



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**PRIMARY CURRICULUM DESIGN**

**ENGLISH**

**GRADE 3**

**FOR LEARNERS WITH VISUAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published in 2017

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## **NATIONAL GOALS OF EDUCATION**

1. **Foster nationalism, patriotism, and promote national unity**  
Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.
2. **Promote social, economic, technological and industrial needs for national development**  
Education should prepare the learner to play an effective and productive role in the nation.
  - a) **Social Needs**  
Education should instil social and adaptive skills in the learner for effective participation in community and national development.
  - b) **Economic Needs**  
Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.
  - c) **Technological and Industrial Needs**  
Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.
3. **Promote individual development and self-fulfillment**  
Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.
4. **Promote sound moral and religious values**  
Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.
5. **Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

## LESSON ALLOCATION AT LOWER PRIMARY

S/ No.	Learning Area	No. of Lessons
1	Braille Literacy Activities/Indigenous Learning Activities	2
2	Kiswahili Language Activities for Learners with Visual Impairment	4
3	English Language Activities for Learners with Visual Impairment	5
4	Mathematics Activities for Learners with Visual Impairment	5
5	Religious Education Activities	3
6	Environmental Activities for Learners with Visual Impairment	4
7	Creative Activities for Learners with Visual Impairment	7
8	Pastoral/ Religious Instruction Programme	1
	<b>Total</b>	<b>31</b>

## **GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION**

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

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

## **ESSENCE STATEMENT**

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language in today's world. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, a solid foundation in the mastery of English must be laid in Early Years Education. This will not only enhance learning in Middle School but will also prepare the learner with visual impairment for future engagements in the national and international arenas. Consequently, the learner with visual impairment must be exposed to targeted interactive tasks in the four language skills and grammar in order to become a proficient user of English by the end of the Early Years Education. Additionally, the learner with visual impairment will be able to progressively demonstrate the expected range of competencies. A deliberate focus on each of the four language skills and grammar is expected even though the interrelatedness between the language skills must be taken into account. It should be noted that grammar in Early Years Education should be implicitly learnt since according to Piaget, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts. Hence, the explicit learning of grammar should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. On the contrary, the learner with visual impairment will be exposed to grammatical structure in an implicit way.

### **GENERAL LEARNING OUTCOMES**

**By the end of Early Years Education, the learner with visual impairment should be able to:**

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

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

### **SUMMARY OF STRANDS AND SUBSTRANDS FOR GRADE 3**



## **STRANDS**

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

## **SUB STRANDS**

### **Listening and speaking**

1. Pronunciation
2. Vocabulary

### **Reading**

1. Fluency
2. Comprehension

### **Language use**

1. Word classes
2. Sentences

### **Writing**

1. Handwriting/Braille writing
2. Spelling
3. Punctuation
4. Guided writing
5. Paragraph

## **THEMES**

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

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

## 1.0 Activities at Home and at School

### Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.1 Listening and speaking</b>	<b>1.1.1 Pronunciation and vocabulary</b> (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the target letter–sound combinations (<i>bl, br, cl, and sound /tʃ/</i>) in oral texts,</p> <p>b) pronounce the words with the target letter-sound combinations (<i>bl, br, cl, and sound /tʃ/</i>) in preparation for reading,</p> <p>c) use the new words learnt to communicate confidently in various contexts,</p> <p>d) appreciate the new words learnt to communicate effectively.</p>	<ul style="list-style-type: none"> <li>• Learners are guided to listen to an oral text with words containing the target – letter sounds combinations as modelled by peers, teacher or audio recording.</li> <li>• Learners are guided to point out words with the target sound combinations from a conversation.</li> <li>• Learners with low vision are guided to watch videos on conversations with words featuring the target letter-sounds: <i>bl, br, cl, and sound /tʃ/</i>. Learners with blindness are guided to listen to videos on conversations with words featuring the target letter-sounds: <i>bl, br, cl, and sound /tʃ/</i>.</li> <li>• Learners practise saying words with the target letter-sound combinations with peers.</li> <li>• Learners play word game with peers involving target sound.</li> <li>• Learners are guided to use new words to construct sentences with peers and give feedback to each other.</li> <li>• Learners are guided to develop a talking tree using vocabulary learnt.</li> </ul>	Why do we pronounce words correctly?

**Core Competencies to be developed:**

- Communication and collaboration: The learner's ability to listen keenly and actively is enhanced as they listen to oral texts and recognise words with the target letter-sound combinations.
- Communication and collaboration (Teamwork): The learner's ability to contribute to group discussions is enhanced as they work with peers to develop a talking tree using the vocabulary learnt.

**Values:**

Respect: A learner appreciates the effort of peers in constructing sentences and gives positive feedback during peer assessment.

**Pertinent and contemporary issues:**

Life skills (Self-awareness): A learner's self-awareness is enhanced as they learn about the activities at home and school.

**Links to other Learning Areas:**

The learner relates the concept of correct pronunciation to learning of similar concept Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources:**

- Digital devices with assistive technologies
- Large print textbooks or braille books
- Pocket charts
- Braille charts
- Print or braille and digital flashcards

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Question (s)
1.2 Reading	1.2.1 Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with target letter-sound combinations <i>bl, br, cl, and sound /tʃ/</i> in a text,</p> <p>b) read a text accurately, at the right speed and with expression for low vision,</p> <p>c) read a text accurately, at the right speed and tonal variation for learners with blindness,</p> <p>a) differentiate the correspondence between spoken words and written words in various contexts.</p>	<ul style="list-style-type: none"> <li>• Learners with low vision watch a video clip/listen to an audio recording/teacher model of target sounds. Learners with blindness listen a video clip/listen to an audio recording/teacher model of target sounds.</li> <li>• Learners with low vision are guided to pick out words containing the target letter- sound combinations <i>bl, br, cl, and sound /tʃ/</i> from a written text. Learners with blindness are guided to pick out words containing the target letter- sound combinations <i>bl, br, cl, and sound /tʃ/</i> from braille text.</li> <li>• Learners with low vision read words with the target letter-sound combinations from either print with appropriate font size and colour contrast or digital stories while learners with blindness from braille materials or digital stories.</li> <li>• Learners engage in timed reading of a text displaying the right emotions</li> </ul>	How do we show emotions when reading a story?

			<p>and feelings with peers.</p> <ul style="list-style-type: none"> <li>Learners with low vision take part in word building activities using pocket charts, print with appropriate font size and colour contrast and digital flash cards. Learners with blindness take part in word building activities using braille charts, braille reference materials and digital braille cards.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication and collaboration: The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts/audio recording and identify words with the target letter-sound combinations correctly.</li> <li>Learning to learn: A learner’s ability to develop relationships is enhanced as they engage in timed reading with peers and give feedback.</li> </ul>				
<p><b>Values:</b></p> <p>Unity: Cooperation is enhanced as the learner collaborates with peers in carrying out activities such as word building and timed reading.</p>				
<p><b>Pertinent Contemporary Issues:</b></p> <p>Life Skills (Self-esteem): A learner acquires an enhanced level of self-esteem as their reading competency improves.</p>				
<p><b>Links to other Learning Areas:</b></p> <p>The learner uses the reading fluency skills to learn similar concept in Kiswahili Language Activities.</p>				
<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>Large print textbooks or braille books</li> <li>Digital devices with assistive technology</li> <li>Charts, flashcards, braille cards</li> <li>Pictures or picture description.</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.2 Reading</b>	<b>1.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify characters and setting in a text for comprehension, b) make predictions and anticipate possible outcomes of a story, c) use context clues to infer meanings of words in a text, d) answer simple direct and indirect questions based on a text, e) appreciate various character traits in a text read for comprehension.	<ul style="list-style-type: none"> <li>● Learners with low vision look at pictures and title of a text and predict the likely order of events in a story with peers. Learners with blindness read picture descriptions and title of a text and predict the likely order of events in a story with peers.</li> <li>● Learners with low vision read a print with appropriate font size and colour contrast or digital text related to the theme. Learners with blindness read a braille and colour contrast or digital text related to the theme.</li> <li>● Learners are guided to identify the main idea/ topic/ purpose in a text.</li> <li>● Learners are guided to discuss the setting and characters in a story with peers.</li> <li>● Learners are guided to respond to direct questions by locating sentences with the answers.</li> <li>● Learners are guided to answer indirect questions using prior knowledge of the target theme.</li> <li>● Learners are guided to list key words or phrases related to the theme from a grade appropriate</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we tell how a story, poem or conversation will end?</li> <li>2. Why is it important to identify the main idea in a text?</li> </ol>

			text.	
<b>Core Competencies to be developed:</b>				
Communication and collaboration: The learner’s ability to speak engagingly is enhanced as they argue out their own points during group discussion.				
<b>Values:</b>				
Respect: A learner appreciates diverse opinions from peers during discussions.				
<b>Pertinent and Contemporary Issues:</b>				
Life skills (Self-esteem): The learner’s self-esteem is nurtured as they answer the comprehension questions correctly.				
<b>Links to other Learning Areas:</b>				
The learner applies the comprehension strategies in reading of texts in other Language Activities.				
<b>Suggested Learning Resources</b>				
<ul style="list-style-type: none"> <li>● Print textbooks in appropriate font size and colour contrast</li> <li>● Braille books</li> <li>● Digital devices with assistive technology,</li> <li>● Charts, flash cards or braille cards,</li> <li>● Pictures or picture description</li> </ul>				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.3 Language Use</b>	<b>1.3.1 Subject-verb agreement</b>  (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) select forms of the verb do from a text,</li> <li>b) use the forms of the verb do show subject verb agreement,</li> <li>c) value the importance of subject-verb agreement in well-formed sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners are guided to listen to a story and pick out forms of the verb ‘do’ (<b>do, does, did</b>).</li> <li>● Learners are guided to answer questions based on the verb do for example             <ul style="list-style-type: none"> <li>- Do you love swimming?</li> <li>- Does he love swimming?</li> <li>- Did she go home?</li> <li>- Did they go home?</li> </ul> </li> <li>● Learners with low vision are guided to form sentences featuring do, does, did from a substitution table. Learners with blindness are guided to form sentences featuring do, does, did from provided braille materials.</li> <li>● Learners are guided to rewrite sentences featuring do, does in the past tense.</li> <li>● Learners are guided to view pictures/charts showing actions by one person and others by more than one person and then answering questions. For example,             <ul style="list-style-type: none"> <li>- Kwamboka walks home every day.</li> </ul> </li> </ul>	<p>Why should we write correct sentences?</p>

			<ul style="list-style-type: none"> <li>- Does she walk home every day?</li> <li>- She does her homework today</li> <li>- She did her homework yesterday.</li> <li>- They do their homework every day.</li> <li>- She did the work</li> <li>- Did they do the work?</li> <li>• Learners are guided to play a language game on subject-verb agreement.</li> </ul>	
<p><b>Core-competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to write clearly and correctly is enhanced as they construct sentences with the correct subject-verb agreement.</li> <li>• Learning to learn: A learner’s ability to develop relationships is enhanced as they play a language game on subject-verb agreement with peers.</li> </ul>				
<p><b>Values:</b> Respect: A learner waits patiently to take turns in constructing sentences using subject-verb agreement.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self- awareness): A learner’s self-awareness is developed as they construct sentences using objects at home and at school.</p>				
<p><b>Link to other Learning Areas:</b> The learner applies knowledge of subject-verb agreement to learning of similar concept in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• digital devices with assistive technology,</li> <li>• charts, flash cards or braille cards,</li> <li>• pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.4 Writing</b></p>	<p><b>1.4.1 Handwriting: Long Words and Descenders for low vision</b></p> <p><b>a) Writing of neat braille work for learners with blindness</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise aspects of good handwriting for effective communication (for learners with low vision),</p> <p>b) recognise aspects of neat braille writing for effective communication (for learners with blindness),</p> <p>c) write words with ascenders and target letter-sound combinations <b>bl, br, ch, and cl</b>, in clear legible handwriting (for learners with low vision ),</p> <p>d) write in neat and legible braille writing (learners with blindness)</p> <p>e) appreciate the importance of writing clearly and legibly for effective communication.</p>	<ul style="list-style-type: none"> <li>• Learners look at a sample text with good handwriting while learners with blindness are guided to tactually explore neat braille writing.</li> <li>• Learners with low vision point out aspects of good handwriting in the text while learners with blindness to tactually feel braille characters to recognise aspects of neat.</li> <li>• Learners are guided to copy letter patterns of the target letter-sound combinations (<b>bl, br, ch, cl</b>) with peers.</li> <li>• Learners are guided to copy words related to the language pattern. Learners with blindness listen to the teacher reading the words and write words related to the language pattern.</li> <li>• Learners with low vision are guided to write words related to the theme in response to a</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we write neatly and legibly?</li> <li>2. How are the letters of the alphabet shaped?</li> </ol>

			<p>picture prompt. Learners with blindness write words related to the theme in response to a picture descriptions prompt.</p> <ul style="list-style-type: none"> <li>Learners are guided to listen to a dictation on sentences using subject-verb agreement and write them.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication and collaboration: The learner’s ability to write clearly and correctly is developed as they write words with descenders and target letter-sound combinations <i>bl, br, ch, and cl</i>.</li> <li>Learning to learn: The learner’s ability to learn independently is enhanced as they practise writing clearly and legibly on their own.</li> </ul>				
<p><b>Values:</b> Respect: A learner positively regards the effort of peers as they try to write clearly and legibly.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Learner Support Programme (Peer education and mentorship): The learner’s ability to mentor others is developed as they model good handwriting to peers.</p>				
<p><b>Links to other learning areas:</b> The learner uses the writing skills to write clearly and legibly in other learning areas.</p>				
<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>Samples of large print materials and Long words and descenders,</li> <li>Samples of neat braille materials,</li> <li>writing pads, thick pointed pencils</li> <li>Braille reference books</li> <li>Print reference materials with appropriate font size and colour contrast.</li> </ul>				

## 2.0 Sharing duties and responsibilities

### Suggested vocabulary

share, duty, responsibility, sweep, mop, wash, duty rota, dishes, chores, spread, feed, animals, graze, set, clear, table

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.1 Listening and Speaking</b>	<b>2.1.1 Pronunciation and vocabulary</b> (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>recognise words with the target letter-sound combinations (<i>'dr'</i>, <i>'fl'</i>, <i>'fr'</i> and <i>'gl'</i>) in sentences,</li> <li>pronounce the target letter-sound combinations (<i>'dr'</i>, <i>'fl'</i>, <i>'fr'</i> and <i>'gl'</i>) in words and sentences correctly,</li> <li>use the vocabulary learnt to communicate appropriately in various contexts,</li> <li>respond to simple specific three-directional instructions in oral communication,</li> <li>realise the role of listening attentively and correct pronunciation for effective communication.</li> </ol>	<ul style="list-style-type: none"> <li>Learner are guided to listen to the teacher model or an audio recording the target letter- sound combinations (<i>'dr'</i>, <i>'fl'</i>, <i>'fr'</i> and <i>'gl'</i>).</li> <li>Learner are guided to pronounce the target letter-sound combinations by taking turns.</li> <li>Learner are guided to listen to and say tongue twisters with the target letter-sound combination.</li> <li>Learner are guided to sing simple songs or recite poems with target letter-sound combinations.</li> <li>Learner are guided to construct simple sentences with peers using the new words and give feedback to each other.</li> <li>Learner are guided to dramatise or role play sharing of responsibilities and duties using vocabulary learnt. Learners with blindness be given one on one demonstration and clear verbal instruction during role play.</li> <li>Learner are guided to listen and respond to three directional instructions with peers.</li> </ul>	<p>Why should we pronounce words correctly?</p>

**Core Competencies to be developed:**

Communication and collaboration: The learner's ability to listen keenly and clearly is enhanced as they listen and respond appropriately to three directional instructions.

**Values:**

Responsibility: A learner engages in assigned roles and duties at home and at school.

**Pertinent and Contemporary Issues:**

- Life skills (Self-awareness): The learner's self-awareness is improved as they learn about the duties at home and at school.
- Social studies as learners recite poems that address the theme of sharing duties and responsibilities, a theme taught in social studies.

**Link to other Learning Areas:**

The learner will apply attentive listening skills in learning of other concepts in all learning areas.

**Suggested Learning Resources:**

- Audio recording or video clips
- Digital devices with assistive technology
- Large print learners' textbooks
- Braille books

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.2 Reading</b></p>	<p><b>2.2.1 Fluency</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target letter-sound combinations (<i>'dr'</i>, <i>'fl'</i>, <i>'fr'</i> and <i>'gl'</i>) for ease of reading,</p> <p>b) read a grade-appropriate text accurately, at the right speed and with expression,</p> <p>c) read a grade-appropriate text accurately, at the right speed and with tonal variation,</p> <p>d) adopt reading simple, short texts from a variety of genres.</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to watch a video or listen to an audio clip as teacher or peers model words featuring the target letter-sound combinations: <i>'dr'</i>, <i>'fl'</i>, <i>'fr'</i> and <i>'gl'</i>. Learners with blindness are guided to listen a video or listen to an audio clip as teacher or peers model words featuring the target letter-sound combinations: <i>'dr'</i>, <i>'fl'</i>, <i>'fr'</i> and <i>'gl'</i>. Provide a verbal descriptions of aspects of videos that require the use of vision.</li> <li>● Learners are guided to pick out words containing the target letter-sound combinations from a written text.</li> <li>● Learners are guided to engage in timed reading of a text displaying appropriate expression, with peers. Learners with blindness be provided one on one demonstration to display the appropriate expression.</li> <li>● Learners are guided to read print texts with appropriate font size and colour contrast from different genres paying attention to punctuation, facial expressions, pace, pitch and</li> </ul>	<p>Why should we read at the right speed?</p>

			<p>volume, with peers. Learners are guided to read braille texts from different genres paying attention to punctuation, facial expressions, pace, pitch and volume with peers. Provide one on one demonstration and clear verbal instructions for facial expressions.</p>	
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**Core Competencies to be developed:**

- Digital literacy: The learner’s ability to interact with digital devices with assistive technology is enhanced as they watch or listen to a video clip.
- Learning to learn: The learner’s ability to learn independently is reinforced as they practise reading texts from different genres accurately, at the right speed and with expression.

**Values:**

Respect A learner appreciates the effort of peers as they engage in timed reading activity.

**Pertinent and Contemporary Issue PCIs:**

Life skills (Self-esteem): The learner’s self-esteem is nurtured as they read fluently.

**Links to other learning areas:**

The learner is able to apply reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources:**

- Appropriate print textbooks
- Braille books
- Digital devices with assistive technology
- Video clips



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.2 Reading</b>	<b>2.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify words related to the theme,</li> <li>b) make predictions and anticipate possible outcomes in a story for comprehension,</li> <li>c) use contextual clues to infer meanings of new words,</li> <li>d) answer direct and inferential questions for comprehension,</li> <li>e) acknowledge reading texts for lifelong learning.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to read a printed with appropriate font size and colour contrast or digital text and pick out words related to the theme. Learners with blindness are guided to read a braille text or digital text to write words related to the theme.</li> <li>● Learners with low vision are guided to look at pictures and title of a text and say what will happen in the story. Learners with blindness are guided to read picture descriptions and title of a text and say what will happen in the story.</li> <li>● Learners are guided to infer meanings of new words using contextual clues.</li> <li>● Learners are guided to discuss the text with peers and locate sentences containing answers to the direct questions based on the text.</li> <li>● Learners are guided to answer inferential questions based on the text read using contextual clues.</li> </ul>	How can we tell how a history/poem will end?

			<ul style="list-style-type: none"> <li>• Learners are guided to make connections between events in the text and real-life experiences.</li> <li>• Learners are guided to engage in a language game using the vocabulary learnt.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and imagination: The learner’s ability to make connections is enhanced as they relate the events in the texts to real life experiences.</li> <li>• Communication and collaboration: The learner’s sense of teamwork is heightened as the learner actively participates in group discussions with peers while observing the rules of engagement.</li> </ul>				
<p><b>Values:</b>  Unity: Cooperation is enhanced as the learner works collaboratively with peers in group activities.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Life skills (Self-esteem): The learner’s self-esteem is improved during the answering of comprehension questions to show understanding.</p>				
<p><b>Links to other learning areas:</b>  The learner is able to apply comprehension strategies in reading of texts in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology</li> <li>• Charts, flash cards or braille cards</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.3</b> <b>Language use</b>	<b>2.3.1</b> <b>Forms of verb ‘do’</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different forms of the verb ‘do’ in a print, braille or digital text, b) use different forms of the verb ‘do’ to construct sentences for effective communication, c) embrace the use of different forms of the verb ‘do’ in communication.	<ul style="list-style-type: none"> <li>● Learners are guided to listen for the forms of verbs ‘do’ from an audio recording/video clip or as modelled by the peers or the teacher. Learners with blindness be provided aspects of videos that require the use of vision.</li> <li>● Learners are guided to construct sentences related to the theme using the different forms of the verb ‘do.’</li> <li>● Learners are guided to recite poems/sing songs about the theme, while using the different forms of the verb ‘do’ with peers.</li> <li>● Learners are guided to type or write sentences formed using the different forms of the verb ‘do’ onto a digital device with assistive technology.</li> <li>● Learners are guided to play a language game with peers using the different forms of the verb ‘do’.</li> </ul>	How do you construct sentences using different forms of the verb ‘do’?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Communication and collaboration: The learner’s ability to speak engagingly is enhanced as they use the different forms of the verb ‘do’ to construct sentences.</li> <li>● Digital literacy: The learner’s ability to interact with digital devices with digital devices with assistive technology is enhanced as they type sentences on a digital device.</li> </ul>				
<b>Values:</b> Unity: Cooperation is enhanced as the learner collaborates with peers in playing language games.				

<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is improved through the use of the various forms of the verb ‘do’ correctly in communication.</p>
<p><b>Link to other Learning Areas:</b> The learner is able to apply the knowledge acquired on the different forms of the verb ‘do’ in learning of similar concept in Kiswahili and Indigenous Languages Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>● Print textbooks in appropriate font size and colour contrast</li> <li>● Braille books</li> <li>● Digital devices with assistive technology,</li> <li>● Charts, flash cards or braille cards,</li> <li>● Pictures or picture description</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.4 Writing</b></p>	<p><b>2.4.1 Handwriting</b></p> <p><b>Braille skills</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise aspects of good handwriting for effective communication for learners with low vision,</p> <p>b) recognise aspects of good braille writing for effective communication for learners with blindness,</p> <p>c) write words related to the theme in clear and legible handwriting or braille writing,</p> <p>d) acknowledge the</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to look at sample of a text with good handwriting while as learners with blindness manipulate a sample of braille text.</li> <li>● Learners are guided to identify aspects of good handwriting such as letter formation, spacing, alignment, capitalization etc, collaboratively. Learners with blindness to identify neat braille writing such as letter formation, spacing, alignment, capitalization.</li> </ul>	<p>Why is it important to write legibly?</p>

		<p>importance of writing correctly, clearly and legibly for different purposes.</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to copy from print with appropriate font size and colour contrast letter patterns of the target letter-sound combinations (<i>dr</i>, <i>fl</i>, <i>fr</i> and <i>gl</i>) with peers. Learners with blindness are guided to individually copy from braille text letter patterns of the target letter-sound combinations (<b>dr</b>, <b>fl</b>, <b>fr</b> and <b>gl</b>).</li> <li>● Learners with low vision are guided to write words related to the theme in response to a picture prompt. Learners with blindness are guided to write words related to the theme in response to a picture description prompt.</li> <li>● Learners are guided to listen to a dictation on sentences using various forms of the verb 'do' and write them.</li> </ul>	
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**Core Competencies to be developed:**

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

**Values:**

Respect: A learner appreciates the effort of and assists peers who are struggling with handwriting.

**Pertinent and Contemporary Issues:**

Learner Support Programmes (Peer Education and Mentorship): The learner's ability to mentor others is enhanced as they demonstrate aspects of good handwriting or braille writing to peers.

**Links to other learning areas:**

The learner is able to apply the handwriting skills or braille writing skills learnt in learning of similar concept in Kiswahili Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

### 3.0 Etiquette

#### Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.1 Listening and speaking</b>	<b>3.1.1 Pronunciation and Vocabulary</b> (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify words with the target letter-sound combinations (<i>'cr'</i>, <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) in a text,</li> <li>pronounce words with the target letter-sound combinations (<i>'cr'</i>, <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) correctly,</li> <li>use vocabulary related to the theme to communicate in various contexts,</li> <li>respond to simple specific three-directional instructions in oral communication,</li> <li>appreciate the use of vocabulary related to the theme for effective communication.</li> </ol>	<ul style="list-style-type: none"> <li>Learners are guided to identify and pronounce words and phrases with letter-sound combinations (<i>'cr'</i>, <i>'pl'</i>, <i>'st'</i> and <i>'sn'</i>) as modelled by the peers/teacher or in an audio recording.</li> <li>Learners are guided to use words which have the target letter-sound combinations to create sentences.</li> <li>Learners are guided to practise tongue twisters, rhymes or poems and pick out the target letter-sound combinations with peers.</li> <li>Learners are guided to listen to audio/video recording of a conversation on etiquette and identify words related to the theme.</li> <li>Learners are guided to</li> </ul>	<ol style="list-style-type: none"> <li>How do we learn new words?</li> <li>Why should we listen attentively?</li> </ol>

			<p>respond to simple specific three-directional instructions.</p> <ul style="list-style-type: none"><li>● Learners with low vision are guided to play a language game involving matching vocabulary learnt to pictures. Learners with blindness are guided to play a language game involving matching vocabulary learnt to pictures description.</li></ul>	
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<p><b>Core Competencies to be developed:</b> Communication and collaboration: The learner’s ability to speak engagingly is enhanced as they use the polite words learnt in everyday conversations.</p>
<p><b>Values:</b> Responsibility: A learner takes up assigned roles as they engage in activities with peers.</p>
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self- awareness): The learner’s self-awareness is enhanced as they learn words related etiquette and use them in every day communication.</p>
<p><b>Link to other Learning Areas:</b> The learner uses the skill of correct pronunciation in learning of similar concept in Kiswahili Language Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.2 Reading</b>	<b>3.2.1 Fluency</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with target letter-sound combinations ( <i>‘cr’ and ‘pl’, ‘st’ and ‘sn’</i> ) in preparation for reading, b) read a grade-appropriate text accurately, at the right speed and with expression for learners with low vision, c) read a grade-appropriate text accurately, at the right speed	<ul style="list-style-type: none"> <li>• Learners are guided to recognise words with target letter-sound combinations (<i>‘cr’ and ‘pl’, ‘st’ and ‘sn’</i>) from a text.</li> <li>• Learners are guided to identify words with the target letter-sound combinations.</li> <li>• Learners with low vision are guided to read a text displaying the right emotions and feelings,</li> </ul>	Why is reading without hesitation important?

		<p>and with tonal variation for learners with blindness, d) adopt reading simple, short texts in a variety of genres.</p>	<p>paying attention to punctuation and tonal variation with peers. Learners with blindness be given one on one demonstration and clear instruction to read a text displaying the right emotions and feelings, paying attention to punctuation and tonal variation with peers.</p> <ul style="list-style-type: none"> <li>• Learners are guided to engage in timed reading, with peers and give positive feedback.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Learning to learn: The learner’s ability to develop relationships is enhanced as they engage in timed reading with peers and give positive feedback.</p>				
<p><b>Values:</b> Unity: Cooperation is improved as the learner works collaboratively with peers to read a text while paying attention to punctuation and tone.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s esteem is enhanced as they acquire reading fluency skills.</p>				
<p><b>Links to other learning areas:</b> The learner is able to apply the reading fluency skills acquired in learning of similar concept in Kiswahili Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.2 Reading</b>	<b>3.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main idea, topic/purpose of the text for inference, b) summarise events in a story to check understanding, c) explain sequence of events in a text, d) appreciate the importance of reading a variety of texts for information.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to read a story in appropriate print or digital form. Learners with blindness are guided to read a story in braille or digital form.</li> <li>● Learners are guided to pick the main idea or topic in the story.</li> <li>● Learners are guided to list the characters in the story with peers.</li> <li>● Learners are guided to discuss the setting of the story with peers.</li>   <li>● Learners are guided to explain what happens in the beginning, middle and end of the story using their own words.</li> <li>● Learners are guided to retell content of the story in a few words using the five-finger model.</li> </ul>	How do we ensure we understand the events in a story?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: The learner’s ability to speak engagingly is enhanced as they retell the story in a few words using the five-finger model.</li> <li>● Creativity <b>and</b> imagination: The learner’s fluency skills are improved as they explain the events in the story from the beginning to the end in their own words.</li> </ul>				

<p><b>Values:</b> Respect: A learner accepts diverse opinions from peers during discussions.</p>
<p><b>Pertinent and Contemporary Issues:</b> Life skills (self-esteem): The learner’s self-esteem/confidence is enhanced as they creatively retell a story.</p>
<p><b>Links to other learning areas:</b> The learner applies comprehension strategies in reading of texts in Kiswahili and Indigenous Language Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>● Print textbooks in appropriate font size and colour contrast</li> <li>● Braille books</li> <li>● Digital devices with assistive technology,</li> <li>● Charts, flash cards or braille cards,</li> <li>● Pictures or picture description</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Language Use	3.3.1 Indefinite pronouns: (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify indefinite pronouns ( <i>nobody, anybody, somebody</i> ) in a text, b) use indefinite pronouns to construct sentences for effective communication, c) acknowledge using indefinite pronouns in day-to-day communication.	<ul style="list-style-type: none"> <li>● Learners are guided to listen to a story/poem/conversation read by the teacher or from digital devices, and identify the indefinite pronouns (<i>nobody, anybody, somebody</i>).</li> <li>● Learners are guided to engage in question-and-answer dialogues using indefinite pronouns, collaboratively.</li> <li>● Learners are guided to create sentences using indefinite pronouns with peers.</li> <li>● Learners are guided to participate in a language game involving the use of indefinite pronouns.</li> </ul>	How do we refer to other people without mentioning their names?

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak engagingly is enhanced as they use indefinite pronouns to construct sentences correctly.</li> <li>• Communication <b>and collaboration</b> (Teamwork): The learner’s ability to work as a team is enhanced as they actively participate in question-and-answer dialogues with peers using indefinite pronouns.</li> </ul>
<p><b>Values:</b> Respect: A learner understands and appreciates the opinion of peers during group activities.</p>
<p><b>Pertinent and Contemporary Issues:</b> <b>Life skills</b> (Self-esteem): The learner’s self-esteem is nurtured as they as they use indefinite pronouns correctly in communication.</p>
<p><b>Links to other Learning Areas:</b> The learner is able to link the concept of indefinite pronouns to learning of similar concept in Kiswahili Language Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.4 Writing</b>	<b>3.4.1 Handwriting Braille writing</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication for low vision, b) recognise aspects of good braille writing for effective communication for low vision, c) write words in clear and legible handwriting or braille writing, d) value the importance of	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to look at a sample text of good handwriting. Learners with blindness are guided to tactually explore samples of text with neat and clear braille writing.</li> <li>• Learners are guided to identify aspects of good handwriting in a text while learners with blindness identify neat braille writing in a text.</li> <li>• Learners are guided to copy</li> </ul>	Why is it important to write neatly and legibly?

		writing clearly and legibly for effective communication.	<p>letter patterns of the target letter-sound combinations (<i>'cr'</i> and <i>'pl'</i>; <i>'st'</i> and <i>'sn'</i>) with peers. Learners with blindness are guided to manipulate the patterns on braille cards and copy letter patterns of the target letter-sound combinations (<i>'cr'</i> and <i>'pl'</i>; <i>'st'</i> and <i>'sn'</i>).</p> <ul style="list-style-type: none"> <li>• Learners are guided to listen to an audio on indefinite pronouns and pick them out.</li> <li>• Learners with low vision are guided to neatly write words related to the theme in response to a picture prompt. Learners with blindness are guided to neatly write words related to the theme in response to a picture description prompt.</li> <li>• Learners with low vision are guided to work with peers to write words or short sentences and give feedback on each other's handwriting while learners with blindness to used appropriate grade of braille.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner's ability to write clearly and correctly is enhanced as they write words in clear and legible handwriting or braille writing.</li> <li>• Learning to learn: The learner's ability to learn independently is enhanced as they practise writing neatly and legibly on their own.</li> </ul>				
<p><b>Values:</b></p>				

Respect is enhanced as the learner appreciates the effort of peers to write clearly and legibly and assists those with writing difficulties.

**Pertinent and Contemporary Issues:**

Learner Support Programmes (Peer Education and Mentorship): The learner’s ability to mentor others is enhanced as they demonstrate aspects of good handwriting to peers and assist them to write correctly.

**Links to other Learning Areas:**

The learner is able to apply the handwriting skill or braille writing skills in learning of similar concept in Kiswahili Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

**4.0 Child rights**

**Suggested vocabulary**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>4.1</b> <b>Listening and Speaking</b></p>	<p><b>4.1.1</b> <b>Pronunciation and Vocabulary</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the target letter-sounds combinations (<i>'wr', 'pr', 'sm', 'st'</i>) in given words for effective communication,</p> <p>b) articulate the words with the target letter-sound combinations (<i>'wr', 'pr', 'sm', 'st'</i>) correctly,</p> <p>c) use new words related to</p>	<ul style="list-style-type: none"> <li>● Learners are guided to identify words with the target letter sound combinations: <i>'wr', 'pr', 'sm', 'st'</i> from an oral text.</li> <li>● Learners are guided to pronounce the target letter-sound combinations by taking turns as modelled by the peers, teacher, or audio recording.</li> <li>● Learners are guided to sing simple songs or recite poems with target letter-sound combinations, with peers.</li> <li>● Learners are guided to construct simple</li> </ul>	<p>Why should we pronounce words correctly?</p>

		<p>the theme in relevant contexts,</p> <p>d) appreciate the importance of listening attentively and using correct pronunciation for effective communication.</p>	<p>sentences with peers using the new words and review each other's work.</p> <ul style="list-style-type: none"> <li>Learners are guided to role play issues related to child's rights, with peers. Learners with blindness be provided one on one demonstration and clear verbal instructions when role playing.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <p>Communication and collaboration: The learner's ability to listen keenly and actively is enhanced as they listen to oral texts, identify words with the target letter-sound combination and pronounce the words correctly.</p>				
<p><b>Values:</b></p> <p>Social justice: A learner fosters inclusivity and non-discrimination as they engage in role play on issues related to child's rights.</p>				
<p><b>Pertinent Contemporary Issues:</b></p> <p>Citizenship (Child's Rights): The learner becomes aware of their rights as they acquire information on child's rights.</p>				
<p><b>Links to other Learning Areas:</b></p> <p>The learner is able to use the attentive listening skills in learning of concepts in other learning areas.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>Print textbooks in appropriate font size and colour contrast</li> <li>Braille books</li> <li>Digital devices with assistive technology,</li> <li>Charts, flash cards or braille cards,</li> <li>Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.2 Reading</b>	<b>4.2.1 Fluency</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound	<ul style="list-style-type: none"> <li>Learners with low vision are guided to recognise words with the sounds ('wr', 'pr' 'sm' and 'st') from a text with appropriate print and</li> </ul>	How can you read a story at a good speed?



		<p>combinations (<i>wr</i>, <i>pr</i> <i>sm</i> <i>and st</i>) in preparation for reading,</p> <p>b) read words with the target letter-sound combinations (<i>wr</i>, <i>pr</i> <i>sm</i> <i>and st</i>) correctly,</p> <p>c) value the importance of reading fluently in a variety of genres.</p>	<p>colour contrast while learners with blindness braille text.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to select words with the target letter sound combinations from a chart while learners with blindness are guided to manipulate a tactual chart and select words with the target letter sound combinations from a braille chart.</li> <li>● Learners are guided to read words with target letter-sound combinations.</li> <li>● Learners are guided to practise reading sentences containing decodable and non-decodable words.</li> <li>● Learners with low vision are guided to engage in timed reading of a grade-appropriate text displaying the right facial expressions, feelings or emotions while learners with blindness be given one on one demonstration and clear verbal instruction of right facial expressions, feelings or emotions.</li> <li>● Learners are guided to recite a choral verse related to the</li> </ul>	
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			theme with peers.	
<b>Core Competencies to be developed:</b>				
Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words on their own.				
<b>Values:</b>				
Unity: A learner collaborates with peers in reciting of choral verses on child’s rights.				
<b>Link to Pertinent and Contemporary Issues:</b>				
Life skill (Self-esteem): The learner’s self-esteem is enhanced as they acquire reading fluency skills.				
<b>Links to other Learning Areas:</b>				
The learner is able to apply the reading fluency skills acquired in learning of similar concepts in Kiswahili Language Activities.				
<b>Suggested Learning Resources</b>				
<ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.2 Reading</b>	<b>4.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) predict the likely outcomes in a story for comprehension, b) answer direct and indirect questions to check for understanding, c) embrace reading a variety of texts for information.	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to observe pictures with appropriate font size and colour contrast and the title of a text and say what is likely to happen in the story, with peers. Learners with blindness are guided to listen to the picture descriptions and the title of a text and say what is likely to happen in the story.</li> <li>• Learners are guided to infer meanings or use contextual clues to find the meaning of new words.</li> </ul>	Why do we predict what will happen in a story before reading?

			<ul style="list-style-type: none"> <li>• Learners are guided to answer direct question by locating sentences containing the answers.</li> <li>• Learners are guided to respond to indirect questions using context clues</li> </ul> <ul style="list-style-type: none"> <li>• Learners are guided to connect events in the story with real-life experiences and discuss with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to write clearly and correctly is enhanced as they write correct answers to comprehension questions.</li> <li>• Creativity and imagination: The learner’s ability to make connections is enhanced as they relate the events in the story to real-life experiences.</li> </ul>				
<p><b>Values:</b> Respect is cultivated in the learner as they appreciate and seek to understand the opinion of peers during discussions.</p>				
<p><b>Pertinent Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is enhanced as they predict the likely outcomes in the story correctly.</p>				
<p><b>Links to other learning Areas:</b> The learner is able to apply the comprehension strategies learnt in reading of texts in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>4.3</b> <b>Language Use</b></p>	<p><b>4.3.1</b> <b>Subject- verb agreement – verb ‘do’</b>  (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) select forms of the verb do ( do, does did) from a text,</p> <p>b) use the forms of the verb do to show subject verb agreement,</p> <p>c) value the importance of subject verb agreement in well-formed sentences.</p>	<ul style="list-style-type: none"> <li>• Learners are guided to listen to a story and pick out forms of the verb ‘do’ (<b>do, does, did</b>).</li> <li>• Learners are guided to answer questions based on the verb do, for example,               <ul style="list-style-type: none"> <li>- <i>Do you love swimming?</i></li> <li>- <i>Does he love swimming?</i></li> <li>- <i>Did she go home?</i></li> <li>- <i>Did they go home?</i></li> </ul> </li> <li>• Learners are guided to form sentences featuring do, does, did from a substitution table.</li> <li>• Learners are guided to rewrite sentences featuring, do, does in the past tense.</li> <li>• Learners with low vision are guided to view pictures/charts while learners with blindness to</li> </ul>	<p>Why should we write correct sentences?</p>

		<p>read a picture description or braille charts showing actions by one person and others by more than one person and then answering questions. For example,</p> <ul style="list-style-type: none"> <li>- Kwamboka walks home everyday</li> <li>- Does she walk home every day?</li> <li>- She does her homework today.</li> <li>- She did her homework yesterday.</li> <li>- They do their homework every day.</li> <li>- She did the work.</li> <li>- Did they do the work?</li> </ul> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to make sentences from substitution tables, with peers. Learners with blindness to make sentences provided by the teacher, with peers.</li> <li>• Learners are guided to construct sentences related to the theme using subject-verb agreement with peers and give feedback.</li> <li>• Learners are guided to play a language game (matching subjects with appropriate verbs) with peers.</li> </ul>	
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**Core-competencies to be developed:**

- **Communication and collaboration:** The learner’s ability to write clearly and correctly is enhanced as they construct sentences with the correct subject-verb agreement.
- **Learning to learn:** The learner’s ability to develop relationships is enhanced as they play a language game on subject-verb agreement

with peers.

**Values:**

Respect is enhanced as the learner waits patiently to take turns in constructing sentences using subject-verb agreement.

**Pertinent and Contemporary Issues:**

Life skills (Self- awareness): The learner’s self-awareness is developed as they construct sentences using objects at home and at school.

**Link to other Learning Areas:**

The learner applies knowledge of subject-verb agreement to learning of similar concept in Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Handwriting Braille writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words related to the theme in clear and legible handwriting, c) value the importance of writing clearly and legibly for effective communication.	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to look at sample of correct, clear, and legible handwriting of a text while learners with blindness manipulate samples of neat braille text.</li> <li>• Learners with low vision are guided to write dictated words ensuring good handwriting and correct spelling while learners with blindness to write in neat braille and correct spelling.</li> </ul>	Why do we write neatly and legibly?

			<ul style="list-style-type: none"> <li>• Learners with low vision are guided to write phrases in response to a picture prompt related to the theme. Learners with blindness are guided to write phrases in response to a picture description prompt related to the theme.</li> <li>• Learners are guided to write sentences related to the theme in good handwriting and with correct spelling while learners with blindness write sentences related to the theme in neat braille and with correct spelling.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and collaboration: The learner’s ability to write clearly and correctly is improved as they write words in clear and legible handwriting or braille writing.</p>				
<p><b>Values:</b>  Respect is enhanced as the learner works together with peers to write neat and legible sentences.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Life skills (Self-esteem): The learner’s self-esteem is nurtured as their handwriting improves through practise in writing neatly and legibly.</p>				
<p><b>Links to other Learning Areas:</b>  The learner is able to use the aspects of good handwriting in learning of similar concept in Kiswahili Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

## 5.0 Occupations

### Suggested vocabulary

work, teacher, nurse, doctor, farmer, banker, secretary, engineer, waiter, mason, tailor, mechanic, earn, employ, skills, job,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.1 Listening and Speaking</b>	<b>5.1.1 Pronunciation And Vocabulary</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound combination ( <i>'sl'</i> , <i>'st'</i> , <i>'sw'</i> , <i>'sp'</i> , <i>'thr'</i> ) in sentences, b) pronounce the target letter-sound combination in words and sentences correctly, c) use the vocabulary learnt to communicate in various contexts, d) respond to simple specific three-directional instructions in oral communication, e) recognise the importance of listening attentively, f) appreciate the importance of listening attentively.	<ul style="list-style-type: none"><li>• Learners are guided to listen to the teacher/audio recording and identify words with the target letter-sound combinations: (<i>'sl'</i>, <i>'st'</i>, <i>'sw'</i>, <i>'sp'</i>, <i>'thr'</i>).</li><li>• Learners are guided to pronounce words with the target letter-sound combinations with peers.</li><li>• Learners are guided to use words with the target letter-sound combinations to create sentences.</li><li>• Learners are guided to listen to stories and identify words related to the theme.</li><li>• Learners with low vision are guided to look for the meaning of vocabulary from pictorial dictionaries and practise using them in sentences. Learners with blindness use digital devices with assistive technology to look for the meaning of vocabulary and practise using them in sentences.</li></ul>	Why is it important to face someone speaking to you?



			<ul style="list-style-type: none"> <li>● Learners are guided to sing songs/ recite poems on the theme.</li> <li>● Learners with low vision are guided to watch a video with content related to the theme. Learners with blindness are guided to listen to a video with content related to the theme. Provide a verbal descriptions of aspects of video that require the use vision.</li> <li>● Learners with low vision are guided to role play different occupations as they record the videos. Learners with blindness are provided with one on one demonstrations and clear verbal descriptions of aspects of videos that require the use of video.</li> <li>● Learners are guided to develop a talking tree using the vocabulary related to the theme, with peers.</li> <li>● Learners are guided to listen and respond to three-directional instructions.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts, recognise words with the target letter-sound combinations and pronounce the words correctly.</li> <li>● Digital literacy: The learner’s ability to create with technology is enhanced as they role play different occupations and records the videos.</li> </ul>				
<p><b>Values:</b> Unity: Cooperation is enhanced as the learner collaborates with peers to develop a talking tree using vocabulary learnt.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-awareness): The learner’s self-awareness is nurtured as they learn about different occupations.</p>				

**Link to other Learning Areas:**

The learner is able to apply the attentive listening skills in learning of other concepts in other learning areas.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>5.2 Reading</b>	<b>5.2.1 Fluency</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with target letter-sound combinations ( <i>'sl', 'st', 'sw', 'sp', 'thr'</i> ), in preparation for reading, b) read a text related to the theme accurately, at the right speed with expression for fluency, c) value the role of reading fluency in learning.	<ul style="list-style-type: none"> <li>● Learners are guided to read words with the target letter-sound combinations (<i>'sl', 'st', 'sw', 'sp', 'thr'</i>) with peers.</li> <li>● Learners are guided to point out words with target letter-sound combinations from a text.</li> <li>● Learners with low vision are guided to engage in timed reading displaying the right emotions and feelings. Learners with blindness are guided to engage in timed reading and be provided one on one demonstration and clear instructions to display the right emotions and feelings.</li> <li>● Learners are guided to read a text paying attention to punctuation and tone.</li> <li>● Learners are guided to read grade appropriate texts related to occupation in the library and share what you have read with peers.</li> </ul>	Why is it important to read fluently?

**Core Competencies to be developed:**

Learning to learn: The learner ability to learn independently is enhanced as they read texts on 'Occupations' and share what they have learnt

with peers.

**Values:**

Unity is encouraged as the learner cooperates with peers in carrying out group activities.

**Pertinent and Contemporary Issues:**

Life skills (Self-esteem): The learner's self-esteem is improved as they read texts fluently.

**Links to other learning areas:**

The learner is able to apply reading fluency skills in learning of similar concept in Kiswahili Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>5.2 Reading</b></p>	<p><b>5.2.2 Comprehension</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify characters and setting in a text for comprehension,</p> <p>b) make predictions and anticipate possible outcomes of a story,</p> <p>c) use context clues to infer meanings of new words in a text,</p> <p>d) answer direct and indirect questions based on a text</p>	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to look at pictures and title of a text with appropriate font size and colour contrast and predict the likely order of events in a story, with peers. Learners with blindness are guided to listen to picture descriptions and title of a text then predict the likely order of events in a story.</li> <li>• Learners are guided to talk about the setting and characters using a variety of clues, with peers.</li> <li>• Learners are guided to infer meanings of new words in a story.</li> <li>• Learners are guided to read a</li> </ul>	<p>How do we tell what is going to happen next in a story?</p>

		read, e) share what they have read in a text.	<p>story and answer direct question by locating sentences containing the answers.</p> <ul style="list-style-type: none"> <li>• Learners are guided to respond to indirect questions using context clues.</li> <li>• Learners are guided to point out the main idea, topic, and purpose in a text.</li> <li>• Learners are guided to connect events in the story with real- life experiences.</li> </ul>	
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**Core Competencies to be developed:**

- Creativity and Imagination: The learner improves their ability to make connections as they relate the events in the story with real-life experiences.
- Communication and collaboration: The learner’s ability to write clearly and correctly is enhanced as they write answers to comprehension questions correctly.

**Values:**  
Respect is developed as the learner appreciates diverse opinions from peers during discussions.

**Pertinent and Contemporary Issues:**  
Life skills (Self-esteem): The learner’s self-esteem is enhanced as they answer comprehension questions correctly to show understanding.

**Links to other Learning Areas:**  
The learner is able to apply the comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p><b>5.3 Language Use</b></p>	<p><b>5.3.1 Singular and plurals of irregular nouns</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify irregular nouns in a print/digital text,</p> <p>b) use singular and plural forms of irregular nouns to talk about the theme,</p> <p>c) appreciate the importance of irregular nouns in communication.</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to pick out irregular nouns and their plural forms from appropriate print text while learners with blindness from braille or digital text.</li> <li>● Learners are guided to form plurals of specific words taking the singular and plural forms of irregular nouns with peers.</li> <li>● Learners are guided to construct sentences about the theme using the plural forms of irregular nouns.</li> <li>● Learners are guided to listen to a story/poem and respond to questions based on singular and plural forms of irregular nouns.</li> <li>● Learners are guided to recite poems/read texts/sing songs containing plurals of irregular nouns with peers.</li> </ul>	<p>How do we refer to things that are more than one?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: The learner’s ability to speak engagingly is enhanced as they construct correct sentences using singular and plurals of irregular nouns.</li> </ul>				
<p><b>Values:</b> Unity: Cooperation is enhanced as the learner collaborates with peers in group activities.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is enhanced as they improve in the use plural forms of irregular nouns.</p>				

**Links to other learning Areas:**

The learner is able to apply knowledge learnt on plurals of irregular nouns in learning of similar concept in Kiswahili Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.4</b> <b>Writing</b>	<b>5.4.1</b> <b>Hand Writing</b>  <b>Braille Writing</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication for learners with low vision, b) recognise aspects of good braille writing for effective communication for learners with blindness, c) write words with target letter-sound combinations ( <i>'sl', 'st', 'sw', 'sp', 'thr'</i> ), in clear and legible handwriting, d) write words with target letter-sound combinations ( <i>'sl', 'st', 'sw', 'sp', 'thr'</i> ), in clear and legible braille writing, e) appreciate the importance of	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to look at samples of texts with good handwriting while learners with blindness to manipulate neat braille writing to identify aspects of neat braille writing.</li> <li>● Learners with low vision are guided to identify aspects of good handwriting while learners with blindness are guided to identify aspects of good braille writing.</li> <li>● Learners are guided to write or copy letter patterns of words with the target letter-sound combinations (<i>'sl', 'st', 'sw', 'sp', 'thr'</i>), with peers.</li> <li>● Learners are guided to listen to a dictation on verbs in the present and past tense and write them.</li> <li>● Learners with low vision are</li> </ul>	How do we write words and sentences neatly and legibly?

		writing clearly and legibly for effective communication.	<p>guided to write words related to the theme in response to a picture prompt. Learners blindness are guided to write words related to the theme in response to a picture description prompt.</p> <ul style="list-style-type: none"> <li>• Learners are guided to type words and phrases using digital devices with assistive technology, with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to write clearly and correctly is enhanced as they write words in clear and legible handwriting or braille writing.</li> <li>• Digital literacy: The learner’s ability to create with technology is improved as they type words and phrases on digital devices with assistive technology.</li> </ul>				
<p><b>Values:</b></p> <p>Respect is enhanced as the learner appreciates the effort of peers to write correctly and assist those with writing difficulties.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Learner Support Programmes (Peer Education and Mentorship): The learner’s ability to mentor others is developed as they model good handwriting to their peers.</p>				
<p><b>Links to other Learning Areas:</b></p> <p>The learner uses the handwriting skills or braille skills to learn similar concept in Kiswahili Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

## 6.0 Technology

### Suggested vocabulary

Computer, record, type, information, internet, email, keyboard, network, send, receive, media, save, drop, mouse, drag, website, upload, draw,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>6.1</b> <b>Listening and Speaking</b></p>	<p><b>6.1.1</b> <b>Pronunciation and Vocabulary</b>  (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the target letter-sounds combinations (<i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>) in given words correctly,</p> <p>b) pronounce the words with the target letter-sound combinations in preparation for reading,</p> <p>c) use vocabulary words related to the theme in relevant contexts,</p> <p>d) respond to simple specific three-directional instructions in oral communication,</p> <p>e) embrace the importance of listening attentively and correct pronunciation for effective communication.</p> <p>f) communication.</p>	<ul style="list-style-type: none"> <li>• Learners are guided to identify and pronounce words with letter- sound combinations sounds: (<i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>) as modelled by the peers/ teacher/ audio recording.</li> <li>• Learners are guided to use words which have the target letter-sound combinations to create sentences with peers.</li> <li>• Learners are guided to recite alliterative words that have the sounds (<i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>).</li> <li>• Learners are guided to listen to audio/video recording of a conversation on technology and identify words related to the theme.</li> <li>• Learners are guided to respond to simple specific three-directional instructions.</li> <li>• Learners are guided to play in a language game with peers, matching the vocabulary learnt with pictures while learners</li> </ul>	<p>Why is it important to pronounce words correctly?</p>



			with blindness are guided to practise matching vocabulary learnt to realia, tactile pictures or models.	
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**Core Competencies to be developed:**

- Digital literacy: The learner’s interaction with digital devices with assistive technology is enhanced as they listen or watch recordings and respond to them appropriately.
- Communication and collaboration: The learner’s ability to speak engagingly is developed as they use vocabulary related to technology in communication.

**Values:**  
 Unity: Cooperation is enhanced as the learner works collaboratively with peers during language games.

**Pertinent and Contemporary Issues:**  
 Life skills (Self-esteem): The learner’s self-esteem is nurtured enhanced as they listen attentively and responds appropriately to instructions.

**Links to other Learning Areas:**  
 The learner uses the skill of correct pronunciation to learn similar concept in Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.2 Reading</b>	<b>6.2.1 Fluency</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations ( <i>/dr/</i> , <i>/gr/</i> , <i>/shr/</i> ) in a text), b) read a text accurately, at the	<ul style="list-style-type: none"> <li>• Learners are guided to pick out words with letter-sound combinations: <i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>, from a chart while learners with blindness to identify words with letter- sound combinations: <i>/dr/</i>, <i>/gr/</i>, <i>/shr/</i>, from braille cards.</li> </ul>	Why should we read well?

		<p>right speed and with expression for low vision,</p> <p>c) read a text accurately, at the right speed and tonal variation,</p> <p>d) appreciate the importance of reading accurately, at the right speed and with expression for effective communication</p>	<ul style="list-style-type: none"> <li>● Learners are guided to blend target sounds to read words with target letter-sound combinations, with peers.</li> <li>● Learners are guided to read words with letters-sound combination correctly.</li> <li>● Learners with low vision are guided to read a text displaying the right facial expressions and tone. Learners with blindness be given one on one demonstration and clear verbal instruction to read a text displaying the right facial expressions and tone.</li> <li>● Learners are guided to engage in timed reading with peers taking appropriate pauses at punctuation marks.</li> <li>● Learners are guided to practise reading sentences containing decodable and non-decodable words.</li> <li>● Learners are guided to participate in reader’s theatre and record what you have read in a personal journal.</li> </ul>	
<ul style="list-style-type: none"> <li>● <b>Core competencies to be developed:</b></li> <li>● Learning to learn: The learner’s ability to learn independently is heightened as they record what they have read in a personal journal.</li> <li>● Communication and collaboration: Teamwork is developed as the learner participates actively in timed reading with peers, observing the rules of engagement.</li> </ul>				
<p><b>Values:</b> Respect is enhanced as the learner appreciates the effort of others as they engage in timed reading and give positive feedback.</p>				

**Pertinent and Contemporary Issues:**

Life skills (Self-esteem): The learner's self-esteem is boosted as they read texts fluently.

**Link to other Learning Areas:**

The learner applies the reading fluency skills acquired when reading texts in Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.2 Reading</b>	<b>6.2.2 Comprehension</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and pictures or picture description, b) respond to direct and indirect questions to show comprehension, c) enjoy reading pictures or picture description and texts for information.	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to predict what will happen after discussing the title and pictures in a story. Learners with blindness are guided to predict what will happen after discussing the title and pictures description in a story.</li> <li>• Learners are guided to infer meanings of new words in a text.</li> <li>• Learners are guided to answer direct questions by locating the sentences with the answers in a story.</li> <li>• Learners are guided to respond to indirect questions from a text using prior knowledge.</li> <li>• Learners are guided to summarise a story/poem/conversation and record.</li> </ul>	Why are pictures or picture description important in a story?

			<ul style="list-style-type: none"> <li>Learners are guided to talk about their own experiences in relation to the story.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication and collaboration: The learner’s ability to write clearly and correctly is improved as they write answers to comprehension questions correctly.</li> <li>Creativity and imagination: The learner’s ability to make connections is developed as they talk about their own experiences in relation to the story.</li> </ul>				
<p><b>Values:</b> Peace is enhanced as the learner displays tolerance with peers when working together.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is heightened as they make relevant predictions about a story based on the title and pictures or picture descriptions.</p>				
<p><b>Link to other Learning Areas</b> The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Language activities</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>Print textbooks in appropriate font size and colour contrast</li> <li>Braille books</li> <li>Digital devices with assistive technology,</li> <li>Charts, flash cards or braille cards,</li> <li>Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.3 Language Use</b>	<b>6.3.1 Future time (will/shall)</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) words that express identify future time/actions for effective communication, b) use 'will'/'shall' to talk about future time/events, c) value the role of 'will' and 'shall' in communicating future time/intentions.	<ul style="list-style-type: none"> <li>• Learners are guided to recognise sentences with words that express future time from a text.</li> <li>• Learners are guided to talk about what they plan to do after school to express future time.</li> <li>• Learners are guided to ask and answer questions using words that express future time with peers.</li> <li>• Learners are guided to sing a song/rhyme using 'will' and 'shall'.</li> <li>• Learners are guided to listen to story, poem or conversation read by the teacher and respond to questions using 'will'/'shall'.</li> </ul>	How would you talk about things that will happen tomorrow or later?
<b>Core Competencies to be developed:</b>				
Communication and collaboration: Teamwork is enhanced as the learner actively participates in question and answer activity with peers using 'shall'/'will'.				
<b>Values:</b>				
Responsibility is developed as the learner takes up roles in question and answer activity with peers.				
<b>Pertinent and Contemporary Issues:</b>				
Life skills (Self-esteem): The learner's self-esteem is boosted as they use will/shall effectively in communication.				
<b>Links to other Learning Areas:</b>				
The learner links the concept of future time to learning of similar concept in Indigenous and Kiswahili Language Activities.				
<b>Suggested Learning Resources</b>				
<ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> </ul>				

- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.4 Writing</b>	<b>6.4.1 Spelling</b>  (2 lessons)	By the end of the sub strand, learner should be able to: a) spell words with the target letter-sound combinations ( <i>dr, gr, shr</i> ) for effective writing, b) write words related to the target theme appropriately for legibility, c) embrace writing words clearly, legibly and correctly.	<ul style="list-style-type: none"> <li>• Learners are guided to spell the words with the letter combinations <i>dr, gr, shr</i>.</li> <li>• Learners with low vision are guided to fill in a crossword puzzle using words with the target letter sound combinations. Learners with blindness to search for words with the target letter sound combinations from a list of jumbled brailled words/digital devices with assistive technology.</li> <li>• Learners are guided to write the words related to the theme from a dictation.</li> <li>• Learners are guided to make words related to the theme from jumbled letters.</li> <li>• Learners with low vision are guided to copy words legibly and correctly from charts/flash cards. Learners with blindness are guided to write words legibly and correctly from braille charts or braille cards.</li> <li>• Learners are guided to generate as many words as they can from a</li> </ul>	Why is correct spelling of words important?

			set of their names, with peers. • Learners are guided to participate in a spelling bee activity with peers.	
<b>Core Competencies to be developed:</b> Communication and collaboration: The learner’s ability to write clearly and correctly is developed as they write words related to the theme correctly.				
<b>Values:</b> Unity: Co-operation is enriched as the learner collaborates with peers in spelling bee and other group activities.				
<b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is enhanced as they spell words correctly.				
<b>Link to other Learning Areas</b> The learner is able to link the concept of correct spelling of words to learning of similar concept in Kiswahili and Indigenous Language activities.				
<b>Suggested Learning Resources</b> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

<b>7.0 Safety</b>				
Suggested vocabulary unusual, yell, dark, road, dangerous, safe, careful, help, danger, fear, risk, panic, threat, careless, report, stranger, parking sign, speed sign, NO parking sign), traffic lights, humps, bus stop, bicycle, handcarts, rumble strips, face mask, clothes, fire, helmet, footpath, sidewalk, smoke, swim, drown, wild animal, poison, germs, wash,				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>7.1 Listening and Speaking</b>	<b>7.1.1 Pronunciation and Vocabulary</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound combinations <i>dw</i> , <i>tw</i> , <i>nk</i> and <i>sq</i> from an oral text, b) use new words in relevant contexts to talk about safety, c) respond to simple specific three-directional instructions in oral communication, d) appreciate the importance of listening attentively and correct pronunciation for effective communication.	<ul style="list-style-type: none"> <li>• Learners are guided to listen to a text featuring the target letter-sound combinations as modelled by the teacher, peer or from an audio recording.</li> <li>• Learners are guided to pick out and pronounce words or phrases with the target letter-sound combinations (<i>dw</i> ,<i>tw</i> ,<i>nk</i> and <i>sq</i>) from the text such as honk, two.</li> <li>• Learners are guided to look at pictures/watch a video showing humps, road sign, rumble strip, pedestrian crossing and talk about them with peers while learners with blindness are guided to feel the bumps from a nearby road and experience signs such as zebra crossing with verbal description.</li> <li>• Learners are guided to use words related to the theme to talk about safety.</li> <li>• Learners are guided to listen to the vocabulary used in short sentences/short</li> </ul>	Why is it important to pronounce words correctly?



			<p>paragraphs/short stories that the teacher reads aloud.</p> <ul style="list-style-type: none"> <li>• Learners are guided to practise using vocabulary learnt to play language games with peers.</li> <li>• Learners with low vision are guided to engage in role play on stories related to safety, with peers. Learners with blindness be given one on one demonstration and clear verbal instructions to engage in role play.</li> <li>• Learners are guided to respond to simple specific three directional instructions.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to listen keenly and actively is improved as they listen to oral texts, recognise and pronounce words with the target letter-sound combinations correctly.</li> <li>• Learning to learn: The learner’s ability to learn independently is enhanced as they apply the knowledge learnt by observing safety precautions</li> </ul>				
<p><b>Values:</b> Responsibility is developed as the learner takes safety measures.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Socio-economic issues (Safety and security): The learner’s safety is heightened as they learn vocabulary related to safety.</p>				
<p><b>Link to other Learning Areas:</b> The learner applies the vocabulary learnt in learning of similar concept in Environmental Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the target letter-sound combinations (<i>dw, tw, nk and 'sq'</i>) in a written text,</p> <p>b) read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>c) enjoy the reading of a variety of texts for reading fluency.</p>	<ul style="list-style-type: none"> <li>• Learners are guided to listen to words with the target letter-sound combinations (<i>dw, tw, nk and 'sq'</i>) from a digital device with assistive or as modeled by the teacher or peer.</li> <li>• Learners are guided to identify and pronounce words and phrases with the target letter-sound combinations.</li> <li>• Learners with low vision are guided to read a text, displaying the right facial expressions and tone when reading. Learners with blindness are given one on one demonstration and clear verbal instructions to read a text, displaying the right facial expressions and tone when reading.</li> <li>• Learners are guided to engage in timed reading a text taking appropriate pauses at punctuation marks.</li> <li>• Learners are guided to practise reading sentences containing decodable and non-decodable words.</li> <li>• Learners are guided to participate</li> </ul>	Why is it important to read words properly?

			in a reader's theatre with peers where they read a text, story or poem related to the theme.	
<b>Core Competencies to be developed:</b>				
Learning to learn: The learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words for reading fluency.				
<b>Values:</b>				
Responsibility is developed as learner acquires self-drive and practises reading fluently on their own.				
<b>Pertinent and Contemporary Issues:</b>				
Life skills (Self-esteem): The learner's self-esteem is boosted as they acquire reading fluency skills.				
<b>Link to other Learning Areas:</b>				
The learner applies reading fluency skills when reading texts in Kiswahili Language Activities.				
<b>Suggested Learning Resources</b>				
<ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.2 Reading</b>	<b>7.2.2 Comprehension</b> (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the main idea in a text to show comprehension, b) make predictions about a story based on the title and pictures, c) respond to direct and	<ul style="list-style-type: none"> <li>• Learners are guided to look at pictures showing a fire, or a road crash or a flood. Learners with blindness read or listen to an audio description of fire, road crash or a flood.</li> <li>• Learners with low vision are guided to look at pictures and read the title of a story to make predictions of what will happen in the text.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you identify the main idea in a text?</li> <li>2. How do you use titles and pictures or picture descriptions to tell about a story?</li> </ol>

		<p>indirect questions to show comprehension,</p> <p>d) embrace reading pictures and texts for information.</p>	<p>Learners with blindness are guided to read at picture descriptions and read the title of a story to make predictions of what will happen in the text.</p> <ul style="list-style-type: none"> <li>• Learners are guided to read/listen to a story from a digital device with assistive technology/as narrated by peers/teacher.</li> <li>• Learners are guided to respond to direct and indirect questions from a text in short simple sentences.</li> <li>• Learners are guided to get clues from the story read to answer direct and indirect questions.</li> <li>• Learners are guided to identify the main idea in a story, poem or conversation on safety, with peers.</li> <li>• Learners are guided to talk about their own experiences in relation to the theme and the story.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Creativity and imagination: The learner’s communication and self-expression skills are enriched as they make relevant predictions about a story based on the title and pictures picture descriptions.</p>				
<p><b>Values:</b>  Unity is enhanced as the learner collaborates with others in group discussions.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Life skills (Self -esteem): The learner’s self-esteem is boosted as they answer questions from a story to show comprehension.</p>				
<p><b>Link to other Learning Areas</b>  The learner applies reading comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.</p>				

### Suggested Learning Resources

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.3 Language Use</b>	<b>7.3.1 Conjunctions (2 lessons)</b>	By the end of the sub strand, the a) learner should be able to: b) identify the target conjunctions ( <i>but, because</i> ) from a written text, c) join phrases using the target conjunctions for effective communication, d) embrace the importance of communicating ideas using the conjunctions.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• phrases using the conjunctions '<i>but</i>' and '<i>because</i>' with peers.</li> </ul>	How do we use the words 'but' and 'because' in sentences?

### Core Competencies to be developed:

Communication and collaboration: The learner's ability to speak clearly and effectively is enhanced as they use conjunctions '**but**' and '**because**' in sentences.

### Values:

**Social justice** is cultivated as the learner fosters inclusivity and non-discrimination as they play language games with peers.

### Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is heightened as they communicate ideas using the target conjunctions.

### Links to other Learning Areas:

The learner applies the knowledge acquired when learning similar concepts in Kiswahili and Indigenous Languages Activities.

### Suggested Learning Resources

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>7.4 Writing</b>	<b>7.4.1 Spelling (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise correct spelling of words with the target letter-sound combinations ( <i>dw-</i> , <i>tw-</i> , <i>-nk</i> , and <i>sq-</i> ) from a written text, b) write compound sentences related to safety using words that contain the target letter-sound combinations for clarity in communication, c) value the importance of writing clearly, and legibly for effective communication.	<ul style="list-style-type: none"> <li>• Learners are guided to identify words with the target letter-sound combinations (<i>dw-</i>, <i>tw-</i>, <i>-nk</i>, and <i>sq-</i>) from a text.</li> <li>• Learners are guided to spell 4-6 letter words with the target letter-sound combinations from a dictation.</li> <li>• Learners are guided to organise jumbled letters to make 4-6 letter words with the target letter-sound combinations.</li> <li>• Learners are guided to spell 4-6 letter words such as wash, fire, water park, stop, path related to the theme, with peers.</li> <li>• Learners are guided to write or copy 4 -6 letter words legibly and correctly.</li> <li>• Learners are guided to form words using the target letter-sound combination, with peers.</li> </ul>	Why should we spell words correctly?

<p><b>Core Competencies to be developed:</b> Communication and collaboration: The learner’s ability to write clearly and legibly is improved as they write compound sentences related to safety using the target conjunctions.</p>
<p><b>Values:</b> Unity is enhanced as the learner collaborates with peers in spelling activities.</p>
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is heightened as they spell words correctly.</p>
<p><b>Link to other Learning Areas:</b> The learner applies the concept of correct spelling of words to learning of similar concept in Kiswahili and Indigenous Language Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>

<p><b>8.0 Domestic animals</b></p> <p><b>Suggested vocabulary</b> pasture, hay, water, donkey, goat, meat, milk, goose, cow, goats, shed, cattle, chicken, graze,</p>				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>8.1 Listening and Speaking</b></p>	<p><b>8.1.1 Pronunciation and Vocabulary</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the target letter-sound combinations (<b>-ft, -ct, -lt, -rd</b>) from an oral text,</p> <p>b) pronounce words with the target letter-sound combinations in</p>	<ul style="list-style-type: none"> <li>• Learners are guided to identify and pronounce words and phrases with the target letter-sound combinations (<b>-ft, -ct, -lt, -rd</b>) as modelled by peers/ teacher/audio recording.</li> <li>• Learners are guided to use words which have the target letter-sound combinations to</li> </ul>	<p>Why is correct pronunciation important in speech?</p>

		preparation for reading, c) use new words related to the theme in relevant contexts, d) respond to simple specific three- directional instructions in oral communication, e) grasp the importance of listening attentively and correct pronunciation in communication.	talk about caring for domestic animals, with peers. <ul style="list-style-type: none"> <li>● Learners are guided to construct sentences using the new words.</li> <li>● Learners are guided to recite rhymes/sing songs using the vocabulary related to the theme, with peers.</li> <li>● Learners are guided to match vocabulary learnt to pictures and objects.</li> <li>● Learners are guided to respond to specific three-directional instructions in oral communication.</li> </ul>	
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**Core Competencies to be developed:**

Learning to learn: The learner’s self-discipline is developed as they collaborate with peers to recite rhymes/sing songs using the vocabulary related to the theme.

**Values:**

Love: The sense of caring is cultivated as the learner acquires information on how to take care of animals.

**Pertinent and Contemporary Issues:**

Socio-economic issues (Animal Welfare Education): The learner acquires information on how to take care of domestic animals.

**Link to other learning areas:**

The learner applies the attentive listening skills to learning concepts in other learning areas.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.2 Reading</b>	<b>8.2.1 Fluency</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations from an oral text, b) pronounce words accurately when reading a text, c) read a grade-appropriate text accurately, at the right speed and with expression, d) read a grade-appropriate text accurately, at the right speed and tonal variation, e) acknowledge the importance of reading fluently for effective communication.	<ul style="list-style-type: none"> <li>● Learners are guided to identify words with the target letter-sound combinations (- ft, -ct, -lt, -rd).</li> <li>● Learners are guided to read words with the target letter-sound combinations.</li> <li>● Learners with low vision are guided to read a text, displaying the right facial expressions and tone when reading. Learners with blindness be given one on one demonstrations and clear verbal descriptions to read a text, displaying the right facial expressions and tone when reading.</li> <li>● Learners are guided to engage in timed reading taking appropriate pauses at punctuation marks.</li> <li>● Learners are guided to recite poems about caring for domestic animals, with peers.</li> <li>● Learners are guided to reads sentences containing decodable and non-decodable words.</li> <li>● Learners are guided to participate in a reader’s theatre with peers where he or she reads some lines or stanzas of a poem.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we read fluently?</li> <li>2. Why is it importance to pause when we read?</li> </ol>
<b>Core competencies to be developed:</b> Communication and collaboration: Team work is promoted as the learner participates in group activities observing the rules of engagement.				
<b>Values:</b>				

Peace: Care is developed as the learner displays tolerance to peers with reading difficulties during reading activities.
<b>Pertinent and Contemporary Issues:</b> Socio-economic issues (Animal Welfare Education): The learner acquires information on how to take care of domestic animals as they recite poems on care of animals.
<b>Link to other Learning Areas:</b> The learner applies the reading fluency skills learnt as they read texts in Kiswahili Language Activities.
<b>Suggested Learning Resources</b> <ul style="list-style-type: none"> <li>● Print textbooks in appropriate font size and colour contrast</li> <li>● Braille books</li> <li>● Digital devices with assistive technology,</li> <li>● Charts, flash cards or braille cards,</li> <li>● Pictures or picture description</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8. 2 Reading</b>	<b>8.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the sequence of events in a text show comprehension, b) make predictions about a story based on the title and picture or picture description, c) respond to direct and indirect questions about a text to show comprehension, d) appreciate the importance of reading fluently for effective communication.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to predict what will happen in a story, based on the title and pictures in the text. Learners with blindness are guided to predict what will happen in a story, based on the title and picture descriptions in the text.</li> <li>● Learners are guided to read/ listen to a story from a digital device /as narrated by peers/teacher.</li> <li>● Learners are guided to get clues from the story read to answer direct and indirect</li> </ul>	How do we make predictions about a story based on the title and picture or a picture description?

			<p>questions.</p> <ul style="list-style-type: none"> <li>• Learners are guided to answer direct and indirect questions from a text.</li> <li>• Learners are guided to retell a story related to the theme, in with peers.</li> <li>• Learners are guided to share their own experiences in relation to the story, with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak confidently is c as they cultivated as they retell a story related to the theme in their own words.</li> <li>• Creativity and imagination: The learner practises making connections as they share their own experiences in relation to the story.</li> </ul>				
<p><b>Values:</b> Unity: Cooperation is enhanced as the learner actively engages in discussions with peers on how to care for domestic animals.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Socio-Economic and Environmental issues (Animal Welfare Education): The learner acquires information on animal welfare as they read texts on how to take care of domestic animals.</p>				
<p><b>Link to other Learning Areas:</b> The learner applies reading comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.3</b> <b>Language use</b>	<b>8.3.1</b> <b>Quantifiers</b> (2 lessons)	By the end of the sub strand, learner should be able to: a) identify sentences that contain quantifiers in a written text, b) use quantifiers in sentences to talk about care for animals, c) embrace using quantifiers in sentences to convey different meanings.	<ul style="list-style-type: none"> <li>• Learners are guided to read a text based on the theme in turns.</li> <li>• Learners are guided to identify quantifiers (<i>some, many, no, all, any</i>) used in a variety of sentences within the text.</li> <li>• Learners are guided to ask and answer questions using the quantifiers in sentences.</li> <li>• Learners with low vision are guided to observe pictures related to the theme and construct sentences using quantifiers, with peers while learners with blindness are guided to read picture descriptions related to the theme and construct sentences using quantifiers, with peers.</li> <li>• Learners are guided to generate sentences from a substitution table. Learners with blindness are guided to generate sentences from a brailed list /digital devices with assistive technology.</li> <li>• Learners are guided to type sentences with quantifier onto a digital device with assistive technology.</li> </ul>	How do we use words to measure or talk about things that can be counted?

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>8.4 Writing</b>	<b>8.4.1 Spelling</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) spell words with the target letter-sound combinations ( <i>-ft, -ct, -lt, -rd</i> ), for effective writing, b) write words related to the theme clearly and legibly, c) embrace writing words clearly, legibly and correctly.	<ul style="list-style-type: none"> <li>• Learners are guided to spell the words with the target letter-sound combinations (<i>-ft, -ct, -lt, -rd</i>).</li> <li>• Learners are guided to make words related to the theme from jumbled letters, with peers.</li> <li>• Learners are guided to write 4-7 letter words from a dictation.</li> <li>• Learners are guided to write or copy words legibly and correctly.</li> <li>• Learners are guided to form words using letters of their names, with peers.</li> </ul>	Why should we spell words correctly?

**Core Competencies to be developed:**

Communication and collaboration: The learner's ability to write clearly and correctly is enhanced as they spell words correctly.

**Values:**

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

**Pertinent and Contemporary Issues:**

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

**Link to other Learning Areas:**

The learner links the concept of correct spelling of words to learning of similar concepts in Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

**9.0 Wild animals**

**Suggested vocabulary**

lion, giraffe, buffalo, rhino, antelope, cheetah, elephant, calm, calf, jump, camp, trumpet, chimpanzee, wild, hunt, prey

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>9.1 Listening and Speaking</b></p>	<p><b>9.1.1 Pronunciation and Vocabulary</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the target letter-sound combinations (<i>-lk, -lf, -lm, -mp</i>), in preparation for reading,</p> <p>b) use new words related to the theme in relevant contexts,</p> <p>c) respond to simple specific three-directional instructions in oral communication,</p> <p>d) appreciate the importance of using the new words in conversations for effective communication.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to read words and phrases with target letter- sound combinations as modelled by the peers/ teacher or audio recording.</li> <li>● Learners are guided to identify words with the target letter-sound combinations:</li> <li>● (<i>-lk, -lf, -lm, -mp</i>).</li> <li>● Learners are guided to recite rhyming words that have the target letter-sound combinations.</li> <li>● Learners are guided to listen to the vocabulary used in short sentences, short paragraphs teacher read aloud stories.</li> <li>● Learners are guided to play a language game with peers using the new words.</li> <li>● Learners are guided to use the vocabulary learnt to talk about wild animals, with peers.</li> <li>● Learners with low vision are guided to match vocabulary learnt to pictures while learners with</li> </ul>	<p>How can we describe people’s faces and movements as they talk?</p>

			blindness are guided to match vocabulary learnt to picture descriptions. <ul style="list-style-type: none"> <li>• Learners are guided to respond to simple specific three-directional instructions.</li> </ul>	
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**Core Competencies to be developed:**  
 Communication and collaboration: The learner’s ability to speak clearly and effectively is developed as they use the vocabulary learnt to talk about wild animals.

**Values:**  
 Integrity is enhanced as the learner exhibits fairness to peers as they play language games.

**Pertinent and Contemporary Issues:**  
 Life skills (Self-esteem): The learner’s self-esteem is heightened as they interpret and responds to instructions correctly.

**Link to other Learning Areas:**  
 The learner applies the attentive listening skills and correct pronunciation of words to learning of similar concepts in Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.2 Reading</b>	<b>9.2.1 Fluency</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations ( <i>-lk, -lf, -lm, -mp</i> ), from a written text,	<ul style="list-style-type: none"> <li>• Learners are guided to recognise words with the target letter-sound combinations from a chart: (<i>-lk, -lf, -lm, -mp</i>).</li> </ul>	Why is it important to read words correctly?

		<p>b) read a grade- appropriate text accurately, at the right speed and with expression for low vision,</p> <p>c) read a grade- appropriate text accurately, at the right speed and intonation,</p> <p>d) enjoy the importance of reading a variety of grade-level texts fluently.</p>	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to select words with the target letter-sound combinations from a chart with appropriate font size and colour contrast with peers. Learners with blindness are guided to select words with the target letter-sound combinations from a braille chart.</li> <li>• Learners are guided to read sentences containing decodable and non-decodable words.</li> <li>• Learners with low vision are guided to engage in timed reading of a text taking appropriate pauses at punctuation marks, displaying the right facial expressions and tone. Learners with blindness be given one on one demonstration and clear verbal descriptions to engage in timed reading of a text taking appropriate pauses at punctuation marks, displaying the right facial expressions and tone.</li> <li>• Learners are guided to recite a poem with peers about wild animals.</li> </ul>	
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**Core competencies to be developed:**  
 Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading texts at the right speed, displaying the right facial expressions and tone.



<p><b>Values:</b> Responsibility is inculcated as the learner takes up role in reciting a poem with peers about wild animals.</p>
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is boosted as they acquire reading fluency skills.</p>
<p><b>Link to other Learning Areas:</b> The learner applies the reading fluency skills acquired when reading texts in Kiswahili and Indigenous Language Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Chart with appropriate font size and colour contrast</li> <li>• Braille chart</li> <li>• Braille reference books</li> <li>• Print reference material with appropriate font size and colour contrast</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	<p><b>9.2.2 Comprehension</b></p> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) make predictions about a story based on the title and pictures,</p> <p>b) respond to direct and indirect questions about a text to show comprehension,</p> <p>c) visualise characters, events, and places for comprehension,</p> <p>d) enjoy reading pictures and texts for information.</p>	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to brainstorm with peers the possible outcomes of the story based on the title and pictures while learners with blindness to brainstorm with peers the possible outcomes of the story based on the title and picture descriptions.</li> <li>• Learners are guided to identify the characters and setting of a story.</li> <li>• Learners are guided to locate sentences in the text to respond to direct questions.</li> <li>• Learners are guided to answer indirect questions from the text read using contextual clues.</li> <li>• Learners are guided to develop a concept map with peers from the text read.</li> </ul>	<p>How do we identify and describe the characters in a story?</p>

			<ul style="list-style-type: none"> <li>Learners are guided to retell a story to peers in a few words.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and collaboration: The learner’s ability to speak confidently is improved as they retell the story to peers in a few words.</li> <li>Creativity and <b>imagination</b>: The learner’s ability to make connections is enhanced as they predict events/outcomes of a story based on the title and pictures or picture descriptions.</li> </ul>				
<b>Values:</b> Unity: Cooperation is promoted as the learner collaborates with peers to develop a concept map from the text read.				
<b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is enhanced as they respond to direct and indirect questions from a text correctly.				
<b>Link to other Learning Areas:</b> The learner applies the comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				
<b>Suggested Learning Resources</b> <ul style="list-style-type: none"> <li>Print textbooks in appropriate font size and colour contrast</li> <li>Braille books</li> <li>Digital devices with assistive technology,</li> <li>Charts, flash cards or braille cards,</li> <li>Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.3 Language Use</b>	<b>9.3.1 Opposites</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the opposites of different words for effective communication, b) use opposites to construct sentences related to the theme,	<ul style="list-style-type: none"> <li>Learners are guided to identify opposites from a group of words in a text.</li> <li>Learners are guided to tell stories about wildlife conservation using the opposites of a variety of words, with peers.</li> <li>Learners are guided to construct</li> </ul>	Why is it important to learn about opposites of words?

		c) appreciate the use of opposites in communicating ideas.	<p>sentences using the opposites of words related to the theme, with peers.</p> <ul style="list-style-type: none"> <li>• Learners are guided to use opposites to respond to questions from a story, poem or a conversation.</li> <li>• Learners are guided to play a language game that involves identifying opposites of different words.</li> </ul>	
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**Core Competencies to be developed:**

Communication and collaboration: The learner’s ability to speak confidently is enhanced as they construct sentences using the opposites of words.

**Values:**

Social justice is achieved as the learner fosters inclusivity and non-discrimination as they play language games with peers.

**Pertinent and Contemporary Issues:**

Life skills (Self-esteem): The learner’s self-esteem is heightened as they use opposites of words in speech correctly.

**Links to other Learning Areas:**

The learner applies the knowledge on opposites to learning of similar concept in Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>9.4 Writing</b>	<b>9.4.1 Punctuation - The Comma</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the comma in a text related to the theme, b) use the comma correctly in writing lists of items, c) embrace the use of the commas in writing.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to recognise commas from a text on wall charts/chalk board/ digital and print resources while learners with blindness to recognise commas from a text on braille charts/ digital devices with assistive technology and braille resources.</li> <li>● Learners are guided to use comma correctly in writing exercises, with peers.</li> <li>● Learners are guided to use commas to write lists of items/names, with peers.</li> <li>● Learners are guided to role play conversations with peers using commas.</li> <li>● Learners are guided to write down some sentences using the comma to separate list of items.</li> </ul>	How do we decide where to pause when reading a text?
<b>Core Competencies to be developed:</b>				
Communication and collaboration: Teamwork is developed as the learner actively participates in role play conversations with peers observing the rules of engagement.				
<b>Values:</b>				
Love is cultivated as the learner portrays a caring attitude towards the peers as they work together.				
<b>Pertinent and Contemporary Issues:</b>				
Life skills (Self-esteem): The learner's self-esteem is nurtured as they use the commas correctly in writing.				
<b>Links to other Learning Areas:</b>				
The learner links the concept of comma to learning of similar concept in Kiswahili and Indigenous Language Activities.				
<b>Suggested Learning Resources</b>				
<ul style="list-style-type: none"> <li>● Print textbooks in appropriate font size and colour contrast</li> <li>● Braille books</li> </ul>				

- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

## 10.0 Festivals

### Suggested vocabulary

wedding, birthday, Christmas, Easter, Idd, Diwali, food, tent, guests, invite, weekend, party, music, dance,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>10.1 Listening and Speaking</b>	<b>10.1.1 Pronunciation and Vocabulary</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound combinations ( <b>-mb, - nt, - nd, -nch</b> ), in preparation for reading, b) pronounce words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) appreciate the importance of listening attentively for effective communication.	<ul style="list-style-type: none"> <li>• Learners are guided to listen to a text and point out words featuring the target letter- sound combinations: (<b>-mb, - nt, -nd, -nch</b>).</li> <li>• Learners are guided to practise saying words with the target letter-sound combinations with peers.</li> <li>• Learners are guided to recite rhyming words that have the target letter-sound combinations.</li> <li>• Learners are guided to construct simple sentences with peers using the new words and give feedback.</li> <li>• Learners are guided to develop a talking tree using the vocabulary related to the theme, with peers.</li> <li>• Learners are guided to respond to simple specific three- directional instructions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we learn new words?</li> <li>2. How can we pronounce words correctly?</li> </ol>

**Core Competencies to be developed:**

- Communication and collaboration: The learner's ability to listen keenly and actively is improved as they listen to a text and point out words featuring the target-letter sound combinations.
- Communication and collaboration: Teamwork is promoted as the learner works collaboratively with peers to develop a talking tree observing the rules of engagement.
- Citizenship (Social-cultural sensitivity and awareness): The learner acquires information on the festivals and celebrations in the different communities.

**Values:**

Respect is inculcated as the learner appreciates the effort of peers in constructing sentences and gives positive feedback.

**Pertinent and Contemporary Issues:**

Life skills (Self-awareness): The learner's self-awareness is heightened as the learner gets information on the festivals and celebrations in their communities.

**Link to other Learning Areas:**

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

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>10.2 Reading</b>	<b>10.2.1 Fluency</b>  (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target letter-sound combinations <b><i>'mb', 'nt', 'nd' and 'nch'</i></b>, in preparation for reading,</p> <p>b) read a grade-appropriate text accurately, at the right speed and with expression.</p> <p>c) read a grade-appropriate text accurately, at the right speed and tonal variation,</p> <p>d) acknowledge the importance of reading accurately, at the right speed and with expression for effective communication.</p>	<ul style="list-style-type: none"> <li>• Learners are guided to select and read words with the target letter-sound combinations from a text: <b><i>'mb', 'nt', 'nd' and 'nch'</i></b>.</li> <li>• Learners are guided to practise reading sentences containing decodable and non-decodable words.</li> <li>• Learners are guided to engage in timed reading with peers.</li> <li>• Learners with low vision are guided to read a text displaying the right facial expression and tone when reading while learners with blindness be given one on one demonstration and clear verbal description to read a text displaying the right facial expression and tone when reading.</li>   <li>• Learners are guided to participate in a reader's theatre with peers where he or she reads some lines or stanzas of a poem.</li> </ul>	<p>How can we improve our reading speed?</p>
<p><b>Core competencies to be developed:</b>            Learning to learn: The learner's ability to learn independently is enhanced as they practise reading texts at the right speed and with the right</p>				

expressions on their own.
<b>Values:</b> Respect is cultivated as the learner appreciates the effort of peers during timed reading and gives positive feedback.
<b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is raised as they acquire reading fluency skills.
<b>Link to other Learning Areas:</b> The learner applies reading fluency skills acquired in learning of texts in Kiswahili Language Activities.
<b>Suggested Learning Resources</b> <ul style="list-style-type: none"> <li>● Print textbooks in appropriate font size and colour contrast</li> <li>● Braille books</li> <li>● Digital devices with assistive technology,</li> <li>● Charts, flash cards or braille cards,</li> <li>● Pictures or picture description</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>10.2 Reading</b>	<b>10.2.2 Comprehension</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and picture or picture description, b) visualise characters and events in a text to show comprehension, c) appreciate reading pictures and texts for	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to look at the pictures, title and discuss what they think will happen in the story while learners with blindness to read the picture descriptions, title and discuss what they think will happen in the story.</li> <li>● Learners are guided to read the text answer direct questions by locating sentences in the story with the answers.</li> <li>● Learners are guided to respond</li> </ul>	How can we used pictures or picture description to understand a story?



		information.	<p>to indirect questions using context clues.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to visualise and draw characters and events in a text with peers. Learners with blindness to write characters and events in a text with peers.</li> <li>• Learners with low vision are guided to share the pictures with peers and give feedback. Learners with blindness are guided to share the picture descriptions with peers and give feedback.</li> <li>• Learners are guided to talk about their own experiences in relation to the story.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak engagingly is developed as they talk about their own experiences in relation to the story.</li> <li>• Creativity and imagination: The learner’s communication and self-expression skills are enhanced as they visualize and draw characters and events in a text.</li> </ul>				
<p><b>Values:</b> Respect is inculcated as the learner appreciates the pictures drawn by peers and gives positive feedback.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is boosted as they answer comprehension questions correctly.</p>				
<p><b>Link to other Learning Areas:</b> The learner applies comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> </ul>				

- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>10.3</b> <b>Language use</b></p>	<p><b>10.3.1</b> <b>Prepositions</b></p> <ul style="list-style-type: none"> <li>▪ <i>next to,</i></li> <li>▪ <i>around,</i></li> <li>▪ <i>near,</i></li> <li>▪ <i>by,</i></li> <li>▪ <i>along,</i></li> <li>▪ <i>after,</i></li> <li>▪ <i>under</i></li> </ul> <p>(2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify the target prepositions in a text,</li> <li>b) use the target prepositions to describe the position, location and direction of things accurately,</li> <li>c) appreciate the use of prepositions to describe the position and location of people, places and things.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners are guided to identify the target prepositions (<i>next to, around, near, by, along, after, under</i>) in a written or audio text.</li> <li>• Learners with low vision are guided to describe the positions of different objects in the classroom, at school or home. Learners with blindness be given one on one support and clear verbal description to tactually manipulate the real objects to describe the positions of different objects in the classroom.</li> <li>• Learners are guided to listen to and answer oral questions related to prepositions in a story/poems/song.</li> <li>• Learners are guided to place objects at different points in relation to the prepositions learnt and ask their peers to use suitable prepositions to describe their location.</li> <li>• Learners are guided to</li> </ul>	<p>How do you describe the position of something?</p>

			<p>construct sentences using prepositions in relation to a prompt and give feedback.</p> <ul style="list-style-type: none"> <li>• Learners are guided to sing short songs/rhymes that contain prepositions.</li> <li>• Learners are guided to play language games involving prepositions.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak clearly and effectively is improved as they use prepositions to describe the position, location and direction of things.</li> <li>• Communication <b>and</b> collaboration: The learner’s teamwork spirit is enhanced as they construct sentences with peers using prepositions and give feedback.</li> </ul>				
<p><b>Values:</b> Social justice is inculcated as the learner fosters inclusivity and non-discrimination to peers as they play language games featuring prepositions.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is nurtured as they perfect the use prepositions in communication.</p>				
<p><b>Links to other Learning Areas:</b> The learner applies the knowledge acquired on prepositions to learning of similar concepts in Kiswahili Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>10.4 Writing</b></p>	<p><b>10.4.1 Punctuation</b>  (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise the target punctuation marks (<i>capital letters, full stops, question marks and exclamation marks</i>) in a text,</p> <p>b) use the target punctuation marks correctly in writing,</p> <p>c) embrace correct use of punctuation marks in writing.</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to identify the <i>capital letters, full stops, question marks and exclamation marks</i> from sample writings on wall charts/chalk board/digital devices with assistive technology or print resources with appropriate font size and colour contrast. Learners with blindness are guided to identify the full stops, question marks and exclamation marks from sample writings from a braille text or digital devices with assistive technologies or braille resources.</li> <li>● Learners are guided to practise using the target punctuation marks correctly in written exercises, with peers.</li> <li>● Learners are guided to play games that involve placing the target punctuation marks correctly in a text.</li> <li>● Learners are guided to write sentences using the target punctuation marks.</li> <li>● Learners are guided to engage in role play in which target punctuation marks are used with peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is proper punctuation important in communication?</li> <li>2. How do we write sentences correctly?</li> </ol>

**Core Competencies to be developed:**

- Communication and collaboration: The learner's ability to write clearly and correctly is enhanced as they use punctuation marks correctly in writing.
- Learning to learn: The learner's self-discipline is inculcated as they practise using the target punctuation marks correctly in writing on their own.

**Values:**

Unity: Cooperation is enhanced as the learner actively engages in role play activities with peers.

**Pertinent and Contemporary Issues:**

Life skills (Self-esteem): The learner's self-esteem is boosted as they use the target punctuation marks correctly.

**Link to other Learning Areas:**

The learner applies the knowledge on punctuation marks to learning of similar concepts in Kiswahili and Indigenous Language activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

## 11.0 Play time and games

### Suggested vocabulary

games, break, kick, ankle, kind, find, field, win, toys, play, together, rough, score, attend, tired, ball, football, athlete, coach, referee, spectator, stadium, field, basketball, hockey, rugby, volleyball, race, hide and seek, skip, jump, throw,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.1 Listening and Speaking</b>	<b>11.1.1 Pronunciation and Vocabulary</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognize words with the target letter-sound combinations: - <i>nkl</i> , - <i>pt</i> , - <i>nth</i> , - <i>nd</i> , in an oral text, b) pronounce words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) appreciate the importance of using the new words in conversations for effective communication.	<ul style="list-style-type: none"> <li>• Learners are guided to identify and pronounce words and phrases with the target letter-sound combinations (-<i>nkl</i>, -<i>pt</i>, -<i>nth</i>, -<i>nd</i>), as modelled by the peers/teacher or audio recording.</li> <li>• Learners are guided to listen to the new words in short sentences/short paragraphs/ teacher read aloud stories and give their meanings.</li> <li>• Learners are guided to construct sentences using the new words to talk about play time and games.</li> <li>• Learners with low vision are guided to practise the new words in a language game of matching vocabulary and pictures with peers while learners with blindness to practise the new words in a language game of matching</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to learn new vocabulary?</li> <li>2. How can we communicate with people apart from using the spoken word?</li> </ol>

			<p>vocabulary and picture descriptions or objects.</p> <ul style="list-style-type: none"> <li>• Learners are guided to recite rhymes/sing songs, using the vocabulary related to the theme.</li> <li>• Learners with low vision are guided to interpret facial expressions and gestures in posters/digital pictures/demonstration while learners with blindness be given one on one demonstration and clear verbal descriptions to interpret facial expressions and gestures in posters/digital pictures descriptions/demonstration.</li> <li>• Learners are guided to listen and respond to simple specific three-directional instructions.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak clearly and effectively is enhanced as they construct sentences about play time and games using the new words.</li> <li>• Learning to learn: The learner’s ability to develop relationships is enhanced as they collaboratively practise pronunciation of words with target letter-sound combinations with peers.</li> </ul>				
<p><b>Values:</b> Respect: Patience is enhanced as the learner takes turn to listen to peers during discussions.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner acquires high level of self-esteem as they interpret and respond to instructions appropriately.</p>				
<p><b>Links to other Learning Areas:</b> The learner applies pronunciation skills to learning of similar concept in Kiswahili and Indigenous Language Activities.</p>				

### Suggested Learning Resources

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.2 Reading</b>	<b>11.2.2 Fluency</b> (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target letter-sound combinations (<b>-nkl, -pt,-nth, -nd</b>), in preparation for reading in a written text,</p> <p>b) read a grade- appropriate text accurately, at the right speed and with expression,</p> <p>c) read a grade- appropriate text accurately, at the right speed and intonation,</p> <p>d) enjoy reading simple short narratives for information.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to pick out words with the target letter-sound combinations: <b>-nkl, -pt,-nth, -nd</b> from a text.</li> <li>● Learners are guided to read the words with letter-sound combinations aloud in turns.</li> <li>● Learners with low vision are guided to read a text, displaying the right facial expressions and tone when reading while learners with blindness be given one on one demonstration and clear verbal instructions to read a text, displaying the right facial expressions and tonal variation when reading.</li> <li>● Learners are guided to engage in timed reading taking appropriate pauses at punctuation marks as they read a text.</li> <li>● Learners are guided to practise reading sentences containing decodable and non-decodable words.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we to read well?</li> <li>2. How can someone read fluently?</li> </ol>



			<ul style="list-style-type: none"> <li>Learners are guided to participate in a reader's theatre with peers.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Learning to learn: The learner's self-discipline is promoted as they read grade- appropriate texts accurately, at the right speed and with expression.</li> <li>Communication and collaboration: Teamwork is cultivated as the learner actively participates in a reader's theatre with peers.</li> </ul>				
<b>Values:</b> Respect is developed as the learner appreciates the effort of peers in reading fluently.				
<b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner acquires a high level of self-esteem as they read fluently.				
<b>Link to other Learning Areas:</b> The learner applies reading fluency skills when reading texts in Kiswahili language activities.				
<b>Suggested Learning Resources</b> <ul style="list-style-type: none"> <li>Print textbooks in appropriate font size and colour contrast</li> <li>Braille books</li> <li>Digital devices with assistive technology,</li> <li>Charts, flash cards or braille cards,</li> <li>Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	11.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>make predictions about a story based on the title and picture or picture description,</li> <li>infer meanings of new words using contextual clues,</li> <li>respond to direct and indirect questions from a text for</li> </ol>	<ul style="list-style-type: none"> <li>Learners with low vision are guided to look at the story title and pictures and guess what will happen in the story. Learners with blindness are guided to read the story title and picture descriptions and guess what will happen in the story.</li> <li>Learners are guided to get meanings of new words using</li> </ul>	Why do we need to summarise what we read?

		<p>comprehension,  d) summarise information from a text for comprehension,  e) embrace reading pictures or picture description and texts for information.</p>	<p>contextual clues.</p> <ul style="list-style-type: none"> <li>• Learners are guided to respond to direct and indirect questions from a text.</li> <li>• Learners are guided to retell a story, poem or conversation based on the theme with peers.</li> <li>• Learners are guided to summarise the story read in one sentence.</li> <li>• Learners are guided to talk about their own experiences in relation to the story.</li> <li>• Learners are guided to role play scenarios in a story. Learners with blindness be given one on one demonstration and clear instruction to role play.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak engagingly is improved as they retell a story, poem or conversation using their own words.</li> <li>• Creativity and imagination: The learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story.</li> </ul>				
<p><b>Values:</b>  Responsibility: Self-drive is heightened as the learner takes initiative to get clues from the story read to answer indirect questions.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Social-economic issues (Safety and security): The learner gains and uses information on safety during playtime and games.</p>				
<p><b>Link to other Learning Areas</b>  The learner uses the comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> </ul>				

- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>11.3</b> <b>Language use</b>	<b>11.3.1</b> <b>Comparatives and superlatives</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise comparatives and superlatives ( <i>-er and -est</i> ) used to describe people and things from a text, b) use comparatives and superlatives for effective communication, c) value the importance using comparatives and superlatives to describe people, things and places.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to read a story/poem/conversation from a print text book or a digital device with assistive technology. Learners with blindness are guided to read a story/poem/conversation from a braille text book or a digital device with assistive technology.</li> <li>● Learners are guided to identify comparatives and superlatives used in various sentences within the text.</li> <li>● Learners are guided to talk about objects/people using superlatives and comparatives.</li> <li>● Learners are guided to construct sentences using comparatives and superlatives with peers.</li> <li>● Learners are guided to role play a scenario related to the theme, using comparatives and superlatives. Learners with blindness be given one on one demonstration and clear verbal instruction to role play.</li> <li>● Learners are guided to play a language game that require the use of comparatives and superlatives.</li> </ul>	How do we compare people and things using words?

<p><b>Core Competencies to be developed:</b> Communication and collaboration: The learner’s ability to speak in an appealing manner is enhanced as they use comparatives and superlatives to describe people and things.</p>
<p><b>Values:</b> Unity: Cooperation is inculcated as the learner collaborates with peers to play language games.</p>
<p><b>Pertinent and Contemporary Issues:</b> Life skills (Self-esteem): The learner’s self-esteem is boosted as they use comparatives and superlatives correctly in communication.</p>
<p><b>Link to other Learning Areas:</b> The learner applies the knowledge on comparatives and superlatives adjectives to learning of similar concepts in Kiswahili Languages Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>● Print textbooks in appropriate font size and colour contrast</li> <li>● Braille books</li> <li>● Digital devices with assistive technology,</li> <li>● Charts, flash cards or braille cards,</li> <li>● Pictures or picture description</li> </ul>

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>11.4 Writing</b>	<b>11.4.1 Guided Writing (2 lessons)</b>	<p>By the end of the sub strand, th learner should be able to:</p> <ol style="list-style-type: none"> <li>a) recognise the names of the objects in pictures related to the theme,</li> <li>b) write names from picture prompts to demonstrate mastery of vocabulary,</li> <li>c) appreciate the importance of writing correctly.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to name different objects in pictures provided. Learners with blindness name different objects in picture description provided.</li> <li>● Learners are guided to respond to the prompts presented and write names of objects.</li> <li>● Learners with low vision are guided to draw, colour and name the objects related to the theme, with peers while learners with blindness write and</li> </ul>	<p>Why is it important to correctly write names of objects?</p>

			<p>name the objects related to the theme with peers.</p> <ul style="list-style-type: none"> <li>• Learners are guided to fill in gaps using the correct words. Learners with blindness rewrite words.</li> <li>• Learners with low vision are guided to match pictures with their names while learners with blindness to match picture description/objects with their names.</li> </ul>	
<p><b>Core competencies to be developed</b>  Communication and collaboration: The learner’s ability to write clearly and correctly is developed as they write names from picture prompts to demonstrate mastery of vocabulary.</p>				
<p><b>Values:</b>  Unity: Cooperation is promoted as the learner collaborates with others in group activities.</p>				
<p><b>Pertinent and contemporary Issues:</b>  Life Skills (Self- esteem): The learner’s self-esteem is enhanced as they name objects correctly.</p>				
<p><b>Link to other Learning Areas:</b>  The learner uses the writing skills to write clearly and correctly in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

**12.0 Food and Diseases****Suggested vocabulary**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.1</b> <b>Listening</b> <b>and</b> <b>Speaking</b>	<b>12.1.1</b> <b>Punctuation and</b> <b>Vocabulary</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the target letter-sound combinations ( <i>gr- pr- , -ew'</i> ) in given words, b) pronounce words with the target letter-sound combinations, c) use vocabulary related to the theme in the relevant context, d) enjoy listening attentively and responding appropriately for effective communication.	<ul style="list-style-type: none"> <li>● Learners are guided to listen attentively for the target letter sounds combinations (<i>gr- pr- , -ew'</i>) in different words from an audio recording,</li> <li>● Learners are guided to say words with the target letter sound combination and record using a digital device with assistive technology,</li> <li>● Learners are guided to listen to the new words in short sentences/short paragraphs/teacher-read stories and write them down.</li> <li>● Learners are guided to collaboratively give the meaning of the words based on the context.</li> <li>● Learners with low vision are guided to practise new words in response to picture cues while learners with blindness are guided to practise new words in response to picture description cues.</li> <li>● Learners are guided to dramatise scenarios using the vocabulary words</li> </ul>	Why should we listen attentively?

			<p>to talk about food and diseases.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to practise the new words in a language game of matching vocabulary and pictures while learners with blindness fish out braille cards with the target vocabulary.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to listen keenly and actively is developed as they listen to oral texts, recognises words with the target letter-sounds and pronounces them correctly.</li> <li>• Digital literacy: The learner’s ability to interact with digital technology is improved as they say words with the target letter sound combination and record using a digital device with assistive technology.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: Accountability is inculcated as the learner collaboratively gives the meaning of the words based on the context.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Life skills (Self-esteem): The learner’s self-esteem is boosted as they use vocabulary learnt to talk about food and diseases.</li> </ul>				
<p><b>Link to other Learning Areas:</b> The learner links the vocabulary learnt to learning of similar concepts in other learning areas.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.2 Reading</b>	<b>12.2.1 Fluency</b>  (2 lessons)	By the end of the sub strand, the Learner should be able to: a) identify words with ( <i>gr-</i> , <i>pr-</i> , and <i>-ew</i> ) sound combinations in varied contexts, b) read a variety of texts accurately, at the right speed and with expression, c) read a variety of texts accurately, at the right speed and with appropriate tonal variation, d) show desire to read variety of texts.	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to pick out words with the target letter-sound combination (<i>gr-pr-, -ew</i>) from appropriate print or digital stories. Learners with blindness are guided to pick out words with the target letter-sound combination (<i>gr-pr-, -ew</i>) from braille cards or text or digital stories.</li> <li>• Learners are guided to read words with the target letter-sound combination, in turns.</li> <li>• Learners with low vision are guided to read a text while using the right facial expressions and voice when reading. Learners with blindness be given one on one demonstration and clear verbal description to read a text while using the right facial expressions and tonal variation when reading.</li> <li>• Learners are guided to engage in a timed reading taking appropriate pauses at punctuation marks when reading the text.</li> <li>• Learners are guided to play</li> </ul>	Why do we need to read a variety of texts appropriately?



			<p>a word ladder game involving pronunciation from audio-visual recording of words learnt.</p> <ul style="list-style-type: none"> <li>• Learners are guided to participate in and record a reader's theatre where he or she reads from a text.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: Teamwork is developed as the learner collaborates with peers to play word ladder game involving pronunciation.</li> <li>• Digital literacy: The learner is enriched with the ability to interact with technology as they read a text from a digital device with assistive technology and pick out words with target letter-sounds.</li> </ul>				
<p>Values: Unity: Cooperation is heightened as the learner cooperates with others in group activities.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Learner Support Programmes (Clubs and Societies): The learner joins reader's club to practise reading fluently.</li> </ul>				
<p><b>Link to other Learning Areas:</b> The learner applies reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>12.2 Reading</b></p>	<p><b>12.2.1 Comprehension</b> (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) make predictions on the outcomes of a story based on the theme,</li> <li>b) identify events in a text for comprehension,</li> <li>c) infer the meanings of new words as used in the text,</li> <li>d) answer direct and indirect questions based on a text,</li> <li>e) acknowledge answering questions from the read the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to look at pictures and title of a text and discuss what will happen in the story, with peers while learners with blindness are guided to read a picture descriptions and title of a text and discuss what will happen in the story.</li> <li>• Learners are guided to talk about events in a story.</li> <li>• Learners with low vision are guided to talk about the setting and the characters using picture clues while learners with blindness using picture descriptions.</li> <li>• Learners are guided to find the meaning of new words as used in a text.</li> <li>• Learners are guided to read the text and answer direct and indirect questions.</li> <li>• Learners are guided to retell the story to peers.</li> </ul>	<p>How can we tell where events have taken place in a story?</p>
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak engagingly is enhanced as they retell the story in their own words.</li> <li>• Learning to learn: The learner’s ability to learn independently is developed as they are motivated to read a variety of texts for information.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: Cooperation is cultivated as the learner collaborates with others in group activities.</li> </ul>				

**Pertinent and Contemporary Issues:**

- Life skills (Self-esteem): The learner's self-esteem is nurtured as their reading comprehension skills improves.

**Link to other Learning Areas;**

The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Languages.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.3 Language Use</b>	<b>12.3.1 Possessive pronouns</b> (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify sentences featuring possessive pronouns in a text,</li> <li>use possessive pronouns correctly in writing,</li> <li>appreciate the use of possessive pronouns in communication.</li> </ol>	<ul style="list-style-type: none"> <li>Learners are guided to talk about the things that belong to them/ their parents/guardians, using possessive pronouns (mine, yours, ours, hers, his).</li> <li>Learners with low vision are guided to role play ownership of items and objects in the classroom, with peers. Learners with blindness are given one on one demonstration and clear verbal instruction to role play ownership of items and objects in the classroom.</li> <li>Learners are guided to construct sentences related to the theme using possessive pronouns,</li> <li>Learners are guided to ask and answer questions using the possessive pronouns.</li> <li>Learners are guided to sing songs/rhymes using the possessive pronouns.</li> <li>Learners are guided to play language games involving use of possessives.</li> </ul>	How do you talk about things that belong to you or other people?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and collaboration: The learner is enriched with the ability to speak clearly and effectively as they construct sentences using possessive pronouns.</li> <li>Learning to learn: The learner’s ability to build relationships is boosted as they role play ownership of items and objects in the classroom with peers.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Social justice is developed as the learner fosters fairness and non-discrimination to peers when playing language games.</li> </ul>				

<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Life skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they use possessive pronouns correctly in communication.</li> </ul>
<p><b>Link to other Learning Areas:</b> The learner links the concept of possessive pronouns to learning of similar concepts in Kiswahili and Indigenous Language Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>12.4 Writing</b>	<b>12.4.1 Paragraphs</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the general idea in jumbled sentences, b) write the sentences sequentially to form a cohesive paragraph, c) admire to orgnise jumbled sentences sequentially.	<ul style="list-style-type: none"> <li>• Learners are guided to study the jumbled sentences to establish the idea in each.</li> <li>• Learners are guided to discuss the main idea conveyed in the jumbled sentences.</li> <li>• Learners are guided to explore various possibilities with peers to get the correct order of the jumbled sentences.</li> <li>• Learners are guided to re-write the jumbled sentences according to the correct order.</li> </ul>	Why is it important to put sentences in the correct order when writing?

<p><b>Core Competencies to be developed:</b> Communication and collaboration: The learner’s ability to write clearly and correctly is developed as they write the sentences sequentially to form a paragraph.</p>
<p><b>Values:</b> <b>Responsibility</b> is inculcated as the learner takes up the initiative to write sentences sequentially to form paragraphs.</p>
<p><b>Pertinent and Contemporary Issues:</b> Life-skills (Self-esteem): The learner’s esteem is enhanced as their writing skills improve.</p>

**Links to other Learning Areas:**

The learner applies the writing skills to writing of paragraphs in Kiswahili and indigenous Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

**13.0 Savings****Suggested vocabulary**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.1 Listening and Speaking</b>	<b>13.1.1 Pronunciation and vocabulary (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) distinguish words with the target letter-sound combinations: <i>-lf, -rf, spl-</i> , for effective communication, b) pronounce words with the target letter-sound combinations accurately, c) identify vocabulary related to the theme correctly, d) use the new words related to the theme in short sentences, e) value the importance of using proper pronunciation and correct vocabulary in communication.	<ul style="list-style-type: none"> <li>• Learners are guided to listen and pick out words with the target letter sound combinations (<i>-lf, -rf, spl-</i>) from an audio clip/poem/story.</li> <li>• Learners are guided to practise saying words with the target sounds with peers.</li> <li>• Learners are guided to generate and list words with the target sounds.</li> <li>• Learners are guided to categorise different words according to each of the target sounds.</li> <li>• Learners are guided to use new words to construct simple sentences.</li> <li>• Learners are guided to engage in role plays and use words related to the theme with peers.</li> </ul>	Why is it important to pronounce new words correctly?

			<ul style="list-style-type: none"> <li>Learners are guided to recite rhymes/sing songs which contain vocabulary related to the theme with peers.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Communication and collaboration: The learner’s ability to speak clearly and engagingly is developed as they use new words learnt in communication.</p>				
<p><b>Values:</b> Peace: Love is promoted as learner works harmoniously with peers during role plays activities.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Socio-economic issues (Financial Literacy): The learner acquires financial management skills as they learn vocabulary related to savings.</p>				
<p><b>Link to other Learning areas:</b> The learner uses the skills of correct pronunciation of words to pronounce words in Kiswahili Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>Print textbooks in appropriate font size and colour contrast</li> <li>Braille books</li> <li>Digital devices with assistive technology,</li> <li>Charts, flash cards or braille cards,</li> <li>Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	13.2.1 Fluency  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations ( <i>-lf, -rf, spl-</i> ) in a text, b) read a grade-appropriate text accurately, at the right speed and with expressions for low vision,	<ul style="list-style-type: none"> <li>Learners are guided to pick out words with letter- sound combinations: (<i>-lf, -rf, spl-</i>) from a text.</li> <li>Learners are guided to read words with letters –sound combination correctly.</li> <li>Learners with low vision are guided to engage in timed reading of a text with minimal hesitations, displaying the right facial expressions and voice. Learners with blindness be given one on one</li> </ul>	Why is it important to read at the right speed?

		<p>c) read a grade-appropriate text accurately, at the right speed and with tonal variation,</p> <p>d) embrace reading texts fluently and accurately.</p>	<p>demonstration and clear verbal instruction to engage in timed reading of a text with minimal hesitations, displaying the right facial expressions and tonal variation.</p> <ul style="list-style-type: none"> <li>● Learners are guided to take appropriate pauses at punctuation marks as they read a text.</li> <li>● Learners are guided to practise reading sentences containing decodable and non-decodable words.</li> <li>● Learners are guided to participate in reading a text in readers’ theatre with peers and record on a digital device with assistive technology.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: The learner’s ability to learn independently is developed as they read a grade-appropriate text accurately, at the right speed and with expressions,</li> <li>● Digital Literacy: The learner’s ability to interact with technology is improved as they participate in reading a text in readers’ theatre with peers and record on a digital device with assistive technology.</li> </ul>				
<p><b>Values:</b> Respect is cultivated as the learner appreciates the effort of peers as they engage in timed reading and give positive feedback.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life-skills (Self-esteem): The learner’s self-esteem is boosted as they gain reading fluency skills.</p>				
<p><b>Links to other Learning Areas:</b> The learner uses the reading fluency skills acquired when reading texts in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>● Print textbooks in appropriate font size and colour contrast</li> <li>● Braille books</li> <li>● Digital devices with assistive technology,</li> <li>● Charts, flash cards or braille cards,</li> <li>● Pictures or picture description</li> </ul>				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.2</b>  <b>Reading</b>	<b>13.2.2</b>  <b>Comprehension</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and pictures, b) respond to direct and indirect questions about the text to show comprehension, c) summarise a text for comprehension, d) adopt reading texts for information.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to look at the title of a story, pictures and guess what will happen in the story. Learners with blindness are guided to read the title of a story, picture descriptions and guess what will happen in the story.</li> <li>● Learners are guided to locate sentences in the text to answer direct questions.</li> <li>● Learners are guided to retell a story, poem or conversation using a concept map with peers.</li> <li>● Learners are guided to paraphrase the events in a story.</li> <li>● Learners are guided to get clues from the story to answer indirect questions.</li> <li>● Learners are guided to participate in a ‘five-finger retell’ activity.</li> <li>● Learners are guided to talk about their own experiences in relation to the story.</li> </ul>	How do pictures and the title of a story help us to know what will happen in the story?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Creativity and imagination: The learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story.</li> <li>● Learning to learn: The learner’s ability to build relationships is heightened as they summarise a story, poem or conversation using a concept map with peers.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Peace: Love is nurtured as the learner displays tolerance to peers as they work together in harmony.</li> </ul>				

<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Life skills (Self-esteem): The learner’s self-esteem is raised as they answer questions correctly to show comprehension.</li> </ul>
<p><b>Link to other Learning Areas:</b></p> <p>The learner uses the comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Language Use	13.3.1 ‘Wh’ questions  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify sentences containing Wh-questions that begin with <i>why, whom, and how</i> from a text, b) use the Wh-questions in sentences for effective communication, c) appreciate the use of Wh-questions in seeking information.	<ul style="list-style-type: none"> <li>• Learners are guided to listen to recorded conversations containing the Wh-questions.</li> <li>• Learners are guided to identify sentences containing Wh-questions.</li> <li>• Learners are guided to engage in meaningful question and answer dialogues using o‘why’, ‘whom’ and ‘how’, with peers.</li> <li>• Learners are guided to role play activities that lead to the use of ‘why’, ‘whom’ and ‘how’, with peers.</li> <li>• Learners are guided to answer questions of ‘why’, ‘whom’ and ‘how’ appropriately with peers.</li> <li>• Learners are guided to sing/recite short poems to practise the use of</li> </ul>	Why is it important to ask questions correctly?

			'why', 'whom' and 'how'.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: The learner's ability to speak clearly and effectively is developed as they engage in meaningful question and answer dialogues using Wh- questions appropriately.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Unity: Cooperation is enhanced as the learner works collaboratively with peers to practise using Wh- questions.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>• Life-skills (Self-esteem): The learner acquires an elevated level of self-esteem as they gain the mastery of asking questions using the Wh- words.</li> </ul>				
<b>Links to other Learning Areas:</b>				
The learner uses the Wh- questions to seek information through asking questions in other learning areas.				
<b>Suggested Learning Resources</b>				
<ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.4 Writing</b>	<b>13.4.1 Guided writing</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words related to the theme from a written text, b) write simple paragraphs related to the theme clearly, c) acknowledge the importance of writing simple and clear paragraphs for effective communication.	<ul style="list-style-type: none"> <li>• Learners are guided to pick out various words related to the theme from a text.</li> <li>• Learners are guided to write 3-5 simple short and correct meaningful sentences in response to a prompt.</li> <li>• Learners are guided to list the sentences logically in preparation for writing, with peers.</li> <li>• Learners are guided to write simple</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we write sentences correctly?</li> <li>2. How do we form a good paragraph?</li> </ol>

			<p>sentences to form a paragraph.</p> <ul style="list-style-type: none"> <li>• Learners are guided to use the five steps of the writing process: planning, drafting, revising, editing and writing the final piece.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and imagination: The learner’s ability to come up with unique ideas is enhanced as they use the five steps of the writing process to write a short paragraph about the theme.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: Self-drive is boosted as the learner practises writing simple paragraphs using the five steps of the writing process.</li> </ul>				
<p><b>Pertinent and contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Life skills (Self-esteem): The learner’s self-esteem is elevated they logically communicate ideas in paragraphs.</li> </ul>				
<p><b>Link to other Learning Areas:</b> The learner uses the five steps of the writing process to write paragraphs in Kiswahili and Indigenous Language Activities.</p>				
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

## 14 .0 Talents

### Suggested vocabulary

gift, talent, able, artist, skill, great, star, lack, weak, sport, struggle, personal, strong

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>14.1 Listening and Speaking</b>	<b>14.1.1 Pronunciation and Vocabulary</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound combinations ( <i>spr and str</i> '), in a text, b) pronounce words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) appreciate use new words related to the theme in relevant contexts.	<ul style="list-style-type: none"> <li>• Learners are guided to identify and pronounce words and phrases with the target letter-sound combinations (<i>spr and str</i> ') as modelled by the peers/teacher or audio recording.</li> <li>• Learners are guided to use words which have the target letter combinations to talk about talent.</li> <li>• Learners are guided to practise using vocabulary related to the theme in short sentences.</li> <li>• Learners are guided to recite rhymes/sing songs with peers using the vocabulary related to the theme.</li> <li>• Learners with low vision are guided to play language games matching vocabulary learnt to pictures and objects. Learners with blindness to play language games matching vocabulary learnt to objects.</li> <li>• Learners are guided to listen and respond to simple specific three directional instructions.</li> </ul>	How do we pronounce words with the target letter-sound combinations?

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak clearly and correctly is improved as they use the new words learnt to talk about talents.</li> <li>• Communication and collaboration: Teamwork is encouraged as the learner actively participates in playing language game with peers observing the rules of engagement.</li> </ul>
<p><b>Values:</b></p> <p>Social justice is enhanced as the learner fosters inclusivity and non-discrimination to peers as they play language games.</p>
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Life skills (Self-awareness): The learner’s self-awareness is developed as they become aware of their own talents.</p>
<p><b>Link to other Learning Areas</b></p> <p>The learner applies attentive listening skills in learning of concepts in other learning areas.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>14.2 Reading</b>	<b>14.2.1 Fluency</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations ( <i>spr and str</i> ) in a text, b) read a text accurately, at the right speed and with expression for low vision, c) read a text accurately, at the right speed and with tonal variation, d) embrace reading simple, short narratives for information.	<ul style="list-style-type: none"> <li>• Learners are guided to pick out and read words with target letter-sound combinations (<i>spr and str</i>) from a text.</li> <li>• Learners are guided to read words with the letter-sound combinations correctly.</li> <li>• Learners with low vision are guided to read a text, displaying the right facial expressions and using the right intonation. Learners with blindness be given one on one demonstration and clear verbal descriptions o read a</li> </ul>	How can you read fluently with ease?

			<p>text, displaying the right facial expressions and using the right intonation.</p> <ul style="list-style-type: none"> <li>• Learners are guided to engage in timed with peer reading, taking appropriate pauses at punctuation marks.</li> <li>• Learners are guided to record reading of texts by peers and give feedback.</li> <li>• Learners are guided to practise reading sentences containing decodable and non- decodable words.</li> </ul>	
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<p><b>Core competencies to be developed:</b> Learning to learn: The learner’s ability to learn independently is enhanced as they adopt reading simple, short narratives for information.</p>
<p><b>Values:</b> Respect is inculcated as the learner appreciates the effort of peers and gives positive feedback as they engage in timed reading.</p>
<p><b>Pertinent and Contemporary Issues:</b> Life-skills (Self-esteem): The learner’s self-esteem is improved as their fluency in reading improves.</p>
<p><b>Link to other Learning Areas:</b> The learner applies the fluency skills when reading texts in Kiswahili and Indigenous Language Activities.</p>
<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>

Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>14.2 Reading</b>	<b>14.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) identify the main idea in a text for comprehension, c) infer meanings of new words from the context, d) respond to direct and indirect questions on a text for comprehension, e) appreciate reading texts for information.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to predict what will happen in a story based on the theme after discussing the title and pictures with peers while learners with blindness are guided to predict what will happen in a story based on the theme after discussing the title and picture description with peers.</li> <li>● Learners are guided to identify the main idea in the text with peers.</li> <li>● Learners are guided to use contextual clues to get meanings of new words.</li> <li>● Learners are guided to respond to direct and indirect questions from a text using contextual clues.</li> <li>● Learners are guided to talk about own experiences in relation to a story with peers.</li> </ul>	How do we make predictions about a story based on the title and picture or picture descriptions?
<b>Core Competencies to be developed:</b> Creativity and imagination: The learner’s communication and self-expression skills are enhanced as they talk about their own experiences in relation to the story.				
<b>Values:</b> Unity: Cooperation is cultivated as the learner work with peers collaboratively in group activities.				



**Pertinent and Contemporary Issues:**

Life skills (Self-esteem): The learner's self-esteem improves as they answer comprehension questions correctly and gain confidence.

**Link to other Learning Areas:**

The learner applies comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.

**Suggested Learning Resources**

- Print textbooks in appropriate font size and colour contrast
- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>14.3 Language Use</b>	<b>14.3.1  Adverbs of Manner (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify adverbs of manner in a written text in preparation for writing, b) use adverbs of manner to describe actions, c) acknowledge the use of adverbs in writing.	<ul style="list-style-type: none"> <li>● Learners are guided to listen to a descriptive story, poem or conversation read by the teacher or from a digital device with assistive technology and point out adverbs.</li> <li>● Learners are guided to construct simple sentences about talents using adverbs of manner.</li> <li>● Learners are guided to role play familiar situations using given verbs with peers and describe the actions using adverbs of manner appropriately.</li> <li>● Learners with low vision are guided to make sentences from a substitution table while learners with blindness make sentences from a list provided in braille.</li> <li>● Learners are guided to take part</li> </ul>	Why is it important to clearly describe how something is done?

			in language games that allow turn taking while using adverbs of manner.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak clearly and effectively is improved as they use adverbs of manner appropriately to describe actions.</li> <li>• Learning to learn: The learner’s ability to develop relationships is developed as they role play familiar situations using given verbs with peers and describe the actions using adverbs of manner.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Respect: A learner takes part in playing a language game with peers observing turn taking.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>• Life-skills (Self-esteem): The learner’s self-esteem is elevated as they improve their communication skills through use of adverbs of manner to describe actions.</li> </ul>				
<b>Links to other Learning Areas:</b>				
The learner links the concept of adverbs to learning of similar concept in Kiswahili Language Activities.				
<b>Suggested Learning Resources</b>				
<ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> <li>• Braille books</li> <li>• Digital devices with assistive technology,</li> <li>• Charts, flash cards or braille cards,</li> <li>• Pictures or picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>14.1 Writing</b>	<b>14.4.1 Guided writing</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the steps of composition writing in preparation for writing, b) write a short narrative related to the theme following the five steps of the writing process, c) appreciate the importance of correctly writing simple paragraphs for effective communication.	<ul style="list-style-type: none"> <li>• Learners are guided to pick out new words from a text based on the theme.</li> <li>• Learners are guided to write the new words correctly and legibly.</li> <li>• Learners are guided to write 3-5 meaningful sentences using the new words in response to a prompt.</li> <li>• Learners are guided to write own paragraphs of 3-5 sentences using the steps in the writing process.</li> <li>• Learners are guided to write simple guided composition of about 5-10 sentences.</li> <li>• Learners are guided to use the five steps of the writing process: planning, drafting, revising, editing and writing the final piece.</li> </ul>	How do we plan before writing a composition?
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: The learner's ability to write clearly and legibly is developed as they write short narratives following the five steps of the writing process.</li> <li>• Creativity and Imagination: The learner's originality skills are enhanced as they come up with unique and new ideas and use them to write a narrative.</li> </ul>				
<b>Values:</b>				
Responsibility is nurtured as the learner ensures that they develop organisation skills in preparation for independent writing.				
<b>Pertinent and Contemporary issues:</b>				
Life Skills (Self-esteem): The learner acquires an elevated level self-esteem as their writing skills improve.				
<b>Link to other Learning Areas</b>				
The learner is able to apply the five steps of the writing process when writing paragraphs in Kiswahili Language Activities.				
<b>Suggested Learning Resources</b>				
<ul style="list-style-type: none"> <li>• Print textbooks in appropriate font size and colour contrast</li> </ul>				

- Braille books
- Digital devices with assistive technology,
- Charts, flash cards or braille cards,
- Pictures or picture description

<b>15.0 Environment</b>				
<b>Suggested vocabulary</b> conserve, care, responsibility, natural, weather, desert, forest, destroy, dry, future, harsh, control,				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>15.1 Listening and Speaking</b>	<b>15.1.1 Pronunciation and Vocabulary</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the target letter-sound combinations ‘ <i>scr-</i> ’, ‘ <i>que-</i> ’ from a text, b) identify words related to the theme from an oral text, c) engage in meaningful conversations using new words, d) appreciate the importance of engaging in meaningful conversations using the new words.	<ul style="list-style-type: none"> <li>• Learners are guided to identify words with the target letter-sound combinations (‘<i>scr-</i>’, ‘<i>que-</i>’) from a list.</li> <li>• Learners practise saying words with the target letter-sound combinations with peers.</li> <li>• Learners listen to peers for correctness of pronunciation of the target letter-sound combinations.</li> <li>• Learners are guided to explore the other sounds that can combine with target sounds to make new words.</li> <li>• Learners take part in nature walk around the school and participate in a dialogue using words related to the theme. Learners with blindness are paired with their sighted peers during the activity to guide them and provide verbal description of aspects that require use of sight.</li> </ul>	How can we use sounds learnt to make new words?

			<ul style="list-style-type: none"> <li>● Learners construct sentences using the new words.</li> <li>● Learners sing songs related to the theme.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: The learner’s ability to speak clearly and effectively is improved as they engage in meaningful conversations and as they walk together discussing about the environment using new words.</li> <li>● Critical thinking and problem solving: The learner’s research skills are enhanced as they think of how to take care of the environment.</li> <li>● Learning to learn: The learner’s ability to learn independently is heightened as they recreate learning experiences outside class by taking care of the environment.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: A learner takes up assigned roles when engaging in a dialogue with peers.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Environmental Education and Climate Change: (Nature Walk): A learner gets information on how to take care of the environment as they take part in nature walks.</li> </ul>				
<p><b>Link to other Learning Areas:</b> The learner applies attentive listening skills acquired to learning of concepts in other learning areas.</p>				
<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Books with appropriate print</li> <li>● Braille Books</li> <li>● Flash cards</li> <li>● Braille cards</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>15.2 Reading</b>	<b>15.2.1 Fluency</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations ( <i>'scr'</i> and <i>'que'</i> ) in a text, b) articulate words with the target letter-sound combinations for clarity of meaning, c) read a text accurately, at the right speed and with expression, d) read a text accurately, at the right speed and with tonal variation, e) value reading simple, short narratives for information.	<ul style="list-style-type: none"> <li>• Learners are guided to select words with the target letter-sound combinations (<i>'scr'</i> and <i>'que'</i>) from a print with appropriate font size, type and colour contrast or digital text. Learners with blindness are guided to select words with the target letter-sound combinations (<i>'scr'</i> and <i>'que'</i>) from a braille text or digital text.</li> <li>• Learners are guided to pronounce words with the target letter-sound combinations.</li> <li>• Learners take part in timed reading with peers.</li> <li>• Learners are guided to read a narratives/poem/dialogue paying attention to pace, pitch and volume.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to read words accurately?</li> <li>2. How can you read fluently with ease?</li> </ol>
<p><b>Core Competencies to be developed:</b></p>				
<p>Learning to learn: The learner's self-drive is enhanced as they practise reading texts paying attention to pace, pitch and volume for fluency.</p>				
<p><b>Values:</b></p>				
<p>Unity: Cooperation is encouraged as the learner works collaboratively with peers in timed reading activities.</p>				
<p><b>Pertinent and Contemporary Issues</b></p>				
<p>Life skills (Self -esteem): The learner's self-esteem is heightened as they acquire reading fluency skills.</p>				
<p><b>Link to other learning areas:</b></p>				
<p>The learner applies the fluent reading skills when reading texts in Kiswahili Language activities.</p>				

**Suggested Learning Resources:**

- Books with appropriate print
- Braille Books
- Flash cards
- braille cards

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	15.2.2 Comprehension (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) predict the outcome of a story based on available clues,</li> <li>b) identify the order of events or information in a text for comprehension,</li> <li>c) infer the meanings of new words and phrases from the context,</li> <li>d) answer direct and indirect questions based on a text,</li> <li>e) appreciate reading texts for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner with low vision is guided to predict what will happen in a story based on pictures and title of a text with peers. Learners with blindness are guided to listen to description of pictures and predict what will happen in a story, based on pictures descriptions and title of a text with peers.</li> <li>• Learners with low vision are guided to read a print or non-print story aloud. Learners with blindness are guided to read a story written in braille or digital text aloud.</li> <li>• Learners are guided to talk about the setting and characters in a story.</li> <li>• In pairs or groups, learners are guided to discuss the plot of a story with peers.</li> <li>• Learners are guided to use context clues to find the meaning of words.</li> <li>• Learners are guided to locate sentences containing answers to direct questions.</li> <li>• Learners are guided to answer indirect questions using contextual clues.</li> <li>• Learners are guided to retell a story read to</li> </ul>	How do we get the meaning of new words in a story?

			peers.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak engagingly is improved as they argue out their own points during discussions with peers.</li> <li>• Creativity and imagination: The learner’s fluency skills are promoted as they organise ideas sequentially to retell the story they have read.</li> </ul>				
<b>Values:</b>				
Respect: The learner understands and appreciates the opinions of peers during discussions.				
<b>Pertinent and Contemporary Issues:</b>				
Life skills (Self- esteem): The learner’s self-esteem is nurtured as they answer questions from a text correctly.				
<b>Link to other Learning Areas:</b>				
The learner applies comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				
<b>Suggested Learning Resources:</b>				
<ul style="list-style-type: none"> <li>• Books with appropriate print</li> <li>• Braille Books</li> <li>• Flash cards</li> <li>• braille cards</li> <li>• Pictures/picture description</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>15.3 Language Use</b>	<b>15.3.1 Interjections of Displeasure</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words that are often used to express displeasure, b) use words that express displeasure appropriately, c) value the role of interjections in communication.	<ul style="list-style-type: none"> <li>• Learners are guided to listen to a descriptive story, poem or conversation read by the teacher or from a digital device with assistive technology and identify interjections of displeasure.</li> <li>• Learners are guided to role play situations of displeasure and use the appropriate expressions or words. Learners with blindness are given verbal descriptions of aspects that</li> </ul>	How do you show that someone is not happy about something?



			<p>require use of sight such as facial expressions.</p> <ul style="list-style-type: none"> <li>• Learners are guided to construct sentences using interjections of displeasure.</li> <li>• In pairs or groups learners take part in a language game that allows turn taking while using interjections of displeasure.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: The learner’s ability to speak clearly and effectively as well as engage with others is enhanced as they work together in pairs or groups as they use appropriate interjections to express displeasure.</li> <li>• Learning to learn: The learner’s ability to develop relationships is improved they take part in playing a language game with peers.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: Cooperation is cultivated as the learner observes turn taking during language game activities with peers.</li> </ul>				
<p><b>Link to Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Life-skills (Self-esteem): The learner acquires an elevated level of self-esteem as they learn how to express displeasure using the appropriate interjections.</li> </ul>				
<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>• Books with appropriate print</li> <li>• Braille Books</li> <li>• Flash cards</li> <li>• braille cards</li> <li>• Poem</li> <li>• Digital devices with assistive technology</li> </ul>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>15.4</b>  <b>Writing</b>	<b>15.4.1</b>  <b>Guided Writing - Factual Paragraph</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify facts from various processes and contexts in preparation for writing, b) order the factual ideas logically for clarity of communication, c) write a paragraph using factual sentences, d) appreciate the use of factual texts in communication.	<ul style="list-style-type: none"> <li>● In pairs or groups Learners are guided to identify facts from various processes and contexts collaboratively with peers.</li> <li>● Learners are guided to list the facts identified logically.</li> <li>● Learners are guided to make oral presentations of the facts.</li> <li>● Learners with low vision are guided to select the most appropriate sentences for the pictures. Learners with blindness are guided to select the most appropriate sentences for the description of pictures.</li> <li>● Learners are guided to write simple sentences based on oral presentations of facts to form a paragraph.</li> </ul>	How do we write a good factual paragraph?
<b>Core Competencies to be developed:</b> Creativity and Imagination: The learner’s fluency skills are improved as they order factual ideas logically and write a paragraph using factual sentences.				
<b>Values:</b> Respect: A learner appreciates the effort of peers during oral presentations of facts and gives positive feedback.				
<b>Pertinent and Contemporary Issues:</b> Life-skills (Self-esteem): The learner’s self-esteem is boosted as they write factual paragraphs clearly and correctly.				
<b>Links to other Learning Areas:</b> The learner applies the skill of factual writing to learning of similar concept in Kiswahili Language Activities.				

**Suggested Learning Resources:**

- Pencil
- Pen
- Exercise book with appropriate print
- Braille paper
- Slate and stylus
- Pictures/picture descriptions

**SUGGESTED ASSESSMENT RUBRIC**

<b>Strand</b>	<b>Sub Strand</b>	<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>LISTENING</b>	Attentive listening	Ability to listen attentively and respond to relevant information in a variety of contexts	Maintains meaningful eye-contact, sits upright, nods, takes notes, responds to oral questions correctly for information in a variety of contexts	Maintains eye contact, sits upright, nods and takes notes for information in varied contexts	Either maintains eye contact or sits upright or takes notes for information	Yawns, looks out, has to be prompted while listening for information
<b>SPEAKING</b>	Pronunciation.	Ability to pronounce words correctly for effective communication	Pronounces words correctly, applies correct stress patterns, uses appropriate intonation, gestures and facial expressions for effective communication in	Pronounces words correctly for effective communication	Either pronounces words correctly or applies stress patterns on words correctly for effective communication	Mispronounces words.

			varied oral contexts.			
<b>READING</b>	Fluency (speed, accuracy)	Ability to read 200 words fluently and accurately. -	Reads more than 350 words fluently, accurately and expressively.	Reads 200 words fluently and accurately.	Reads about 160 words fluently and accurately	Reads below 100 words fluently and accurately
	Comprehension	Ability to read for comprehension short texts for information and pleasure.	Reads for comprehension varied short texts for information and pleasure	Reads shorts for comprehension short texts for information and pleasure	Reads a short text for information	Reads a short text fails to explain the information.
<b>LANGUAGE USE</b>	Word classes (Nouns, Pronouns, Tenses, Adjectives, Adverbs of manner, Conjunctions 'but' 'because', demonstratives, Prepositions, Interjections)	Ability to express self- confidently using the language structures and vocabulary for interaction with others.	Expresses self- confidently using the language structures and vocabulary for interaction with others in varied contexts at all times	Express self- confidently using the language structures and vocabulary for interaction with others.	Expresses self- less confidently. Occasionally uses the structures and vocabulary acquired.	Expresses self with no confidence at all.
<b>WRITING</b>	Handwriting	Ability to form letters in terms of shape and size correctly for effective communication	Forms letters in terms of shape and size correctly, legibly and neatly for effective communication	Forms letters in terms of shape and size correctly for effective communication	Forms some letters in terms of shape and size incorrectly	Forms all letters in terms of shape and size illegibly and incorrectly
	Punctuation (capital letters, commas, full	Ability to use capital letters, commas, full	Uses in varied contexts, capital letters, commas,	Uses capital letters, commas, full stops,	Uses any 2 of the basic punctuation marks correctly	Uses only 1 of the basic punctuation marks correctly

	stops, question marks and exclamation marks)	stops, question marks and exclamation marks correctly for effective communication	full stops, question marks, exclamation marks and spells words correctly for effective communication.	question marks and exclamation marks correctly for effective communication	for communication	for communication.
	Guided Writing	Ability to write paragraphs to express facts, ideas and feelings for effective communication	Writes a variety of paragraphs to express facts, ideas and feelings in varied contexts for effective communication	Writes paragraphs to express facts, feelings and ideas for effective communication.	Writes paragraphs but only express facts, ideas and feelings inaccurately.	Writes paragraphs to express only facts inaccurately and incoherently

### Suggested Assessment Methods

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

### **CSL at Early Years Education (PP1&2 and Grade 1-3)**

At this 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 any other appropriate assessment tool.

### Suggested Learning Resources

<b>Non-digital</b>	<b>Digital</b>
<ul style="list-style-type: none"><li>● Course books in appropriate print and braille</li><li>● Story books in appropriate print and braille</li><li>● Poetry books in appropriate print and braille</li><li>● Pictures and photographs/ picture descriptions</li><li>● Newspapers</li><li>● Magazines</li><li>● Junior encyclopedia</li><li>● Journals</li><li>● Dictionaries</li><li>● Diorama</li><li>● Flash cards/ braille cards</li><li>● Word wheels</li><li>● Word puzzles</li><li>● Code words</li><li>● Charts and realia/ braille charts</li></ul>	<ul style="list-style-type: none"><li>● Digital story books</li><li>● Pictures and photographs/ picture descriptions</li><li>● Journals</li><li>● Electronic and digital devices with assistive technology</li><li>● Electronic or online dictionaries</li><li>● Flash cards/ braille cards</li><li>● Charts/braille charts</li><li>● Video clips</li><li>● Audio-visual resources</li><li>● Other web resources</li></ul>