/demonstration. • In pairs, learners who are Hard of Hearing are guided to listen to and respond to simple specific three-directional instructions. • In pairs, learners who are Deaf are guided to observe and respond to simple specific three-directional instructions. | |
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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: as the learner interprets facial expressions and gestures in posters/ digital pictures/demonstration. • Learning to learn: as the learner practises the pronunciation, signing and fingerspelling of words with target letter-sound combinations observing proper mouth movement. |
| <p>Values:</p> <p>Respect: as learner patiently takes turns to listen to or observe peers during group or pair activities.</p> |
| <p>Pertinent and Contemporary Issues:</p> <p>Life skills: self-efficacy: as the learner interprets and responds to instructions appropriately.</p> |
| <p>Links to other Learning Areas:</p> <p>Correct pronunciation, fingerspelling or signing for effective communication is emphasised in all learning areas.</p> |
| <p>Suggested Learning Resources</p> <p>Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------|-------------------------------|---|---|--|
| 11.2 Sign reading | 11.2.2 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations (- <i>nkl</i> , - <i>pt</i> , - <i>nth</i> , - <i>nd</i>), in preparation for sign reading in a written text, b) sign read a grade- appropriate text accurately, at the right speed and with expression, c) appreciate sign reading simple short narratives for information. | <ul style="list-style-type: none"> • In pairs, learners are guided to pick out and sign sign read words clearly with the target letter-sound combinations: -nkl, -pt,-nth, -nd from a text. • Individually, learner is guided to fingerspell and sign read words with letter sound combinations correctly. • In pairs, learners are guided to sign sing and sign read a text, displaying the right facial expressions, tone and correct pace of signing when sign reading. • In pairs, learners are guided to engage in timed sign reading taking appropriate pauses at punctuation marks as they sign read a text. | Why it is important to sign read fluently? |

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| | | | <ul style="list-style-type: none"> • In pairs, learners are guided to practise sign reading sentences containing decodable and non-decodable words fluently. • In pairs, learners are guided to participate in a readers theatre where he or she sign reads from a text. | |
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Core competencies to be developed:

- Self-efficacy: as the learner *sign* reads fluently.
- Collaboration: Teamwork is cultivated as the learner actively participates in a reader's theatre with peers.

Values:

Respect is developed as the learner appreciates the effort of peers in sign reading fluently during a reader's theatre.

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner acquires a high level of self-esteem as they sign read fluently.

Link to other Learning Areas:

Fluency is applied when sign reading texts in class for information in all learning areas.

Suggested Learning Resources

Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------------------|---|--|--|--|
| 11.2 Sign Reading | 11.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) infer meanings of new words using contextual clues, c) respond to direct and indirect questions from a text for | <ul style="list-style-type: none"> • In pairs, learners are guided to look at the story title and pictures and guess what will happen in the story. • In pairs, learners are guided to get meanings of new words using contextual clues. | How do we predict what will happen in a story? |

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| | | <p>comprehension,</p> <p>d) summarise information from a text for comprehension,</p> <p>e) desire to sign read pictures and texts for information.</p> | <ul style="list-style-type: none"> • Individually, learner is guided to respond to direct and indirect questions from a text, • In pairs, learners are guided to retell a story as they sign a poem or conversation based on the theme with peers, • In pairs, learners are guided to summarise the story read in one sentence. • In pairs, learners are guided to talk about through signing their own experiences in relation to the story. • In pairs, learners are guided to role play scenarios in a story. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: as the learner responds to comprehension questions. • Creativity and imagination: as the learner makes predictions of what will happen in the story. | | | | |
| <p>Values:</p> <p>Responsibility: as learner takes initiative to get clues from the story read to answer indirect questions.</p> | | | | |
| <p>Pertinent and Contemporary Issues:</p> <p>Environmental and Social Issues: the learner gains and uses information about safety during playtime and games.</p> | | | | |
| <p>Link to other Learning Areas</p> <p>Comprehension skills are applicable while reasing texts in all other learning areas.</p> | | | | |
| <p>Suggested Learning Resources</p> <p>Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--|---|---|--|
| 11.3 Language use | 11.3.1 Comparatives and superlatives (-er and -est) (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> recognise comparatives and superlatives (<i>-er and -est</i>) used to describe people and things from a text, use comparatives and superlatives for effective communication, acknowledge the importance using comparatives and superlatives to describe people, things and places. | <ul style="list-style-type: none"> In pairs, learners are guided to sign read a story/ poem/conversation from a textbook or a digital device and identify comparatives and superlatives, In pairs, learners are guided to identify and sign comparatives and superlatives used in varied sentences, In pairs, learners are guided to talk about as they sign objects/people using superlatives and comparatives, In pairs, learners are guided to construct sentences using comparatives and superlatives with peers, In pairs, learners are guided to role play a scenario related to the theme using comparatives and superlatives, In pairs, learners are guided to play a language game that requires the use of comparatives and superlatives. | Which words can we use when comparing ourselves with others? |
| Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: Speaking <i>or signing skills</i> as the learner talks or <i>signs</i> about objects/people using superlatives and comparatives. Self-efficacy: as the learner practises using comparatives and superlatives when role playing. | | | | |

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| <p>Values: Unity: Unity: Cooperation is inculcated as the learner collaborates with peers to play language games.</p> |
| <p>Pertinent and Contemporary Issues: Life skills (self -esteem): The learner’s self-esteem is boosted as they use comparatives and superlatives correctly in communication.</p> |
| <p>Link to other Learning Areas: The learner applies the knowledge on comparatives and superlatives adjectives to the learning of similar concepts in Kiswahili Languages Activities.</p> |
| <p>Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------|---|--|--|--|
| 11.4 Writing | 11.4.1 Guided Writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) recognise the names of the objects in pictures related to the theme, c) write names from picture prompts to demonstrate mastery of vocabulary, d) appreciate the importance of writing correctly. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to play time and games. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to play time and games. • In pairs, learners are guided to name as they sign different objects in pictures provided. • Individually, learner is guided to respond to the prompts presented and write names of objects. • In pairs, learners are guided to draw, colour and name the objects related to the theme, with peers. • In pairs, learners are guided to fill in | Why is it important to correctly write names of objects? |

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| | | | gaps using the correct words. <ul style="list-style-type: none"> • Individually, learner is guided to match pictures with their names. | |
| Core competencies to be developed: | | | | |
| Creativity and imagination: Exploration as the learner draws objects, colours them and responds to picture prompts. | | | | |
| Values: | | | | |
| Unity: as the learner collaborates with others in group activities. | | | | |
| Pertinent and contemporary Issues: | | | | |
| Life Skills: Effective Communication as the learner names objects correctly. | | | | |
| Link to other Learning Areas: | | | | |
| Writing names of objects is related to writing names of objects in other learning areas | | | | |
| Suggested Learning Resources | | | | |
| Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines. | | | | |

THEME 12.0: Food and Diseases

Suggested vocabulary

Enough, harm, cough, warm, vegetables, fruits, proteins, meat, delicious, grow, smell, spray, price, pray, fry, boil, tasty, roast, green, germs, sick, heal, medicine, healthy, doctor, nurse, chemist, hospital, cancer, wash, injection,

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|---|---|--|---|
| <p>12.1 Observing and articulating signs. (Listening and Speaking)</p> | <p>Articulation of words and signing vocabulary (Pronunciation and Signing Vocabulary) (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signs of words related to the theme for effective communication,</p> <p>b) recognise the target letter - sound combinations (<i>gr- pr- , -ew'</i>) in given words for effective communication,</p> <p>c) pronounce the target letter sound combination with correct pattern in preparation for reading(HoH),</p> <p>d) <i>articulate signs</i> of words with the target letter sound combination in preparation for sign reading(Deaf),</p> <p>e) articulate vocabulary related to the theme correctly,</p> <p>f) use vocabulary related to the theme in relevant contexts,</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. • In pairs, learners who are Hard of Hearing are guided to listen attentively for the target letter sounds combinations (gr- pr- , -ew') in different words from an audio recording. • In pairs, learners who are Deaf are guided to observe keenly for the finger spelt target letter sounds combinations (gr- pr- , -ew') in different words from a signed audio visual recording. • In pairs, learners are guided to say and sign words with the finger spelt target letter sound combination and record using digital devices, | <p>Why should we listen attentively and observe keenly when other people are talking?</p> |

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| | | <p>g) acknowledge the importance of listening attentively, or observing keenly and responding appropriately for effective communication.</p> | <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to listen to the new words in short sentences/ short paragraphs/ teacher read aloud and give their meaning, • In pairs, learners who are Deaf are guided to observe the new words in short sentences/ short paragraphs/ teacher sign read clearly stories and give their meaning, • In pairs, learners are guided to practise signing new words in response to picture cues, • In pairs, learners are guided to dramatise scenarios using the signed • vocabulary words to talk about technology • Individually, learner is guided to practise the new words in a language game of matching vocabulary and pictures, with peers. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the learner improves their pronunciation and builds their vocabulary. • Digital literacy: Interacting with digital technology is enhanced as the learner listens <i>or signs</i> to and record video/ audio clips. | | | | |
| <p>Values:</p> <p>Responsibility: as the learner practices the knowledge acquired on how to use of technology responsibly.</p> | | | | |

Pertinent and Contemporary Issues:

Life skills (self-esteem): as the learner dramatises scenarios using the vocabulary learnt to talk about technology.

Link to other Learning Areas:

Practise of attentive listening in all learning areas.

Suggested Learning Resources

Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------------------|---|---|---|--|
| 12.2 Sign Reading | 12.2.1 Fluency (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>g) identify signs of words related to the theme for effective communication,</p> <p>a) identify words with the target letter - sound combinations (<i>gr-, pr-, -ew'</i>) correctly,</p> <p>b) Sign read a variety of texts containing words related to the theme accurately ,at the right speed and correct expression,</p> <p>c) enjoy sign reading grade -level texts in a variety of genres.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. • In pairs, learners are guided to pick out, <i>sign and fingerspell</i> words with the target letter-sound combination (gr- pr- -ew) from print or digital stories, • In pairs, learners are guided to sign read words with the target letter-sound combination. • Individually, learner is guided to sign read a text, display the right facial expressions, voice and pace signing with correct body language when sign reading. • In pairs, learners are guided to engage in a timed sign reading taking appropriate pauses at punctuation marks when sign reading the text. • In pairs, learners who are Hard of Hearing are guided to play a word ladder game involving pronunciation from audio/visual recording of words learnt. | <p>Why do we need to pronounce and articulate signs with correct mouth movement</p> <p>Of words correctly?</p> |

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| | | | <ul style="list-style-type: none"> • In pairs, learners who are Deaf are guided to play a word ladder game involving proper articulation of signs of words from a signed audio/visual recording of words learnt. • In pairs, learners are guided to participate in and record a readers theatre where he or she signs reads from a text. | |
| Core competencies to be developed <ul style="list-style-type: none"> • Digital literacy: Interacting with digital technology as the learner <i>sign</i> reads a text from a digital device and picks out words with target letter-sounds. • Self-efficacy: as the learner practises sign reading to acquire fluency. | | | | |
| Values: Unity: as the learner cooperates with others in group activities. | | | | |
| Pertinent and Contemporary Issues: Learner support programmes: Clubs and Societies as the learner engages in Sign Reading clubs to practise Sign Reading fluency. | | | | |
| Link to other Learning Areas: Sign Reading a variety of texts fluently is sign language. | | | | |
| Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines. | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|---|--|--|---|
| 12.2 Sign Reading | 12.2.1 Comprehension (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signs of words related to the theme for effective communication,</p> <p>b) make predictions on the outcomes of a story based on the theme,</p> <p>c) identify events in a text for comprehension,</p> <p>d) infer the meanings of new words as used in the text,</p> <p>e) answer direct and indirect questions based on a text,</p> <p>f) appreciate the information in the text they have read.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. • In pairs, learners are guided to look at pictures and title of a text and say what will happen in the story ,with peers, • In pairs, learners are guided to talk as they sign about events in a story , • In pairs, learners are guided to talk as they sign about the setting and the characters using picture clues, • In pairs, learners are guided to find the meaning of new words as used in a text, • Individually, learner is guided to sign read the text and answer direct and indirect questions, • In pairs, learners are guided to retell the story through signing, with peers | <p>1) How can we tell where events have taken place in a story?</p> |

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| <p>Core competencies to be developed: Critical thinking and problem solving: Interpretation and inference as the learner uses contextual clues to infer the meaning of words as used in the text</p> |
| <p>Values: Unity: as the learner collaborates with others in group activities.</p> |
| <p>Pertinent and Contemporary Issues: Life skills: Self-esteem as the learner practises to improve their sign Reading skills to gain confidence.</p> |
| <p>Link to other Learning Areas; Applying context clues to comprehend and respond to questions is emphasized in Kiswahili and <i>Kenya Sign Language</i>.</p> |
| <p>Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------|--|--|--|--|
| 12.3 Language Use | 12.3.1 Possessive pronouns (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) identify sentences featuring possessive pronouns in a text, c) use possessive pronouns correctly in writing, d) value the role of possessive pronouns in communication. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. • In pairs, learners are guided to talk about as they sign the things that belong to them/ their parents/guardians, using possessive pronouns (mine, yours, ours, hers, his), • In pairs, learners are guided to role play ownership of items and objects in the classroom, with peers, • In pairs, learners are to construct | How do you talk about things that belong to you /other people? |

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| | | <p>sentences related to the theme using possessive pronouns, with peers,</p> <ul style="list-style-type: none"> • In pairs, learners are guided to ask and answer questions through signing using the possessive pronouns, • In pairs, learners are guided to sing songs/rhymes using the possessive pronouns. • In pairs, learners are guided to play language games involving use of possessives. | |
| <p>Core competencies to be developed: Self-efficacy: as learner uses possessive pronouns in communication correctly.</p> | | | |
| <p>Values: As a learner takes up roles in groups/pair activities.</p> | | | |
| <p>Pertinent and Contemporary Issues: Citizenship: Social cohesion as the learner works together with peers in role play activities.</p> | | | |
| <p>Link to other Learning Areas: Possessive Pronouns is handled in Kiswahili and Indigenous Language Activities</p> | | | |
| <p>Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|---|---|--|---|
| 12.4 Writing | 12.4.1 Paragraphs (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) identify the general idea in jumbled sentences, c) write the sentences sequentially to form a paragraph, d) enjoy writing as a part of the learning process. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to technology. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to technology. • Individually, learner is guided to study the jumbled sentences to establish the idea in each, • In pairs, learners are guided to discuss as they sign the main idea conveyed in the jumbled words, • In pairs, learners are guided to explore various possibilities with peers to get the correct order of the jumbled sentences, • In pairs, learners are guided to re-write and sign the jumbled sentences according to the correct order. | Why is it important to put sentences in the correct order when writing? |
| Core Competencies to be developed: Creativity and imagination: Exploration as learners work in various possibilities in pairs to get the correct order of the jumbled sentences. | | | | |
| Values: Responsibility: as learner takes up roles in collaborative activities | | | | |

Pertinent and Contemporary Issues:

Life-skills: Self-esteem as the learner improves their writing skills.

Links to other Learning Areas:

Writing in order is useful in all learning areas.

Suggested Learning Resources

Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.

THEME 13.0: Savings

Suggested vocabulary to be signed

Wealth, income, needs, wants, spend, cost, save, pocket money, savings, earn, savings account, budget, bonus, bank, money box

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>13.1 Observing and articulating signs. (Listening and Speaking)</p> | <p>13.1.1 Articulation of words and signing vocabulary (Pronunciation and Signing Vocabulary) (2 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify signs of words related to the theme for effective communication, distinguish words with the finger spelt target letter-sound combinations <i>-lf, -rf, spl-</i>, for effective communication, pronounce words with the target letter sound combination accurately(HoH), articulate signs of words with the target letter sound combination correctly(Deaf), use the new words related to the theme in short sentences, value the importance of using pronunciation or proper articulation of signs of words and correct vocabulary in communication. | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to savings. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to savings. In pairs, learners who are Hard of Hearing are guided to listen and pick out words with the target letter sound combinations (-lf, -rf, spl-) from an audio clip/ poem/ story. In pairs, learners who are Deaf are guided to observe and pick out words with the fingerspelt target letter sound combinations (-lf, -rf, spl-) from a signed audio-visual clip/ poem/ story. In pairs, learners are guided to practise saying, signing and fingerspelling words with the finger spelt target sounds with peers. | <p>How can we use sounds or fingersprelt letters to learn new words?</p> |

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| | | | <ul style="list-style-type: none"> • Individually, learner is guided to generate, list and sign words with the finger spelt target letter sounds. • In pairs, learners are guided to categorise and sign different words according to each of the finger spelt target letter sounds. • In pairs, learners are guided to use new words to construct of sentences, • In pairs, learners are guided to engage in role plays and use words related to the theme, with peers, • In pairs, learners are guided to recite as they sign rhymes/sign singing songs which contain signed vocabulary related to the theme, with peers. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: as learner practises saying words with the target sounds and constructs sentences with the words. • Self-efficacy: as the learner recites rhymes and sings songs which contain the vocabulary learnt. | | | | |
| <p>Values: Peace: as learners work together in harmony during group/pair work</p> | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Socio-economic issues (Financial Literacy): The learner acquires financial management skills as they learn vocabulary related to savings. • Citizenship: Social cohesion as the learner participates in collaborative activities. | | | | |
| <p>Links to other Learning areas: Correct pronunciation or articulation of signs or fingerspelling of words is emphasized in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 13.2 Sign Reading | 13.2.1 Fluency (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify signs of words related to the theme for effective communication, identify words with the target letter-sound combinations (<i>-lf, -rf, spl-</i>) in a text, sign read a grade-appropriate text accurately, at the right speed and with expressions, appreciate sign reading fluently for comprehension. | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to savings. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to savings. Individually, learner is guided to pick out and sign words with letter-sound combinations: (-lf, -rf, spl-) from a text. In pairs, learners are guided to engage in timed sign reading, Individually, learner is guided to sign read words with fingerspelt letters – sound combination correctly. In pairs, learners are guided to sign read a text with minimal hesitations, display the right facial expressions, voice and pace of signing with correct body language when sign reading. In pairs, learners are guided to take appropriate pauses at punctuation marks as they sign read a text. In pairs, learners are guided to practise sign reading sentences containing decodable and non-decodable words. | <p>Why is it important to sign read at the right speed?</p> |

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| | | | <ul style="list-style-type: none"> In pairs, learners are guided to participate in sign reading a text in readers theatre with peers and record on a digital device. | |
| Core Competencies to be developed: <ul style="list-style-type: none"> Digital Literacy: Interacting with digital technology as the learner uses digital devices to record themselves as they their sign reading during the readers theatre activity. Self-efficacy: as learners improve their speed in Sign Reading. | | | | |
| Values: Responsibility: as the learner takes up different roles in collaborative activities. | | | | |
| Pertinent and Contemporary Issues: Life-skills: Effective communication as the learner <i>sign</i> reads fluently. | | | | |
| Links to other Learning Areas: The learner uses the reading fluency skills acquired when reading texts in all learning areas | | | | |
| Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines. | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 13.2 Sign Reading | 13.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) make predictions about a story based on the title and pictures, c) respond to direct and indirect questions about the text to show comprehension, | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to savings. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to savings. In pairs, learners are guided to look at the title of the story, observe pictures and guess what will happen in the story | What do you think will happen in this story? |

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| | | <p>d) summarise a text for comprehension, e) appreciate sign reading texts for information.</p> | <ul style="list-style-type: none"> • Individually, learner is guided to get clues from the story to answer direct and indirect questions, • In pairs, learners are guided to summarise a story, poem or conversation using a concept map with peers, • In pairs, learners are guided to participate in a ‘five finger retell’ activity through signing, • In pairs, learners are guided to talk about as they sign their own experiences in relation to the story. | |
| <p>Core Competencies to be developed: Creativity and imagination: as the learner makes predictions and applies prior knowledge to answer indirect questions.</p> | | | | |
| <p>Values: Peace: Love as the learner works together with peers in harmony.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Citizenship: Social cohesion as the learner works with peers collaboratively in group activities.</p> | | | | |
| <p>Links to other Learning Areas: Comprehension skills are applicable in in other learning areas.</p> | | | | |
| <p>Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 13.3 Language Use | 13.3.1 ‘Wh’ questions (2 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify signs of words related to the theme for effective communication,</p> <p>b) identify sentences containing Wh-questions that begin with <i>why</i>, <i>whom</i>, and <i>how</i> from a text,</p> <p>c) use Wh- questions in sentences for effective communication,</p> <p>d) value the use WH- questions in seeking information.</p> | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to savings. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to savings. • In pairs, learners are guided to listen to and observe sign recorded conversations containing the Wh- questions. • Individually, learner is guided to identify and sign sentences containing Wh-questions, • In pairs, learners are guided to engage in meaningful question and answer as they sign dialogues using ‘why’, ‘whom’ and ‘how’ in With peers, • In pairs, learners are guided to role play ,using signs, activities that lead to the use of ‘why’,‘whom’ and ‘how’,with peers, • Individually, learner is guided to answer signed and written questions of ‘why’, ‘whom’ and ‘how’ appropriately. • In pairs, learners are guided to sign sing/recite by signing short poems to practice the use of ‘why’, whom’ and ‘how’. | <p>Why is it important to ask questions correctly?</p> |

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| <p>Core Competencies to be developed: Communication and Collaboration: Teamwork as learner engages in meaningful question and answer dialogues using ‘why’, ‘whom’ and ‘how’.</p> |
| <p>Values: Unity: as the learner works collaboratively with peers to practise Wh- questions.</p> |
| <p>Pertinent and Contemporary Issues: Life-skills: Self-esteem as learner gains the mastery of asking questions using the Wh- words.</p> |
| <p>Links to other Learning Areas: Seeking information through questions is essential in all learning areas.</p> |
| <p>Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 13.4 Writing | 13.4.1 Guided writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) recognise words related to the theme from a written text, c) write simple paragraphs related to the theme clearly, d) acknowledge the importance of writing simple paragraphs for effective communication. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to savings. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to savings. • In pairs, learners are guided to pick out and sign various words related to the theme from a text. • In pairs, learners are guided to write and sign 3-5 simple short and correct meaningful sentences in response to a prompt. • In pairs, learners are guided to list the sentences logically in preparation for | <ol style="list-style-type: none"> 1. Why should we write sentences correctly? 2. How do we form a paragraph? |

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| | | | <p>writing, with peers.</p> <ul style="list-style-type: none"> • Individually, learner is guided to write and sign simple sentences to form a paragraph, • In pairs, learners are guided to use the five steps of the writing process: • Planning, drafting, revising, editing and writing the final piece. | |
| <p>Core competencies to be developed: Creativity and imagination: The learner’s ability to come up with unique ideas is enhanced as they use the five steps of the writing process to write a short paragraph about the theme.</p> | | | | |
| <p>Values: Responsibility: as the learner gains self-drive to practise writing using the five step writing process.</p> | | | | |
| <p>Pertinent and contemporary Issues: Life skills: Effective communication as the learner communicates ideas in paragraphs.</p> | | | | |
| <p>Link to other Learning Areas: Writing skill is integral in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> | | | | |

| THEME 14 .0: Talents | | | | |
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| Suggested vocabulary to be signed gift, talent, able, artist, skill, great, star, lack, weak, sport, struggle, personal, strong | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 14.1 Observing and articulating signs. (Listening and Speaking) | 14.1.1 Articulation of words and signing vocabulary (Pronunciation and Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) recognise words with the target letter- sound combinations (<i>spr</i> and <i>str</i> ’)in a text; c) pronounce words with target letter- sound combinations (<i>spr</i> and <i>str</i> ’), in preparation for reading(HoH), d) articulate signs of words words with target letter- sound combinations in preparation for sign reading(Deaf), e) use new words related to the theme in relevant contexts, f) appreciate the importance of listening attentively and <i>observing keenly</i> , observing correct pronunciation and proper articulation of signs of words in communication. | <ul style="list-style-type: none"> • In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to talents. • In pairs, learners are guided to identify, fingerspell and sign vocabulary related to talents. • In pairs, learners who are Hard of Hearing are guided to identify and pronounce words and phrases with the target letter-sound combinations (spr and str’) as modelled by the peers/ teacher or audio-visual recording. • In pairs, learners who are Deaf are guided to identify and articulate signs of words and phrases with the target letter-sound combinations (spr and str’) as modelled by the peers/ teacher or signed audio-visual recording. • In pairs, learners are guided to identify and sign meanings of new words in paragraphs, and teacher sign read aloud stories. | <ol style="list-style-type: none"> 1. What words do you use to talk about talents? 2. What helps us to remember the meaning of words? |

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| | | | <ul style="list-style-type: none"> • In pairs, learners are guided to practise using <i>signed</i> vocabulary related to the theme in short sentences. • Individually, learner is guided to use words which have the target letter combinations to talk as they sign about talent. • In pairs, learners are guided to recite rhymes/sing songs with peers using the <i>signed</i> vocabulary related to the theme. • In pairs, learners are guided to play language games matching vocabulary learnt to pictures and objects. • In pairs, learners who are Hard of Hearing are guided to listen and respond to simple specific three directional instructions. • In pairs, learners who are Deaf are guided to <i>observe</i> and respond to simple specific three directional instructions. | |
| <p>Core Competencies to be developed: Communication and Collaboration: The learner’s ability to speak clearly and correctly is improved as they use the new words learnt to talk about talents.</p> | | | | |
| <p>Values: Social justice is enhanced as the learner fosters inclusivity and non-discrimination to peers as they play language games</p> | | | | |
| <p>Pertinent and Contemporary Issues: Life skills (Self-awareness): The learner’s self-awareness is developed as they become aware of their own talents.</p> | | | | |

Links to other Learning Areas:

The learner applies attentive listening or observing skills in learning of concepts in other learning areas.

Suggested Learning Resources

Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| | 14.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify signs of words related to the theme for effective communication, identify words with the target letter-sound combinations (<i>spr</i> and <i>str</i>) in a text, sign read a text accurately, at the right speed and with the right expressions, acknowledge sign reading simple short narratives for information. | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to talents. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to talents. Individually, learner is guided to pick out and <i>sign</i> read words with target letter-sound combinations (spr and str) from a text, Individually, learner is guided to <i>sign read</i> words with letters –sound combination correctly. In pairs, learners are guided to <i>sign read</i> a text, display the right facial expressions, tone and varying body language. Individually, learner is guided to engage in timed <i>sign</i> reading, taking appropriate pauses at punctuation marks. | What makes it easy to sign read well? |

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| | | | <ul style="list-style-type: none"> In pairs, learners are guided to practise sign reading sentences containing decodable and non- decodable words. | |
| Core competencies to be developed: <ul style="list-style-type: none"> Creativity and imagination: as the learner varies tone or facial expressions and body language to express feelings conveyed in the text. Self-efficacy: as the learner improve their speed in sign reading. | | | | |
| Values: Respect is inculcated as the learner appreciates the effort of peers and gives positive feedback as they engage in timed sign reading. | | | | |
| Pertinent and Contemporary Issues: Life-skills : Effective communication as the learner improves fluency in sign -reading | | | | |
| Link to other Learning Areas: <ul style="list-style-type: none"> Fluency is applied when sign reading texts in all learning areas.- | | | | |
| Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines. | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 14.2 Sign Reading | 14.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) make predictions about a story <i>through signing</i> based on the title and picture, c) identify the main idea in a text for comprehension, | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to talents. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to talents. In pairs, learners are guided to predict what will happen in a story after discussing <i>as they sign</i> the title and pictures , | 1. How do we use pictures to tell us about a story? |

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| | | <p>d) infer meanings of new words from the context, e) respond to direct and indirect questions on a text for comprehension, f) value sign reading texts for information.</p> | <ul style="list-style-type: none"> • Individually, learner is guided to identify and sign the main idea in a text, with peers, • In pairs, learners are guided to use contextual clues to get meanings of new words, • Individually, learner is guided to respond to direct and indirect questions from a text using contextual clues, • In pairs, learners are guided to talk about <i>as they sign</i> own experiences in relation to a story, with peers. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Interpretation and inference as the learner makes predictions and answers inferential questions. • Learning to learn: as the learner infers meanings of new words from the context. | | | | |
| <p>Values: Unity: as a learner works with peers collaboratively in group activities.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Citizenship: Social cohesion as the learner appreciates talents among peers.</p> | | | | |
| <p>Links to other Learning Areas: <i>Sign</i> reading for comprehension is emphasised in Kiswahili and Indigenous Language Activities.</p> | | | | |
| <p>Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 14.3 Language use | 14.3.1 Adverbs of manner (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) identify adverbs of manner in a written text in preparation for writing, c) use adverbs of manner to describe actions, d) appreciate the use of adverbs in writing. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to talents. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to talents. ● In pairs, learners are guided to listen to and observe a descriptive story, poem or conversation read by the teacher or from a digital devices and point out adverbs, ● Individually ,learner is guided to construct simple signed sentences about talents using verbs matched to adverbs of manner, ● In pairs, learners are guided to enact familiar situations using given verbs, with peers and describe the actions using adverbs of manner appropriately, ● Individually, learner is guided to make and sign sentences from a substitution table, | <ol style="list-style-type: none"> 1. Which words do you use to talk about how things are done? 2. Why is it important to clearly describe how something is done? |

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| | | | <ul style="list-style-type: none"> In pairs, learners are guided to take part in language games that allow turn taking while using adverbs of manner. | |
| Core Competencies to be developed: <ul style="list-style-type: none"> Learning to learn: as the learner chooses correct adverbs of manner to describe actions. Self –efficacy: is developed as the learner takes part in language games using adverbs of manner. | | | | |
| Link to Values: Respect: as learner appreciates diverse opinions from peers as they interact. | | | | |
| Pertinent and Contemporary Issues: Life-skills: Effective communication as the learner improves his or her communication skills through description of actions. | | | | |
| Links to other Learning Areas: The learner links the concept of adverbs to learning of similar concept in Kenya Sign Language | | | | |
| Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines. | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Inquiry Question(s) |
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| 14.4 Writing | 14.4.1 Guided writing (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) recognise the steps of composition writing in preparation for writing, c) write a short narrative related to the theme following the five steps of the writing process, | <ul style="list-style-type: none"> In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to talents. In pairs, learners are guided to identify, fingerspell and sign vocabulary related to talents. In pairs, learners are guided to pick out and <i>sign</i> new words from a text Individually learner is guided to write picked words correctly and legibly. In pairs, learners are guided to write 3-5 | How do we plan before writing a composition? |

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| | | d) value the importance of writing simple paragraphs correctly for effective communication. | <p>meaningful sentences using the new words in response to a prompt.</p> <ul style="list-style-type: none"> • Individually, learner is guided to write own paragraphs of 3-5 sentences using the steps in the writing process. • Individually learner writes simple guided composition of about 5-10 sentences. • In pairs, learners are guided to use the five steps of the writing process: planning, drafting, revising, editing and writing the final piece. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: The learner's ability to write clearly and legibly is developed as they write short narratives following the five steps of the writing process. • Creativity and Imagination: The learner's originality skills are enhanced as they come up with unique and new ideas and use them to write a narrative. | | | | |
| <p>Values: Responsibility: as learner develops organisation skills in preparation for independent writing.</p> | | | | |
| <p>Pertinent and Contemporary issues: Life-skills effective communication): as learner improves his or her communication through writing.</p> | | | | |
| <p>Link to other Learning Areas: Guided writing skills are also emphasized in all learning areas.</p> | | | | |
| <p>Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines, Computers</p> | | | | |

| THEME 15.0: Environment | | | | |
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| Suggested vocabulary to be signed conserve, care, responsibility, natural, weather, desert, forest, destroy, dry, future, harsh, control | | | | |
| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
| 15.1 Observing and articulating signs. (Listening and Speaking) | 15.1.1 Articulation of words and signing vocabulary (Pronunciation and Signing Vocabulary) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) recognise target letter-sound combinations ' <i>scr-</i> ', ' <i>que-</i> ' from a text, c) identify words related to the theme from an oral text(HoH), d) identify signed words related to the theme from a <i>signed</i> text(Deaf), e) engage in meaningful conversations using new words, | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to environment. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to environment. ● Individually, learner is guided to identify <i>and sign</i> words with the target letter-sound combinations ('<i>scr-</i>', '<i>que-</i>') from a list. ● In pairs, learners are guided to practise saying and signing words with the target letter- sound combinations. | How can we use letter sounds learnt to make new words? |

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| | | <p>f) appreciate the importance pronunciation and attentive listening in everyday conversations(HoH),</p> <p>g) appreciate the importance of <i>proper articulation of signs of words and observing keenly</i> in everyday conversations(Deaf).</p> | <ul style="list-style-type: none"> • In pairs, learners who are Hard of Hearing are guided to listen to peers for correctness of pronunciation of words with the target letter-sound combinations. • In pairs, learners who are Deaf are guided to <i>observe</i> peers for correctness of articulation of signs of words with the target letter-sound combinations • In pairs, learners are guided to explore the other letter sounds that can combine with target sounds to make new words. • In pairs, learners are guided to take part nature walk around the school and participate in a dialogue using words related to the theme, • Individually, learner is guided to construct <i>signed</i> sentences using the new <i>signed</i> words, • In pairs, learners are guided to <i>sign</i> sing songs related to the theme. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: learn independently skills as the learner acquires and uses new words with the target letter- sound combinations. • Communication: Learners ability to speak clearly and effectively is improved as they go for a nature walk around the school and participate in a dialogue using words related to the theme in pairs, | | | | |
| <p>Values: Responsibility: Hard work as the learner takes assigned roles in a dialogue.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Environmental and social issues: Environmental Education and climate change as the learner constructs sentences related to the theme.</p> | | | | |

Links to other Learning Areas:

Listening, *observing* and speaking skills are learnt in environmental activities.

Suggested Learning Resources

Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 15.2 Sign Reading | 15.2.1 Fluency (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) identify words, with the target letter-sound combinations (<i>'scr'</i> and <i>'que'</i>) in a text, c) articulate words with the target letter-sound combinations for clarity of meaning, d) sign read a text accurately, at the right speed and with expression, e) acknowledge sign reading simple, short signed narratives for information. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to environment. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to environment. ● In pairs, learners are guided to select words with the target letter- sound combinations (<i>'scr'</i> and <i>'que'</i>) from a print or digital text. ● In pairs, learners who are Hard of Hearing are guided to pronounce words with the target letter- sound combinations. ● In pairs, learners who are Deaf are guided to articulate signs of words with the target letter- sound combinations ● In pairs, learners are guided to take part in timed sign reading. ● In pairs, learners are guided to sign read narratives/poem / dialogue paying attention to correct pace of signing, facial expressions, body movement, eye contact and gestures. | Why is it important to read words correctly? |

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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: signing skills as the learner <i>signs</i> words with the target letter- sound combinations. ● Learning to learn: The learner self-drive is enhanced as they practice reading text, paying attention to pace pitch and volume for fluency. |
| <p>Values:</p> <p>Unity: cooperation as the learner works in harmony with peers in group activities.</p> |
| <p>Pertinent and Contemporary Issues</p> <p>Life skills: Self -esteem as the learner pronounces words with the target letter- sound combinations correctly.</p> |
| <p>Links to other learning areas:</p> <ul style="list-style-type: none"> ● Fluent <i>sign</i> reading is a skill that is important in all learning areas. |
| <p>Suggested Learning Resources</p> <p>Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------------|--|---|---|--|
| 15.2 Sign Reading | 15.2.2 Comprehension (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) predict the outcome of a story based on available clues, c) identify the order of events or information in a text for comprehension, d) infer the meanings of new words and phrases from the context, e) answer direct and indirect questions based on a text, f) advocate for sign reading texts for information. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to environment. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to environment. ● Individually, learner is guided to predict as they sign what will happen in a story, based on pictures and title of a text, with peers. ● In pairs, learners are guided to sign read a print or non-print story clearly. ● In pairs, learners are guided to talk about as they sign the setting and characters in a story, | How do we get the meaning of new words in a story? |

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| | | | <ul style="list-style-type: none"> • In pairs, learners are guided to discuss as they sign the plot of a signed story with peers, • In pairs, learners are guided to use context clues to find the meanings of words. • Individually, learner is guided to locate sentences containing answers to direct questions. • In pairs, learners are guided to answer indirect questions using contextual clues. • In pairs, learners are guided to retell story read, with peers. | |
| Core Competencies to be developed: Creativity and imagination: the learners fluency skills are promoted as they organize ideas sequentially to retell the story they have read | | | | |
| Values: Respect: open mindedness as the learner understands and appreciates others as they work together. | | | | |
| Pertinent and Contemporary Issues: Life skills: Effective communication as learner answer questions from a text. | | | | |
| Links to other Learning Areas: Comprehension is important in all learning areas. | | | | |
| Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines, computers | | | | |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|--|---|--|--|
| 15.3 Language Use | 15.3.1 Interjections of displeasure (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) identify words that are often used to express displeasure, c) use words that express displeasure appropriately, d) value the role of interjections in communication. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to environment. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to environment. ● In pairs, learners who are Hard of Hearing are guided to listen to a descriptive story, poem or conversation read aloud by the teacher or from a digital device and identify interjections of displeasure. ● In pairs, learners who are Deaf are guided to observe a signed descriptive story, poem or conversation sign read clearly by the teacher or from a digital device and identify interjections of displeasure ● In groups, learners are guided to role play situations of displeasure and use appropriate facial expressions, pace of signing, body movement, eye contact and words. ● In pairs, learners are guided to construct sentences using interjections of displeasure. ● In pairs, learners are guided to take part in a language game that allows turn taking while using interjections of displeasure. | How do you show that someone is not happy about something? |

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| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: as the learner chooses correct interjections for expressing displeasure. ● Communication and Collaboration: as the learner takes part in a language game that allows turn taking. |
| <p>Values:</p> <p>Unity: as learner practises using interjections of displeasure with peers collaboratively.</p> |
| <p>Link to Pertinent and Contemporary Issues:</p> <p>Life-skills: Self-esteem as the learner improves communication skills through the use of interjections of displeasure.</p> |
| <p>Links to other Learning Areas:</p> <p>Interjections are learnt in all learning areas.</p> |
| <p>Suggested Learning Resources</p> <p>Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines.</p> |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|--|---|---|---|
| 15.4 Writing | 15.4.1 Guided Writing- Factual Paragraph) (2 lessons) | By the end of the sub strand, the learner should be able to: a) identify signs of words related to the theme for effective communication, b) identify facts from various processes and contexts in preparation for writing, c) order the factual ideas logically for clarity of communication, d) write a paragraph using factual sentences, e) value the use of factual texts in communication. | <ul style="list-style-type: none"> ● In pairs, learners are guided to watch a captioned video clip or observe a signed demonstration of vocabulary related to environment. ● In pairs, learners are guided to identify, fingerspell and sign vocabulary related to environment. ● In pairs, learners are guided to describe processes to isolate facts. ● Individually, learner is guided to list the facts logically, ● Individually, learner who is Hard of Hearing is guided to make oral presentations of the facts. | How do we write a good factual paragraph? |

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| | | | <ul style="list-style-type: none"> • Individually, learner who is Deaf is guided to make signed presentations of the facts. • In pairs, learners are guided to select the most appropriate sentences for the pictures. • In pairs, learners who is Hard of Hearing is guided to write simple sentences based on oral presentations of facts to form a paragraph. • In pairs, learners who is Deaf is guided to write simple sentences based on a signed presentations of facts to form a paragraph. | |
| Core Competencies to be developed: creativity and imagination: the learners fluency skills are improved as they order factual ideas logically and write a paragraph using factual sentences | | | | |
| Values: Respect is inculcated as the learners appreciate the efforts of peers during oral presentation of facts and give positive feedback. | | | | |
| Pertinent and Contemporary Issues: Life-skills: effective communication as the learner improves communication skills through factual writing | | | | |
| Links to other Learning Areas: Writing skills is required in all learning areas.. | | | | |
| Suggested Learning Resources Chart, Class readers, Adapted Course books, Flash cards, Recording devices e.g tablets, mobile phone, Dictionary, Internet, Audio-visual recordings, Posters, Pictures and Photographs, Extracts from newspapers, magazines. | | | | |

SCORING RUBRIC FOR EYE

LISTENING AND OBSERVING, SPEAKING AND ARTICULATING SIGNS OR FINGERSPELLING.

| Criteria | Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|---|--|---|---|---|
| <p>Communication For learner who is Hard of Hearing (pronunciation/ articulation of signs or fingerspelling with correct mouth movement of words, intonation/pace of signing and audibility/clarity in signing) (articulation of signs or fingerspelling with correct mouth movement of words, pace and clarity in signing) For Learner Who Is Deaf</p> | <p>Pronounces and articulates signs or fingerspells with correct mouth movement, words, with clarity. Observes the correct pace of signing .The learner’s responses are logical and very easy to follow. Demonstrates a good understanding in articulation</p> | <p>Pronounces and articulates signs or fingerspells with correct mouth movement, words, with clarity. Observes the correct pace of signing. The learners the responses are easy to follow.</p> | <p>Pronounces and articulates signs or fingerspells with correct mouth movement of words. Observes the correct pace of signing. Meaning can be guessed from the responses. Signs not clear and difficult to follow.</p> | <p>Pronounces and articulates signs or fingerspells with correct mouth movement of words. Lacks sequence and articulates signs with inconsistencies. No meaning can be derived from the responses. So, it is difficult to follow.</p> |

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| | <p>Almost error-free articulation of signs or fingerspelling with correct mouth movement of words and pace of signing. There is an effort to articulate signs with precision as the response is logical and very easy to follow.</p> | <p>Almost error-free articulation of signs or fingerspelling with correct mouth movement of words and correct pace of signing. There is an effort to articulate signs clearly as the response is logical and very easy to follow..</p> | <p>Hesitates with frequent errors of articulation of signs or fingerspelling with correct mouth movement of words and correct pace of signing Meaning can be guessed from the responses. Not clear in articulating signs and difficult to follow.</p> | <p>Unclear articulation of signs or fingerspelling with correct mouth movement of words and correct pace of signing and many errors. Lacks sequence and articulates signs with inconsistencies. No meaning can be derived from the responses. So, it is difficult to follow.</p> |
| <p>Comprehension (correct responses and appropriate vocabulary)</p> | <p>Interprets all questions in context. Responds to all questions appropriately. Uses a variety of vocabulary in response to questions.</p> | <p>Interprets most questions in context. Responds to most questions appropriately. Uses the appropriate vocabulary in response to questions.</p> | <p>Interprets some questions in context. Responds to some questions appropriately. Use limited vocabulary in response to questions.</p> | <p>Exhibits lack of understanding of the questions or does not respond to questions at all.</p> |
| <p>Use of Non-Verbal Cues (confidence, facial expressions, body posture, eye contact, gestures)</p> | <p>Uses a variety of nonverbal cues: appropriate facial expressions, body movement, gestures, pauses, and meaningful eye contact at all times and articulates signs fluently.</p> | <p>Uses nonverbal cues: appropriate facial expressions, body movement gestures, pauses and maintains meaningful eye contact most of the times and articulates signs fluently.</p> | <p>uses some non-verbal cues and sometimes articulates signs with confidence.</p> | <p>Makes no eye contact when articulating signs.</p> |

SIGN READING RUBRICS

| Criteria Level | Exceeding Expectation (Level 4) | Meeting Expectation (Level 3) | Approaching Expectation (Level 2) | Below Expectation (Level 1) |
|--|--|---|--|--|
| Speed (number of words sign read correctly per minute) | Sign reads correctly more than 50 words within 1 minute. | Sign reads correctly at least 50 words within 1 minute. | Sign reads correctly between 30 to 49 words | Sign reads correctly below 29 words in a minute. |

WRITING RUBRICS

| Level Criteria | Exceeding Expectation | Meeting Expectation | Approaching Expectation | Below Expectation |
|---|---|--|---|---|
| Grammar and Mechanics of Writing | Almost excellent use of grammar, variety of punctuation marks, spelling and capitalization. Errors are so few and minor that they do not impede Sign Reading. | Good use of grammar, punctuation, spelling and capitalization. There are a few errors but they do not impede Sign Reading. | There are moderate errors of grammar, punctuation, spelling and capitalization. But some errors can impede Sign Reading and meaning. | Many errors throughout in the use of grammar, punctuation, spelling and capitalization and the reader can only guess meaning |
| (Handwriting writing) | Exceptionally neat and easily readable throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size. | Neat and easily readable throughout, many letters are correctly spaced and sized within lines; many spaces between words are the correct size. | Advancing towards neat and easily readable writing throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size. | Struggling with neat and easily readable, many letters are not correctly spaced and not sized within lines; many spaces between words are not the correct size. |

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| (Vocabulary) | Almost free of errors of subject-verb agreement, very good choice of words, and wide range of vocabulary and use of varied expressions. | Few errors of subject-verb agreement that do not impede communication, Selection of vocabulary is appropriate to the context. | Frequent errors of subject verb agreement, range of vocabulary is limited and there is no attempt to vary expressions | Many errors of subject-verb agreement, most structures are incorrect Vocabulary repeated and communication is difficult. |
| (Organization) | Exhibits an exceptionally clear sense of unity and order Throughout, there is a clear sense of beginning, middle and ending and makes smooth transition between ideas | Exhibits a logical sequence, there is a sense of unity and order, there is a sense of beginning, middle and ending and makes smooth transition between ideas. | Attempts to provide a logical sequence, there is some sense of beginning, middle and ending and some smooth transition between ideas. | Exhibits no sense of order and provided a series of separate sentences and disconnected ideas and it is difficult to follow. |

SUGGESTED NON FORMAL LEARNING ACTIVITIES

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| Listening and speaking | |
| 1.1 | Participation in poetry recitations during music and drama festivals. |
| 2.1 | Readers' theatres organised after classes where poems are read for fun. |
| 3.1 | Engaging in public speaking contests where knowledge on pronunciation is applied. |
| 6.1 | Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency. |
| 7.1 | Debating club contests |
| 8.1 | Taking part in the 4K club and young farmers association to reinforce learnt vocabulary. |
| 13.1 | Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues. |
| 11.1 | Taking part in integrity clubs in schools to help learners hone their speaking skills. |

Sign Reading

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| 1.2 | Sign Reading news during the morning assembly. |
| 3.2 | Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps. |
| 4.2 | Collecting narratives from their community for a school magazine. |
| 5.2 | Performing short plays, conversational poems or choral verses within the school or during drama festivals. |
| 12.2 | Acting as reporters, sports commentators or journalists during sports and games activities in school. |
| Grammar | |
| 3.3 | Essay writing competitions on different topics. |
| 6.3 | Debating club sessions to enhance their language competency. |
| Writing | |
| 8.4 | Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. |
| 12.4 | Spelling contests among schools. |

SUGGESTED ASSESSMENT METHODS

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

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| <ul style="list-style-type: none"> • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests | <ul style="list-style-type: none"> • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read | <ul style="list-style-type: none"> • Word games • Puzzles • Teacher made tests | |
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SUGGESTED LEARNING RESOURCES:

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