



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**UPPER PRIMARY SCHOOL CURRICULUM DESIGN**

**KENYAN SIGN LANGUAGE  
GRADE 3**

**FOR LEARNERS WITH VISUAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
A Skilled and Ethical Society

<b>THEME 1.0 GREETINGS</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.1OBSERVATION AND SIGNING</b>	<b>1.1.1 Etiquette in greetings</b> <ul style="list-style-type: none"> <li>• <b>Excuse</b></li> <li>• <b>Possible</b></li> <li>• <b>Introduction</b></li> <li>• <b>Invite</b></li> </ul> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs related to etiquette and greetings,</li> <li>b) use signs related to etiquette and greetings for skill acquisition</li> <li>c) respond to different people in different times using signs related to etiquette in greetings,</li> <li>d) appreciate using signs related to etiquette in communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to watch videos on etiquette in greetings.</li> <li>• In groups, guide the learner to identify signs related to etiquette in greetings and responses from the video clip.</li> <li>• In pairs, guide learners to demonstrate appropriate signs of etiquette in greetings as observed from the video clip (excuse, possible, invite).</li> <li>• In pairs or small groups, learners practice signs of etiquette in greetings and responses.</li> <li>• In pairs, guide learners to role play etiquette in greetings and responses.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you sign etiquette?</li> <li>2. Why do we greet people using etiquette?</li> </ol>
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>• Digital Literacy is developed as the learner operates and manipulates digital devices to observe the video clip.</li> <li>• Communication and collaboration is developed as the learners practice use of etiquette in greetings and responses while in pairs.</li> </ul>				

**Pertinent and Contemporary Issues;**

- Life Skills are developed as the learner identifies signs related to etiquette in greetings for self- expression.

**Values;**

- Unity: is developed as learners role play etiquette in greetings and responses.
- Love: is developed as the learner builds positive relationships when greeting one another.using etiquette.
- Responsibility: is developed as learners care for digital devices while observing the videos.

**Non-formal Activities that support learning;**

- Learners practice using etiquette in greeting one another in assembly, clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1. 2 VIEWING AND INTERPRETATION</b>	<b>1.2.Etiquette in greetings. (2 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify various signs of etiquette in greetings used in communication,</li> <li>b) sign different signs of etiquette in greetings from pictorials on greetings,</li> <li>c) tell different signs of etiquette in greetings from pictorials on greetings,</li> <li>d) appreciate the use of various signs of etiquette in greetings.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe various signs of etiquette in greetings from the pictorials on greetings.</li> <li>• In groups guide the learner to identify various signs of etiquette in greetings from the given pictorials.</li> <li>• In groups or pairs, talk about various signs of etiquette in greetings as observed from the pictorials on greeting</li> <li>• In pairs, guide the learner to practice using various signs of etiquette in greeting. (excuse, possible, introduction).</li> </ul>	Why do you use etiquette when greeting people?

**Core Competencies to be developed:**

- Communication and collaboration: is developed as learners in pairs practice using various signs of etiquette in greeting..
- Self efficacy: is developed as the learner uses various signs of etiquette in greeting peers..

**Pertinent and Contemporary Issues;**

- Effective communication is developed as the learner uses various signs of etiquette in greetings.

**Values:**

- Respect is developed as the learners practice turn taking during greetings.
- Unity is developed as learners work together in groups to practice using various signs of etiquette in greeting.

**Link to other Learning Areas;**

- Language activities as learners use signs on etiquette in greetings.

**Non-formal Activities that support learning;**

Learners practice greeting one another in assembly, clubs and societies.using signs of etiquette.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed question

**Suggested Resources;**

Different greeting pictorials, charts, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.3 GRAMMAR</b>	<b>1.3.1 Verbs</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify verbs related to etiquette in greetings for effective communication,</p> <p>b) sign verbs related to etiquette in greetings for effective communication,</p> <p>c) use signs of verbs related to etiquette in greetings in communication,</p> <p>d) appreciate using verbs related to etiquette in greetings in communication.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos or pictorials on verbs related to etiquette in greetings(excuse, invite, introduction)</li> <li>• In pairs, guide the learner to sign the verbs in greetings.</li> <li>• In groups, guide the learners to use signs of verbs related to etiquette in greetings.</li> <li>• In pairs, guide the learner to sign simple sentences using verbs related to etiquette in greetings.</li> <li>• In pairs, guide learners to practice using the signs of verbs s related to etiquette in greetings.</li> </ul>	<p>How do we sign verbs related to etiquette in greetings?</p>
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner uses signs related to etiquette in greetings.</li> </ul>				

- Communication and collaboration: is developed as the learners work in pairs to practice using the signs of verbs related to etiquette in greetings.

**Pertinent and Contemporary Issues;**

- Lifeskills: are developed as the learner acquires signs of verbs related to etiquette in greetings and use them in daily interactions.
- Effective communication: as the learner appropriately uses learnt signs in communication.

**Values;**

- Unity: is developed as learners practice together in pairs or groups, to use signs of verbs related to etiquette in greetings.
- Respect: is developed as the learner practices together in pairs or groups, to use signs of verbs related to etiquette in greetings.

**Link to other Learning Areas;**

- English language activities as the learner acquires signs of verbs related to etiquette in greetings.

**Non-formal Activities that support learning;**

Learners practice signs of verbs related to etiquette in greetings during clubs, societies and school functions.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, charts, flash cards, electronic devices, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.4</b> <b>PRESENTING</b>	<b>1.4.1</b> <b>Dialogue</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs of greetings of different times of the day,</li> <li>b) sign the dialogue on greetings at different times of the day</li> <li>c) engage in dialogue on greetings at different times of the day,</li> <li>d) appreciate the task of dialogue on greetings at different times of the day.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos or pictures of dialogue on greetings at different times of the day.</li> <li>• In pairs , guide the learner to identify greetings of different times of the day from the video..</li> <li>• In groups, guide the learners to engage in dialogue on greetings at different times of the day</li> <li>• In pairs, guide learners to practice dialoguing on greetings.at different times of the day.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you sign role dialogue?</li> <li>2 Why do you engage in dialogue?</li> </ol>



**Core Competencies to be developed;**

- Self-efficacy: is developed as the learners dialogue on greetings at different times of the day.
- Communication and collaboration: is developed as the learners in pairs or groups practice dialogue on greetings at different times of the day.

**Pertinent and Contemporary Issues;**

- social cohesion as the learners dialogue on greetings of different times of the day

**Values;**

- Unity: is developed as learners practice together in pairs or groups, dialogue on greetings at different times of the day.
- Respect: is developed as the learners dialogue on greetings at different times of the day.

**Link to other Learning Areas;**

- Creative arts as learners dialogue on different greetings at different times of the day.

**Non-formal Activities that support learning;**

- Learners practice dialoguing on greetings at different times of the day during clubs, societies and school functions.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, pictures, electronic devices, Learner's interactive materials, KSL DVD's.

**THEME 2.0 SCHOOL**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.1 OBSERVING AND SIGNING</b></p>	<p><b>2.1.1 School signs related to activities done in the school</b></p> <ul style="list-style-type: none"> <li>• <b>cleaning</b></li> <li>• <b>clearing bushes</b></li> <li>• <b>burning waste</b></li> <li>• <b>sweeping</b></li> <li>• <b>playing</b></li> <li>• <b>wiping</b></li> </ul> <p><b>(2 lessons)</b></p>	<p>By the end of sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify signs related to activities in school</li> <li>b) fingerspell and sign words related to activities in school</li> <li>c) describe various activities performed in the school</li> <li>d) identify signs of items used to keep the environment clean</li> <li>e) practice various signs of activities performed in school</li> <li>f) advocate for a clean and safe school environment</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe videos/pictorials on various activities done in school</li> <li>• In groups, guide the learner to identify various signs related to activities done in school from the video/pictorials(cleaning,washing,playing,clearing bush)</li> <li>• Guide learners to fingerspell and sign words related to various activities done in the school .</li> <li>• In pairs, guide the learners to talk about various activities done in school</li> <li>• Guide the learner to fingerspell and sign various items used to keep the school environment clean(slasher,dustbin,broom,detergent,rake,dust pan)</li> <li>• In group, guide the learners to tell (sign) various accident occur when performing various activities in school(fall,burn,cut)</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sign various activities in school?</li> <li>2. How do we keep our school environment clean?</li> <li>3. How do we sign items used to clean our school?</li> </ol>

**Core Competencies to be developed;**

- Communication and collaboration: is enhanced as learners work together in groups or in pairs talking about various activities done in school
- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip related to activities done in school.

**Pertinent and Contemporary Issues;**

- Life Skills are developed as the learner identifies signs related to activities done in school.
- Safety and security-as learners perform various activities in the school to enhance cleanliness and safety.

**Values;**

- Unity: is developed as learners work in group signing various activities performed in the school
- Love: is developed as the learner builds positive relationships when fingerspelling and practice signing items used to keep the school clean
- Responsibility: is developed as learners care for digital devices while observing the videos as well as keeping things used to clean the environment safe

**Link to other Learning Areas;**

- Environmental activities; As the learners develop positive responsibility to keep their school environment clean

**Non-formal Activities that support learning;**

- Learners practice proper handling and care of materials used to perform various activities in school and how to use them safely and responsibly.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>2.2 VIEWING AND INTERPRETATION</b>	<b>2.2.1 Interpreting pictorials of activities done in the school</b> <ul style="list-style-type: none"> <li>• <b>cleaning</b></li> <li>• <b>clearing bushes</b></li> <li>• <b>burning waste</b></li> <li>• <b>sweeping</b></li> <li>• <b>playing</b></li> <li>• <b>wiping</b></li> </ul> <p><b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs related to activities in school for effective communication</p> <p>b) fingerspell and sign words related to activities in the school for communication</p> <p>c) describe various activities performed in the school</p> <p>d) identify signs of items used to keep the environment clean</p> <p>e) practice various signs of activities performed in school</p> <p>f) advocate for a clean and safe school environment</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe and interpret activities done in school from pictorial ,realia or non print media</li> <li>• Guide the learner to fingerspell and sign various activities done in school from the pictorialsrealia or non print media</li> <li>• In groups or pairs, guide the learners to talk about various activities done in school as observed from the pictorials,realia or non print media</li> <li>• In group, guide the learner to practice signing various activities done in school as observed from the pictorials,realia or non print media</li> <li>• Guide the learner to fingerspell and sign various items used to keep the school environment clean(slasher,dustbin,broom,detergent,rake,dust pan) from the pictorials realia or non print media</li> <li>• In group, guide the learners to tell (sign) various accident occur when performing various activities in school(fall,burn,cut) as observed from the pictorials realia or non print media</li> </ul>	<p>How do we interpret activities done in school from pictorials realia or non print media?</p>
<b>Core Competencies to be developed;</b>				

<ul style="list-style-type: none"> <li>• Communication and collaboration: is enhanced as learners work together in groups or in pairs talking about various activities done in school from the pictorials,realia and non print media</li> <li>• Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip related to activities done in school.</li> <li>• Self efficacy: is developed as the learner uses various signs related to activities done in school from the pictorials,realia and non print media</li> </ul>
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: is developed as learners work in group signing various activities performed in the school</li> <li>• Love: is developed as the learner builds positive relationships when fingerspelling and practice signing items used to keep the school clean</li> <li>• Responsibility: is developed as learners care for digital devices while observing the videos as well as keeping things used to clean the environment safe</li> </ul>
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Life Skills are developed as the learner identifies signs related to activities done in school.</li> <li>• Safety and security-as learners perform various activities in the school to enhance cleanliness and safety.</li> </ul>
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• Environmental activities; As the learners develop positive responsibility to keep their school environment clean</li> </ul>
<p><b>Non-formal Activities that support learning;</b></p> <ul style="list-style-type: none"> <li>• Learners practice proper handling and care of materials used to perform various activities in school and how to use them safely and responsibly in clubs and societies.</li> </ul>
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>
<p><b>Suggested Resources;</b> Different pictorials of things found outside the classroom, charts, Learner’s interactive materials, KSL DVD’s.nature walk</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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<p><b>2.3 GRAMMAR</b></p>	<p><b>2.3.1 Signs of verbs related to activities done in school</b></p> <p><b>play</b></p> <p><b>wash</b></p> <p><b>clean</b></p> <p><b>sweep</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify verbs related to activities done in school for effective communication,</p> <p>b) sign verbs related to activities done in school for effective communication,</p> <p>c) use signs of verbs related to activities done in school for communication,</p> <p>d) appreciate using verbs related to activities done in school for communication.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos or pictorials on verbs related to activities done in school</li> <li>• In pairs , guide the learner to sign the verbs related to activities done in school.(play,wash,clean,sweep,burn)</li> <li>• In groups, guide the learners to use signs of verbs related to activities done in school</li> <li>• In pairs, guide the learner to sign simple sentences using verbs related to activities done in school</li> </ul>	<p>How do we sign verbs related to activities done in school?</p>
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner uses signs related to activities done in school</li> </ul>				

<ul style="list-style-type: none"> <li>• Communication and collaboration: is developed as the learners work in pairs to practice using the signs of verbs related to activities done in school</li> </ul>
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Lifeskills: are developed as the learner acquires signs of verb related to activities done in school and use them in daily interactions.</li> <li>• Effective communication: as the learner appropriately uses learnt signs in communication.</li> </ul>
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: is developed as learners practice together in pairs or groups, to use signs of verbs related to activities done in school</li> <li>• Respect: is developed as the learner practices together in pairs or groups, to use signs of verbs related to activities done in school</li> </ul>
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• Language activities learner acquire signs of verbs related to activities done in school</li> </ul>
<p><b>Non-formal Activities that support learning;</b></p> <ul style="list-style-type: none"> <li>• use signs of verbs related to activities done in school during clubs, societies and school functions.</li> </ul>
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>
<p><b>Suggested Resources;</b></p> <p>signed videos smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.chart showing thing found outside the class</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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<b>2.4 PRESENTATION</b>	<b>2.4.1 pantomime</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) recognize pantomime on activities done in school from live presentations or recorded video clips.</li> <li>b) pantomime activities done in school for self expression.</li> <li>c) appreciate use of pantomime on activities done in school for self expression and enjoyment.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe pantomime on activities done at home from life presentations or recorded video clips.</li> <li>• In pairs , guide the learner to recognize pantomime on activities done at home from life presentations or recorded video clips.</li> <li>• In groups, guide the learner to pantomime activities done in school.</li> <li>• In pairs, guide learners to practice pantomime on activities done in school with peers.</li> </ul>	How do we perform pantomime?
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner uses pantomime to describe activities done in school.</li> <li>• Communication and collaboration: is developed as the learners in pairs or groups uses pantomime to describe activities done in school</li> </ul>				
<b>Pertinent and Contemporary Issues;</b> <ul style="list-style-type: none"> <li>• social cohesion as the learners in groups uses pantomime to describe activities in school.</li> <li>• Effective communication as the learner uses pantomime for self expression.</li> </ul>				
<b>Values;</b> <ul style="list-style-type: none"> <li>• Unity: is developed as learners practice together in pairs or groups uses pantomime to describe activities done in school.</li> <li>• Respect: is developed as the learner practices together in pairs or group pantomime related to activities done in school</li> </ul>				
<b>Link to other Learning Areas;</b> <ul style="list-style-type: none"> <li>• Creative arts as the learner perform mimicry related to activities done in school for entertainment</li> </ul>				
<b>Non-formal Activities that support learning;</b> <p>perform pantomime songs related to activities done in school during clubs, societies and school functions.</p>				
<b>Suggested modes of Assessment;</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<b>Suggested Resources;</b> <p>Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>				



**THEME 3.0 FAMILY**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.1 OBSERVATION AND SIGNING</b>	<b>3.3.1 Family Tree</b> <ul style="list-style-type: none"><li><b>demonstrate clear signs fluency and Signing Vocabulary used in nuclear family</b> (5 lessons)</li></ul>	By the end of the Sub strand the learner should be able to; <ul style="list-style-type: none"><li>a) identify signs related to the family tree with appropriate signing pace and pattern. ,</li><li>b) sign vocabulary related to Family tree for effective communication</li><li>c) appreciate the family treey</li></ul>	<ul style="list-style-type: none"><li>• Guide the learner to observe various pictorials on family trees.</li><li>• In groups, guide the learner to identify vocabularies related to family tree.</li><li>• Guide the learner to watch video clips on family trees</li><li>• In pairs, guide learner to appropriately vocabulary related to the family tree.</li><li>• In pairs, guide learners to practice signing vocabulary related to family tree</li></ul>	<ol style="list-style-type: none"><li>1. Why are your family members important?</li><li>2. Why should we articulate signs or fingerspell words appropriately?</li><li>3. How can we observe keenly during conversations?</li></ol>

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip.
- Communication and collaboration: is developed as the learners sign vocabulary related to Family Tree and responses in pairs.

**Pertinent and Contemporary Issues;**

- Life Skills are developed as the learner identifies signs related to extended family members for self - expression.

**Values;**

- Unity: is developed as learners role play and responds to questions related to the family tree.
- Love: is developed as the learner builds positive relationships with members of their family.
- Responsibility: is developed as learners care for digital devices while observing the videos.

**Link to other Learning Areas;**

- Environmental activities; As the learners develop positive relationships as they interact with family members at home

**Non-formal Activities that support learning;**

- Learners role play members of extended family in clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.2 VIEWING AND INTERPRETATION</b>	<b>3.2.1 Pre-Signing Skills</b>  <ul style="list-style-type: none"> <li>• <b>hand to eye coordination</b> (2 lessons)</li> </ul>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) recognise signs of vocabulary related to the members in a family tree,</li> <li>b) identify the target signs in preparation for signing,</li> <li>c) sign the vocabulary corresponding to the target members of a family tree,</li> <li>d) appreciate for the importance of hand to eye coordination in communication</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learners in pairs to watch captioned video clips or observe a signed demonstration of vocabulary related to family. tree</li> <li>• Guide the learners in pairs, to identify sign vocabulary related to family tree.</li> <li>• Guide learner Individually to match and pair signs with pictures representing members of the a given family tree.</li> </ul>	<p>Why do we observe signs (hand to eye coordiavtion) when communicating?</p>

**Core Competencies to be developed;**

- Communication and collaboration: is developed as learners in pairs practice using various forms of eye to hand coordination.
- Self efficacy: is developed as the learner uses appropriate eye contact during conversation with peers.

**Pertinent and Contemporary Issues;**

- Effective communication: is promoted as the learner uses appropriate forms of eye to hand coordination during communication.

**Values;**

- Respect: is developed as the learners practice signing vocabulary related to members of family tree using appropriate eye to hand coordination
- Unity: is developed as learners work together in groups to practice using various forms of hand to eye coordination while communicating.

**Link to other Learning Areas;****Non-formal Activities that support learning;**

- Learners sign vocabulary related to family tree with one another in assembly, clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Different family tree pictorials, charts, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.3 GRAMMAR</b>	3.3.1 Verbs  BORN, CARE, LOVE, LIVE, WALK)	By the end of the sub strand, the learner should be able to; a) identify verbs related to family tree for effective communication, b) sign verbs related to family tree for effective communication, c) appreciate the use of verbs in describing family tree.	<ul style="list-style-type: none"> <li>• Guide the learner in pairs or groups to observe signed videos or pictorials on verbs related to family tree</li> <li>• Guide the learner in pairs to sign the verbs</li> <li>• In pairs, guide the learner to sign simple sentences using verbs related to the family tree.</li> </ul>	How do we sign pronouns related to the nuclear family?
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner uses signs related to family tree</li> <li>• Communication and collaboration: is developed as the learners work in pairs to practice using the signs of pronouns related to the family tree.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Life Skills are developed as the learner acquires signs of verbs related to the family tree and use them in daily interactions.</li> <li>• Effective communication as the learner appropriately uses learnt signs in communication.</li> </ul>				
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: is developed as learners practice together in pairs or groups, signs verbs related to the family tree.</li> <li>• Respect: is developed as the learner practices together in pairs or groups, to use signs of verbs related to the family tree.</li> </ul>				
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• English as the learner acquires signs of pronouns related to the extended family.</li> </ul>				
<p><b>Non-formal Activities that support learning;</b></p> <ul style="list-style-type: none"> <li>• use signs of verbs used in family tree during clubs, societies and school functions.</li> </ul>				
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<p><b>Suggested Resources;</b> Chart showing family tree, Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.4PRESENTATION</b>	3.4.1 Songs	By the end of the sub strand, the learner should be able to; a) identify songs related to the family tree from a video clip, b) sign sing songs related to the extended family for enjoyment, c) sign songs related to family tree for different occasions, d) enjoy songs related to the family tree on various occasions.	<ul style="list-style-type: none"> <li>• guide the learner to observe signed videos or pictorials on songs related to family tree</li> <li>• in pairs , guide the learner to identify songs related to family tree from the video.</li> <li>• in groups, guide the learners to sign sing songs related to family tree</li> <li>• in pairs, guide learners to practice sign singing songs related to family tree</li> </ul>	Why do we sign sing?
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner signs songs related to family tree</li> <li>• Communication and collaboration: is developed as the learners in pairs or groups practice signs songs related to family tree</li> </ul>				
<b>Pertinent and Contemporary Issues;</b> <ul style="list-style-type: none"> <li>• social cohesion as the learner signs songs related to family tree</li> </ul>				
<b>Values;</b> <ul style="list-style-type: none"> <li>• Unity: is developed as learners practice together in pairs or groups, sign singing songs related to family tree</li> <li>• Respect: is developed as the learner practices together in pairs or groups,sign singing songs related to family tree</li> </ul>				
<b>Link to other Learning Areas;</b> <ul style="list-style-type: none"> <li>• <b>Creative arts</b> learner signs songs related to family tree</li> </ul>				
<b>Non-formal Activities that support learning;</b> <ul style="list-style-type: none"> <li>• Sign songs related to family tree during clubs, societies and school functions.</li> </ul>				
<b>Suggested modes of Assessment;</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<b>Suggested Resources;</b> Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.				

<b>THEME 4.0 HOME</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>4.1 OBSERVATION AND SIGNING</b>	4.1.1 Signs of activities done at home.  (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify signs of activities done at home, b) sign names of activities done at home, c) use signs of activities done at home, d) appreciate the use of signs related to activities done for effective communication.	<ul style="list-style-type: none"> <li>• Guide the learner to watch signed videos with signs of activities done at home.</li> <li>• In groups, guide the learner to identify activities done at home from the video clip.</li> <li>• In pairs, guide learners to use signs of activities done at home to make simple sentences.</li> <li>• In pairs or small groups, learners practice using signs of activities done at home to make simple sentences.</li> </ul>	How do we sign activities done at home?

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip on activities done at home.
- Communication and collaboration: is developed as learners practice using signs of activities done at home to make simple sentences in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner identifies signs of activities done at home for self - expression.
- Effective communication: is developed as the learner uses signs of activities done at home to make sentences.

**Values;**

- Unity: is developed as learners work in pairs or groups to make sentences using the signs of activities done at home.
- Respect: is developed as learners take turns when constructing sentences using signs of things activities done at home.

**Link to other Learning Areas;**

- Environmental activities; As the learners use appropriate signs to talk about activities done at home.

**Non-formal Activities that support learning;**

- Learners use signs of activities done at home during assembly, clubs and societies.

**Suggested modes of Assessment;**

- Observation

- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4.2VIEWING AND INTERPRETATION</b>	<b>4.2.1</b> Interpreting information on activities done at home. (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) recognise signs of activities done at home from the pictorials</li> <li>b) identify signs of activities done at home,</li> <li>c) sign names of activities done at home,</li> <li>d) use signs to describe activities done at home for effective communication,</li> <li>e) appreciate the use of signs related to activities done at home in daily life.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe pictorials, realia or non-print media with signs of activities done at home.</li> <li>• In groups or pairs, guide the learner to interpret information on activities done at home from the pictorials and share with peers.</li> <li>• In groups, guide the learner to recognise signs of activities done at home from the pictorials.</li> <li>• In groups, guide the learner to identify signs of activities done at home from the pictorials.</li> <li>• In pairs, guide learners to talk about (describe) activities done at home.</li> <li>• In pairs or small groups, learners practice using sign sing songs of activities done at home</li> </ul>	How do we sign activities done at home?
<b>Core Competencies to be developed;</b>				

- Communication and collaboration: is developed as learners in pairs or small groups, practice using signs of activities done at home.
- Self efficacy: is developed as the learners talk about activities done at home in pairs.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner identifies signs of activities done at home for self - expression.
- Effective communication: is promoted as the learner uses signs of activities done at home for self expression.

**Values;**

- Respect: is developed as the learners practice turn taking when talking about signs of activities done at home.
- Unity: is developed as learners work together in groups to practice using signs of activities done at home.

**Link to other Learning Areas;**

- Language activities as learners use signs of activities done at home.

**Non-formal Activities that support learning;**

- Learners practice using signs of activities done at home.
- in clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4.3</b> <b>GRAMMAR</b>	4.3.1 Adverbs	By the end of the sub strand, the learner should be able to; a) identify adverbs used to describe activities done at home, b) use signs of adverbs to describe activities done at home, c) appreciate the importance of using adverbs to describe activities done at home.	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos on adverbs used to describe activities done at home.(fast,neat,well,)</li> <li>• In pairs , guide the learner to sign adverbs used to describe activities done at home.</li> <li>• In groups, guide the learners to use signs of adverbs used to describe activities done at home.</li> <li>• In pairs, guide the learner to sign simple sentences using adverbs used to describe activities done at home.</li> <li>• In pairs, guide learners to practice using the signs of adverbs used to describe activities done at home.</li> <li>• In groups, guide the learner to mimicry activities done at home using adverbs.</li> </ul>	How do we describe activities done at home?

<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner uses ad to describe activities done at home.</li> <li>• Communication and collaboration: is developed as the learners work in pairs to practice describing activities done at home using signs of adverbs.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Life skills: are developed as the learner acquires signs of adverbs used to describe activities done at home.</li> <li>• Effective communication: as the learner appropriately uses signs of adverbs to describe activities done at home.</li> </ul>				
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: is developed as learners practice together in pairs or groups, to use signs of adverbs to describe activities done at home.</li> <li>• Respect: is developed as the learner practices together in pairs or groups to use signs of adverbs to describe activities done at home.</li> </ul>				
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• English Language Activities as the learner acquires signs of adverbs.</li> </ul>				
<p><b>Non-formal Activities that support learning;</b></p> <ul style="list-style-type: none"> <li>• use signs of adverbs to describe activities done at home during clubs, societies and school functions.</li> </ul>				
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<p><b>Suggested Resources;</b> Video clips, smart phones, electronic devices, charts, pictorials, Learner’s interactive materials, KSL DVD’s.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4.4</b> <b>PRESENTING</b>	<b>4.4.1</b> <b>Mimicry</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) recognize mimicry on activities done at home from live presentations or recorded video clips.</li> <li>b) mimicry activities done at home for self expression.</li> <li>c) appreciate use of mimicry on activities done at home for self expression and enjoyment.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe mimicry on activities done at home from life presentations or recorded video clips.</li> <li>• In pairs , guide the learner to recognize mimicry on activities done at home from life presentations or recorded video clips.</li> <li>• In groups, guide the learner to mimicry activities done at home.</li> <li>• In pairs, guide learners to practice mimicry on activities done at home with peers.</li> </ul>	How do we describe various activities?

**Core Competencies to be developed;**

- Self-efficacy: is developed as the learner uses mimicry to describe activities done at home.
- Communication and collaboration: is developed as the learners in pairs or groups uses mimicry to describe activities done at home.

**Pertinent and Contemporary Issues;**

- social cohesion as the learners in groups uses mimicry to describe activities done at home.
- Effective communication as the learner uses mimicry for self expression.

**Values;**

- Unity: is developed as learners practice together in pairs or groups uses mimicry to describe activities done at home.
- Respect: is developed as the learner practices together in pairs or groups, mimicry related to activities done at home.

**Link to other Learning Areas;**

- Creative arts as the learner perform mimicry related to activities done at home.

**Non-formal Activities that support learning;**

perform mimicry related to activities done at home during clubs and society

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

<b>THEME 5.0 ICT</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>5.1 OBSERVATION AND SIGNING</b>	5.1.1 ICT devices <ul style="list-style-type: none"> <li>• Computer</li> <li>• Video camera</li> <li>• Projector</li> <li>• CCTV</li> <li>• Parts of ICT</li> </ul> (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs of ICT devices found in offices.</li> <li>b) sign ICT devices found in offices.,</li> <li>c) use signs of ICT devices found in offices</li> <li>d) sign names of parts of ICT found in offices,</li> <li>e) appreciate the use of ICT devices signs in communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to watch videos clips, charts or pictures on ICT devices found in offices.</li> <li>• In groups, guide the learner to identify the computer, video camera, projector from the video clip, charts or pictures..</li> <li>• In pairs guide learners to sign the ICT devices.</li> <li>• In groups, guide the learners to name the other parts of ICT devices.</li> <li>• In pairs or small groups guide learners to use the signs of ICT devices in simple sentences.</li> </ul>	How do we sign the ICT devices?

**Core Competencies to be developed;**

- Digital Literacy: is developed as the learner operates and manipulates digital devices to observe the video clip.
- Communication and collaboration: is developed as the learners use the signs of ICT devices in simple sentences.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner identifies signs of ICT devices for self - expression.

**Values;**

- Unity: is developed as the learners name the other parts of ICT devices together
- Responsibility: is developed as learners care for digital devices while observing the videos.

**Link to other Learning Areas;**

- Language activities; as the learners use the signs of ICT devices in simple sentences.

**Non-formal Activities that support learning;**

- Learners practice using the signs of ICT devices in clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, Tablet, smart phones, Camera, Learner's interactive materials, KSL DVD's



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.2 VIEWING AND INTERPRETATION</b>	<b>5.2.1 Interpreting on ICT devices (2 lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) recognise signs of words related to ICT devices from pictorials, realia or non-print media</li> <li>b) sign words related to ICT devices from the video,</li> <li>c) describe different signs of words related ICT devices from video,</li> <li>d) appreciate the use of ICT devices in communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe different ICT devices from pictorials, realia or non-print media</li> <li>• Guide the learner to identify various ICT devices from the given pictorials, realia or non-print media</li> <li>• In groups or pairs, talk about signs of words related ICT devices observed from the pictorials, realia or non-print media</li> <li>• In pairs, guide the learner to practice various signs of words related to ICT devices</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you sign words related to ICT devices?</li> <li>2. Why do we have different signs of ICT devices</li> </ol>
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: is developed as learners practice using signs of ICT devices.</li> </ul>				

<ul style="list-style-type: none"><li>• Self efficacy: is developed as the learner uses signs of ICT devices appropriately.</li></ul>
<b>Pertinent and Contemporary Issues;</b> <ul style="list-style-type: none"><li>• Effective communication: is developed as the learner uses various signs of ICT devices.</li></ul>
<b>Values;</b> <ul style="list-style-type: none"><li>• Respect: is developed as the learners practice turn taking during signing ICT devices.</li><li>• Unity: is developed as learners work together in groups to practice using various signs of ICT devices</li></ul>
<b>Link to other Learning Areas;</b> <ul style="list-style-type: none"><li>• English language activities as learners use signs of various ICT devices.</li></ul>
<b>Non-formal Activities that support learning;</b> <ul style="list-style-type: none"><li>• Learners practice using signs of ICT devices in clubs and societies.</li></ul>
<b>Suggested modes of Assessment;</b> <ul style="list-style-type: none"><li>• Observation</li><li>• Peer assessment</li><li>• Signed questions</li></ul>
<b>Suggested Resources;</b> <p>Pictorials on ICT devices, charts, Learner’s interactive materials, KSL DVD’s.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.3 GRAMMAR	5.3.1 verbs	By the end of the sub strand, the learner should be able to; a) identify signs of verbs related to ICT devices for effective communication, b) sign verbs related to ICT devices for effective communication, c) use signs of verbs related to ICT devices to make sentences, d) appreciate using signs of verbs related to ICT devices in communication.	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos on verbs related to ICT devices(call, video call, skype, text, answer,type,)</li> <li>• In pairs , guide the learner to sign verbs related to ICT devices.</li> <li>• In groups, guide the learners to use signs of verbs related to ICT devices to make sentences.</li> <li>• In pairs, guide the learner to sign simple sentences using verbs related to ICT devices.</li> <li>• In pairs, guide learners to practice using the signs of verbs related to ICT devices.</li> <li>• In groups, guide the learner to mimicry verbs related to ICT devices.</li> </ul>	How do we sign verbs related to ICT devices?
<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner uses signs of verbs related to ICT devices to make sentences in pairs or groups.</li> <li>• Communication and collaboration: is developed as the learners work in pairs to practice using the signs of verbs related to ICT devices.</li> </ul>				
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Lifeskills: are developed as the learner acquires signs of verbs related to ICT devices and use them in daily interactions.</li> <li>• Effective communication: as the learner appropriately uses acquired signs of verbs to make sentences.</li> </ul>				
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: is developed as learners practice together in pairs or groups, to use signs of verbs related to ICT devices.</li> <li>• Respect: is developed as the learner practices together in pairs or groups, to use signs of verbs related to ICT devices.</li> </ul>				
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• Language activities as the learner acquires signs of verbs related to ICT devices.</li> </ul>				
<p><b>Non-formal Activities that support learning;</b></p>				

use signs of verbs related to ICT devices during clubs, societies and school functions.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, pictures of different ICT devices, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.4 PRESENTATION</b>	5.4.1 Poems	By the end of the sub strand, the learner should be able to;  a) identify poems related to ICT devices from non-print media, b) recite poems related to ICT devices for enjoyment, c) enjoy reciting poems related to ICT devices.	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos on poems related to ICT devices.</li> <li>• In pairs , guide the learner to identify poems related to ICT devices.</li> <li>• In groups, guide the learners to recite poems related to ICT devices.</li> <li>• In groups, guide the learners to practice using poems to talk about ICT devices.</li> </ul>	Why do we recite poems?
<b>Core Competencies to be developed;</b> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner recites poems related to ICT devices.</li> <li>• Communication and collaboration: is developed as the learners in pairs or groups recite poems related to ICT devices.</li> </ul>				
<b>Pertinent and Contemporary Issues;</b> social cohesion: as the learner together with others recite poems related to ICT devices.				
<b>Values;</b> <ul style="list-style-type: none"> <li>• Unity: is developed as the learner together with others recite poems related to ICT devices.</li> <li>• Respect: is developed as the learner practices together in pairs or groups recite poems related to ICT devices</li> </ul>				
<b>Link to other Learning Areas;</b> <ul style="list-style-type: none"> <li>• Language activities as learners recite poems related to ICT devices.</li> </ul>				
<b>Non-formal Activities that support learning;</b> <ul style="list-style-type: none"> <li>• Practice reciting poems related to ICT devices during clubs, societies and school functions.</li> </ul>				
<b>Suggested modes of Assessment;</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>				
<b>Suggested Resources;</b> Video clips, smart phones, electronic devices, pictures of the ICT devices, Learner's interactive materials, KSL DVD's.				

**THEME 6.0 CLIMATIC CONDITIONS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>6.1 OBSERVING AND SIGNING</b></p>	<p><b>6.1.1</b> signs related to effects of climatic conditions.</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) recognise signs related to effects of climatic conditions.</p> <p>b) identify signs related to effects of climatic conditions,</p> <p>c) fingerspell vocabularies related to effects of climatic conditions,</p> <p>d) sign vocabularies related to effects of climatic conditions,</p> <p>e) use signs of vocabularies related to effects of climatic conditions to make simple sentences,</p> <p>f) appreciate the use of signs related to effects of climatic conditions in communication.</p>	<ul style="list-style-type: none"> <li>• Guide the learners to observe a signed video clip on signs related effects of climatic conditions.</li> <li>• In pairs, guide learners to recognise signs related to effects of climatic conditions.</li> <li>• In pairs or in groups, guide the learner to identify the signs related to effects of climatic conditions.</li> <li>• In pairs, guide learners to use signs of weather conditions to make simple sentences.</li> <li>• In pairs or small groups, learners practice using signs of vocabularies related to effects of climatic conditions to make simple sentences,</li> <li>• In pairs, guide the learner to talk about various effects of climatic conditions.(floods, earthquake, drought, landslide, cyclone,dust storms, earth crack)</li> </ul>	<p>How do we signs various effects of climatic conditions?</p>

**Core Competencies to be developed;**

- Self-efficacy: is developed as the sign words related to effects of climatic conditions .

- Communication and collaboration: is developed as the learners in pairs or groups practice using signs of words related to effects of climatic conditions.

**Pertinent and Contemporary Issues;**

- Effective communication: is promoted as the learner uses signs of words related to effects of climatic conditions in sentences.

**Values;**

- Unity is promoted: as the learners make sentences using signs of words related to effects of climatic conditions in pairs and groups.

**Link to other Learning Areas;**

- Language activities as the learner acquires signs of words related to effects of climatic conditions.

**Non-formal Activities that support learning;**

- Learner practices using signs of words related to effects of climatic conditions in clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.2 VIEWING AND INTERPRETATION</b>	<b>6.2.1</b> Interpreting information related to effects of climatic conditions (2 lessons)	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) recognise signs of various effects of climatic conditions</li> <li>b) identify signs of various effects of climatic conditions,</li> <li>c) sign names of various effects of climatic conditions,</li> <li>d) describe various effects of climatic conditions using appropriate signs for effective communication,</li> <li>e) appreciate the use of signs related to various effects of climatic conditions in communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe pictorials, realia or non-print media related to effects of climatic conditions.</li> <li>• In groups or pairs, guide the learner to interpret information related to effects of climatic conditions from the pictorials, realia or non-print media and share with peers.</li> <li>• In groups, guide the learner to recognise signs related to effects of climatic conditions from the pictorials, realia or non-print media.</li> <li>• In groups, guide the learner to identify signs related to effects of climatic conditions from the pictorials, realia or non-print media.</li> <li>• In pairs, guide learners to talk about (describe) effects of climatic conditions.</li> <li>• In pairs or small groups, learners practice to use signs related to effects of climatic conditions in songs.</li> </ul>	How do we tell information from pictorials,realia, or non-print media?



**Core Competencies to be developed;**

- Communication and collaboration: is developed as learners in pairs or small groups, practice using signs of words related to effects of climatic conditions.
- Self efficacy: is developed as the learners use signs to talk about (describes) effects of climatic conditions in pairs or groups.

**Pertinent and Contemporary Issues;**

- Effective communication is developed as the learner uses signs of words related to effects of climatic conditions.

**Values;**

- Responsibility: is developed as learners take care of learning resources.
- Unity: is developed as learners work together in pairs to describe effects climatic conditions.

**Link to other Learning Areas;**

- Environmental activities as the learner talks about (describes) effects of climatic conditions.

**Non-formal Activities that support learning;**

- Learner to use the acquired signs related to effects of weather conditions in clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.3 GRAMMAR</b>	<b>6.3.1</b> Adjectives	By the end of the sub strand, the learner should be able to; a) identify signs of adjectives used to talk about effects of climatic conditions for acquisition of knowledge, b) use adjectives to talk about effects of climatic conditions, c) appreciate the importance of using signs of adjectives to describe effects of climatic conditions during communication.	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos on effects of climatic conditions.</li> <li>• In pairs, guide the learner to identify signs of adjectives used to talk about effects of climatic conditions from the video clip (huge crack, cool weather, mild, shaky earthquake, loud sound of thunder, scary storm,dangerous floods)</li> <li>• In pairs, guide the learner to sign simple sentences using adjectives to talk about(describe) effects of climatic conditions.</li> <li>• In pairs, guide learners to practice using signs of adjectives in songs and poems related to effects of climatic conditions.</li> </ul>	How do we describe effects of climatic conditions?

**Core Competencies to be developed;**

- Communication and collaboration: is developed as the learners in pairs or groups use signs of adjectives to make sentences.
- Self efficacy: is developed as the learner uses signs of adjectives to describe effects of climatic conditions.

**Pertinent and Contemporary Issues;**

- Effective communication: as the learner uses adjectives to make sentences.

**Values;**

- Respect: as the learner takes turns when making sentences in pairs and groups.

**Link to other Learning Areas;**

- Environmental activities as the learner uses the acquired signs of adjectives to describe effects of climatic conditions.

**Non-formal Activities that support learning;**

- Learners use signs of adjectives during clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, charts or illustration, realia, electronic devices, Learner's interactive materials, KSL DVD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.4 PRESENTATION</b>	<b>6.4.1 story telling</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify stories related to effects of climatic conditions from a video clip,</p> <p>b) tell stories using signs on effects of climatic conditions for and enjoyment,</p> <p>c) use stories to talk about the effects of climatic conditions for knowledge acquisition,</p> <p>d) appreciate telling stories for enjoyment.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe stories related to effects of climatic conditions from a video clip,</li> <li>• In pairs, guide the learner to identify stories related to effects of climatic conditions from a signed video clip from non-print media.</li> <li>• In pairs, guide learners to practice using stories to talk about effects of climatic conditions.</li> </ul>	How do we talk about the effects of climatic conditions?

<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: is developed as the learner signs a story related to the effects of climatic conditions.</li> <li>• Communication and collaboration: is developed as the learners in pairs or groups practice signing stories related to the effects of climatic conditions.</li> </ul>
<p><b>Pertinent and Contemporary Issues;</b> Social cohesion: as the learners sign stories related to the effects of climatic conditions in pairs or in groups.</p>
<p><b>Values;</b> Respect: as the learner takes turns to sign stories in pairs and groups.</p>
<p><b>Link to other Learning Areas;</b> <b>English language Activities: as the learner signs stories on effects of climatic conditions.</b></p>
<p><b>Non-formal Activities that support learning;</b> Sign stories related to effects of climatic conditions during clubs, societies and school functions.</p>
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>
<p><b>Suggested Resources;</b> Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>

<b>THEME 7.0 HYGIENE</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>

<p><b>7.1 OBSERVATION AND SIGNING</b></p>	<p><b>7.1.1-Etiquette in Hygiene</b></p> <p><b>Good grooming</b></p> <ul style="list-style-type: none"> <li>• <b>covering mouth</b></li> <li>• <b>grooming</b></li> </ul>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs related to etiquette in hygiene for effective communication,</p> <p>b) Sign etiquette in hygiene practices for skill acquisition,</p> <p>c) Use signs for etiquette hygiene practices for effective communication,</p> <p>d) acknowledge the importance of etiquette in hygiene in day today 's life.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos , charts or illustrations on etiquette in hygiene.</li> <li>• In groups, guide learners to identify the signs of various etiquette in hygiene practices.</li> <li>• In pairs, guide the learners to sign various etiquette in hygiene practices ( sweeping, washing, brushing, bathing)</li> <li>• In groups, guide the learners to use signs of the etiquette in hygiene practices to make simple sentences.</li> <li>• In pairs guide the learners to practice using the signs to make simple sentences</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you sign hygiene practices?</li> <li>2. Why do you keep yourselves clean?</li> </ol>
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**Core Competencies to be developed;**

- Self-efficacy: is developed as the learner uses the signs of etiquette in hygiene practices to make sentences.
- Communication and collaboration: is developed as the learners in pairs or groups practice signing the signs of etiquette in hygiene

**Pertinent and Contemporary Issues;**

- Effective communication as the learner appropriately uses learnt signs in communication.

**Values;**

- Unity as the learner signs the hygiene practices together.
- Responsibility as the learner takes care of the cleaning materials together..

**Link to other Learning Areas;**

- Language activities as the learner uses signs of etiquette in hygiene practices in communication.

**Non-formal Activities that support learning;**

- Learners use signs of etiquette in hygiene practices during clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, brooms, toothbrush, toothpaste, soap, charts or illustration, realia, electronic devices, Learner's interactive materials, KSL DVD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.2 VIEWING AND INTERPRETATION</b>	<b>7.2.1 Interpreting information from pictorials on etiquette in hygiene-covering mouth, grooming</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs related to etiquette in hygiene practices from various pictorials/video clips</p> <p>b) signs vocabulary related to etiquette in hygiene practices for skill acquisition,</p> <p>c) Use signs related to etiquette in hygiene practices to interpret information.</p> <p>d) acknowledge the importance of etiquette in hygiene practices. in day today 's life.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe various pictorials, charts or illustrations on etiquette in hygiene practices..</li> <li>• In groups, guide learners to identify the signs of various etiquette in hygiene practices.</li> <li>• In pairs, guide the learners to tell signs of various etiquette in hygiene practices (covering mouth ,grooming)</li> <li>• In groups, guide the learners to tell the meaning of the signs.</li> <li>• In pairs guide the learners to use the signs to tell simple stories</li> </ul>	<p>How do you interpret simple pictures?</p>



**Core Competencies to be developed;**

- Self-efficacy: is developed as the learner tells the meaning of the signs related to etiquette in hygiene

**Pertinent and Contemporary Issues;**

- Effective communication is developed as the learner uses signs of health practices.

**Values;**

- Unity: as the learner tells the meaning of the signs of etiquette in hygiene practices together.
- Responsibility: as the learner tells the information from the pictorials, charts or illustrations correctly...

**Link to other Learning Areas;**

Environmental activities as the learners keep home and school environment clean.

**Non-formal Activities that support learning;** Learners practice using signs of etiquette in hygiene practices in clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, charts or illustration, magazines, pictures, electronic devices, Learner's interactive materials, KSL DVD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 GRAMMAR	7.3.1 Verbs	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs of verbs related to hygiene practices for effective communication,</p> <p>b) sign verbs related to hygiene practices for effective communication,</p> <p>c) use signs of verbs related to hygiene practices to make sentences,</p> <p>d) appreciate use of verbs related to hygiene practices in day to day communication.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos on verbs related to hygiene practices (cover, use, dispose, avoid, blow, share)</li> <li>• In pairs , guide the learner to sign verbs related to hygiene practices.</li> <li>• In groups, guide the learners to use verbs related to hygiene practices to make sentences.</li> <li>• In pairs, guide the learner to sign simple sentences with verbs related to hygiene practices.</li> <li>• In pairs, guide learners to practice using the signs of verbs related to hygiene practices with their peers.</li> <li>• In groups, guide the learner to mimicry verbs related to hygiene practices.</li> </ul>	How do we sign verbs?

**Core Competencies to be developed;**

- Communication and collaboration: is developed as the learners in pairs or groups sign verbs related to hygiene practices.

**Pertinent and Contemporary Issues;**

- Effective communication: is developed as the learner uses signs of verbs related to hygiene practices to make sentences.

**Values;**

- Respect: is developed as the learner practices together in pairs or groups, to sign verbs related to hygiene practices.

**Link to other Learning Areas;**

- English language activities as learners use the signs related to hygiene practices.

**Non-formal Activities that support learning;**

- Learners practice using signs related to hygiene practices during clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, charts or illustration, realia, flash cards, electronic devices, Learner's interactive materials, KSL DVD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.4 PRESENTATION	7.4.1 pantomime	By the end of the sub strand, the learner should be able to; a) recognize pantomime on etiquette in hygiene from live presentations or recorded video clips. b) pantomime on etiquette in hygiene for self expression. c) appreciate the use of pantomime on etiquette in hygiene done in school for self expression and enjoyment.	<ul style="list-style-type: none"> <li>• Guide the learner to observe pantomime on etiquette in hygiene from live presentations or recorded video clips.</li> <li>• In pairs , guide the learner to recognize pantomime on etiquette in hygiene from life presentations or recorded video clips.(covering the mouth,good grooming)</li> <li>• In groups, guide the learner to pantomime etiquette in hygiene in school..(covering the mouth,good grooming)</li> <li>• In pairs, guide learners to practice pantomime on etiquette in hygiene done in school with peers.</li> </ul>	How do we perform pantomime?

**Core Competencies to be developed;**

- Communication and collaboration: is developed as learners in pairs or small groups perform pantomime on etiquette in hygiene .
- Self efficacy: is developed as the learner perform pantomime on etiquette in hygiene

**Pertinent and Contemporary Issues;**

- social cohesion: as the learner performs pantomime related to on etiquette in hygiene
- Effective communication as the learner uses pantomime for self expression

**Values;**

- Unity: is developed as learners perform pantomime related to on etiquette in hygiene
- Respect: is developed as the learner practices pantomiming on etiquette in hygiene

**Link to other Learning Areas;**

- English language activities as learner build vocabulary when performing pantomime on etiquette in hygiene

**Non-formal Activities that support learning;**

- Learners perform pantomime during school functions, clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed question

**Suggested Resources;**

Video clips, charts or illustration, realia, flash cards, pictures, electronic devices, Learner's interactive materials, KSL DVD

**THEME 8.0 BODY PARTS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>8.1 OBSERVING AND SIGNING</b></p>	<p><b>8.1.1</b> <b>signs related to functions and activities related to parts of the body</b> <b>shaving</b> <b>trimming</b> <b>walking</b> <b>working</b> <b>brushing</b> <b>dental floss</b> <b>pumice stone</b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify signs related to functions of different parts of the body</p> <p>b) identify sign of activities related to cleanliness of different parts of the body</p> <p>c) describe the functions of different parts of the body in communication</p> <p>d) appreciate using signs related to functions and activities done to parts of the body for self awareness and good grooming</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe videos/pictorials on function of different parts of the body.</li> <li>• (eating, writing, working, walking)</li> <li>• In groups, guide the learner to identify various activities related to cleanliness of different parts of the body from videos and pictorials. (shaving, brushing, washing, trimming)</li> <li>• In group, guide the learner to tell how to keep parts of the body cleans using signs</li> <li>• In group, guide the learner to fingerspell and sign the items used to clean parts of the body clean (nail cutter, dental floss, handkerchief, comb, pumicestone)</li> <li>• In group guide the learner to sign sing song related to the body parts</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sign the body parts?</li> <li>2. Why do we clean our body?</li> </ol>

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip related to functions for various part of the body .
- Communication and collaboration: is developed as learners practice using signs related to function of different part of the body in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Effective communication: is enhanced as learner appropriately uses signs related to function of different part of the body in communication

**Values;**

- Unity: cooperation is nurtured as learner participate in group work activities discussing activities done to various part of the body
- Responsibility: is developed as learner work in groups to sign vocabularies related to functions and activities for keeping body parts clean

**Link to other Learning Areas;**

- Environmental activities as the learner discuss function and functions and activities for keeping body parts clean

**Non-formal Activities that support learning;**

- learner practices and sensitize others on activities for keeping body part clean signs during clubs and societies

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.2 VIEWING AND INTERPRETATION</b>	<b>8.2.1</b> Interpreting information from pictorials on functions and activities done to parts of the body	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify signs related to functions of different parts of the body for effective communication</li> <li>b) identify sign of activities related to cleanliness of different parts of the body</li> <li>c) describe the functions of different parts of the body in communication</li> <li>d) appreciate using signs related to parts of the body for self awareness and good grooming</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to observe videos/pictorials on function of different parts of the body. (eating, writing, working, walking)</li> <li>• In groups, guide the learner to identify and interpret various activities related to cleanliness of different parts of the body from videos and pictorials. (shaving, brushing, washing, trimming)</li> <li>• In group, guide the learner to fingerspell and sign the items used to clean parts of the body clean (nail cutter, dental floss, handkerchief, comb, pumicestone) from pictorial/video</li> <li>• In group guide the learner to talk about various function of different parts of the body from pictorials/video</li> </ul>	How do we interpret information from pictorials/video?



<p><b>Core Competencies to be developed;</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration is developed as learners in pairs or small groups, practice using signs related to functions and activities done to parts of the body .</li> <li>• Self efficacy is developed as the learners use signs related to functions and activities done to parts of the body.</li> </ul>
<p><b>Pertinent and Contemporary Issues;</b></p> <ul style="list-style-type: none"> <li>• Effective communication:is enhanced as learner appropriately uses signs related to functions and activities done to parts of the body in communication</li> </ul>
<p><b>Values;</b></p> <ul style="list-style-type: none"> <li>• Unity: cooperation is nurtured as learners participate in group work activities discussing functions and activities done to parts of the body</li> <li>• Responsibility: is developed as learner take care of the digital devices as they observe and sign functions and activities done to parts of the body</li> <li>• Respect:is enhanced as learners work together in group using signs related to functions and activities done to parts of the body</li> </ul>
<p><b>Link to other Learning Areas;</b></p> <ul style="list-style-type: none"> <li>• Environmental activities-as learners learn how to clean clean and take care of various body parts</li> </ul>
<p><b>Non-formal Activities that support learning;</b></p> <ul style="list-style-type: none"> <li>• learner uses signs related to functions and activities done to parts of the body during clubs and societies</li> </ul>
<p><b>Suggested modes of Assessment;</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed questions</li> </ul>
<p><b>Suggested Resources;</b> Video clips, smart phones, electronic devices, Learner’s interactive materials, KSL DVD’s.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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<p><b>8.3 GRAMMAR</b></p>	<p><b>8.3.1 Adverb</b></p> <p>smart nice neat tidy</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify the signs of adverbs for knowledge acquisition,</p> <p>b) sign the adverbs related to functions and activities done to parts of the body for skill acquisition,</p> <p>c) use signs of adverb related to functions and activities done to parts of the body in communication,</p> <p>d) appreciate using adverbs related to functions and activities done to parts of the body in communication,</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos,charts on adverbs related to functions and activities done to parts of the body(smart,nice, slow,tidy)</li> <li>• In pairs , guide the learner to sign the adverbs..</li> <li>• In groups, guide the learners to use signs of adverbs related to functions and activities done to parts of the body.</li> <li>• In pairs, guide the learner to sign simple sentences using adverbs related to functions and activities done to parts of the body.</li> <li>• In pairs, guide learners to practice using the signs of adverbs related to functions and activities done to parts of the body</li> </ul>	<p>How do we sign an adverb?</p>
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**Core Competencies to be developed;**

- Communication and collaboration: is developed as the learners in pairs or groups sign adverb related to related to functions and activities done to parts of the body

**Pertinent and Contemporary Issues;**

- Effective communication: is developed as the learner uses signs of adverb related to related to functions and activities done to parts of the body

**Values;**

- Respect: is developed as the learner practices together in pairs or groups, signing adverbs related to related to functions and activities done to parts of the body

**Link to other Learning Areas;**

- English language activities as learners use the signs related to related to functions and activities done to parts of the body
- Environmental activities as learners learn how to clean various parts of their body

**Non-formal Activities that support learning;**

- Learners practice using signs related to related to functions and activities done to parts of the body during clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.4 PRESENTATION</b>	<b>8.4.1 Story</b>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify stories related to related to functions and activities done to parts of the body from a video clip,</p> <p>b) sign stories related to related to functions and activities done to parts of the body for enjoyment,</p> <p>c) sign stories related to functions and activities done to parts of the body as sources of information.</p> <p>d) enjoy signing stories related to related to functions and activities done to parts of the body for effective communication.</p>	<ul style="list-style-type: none"> <li>• Guide the learner to observe signed videos, pictorials or charts on stories related to functions and activities done to parts of the body</li> <li>• In pairs, guide the learner to identify stories related to functions and activities done to parts of the body from the video or charts..</li> <li>• In groups, guide the learners to sign stories related to functions and activities done to parts of the body ,</li> <li>• In pairs, guide learners to practice signing stories related to functions and activities done to parts of the body</li> <li>• Individually guide the learner to retell narrated stories related to functions and activities done to parts of the body</li> </ul>	<p>Why do we narrate (sign) stories?</p>

**Core Competencies to be developed;**

- Communication and collaboration: is developed as learners in pairs or small groups sign stories related to hygiene .
- Self efficacy: is developed as the learner retells a narrated story related to hygiene.

**Pertinent and Contemporary Issues;**

- social cohesion: as the learner signs the story related to hygiene together with others.

**Values;**

- Unity: is developed as learners sign the story related to hygiene in groups or in pairs..
- Respect: is developed as the learner practices signing the story together in pairs or in groups.

**Link to other Learning Areas;**

- English language activities as learner build vocabulary when signing the story

**Non-formal Activities that support learning;**

- Narrate story related to functions and activities done to parts of the body in school clubs, societies and school functions.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, smart phones, electronic devices, Learner's interactive materials, KSL DVD's

**THEME 9.0 MY FRIEND**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>9.1 OBSERVATION AND SIGNING</b>	<b>9.1.1 Dreams and Aspirations</b>  TENSES-Future  Proper articulation of signs with appropriate facial expression.--  (2 lessons)	By the end of the sub strand, the learner should be able to; a) recognise appropriate future tense related to Dreams and Aspirations related, b) sign future tenses related to Dreams and Aspirations related using appropriate facial expression, c) appreciate the use of appropriate facial expression in describing future tenses communication	<ul style="list-style-type: none"><li>• Guide the learner to watch signed video clips with a future tenses related dreams and aspirations- future, will, become, next</li><li>• In groups, guide the learner to sign for future tenses related to dreams and aspirations from the video clip using appropriate facial expressions.</li><li>• In pairs or small groups, learners practice signing future tenses related to dreams and aspirations</li></ul>	How do we sign future tense?

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip .
- Communication and collaboration: is developed as learners practice signs used in the future tenses related to dreams and aspirations by signing simple sentences in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner identifies signs used in future tenses related to dreams and aspiration for self - expression.
- Effective communication: is developed as the learner uses appropriate signs for future tenses, related to dreams and aspirations in communication.

**Values;**

- Unity: is developed as learners work in pairs or groups to sign sentences using future tenses related to dreams and aspirations.
- Respect: is developed as learners demonstrate appropriate facial expression when signing future tenses related to dreams and aspirations

**Link to other Learning Areas;**

- Environmental activities; As the learners use appropriate signs to talk about things found in the house.

**Non-formal Activities that support learning;**

- Learners use signs used in the degree of adverbs related to Hobby during assembly, clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.2 VIEWING AND VIEWING</b>	9.2.2 Dreams and Aspirations  (2 lessons)	By the end of the sub strand, the learner should be able to; a) identify vocabulary related to Dreams and Aspirations , b) sign vocabulary related to Dreams and Aspirations for effective communication, c) use vocabulary related to Dreams and Aspirations in a given sentence, d) appreciate the importance of Dreams and Aspirations in choosing career	<ul style="list-style-type: none"> <li>• Guide the learner to watch signed video clips vocabulary related to Hobby.</li> <li>• In groups, guide the learner to identify vocabulary related to Dreams and Aspirations from the video clip.</li> <li>• Guide learner in pair or groups to appropriately sign vocabulary related to Dreams and Aspirations</li> <li>• In pairs or small groups, learners practice using vocabulary related to Dreams and Aspirations in a given sentence</li> </ul>	How do we sign our dreams and aspirations ?



**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip .
- Communication and collaboration: is developed as learners practice using vocabulary related to dreams and aspirations in a given sentence in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner recognises aspects of self introduction related to dreams and aspirations for self expression.
- Effective communication: is developed as the learner uses vocabulary related to dreams and aspirations during a given conversation..

**Values;**

- Unity: is developed as learners work in pairs or groups to introduce themselves highlighting aspects of self introduction
- Respect: is developed as learners appreciate each others dreams and aspirations when expressing willingly

**Link to other Learning Areas;**

- **Religious Activities; As the learners point out who is their friend**

**Non-formal Activities that support learning;**

- Learners use signs related to hobbies know their friends dreams and aspirations during assembly, clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.3</b> <b>GRAMMAR</b>	<b>9.3.1</b> <b>Tense-</b> <b>Future</b>  <b>(2</b> <b>lessons)</b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify future tenses for effective communication,</li> <li>b) use future tenses in describing dreams and aspirations in a given sentence during communication,</li> <li>c) appreciate the importance of future tenses in describing dreams and aspirations</li> </ol>	<ul style="list-style-type: none"> <li>• Guide the learner to watch signed video clips on future tenses.</li> <li>• In groups, guide the learner to identify the future tenses for describing dreams and aspirations from the video clip .</li> <li>• Guide learner in pairs or groups to appropriately sign the future tenses used in describing dreams and inspirations for self expression.</li> <li>• In pairs or small groups, learners practice use of future tenses in describing dreams and aspirations in a given communication.</li> </ul>	How do we tell our dreams and aspirations?

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to observe the video clip .
- Communication and collaboration: is developed as learners practice using future tenses when describing hobbies in sentence during communication in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner recognises aspects of self expression using future tenses in describing dreams and aspirations.
- Effective communication: is developed as the learner uses future tenses when describing dreams and aspirations during a given conversation..

**Values;**

- Unity: is developed as learners work in pairs or groups to highlights their hobbies      Respect: is developed as learners appreciate each others dreams and aspirations when expressing themselves willingly

**Link to other Learning Areas;**

- Religious Activities; As the learners point out who is their friend

**Non-formal Activities that support learning;**

- Learners use future tenses to discover their friend's dreams and aspirations during assembly, clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Pictorials, Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.4 PRESENTING</b>	<b>9.4.1. A short Story-Dreams and Aspiration</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to; <ul style="list-style-type: none"> <li>a) identify story related to dreams and aspirations for self expression,</li> <li>b) sign a story related to dreams and aspirations for self expression,</li> <li>c) appreciate the importance of dreams and aspirations in career choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learner to watch signed video clips on dreams and aspirations.</li> <li>• In groups, guide the learner to identify the story related to dreams and aspirations from the video clip.</li> <li>• Guide learner in pair or groups to rehearse the story about dreams and aspirations.</li> <li>• In pairs or small groups, learners present story in front of class</li> <li>• guide the learner to use digital devise to record stories</li> </ul>	How do can we talk about our dreams and aspirations?

**Core Competencies to be developed;**

- Digital Literacy: is enhanced as the learner operates and manipulates digital devices to record stories .
- Communication and collaboration: is developed as learners practice signing story about dreams and aspirations in pairs or small groups.

**Pertinent and Contemporary Issues;**

- Life Skills: are developed as the learner sign story about preferred dreams and aspirations.
- Effective communication: is developed as the learner signs story in class on dreams and aspirations.

**Values;**

- Unity: is developed as learners work in pairs or groups to rehearse story about dreams and aspirations
- Respect: is developed as learners appreciate each others story based on dreams and aspirations when expressing themselves willingly

**Link to other Learning Areas;**

- **Religious Activities; As the learners point out who is their friend**

**Non-formal Activities that support learning;**

- Learners use stories about dreams and aspirations to their friend's during assembly, clubs and societies.

**Suggested modes of Assessment;**

- Observation
- Peer assessment
- Signed questions

**Suggested Resources;**

Video clips, projector, smart phones, laptops, desktops, Learner's interactive materials, KSL DVD's

**Assessment Rubrics for Observing and Signing**

<p><b>Level</b> <b>Indicator</b></p>	<p><b>Exceeds Expectation</b></p>	<p><b>Meets Expectation</b></p>	<p><b>Approaches Expectation</b></p>	<p><b>Below Expectation</b></p>
<p>Ability to use signs related to etiquette and greetings.</p>	<p>Uses signs related to etiquette and greetings with proper articulation and appropriate body language</p>	<p>Uses signs related to etiquette and greetings.</p>	<p>Uses some signs related to etiquette and greetings .</p>	<p>Uses signs related to etiquette and greetings.with prompts.</p>
<p>Ability to identify signs related to activities done in school using proper facial expression</p>	<p>Accurately identifies and demonstrate signs related to activities done in school using proper facial expression</p>	<p>identifies signs related to activities done in school using proper facial expression</p>	<p>identifies and signs related to activities done in school using facial expression</p>	<p>identifies signs related to activities done in school</p>
<p>Ability to identify signs related to the family tree with appropriate signing pace and pattern.</p>	<p>Identifies signs related to the family tree with appropriate signing pace and pattern.</p>	<p>Identifies signs related to the family tree with appropriate signing pace and pattern.</p>	<p>makes significant effort to identifies some signs related to the family tree</p>	<p>Identifies some signs related to the family tree with guidance</p>

Ability to identify,sign and use words related to activities done at home.	Identifies,signs and uses words related to activities done at home with accuracy, proper articulation and appropriate body language.	Identifies,signs and uses words related to activities done at home.	Identifies and signs words related to activities done at home.	Identifies signs of activities done at home.
Ability to recognise, identify, signs of ICT devices found in offices.	Recognises, identifies, signs of ICT devices found in offices. with accuracy, proper articulation and appropriate body language.	Accurately recognises, identifies, signs of ICT devices found in offices.	Recognises and identifies signs of ICT devices found in offices.	Identifies signs of ICT devices found in offices.
Ability to identify,sign and use words related to effects of climatic conditions.	Identifies,signs and uses words related to effects of climatic conditions with accuracy, proper articulation and appropriate body language.	Identifies,signs and uses words related to effects of climatic conditions.	Identifies and signs words related to effects of climatic conditions.	Identifies signs of words related to effects of climatic conditions.
Signing hygiene practices for skill acquisition,	Signs accurately etiquette in hygiene with appropriate articulation. for skill acquisition	Signs etiquette in hygiene practices for skill acquisition,	Signs some etiquette in hygiene practices for skill acquisition,	Attempts to sign etiquette in hygiene practices for skill acquisition,

<p>Ability to identify signs related to functions of different parts of the body</p>	<p>Identifies signs related to functions of different parts of the body with ease and accuracy, demonstrating a strong understanding of sign language vocabulary.</p>	<p>identify signs related to functions of different parts of the body</p>	<p>make significant effort to identify signs related to functions of different parts of the body.</p>	<p>makes minimal effort to identify signs related to functions of different parts of the body</p>
<p>Ability to sign future tenses related to Dreams and Aspirations using appropriate facial expression,</p>	<p>Sign future tenses related to Dreams and Aspirations using appropriate facial expression,</p>	<p>Sign future tenses related to Dreams and Aspirations</p>	<p>Make an effort to sign some future tenses related to Dreams and Aspirations</p>	<p>Sign some future tenses related to Dreams and Aspirations with guidance</p>



### Assessment Rubrics Viewing and Interpreting

Level  Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to tell different signs of etiquette in greetings from pictorials on greetings,	Tells different signs of etiquette in greetings from pictorials with proper articulation.	Tells different signs of etiquette in greetings from pictorials	Tells different signs of etiquette in greetings from pictorials with guidance.	Tells different signs of etiquette in greetings from pictorials with improper articulation.
Ability to describe various activities performed in the school from pictorials,realia and non print media	Describes various activities performed in the school from pictorials,realia and non print media by providing detailed and accurate explanations	Describes various activities performed in the school from pictorials,realia and non print media by providing detailed and accurate explanation	Describes some activities performed in the school from pictorials,realia and non print media	Describes various activities performed in the school from pictorials,realia and non print media
Ability to sign the vocabulary corresponding to the target members of a family tree	Signs the vocabulary corresponding to the target members of a family tree in preparation for signing using appropriate eye contact	Signs the vocabulary corresponding to the target members of a family tree	Makes significant effort to sign some of the vocabulary corresponding to the target members of a family tree	Signs some of the vocabulary corresponding to the target members of a family tree with guidance

Ability to recognise, identify, sign and use words related to activities done at home.	Recognises, identifies, signs and uses words related to activities done at home with accuracy, proper articulation and appropriate body language.	Recognises, identifies, signs and uses words related to activities done at home.	Recognises and identifies signs of words related to activities done at home.	Identifies signs of words related to activities done at home.
Ability to recognise signs of words related to ICT devices from pictorials, realia or non-print media	Recognises and demonstrates signs of words related to ICT devices accurately from pictorials, realia or non-print media using proper articulation and appropriate body language.	Recognises and demonstrates signs of words related to ICT devices accurately from pictorials, realia or non-print media	recognise and demonstrates signs of words related to ICT devices from pictorials, realia or non-print media	recognise signs of words related to ICT devices from pictorials, realia or non-print media
Signs vocabulary related to etiquette in hygiene practices for skill acquisition,	Appropriately signs vocabulary etiquette in hygiene practices for skill acquisition,	Signs vocabulary used in etiquette in hygiene practices for skill acquisition,	Make significant effort to signs some of vocabulary in etiquette in hygiene practices for skill acquisition,	Signs some of etiquette in hygiene practices for skill acquisition with guidance
Ability to identify signs related to functions of different parts of the body for effective communication	identifies and articulates signs related to functions of different parts of the body for effective communication accurately	identifies signs related to functions of different parts of the body for effective communication	identifies and articulates signs related to functions of different parts of the body for with significant effort	identifies and articulates signs related to functions of different parts of the body for with minimal effort

Ability to sign vocabulary related to Dreams and Aspirations for effective communication	Sign vocabulary related to Dreams and Aspirations for effective communication	Sign vocabulary related to Dreams and Aspirations for effective communication	Makes significant effort to sign some vocabulary related to Dreams and Aspiration	Signs some vocabulary related to Dreams and Aspirations
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**Assessment Rubrics for Grammar**

<p><b>Level</b></p> <p><b>Indicator</b></p>	<p><b>Exceeds Expectations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Approaches Expectations</b></p>	<p><b>Below Expectations</b></p>
<p>Ability to sign verbs related to etiquette in greetings</p>	<p>Signs verbs related to etiquette in greetings with proper articulation.</p>	<p>Signs verbs related to etiquette in greetings.</p>	<p>Signs some verbs related to etiquette in greetings.</p>	<p>Signs verbs related to etiquette in greetings.with prompts.</p>
<p>Ability to recognise signs of verbs related to activities done in school for communication</p>	<p>Recognises and demonstrates signs of verbs related to activities done in school for communication appropriately</p>	<p>Recognises signs of verbs related to activities done in school for communication</p>	<p>Recognises signs of verbs in activities done in school for communicatio</p>	<p>Recognises signs of verbs in activities done in school</p>
<p>Ability to identify verbs related to family tree for effective communication,</p>	<p>Identifies verbs related to family tree for effective communication with appropriate facial expression and body language</p>	<p>Identifies verbs related to family tree for effective communication</p>	<p>Makes significant effort to identify some verbs related to family tree for effective communication</p>	<p>Identifies some verbs related to family tree for effective communication with guidance</p>

Ability to identify,sign and use adverbs to describe activities done at home.	Identifies,signs and uses adverbs to activities done at home with accuracy, proper articulation and appropriate body language.	Identifies,signs and uses adverbs to describe activities done at home.	Identifies and signs adverbs of activities done at home.	Identifies signs of adverbs describing activities done at home.
Ability to identify,sign and use adjectives to describe effects of climatic conditions.	Identifies,signs and uses adjectives to describe effects of climatic conditions. with accuracy, proper articulation and appropriate body language.	Identifies,signs and uses adjectives to describe activities done at home.	Identifies and signs adjectives to describe effects of climatic conditions.	Identifies signs of adjectives to describe effects of climatic conditions.
Ability to identify, sign and use verbs related to ICT.	Identifies, signs and uses verbs related to ICT with accuracy, proper articulation and appropriate body language.	Identifies, signs and uses verbs related to ICT.	Identifies and signs verbs related to ICT	Identifies signs of verbs related to ICT.
Ability to identify,sign and use verbs related to hygiene practices.	Identifies,signs and uses verbs related to hygiene practices with accuracy, proper articulation and appropriate body language.	Identifies,signs and uses verbs related to hygiene practices.	Identifies and signs verbs related to hygiene practices	Identifies signs of verbs related to hygiene practices.

use signs of adverb related to related to functions and activities done to parts of the body in communication,	Uses signs of adverbs related to functions and activities done to parts of the body with appropriate articulation and body language.	use signs of adjectives related to body parts in communication,	Uses some signs of adverb related to functions and activities done to parts of the body with guidance	Uses some signs of the adverb related to functions and activities done to parts of the body with prompt
Ability to use future tenses in describing dreams and aspirations in a given sentence during communication	Use future tenses in describing dreams and aspirations in a given sentence during communication appropriately	Use future tenses in describing dreams and aspirations in a given sentence during communication	Makes significant effort to use some future tenses in describing dreams and aspirations in a given sentence during communication	Use some future tenses in describing dreams and aspirations in a given sentence during communication with guidance.

**Assessment Rubrics for Presenting**

<p><b>Level</b></p> <p><b>Indicator</b></p>	<p><b>Exceeds Expectation</b></p>	<p><b>Meets Expectation</b></p>	<p><b>Approaches Expectation</b></p>	<p><b>Below Expectation</b></p>
<p>Ability to engage in dialogue on greetings at different times of the day,</p>	<p>Engages in dialogue on greetings at different times of the day with proper articulation and appropriate body language</p>	<p>Engages in dialogue on greetings at different times of the day,</p>	<p>Engages in dialogue on greetings at different times of the day without appropriate body language.</p>	<p>Engages in dialogue on greetings at different times of the day with prompts.</p>
<p>Ability to perform pantomime related to activities done in school</p>	<p>performs pantomime related to activities done in school with proper articulation and appropriate body language.</p>	<p>perform pantomime related to activities done in school</p>	<p>perform pantomime related to activities done in school with proper articulation and appropriate body language.</p>	<p>perform pantomime related to activities done in school with appropriate body language.</p>
<p>Ability to signing songs related to the family tree for different occasions</p>	<p>Signing songs related to the family tree for different occasions with appropriate facial expression and body language</p>	<p>Signing songs related to the family tree for different occasions</p>	<p>Makes significant effort to sign songs related to the family tree for different occasions</p>	<p>signs songs related to family for different occasions with guidance</p>

Ability to recognize and use mimicry to describe activities done at home.	Recognizes accurately and uses mimicry with clarity and appropriate body language to describe activities done at home.	Recognizes and uses mimicry to describe activities done at home.	Recognizes mimicry on activities done at home.	Makes minimal effort to recognize or use mimicry to describe activities done at home.
Ability to recognise, identify, sign and use words related to effects of climatic conditions.	Recognises, identifies, signs and uses words related to effects of climatic conditions with accuracy, proper articulation and appropriate body language.	Recognises, identifies, signs and uses words related to effects of climatic conditions.	Recognises and identifies signs of words related to effects of climatic conditions.	Identifies signs of words related to effects of climatic conditions.
Ability to identify, sign and use stories to talk about effects of climatic conditions.	Identifies, signs and uses stories to talk about effects of climatic conditions. with accuracy, proper articulation and appropriate body language.	Identifies, signs and uses stories to talk about activities done at home.	Identifies and signs stories to talk about effects of climatic conditions.	Identifies signs of stories to talk about effects of climatic conditions.
Ability to recognize pantomime on etiquette in hygiene from live presentations or recorded video clips.	Demonstrates excellent understanding and recognition of hygiene etiquette portrayed in pantomime, accurately identifying and interpreting various actions related to cleanliness and hygiene..	recognize pantomime on etiquette in hygiene from live presentations or recorded video clips.	recognizes hygiene etiquette portrayed in pantomime, identifying and interpreting most actions related to cleanliness and hygiene accurately	recognizes hygiene etiquette portrayed in pantomime, often missing or misinterpreting actions related to cleanliness and hygiene.
Ability to sign stories related to functions and activities done to parts of the body	Consistently signs story usings appropriate signs and gestures to depict activities related to body parts with fluency, proper	signs stories related to functions and activities done to parts of the body	inconsistently signs story usings appropriate signs and gestures to depict activities related to body parts with fluency, proper	signs story usings appropriate signs and gestures to depict activities related to body parts with



	articulation of signs and body language		articulation of signs and body language	appropriate body language
Ability to sign a story related to dreams and aspirations for self expression,	Sign a story related to dreams and aspirations of friend for self expression.	Sign a story related to dreams and aspirations for self expression,	Makes significant effort to sign story related to dreams and aspirations for self expression,	Ability to sign a story related to dreams and aspirations for self expression with guidance

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

## Community Service Learning at Lower Primary

At this sub-level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

### Steps in carrying out the integrated CSL activity

#### 1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

## 2) **Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)

Assess the targeted core competencies, values and subject skills.

## 3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why?
- what did not go well and why?
- what can be done differently next time?
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool

### **APPENDIX 1: SUGGESTED ASSESSMENT METHODS**

<b>Observing and Signing</b>	<b>Viewing and Interpreting</b>	<b>Grammar</b>	<b>Presenting</b>
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<ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed question</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed question</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed question</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Peer assessment</li> <li>• Signed question</li> </ul>
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**APPENDIX 2 SUGGESTED LEARNING RESOURCES**

Non-digital	Digital
<ul style="list-style-type: none"> <li>• Models</li> <li>• Workbooks</li> <li>• Manilla papers</li> <li>• Word trees</li> <li>• Storybooks</li> <li>• Poetry books</li> <li>• Pictures and photographs</li> <li>• Charts and realia</li> </ul>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• smart phones</li> <li>• electronic devices</li> <li>• Learner’s interactive materials</li> <li>• KSL DVD’s</li> </ul>

**APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES**

<b>Observing and Signing</b>	<b>Viewing and Interpreting</b>	<b>Grammar</b>	<b>Presenting</b>
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<ul style="list-style-type: none"> <li>• Practice using etiquette in greeting one another in assembly, clubs and societies.</li> <li>• Practice proper handling and care of classroom materials, including how to use them safely and responsibly.</li> <li>• Role-play members of extended family in clubs and societies.</li> <li>• Use signs of structures found at home during assembly, clubs and societies.</li> <li>• Practice using the signs of ICT devices in clubs and societies.</li> <li>• Practices using signs of words related to weather in clubs and societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice greeting one another in assembly, clubs and societies. Using signs of etiquette.</li> <li>• Practice signs related to things found outside the classroom in school clubs and societies.</li> <li>• Sign vocabulary related to extended family with one another in assembly, clubs and societies.</li> <li>• Practice using signs of structures found in clubs and societies.</li> <li>• Practice using signs of ICT devices in clubs and societies.</li> <li>• Use the acquired signs of words related to weather in clubs and societies.</li> <li>• Practice signs of grooming practices during clubs and societies.</li> <li>• Uses signs related to body parts during clubs and societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use signs of adverbs related to etiquette in greetings during clubs, societies and school functions.</li> <li>• Use signs of pronouns related to things found outside the classroom during clubs, societies and school functions.</li> <li>• Use signs of pronouns related to the extended family during clubs, societies and school functions.</li> <li>• Use signs of adjectives to describe structures found at home during clubs, societies and school functions.</li> <li>• Use signs of plurals related to ICT devices during clubs, societies and school functions.</li> <li>• Use signs of words related to weather conditions during clubs and societies.</li> <li>• Practice using signs related to good grooming during clubs and societies.</li> </ul>	<ul style="list-style-type: none"> <li>• practice greetings at different times of the day during clubs, societies and school functions.</li> <li>• sing songs related to things found outside the classroom during clubs, societies and school functions.</li> <li>• Sign songs related to nuclear families during clubs, societies and school functions.</li> <li>• Recite poems related to structures found at home during clubs, societies and school functions.</li> <li>• Practice signing stories related to ICT devices during clubs, societies and school functions.</li> <li>• Recite poems related to various weather conditions during clubs, societies and school functions.</li> <li>• Practice signing poems during school functions, clubs and societies.</li> <li>• Recite(sign) poems related to parts of the body in school clubs, societies and school functions.</li> </ul>
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<ul style="list-style-type: none"><li>• Practice signs of grooming practices during clubs and societies.</li><li>• Uses signs related to body parts during clubs and societies</li><li>• Use signs used in the degree of adverbs related to Hobby during assembly, clubs and societies.</li></ul>	<ul style="list-style-type: none"><li>• Use signs related to hobbies know their friends hobbies during assembly, clubs and societies.</li></ul>	<ul style="list-style-type: none"><li>• Practice using signs related to parts of the body during clubs and societies.</li><li>• Use signs and hobbies to discover their friend's hobbies during assembly, clubs and societies.</li></ul>	<ul style="list-style-type: none"><li>• Use signs hobbies to discover their friend's hobbies during assembly, clubs and societies.</li></ul>
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