



REPUBLIC OF KENYA

**LOWER PRIMARY LEVEL
CURRICULUM DESIGNS**

VOLUME ONE

SUBJECTS:

KISWAHILI, LITERACY AND INDIGENOUS LANGUAGES AND ENGLISH ACTIVITIES



KENYA INSTITUTE OF CURRICULUM EDUCATION

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FOREWORD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “An engaged, an empowered and ethical citizen “while the mission is to “To nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contain the National Goals of Education and outline the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other activity areas.

It is my hope that all educators in Early Years Education level will anchor their delivery to these Curriculum Designs.

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PREFACE

Kenya values the education of its citizens and at the heart of this education is the curriculum. The country's Constitution 2010 and the Vision 2030 clearly outline the role of education in the country. The dictates of the constitution and the national aspirations of Vision 2030 triggered the curriculum reform process that started with needs assessment in order to identify and address the development agenda of the country.

The Basic Education Curriculum Framework (BECF) is a first for this country. The framework was developed by the Curriculum Reform Technical Team at Kenya Institute of Curriculum Development. The team lead by experienced curriculum developers benchmarked with various countries and developed a framework that resonates with national needs.

The BECF is the guide to all education stakeholders on the national curriculum. It outlines the vision and mission of the curriculum, the structure of education, the levels of education, the learning areas for each level and the learning outcomes. It also stipulates the pillars that guide the reform process.

The learning areas are supported with curriculum designs that cover and guide the development of teacher's guides and various formats of curriculum support materials. The competency based curriculum in Kenya targets to develop globally competitive citizens who embrace 21st Century skills.

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PRINCIPAL SECRETARY



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INTRODUCTION

The Lower Primary designs are meant for learners in Grade 1 to 3. They have taken cognisance of the various aspects of development of learners of that age cohort. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

The teacher must understand the learning outcomes and be able to use the suggested learning experiences to achieve the outcomes. The teacher can also design own learning experiences as long as they achieve the designed learning outcomes. A variety of learning experiences will ensure that learners are engaged in the learning experience. Practical experiences will allow learners to retain more in the learning process. The designs allow the teachers to use a variety of assessment methods but in the end they must evaluate the achievement of the learning outcomes.

The curriculum designs are very critical and teachers must make reference to them consistently.



The Curriculum Designs for Lower Primary are in four volumes:

Volume One

- Kiswahili Activities
- Literacy Activities
- English Activities

Volume Two

- Mathematics Activities
- Environmental Activities
- Hygiene and Nutrition Activities

Volume Three

- Christian Religious Education
- Hindu Religious Education
- Islamic Religious Education

Volume Four

- Movement and Creative Activities

LEARNING AREAS TIME ALLOCATION

	Learning Area	Lessons Per Week
1	Literacy Activities	5
2	Kiswahili Language Activities/Kenya Sign Language	3
3	English Language Activities	3
4	Mathematical Activities	5
5	Environmental Activities	5
6	Hygiene and Nutrition Activities	2
7	Religious Activities	3
8	Movement and Creative Activities	8(** 5 for PE)
9	Pastoral Programme of Instruction	1
	Total Lesson Per Week	35

x



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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-fulfilment

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.



GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

KISWAHILI ACTIVITIES

UTANGULIZI

Umuhimu wa Somo la Kiswahili

Kiswahili ni lugha ya taifa na rasmi nchini Kenya. Ni lugha ya mawasiliano katika eneo la Afrika Mashariki na Kati. Wakenya wengi hujifunza Kiswahili kama lugha ya pili. Ni muhimu wanafunzi wapate umilisi wa kuwasiliana kwa Kiswahili mapema hasa katika kiwango cha kwanza cha elimu. Aidha, somo la Kiswahili katika kiwango hiki humwandaa mwanafunzi kwa mafunzo ya viwango vya juu na baadaye katika ajira.

Umilisi wa Kimsingi

Mtaala mpya umejumuisha masuala tofauti na ambayo ni muhimu kwa kila mwanafunzi. Miongoni mwa masuala haya ni pamoja na umilisi wa kimsingi.

Mtaala mpya umetambua umilisi tofauti ambao unapaswa kujengwa, mwanafunzi anapoendeleza masomo yake. Umilisi huu ni pamoja na:

- mawasiliano na ushirikiano
- uwazaji kina na utatuzi wa matatizo
- ubunifu
- uraia
- ujuzi wa kidijitali
- hamu ya kuendelea kujifunza
- kujiamini.

Inaaminika kwamba, mwanafunzi akipata umilisi ufaao, ataweza kufaa katika jamii inaobadilika kila uchao. Kutokana na imani hii, kazi katika mtaala huu imepunguzwa ili mwalimu apate nafasi murua kumsaidia mwanafunzi kujenga umilisi huu. Pamoja na haya, mtaala umempa mwanafunzi nafasi kubwa ya kushiriki katika masimulizi, usomaji na kufanya kazi katika vikundi. Vilevile, vifaa vya kidigitali vimependekezwa katika kila mada.

Maadili ya Kimsingi

Pamoja na umilisi wa kimsingi ni maadili ya kimsingi. Jamii isiyokuwa na maadili ni jamii ambayo imejaa uozo. Maadili katika jamii yanahakikisha kuwa raia wanaishi vizuri na kunawiri katika kila nyanja. Mtaala umehusisha maadili ya kimsingi yafuatayo:

- mapenzi
- heshima
- uaminifu
- uwajibikaji
- uzalendo



- haki za Kijamii
- umoja
- amani.

Maadili haya yametokana na katiba ya Kenya na yanadhamiriwa kujumuishwa katika kila kipindi na kila somo. Hii ndiyo njia mwafaka ya kuhakikisha kuwa watoto na vijana wetu wametayarishwa kuwa raia waadilifu hata baada ya maisha shuleni.

Masuala Mtambuko

Haya ni masuala muhimu na ambayo mwanafunzi anatakiwa kuyaelewa na kujua jinsi ya kuyakabili katika maisha ya kila siku. Japo mtalaa kutaja masuala kadhaa tu, masuala zaidi yaweza kujitokeza darasani. Mwalimu ahakikishe kuwa anayasisitiza anapoendelea na shughuli zake darasani. Akumbuke kuwa mbinu atakazojumuisha katika kuwezesha ujifunzaji yaweza kuimarisha msisitizo wa masuala haya au zikakwamiza juhudi zilizowekwa kuhakikisha kwamba masuala haya hayapuuzwi. Miongoni mwa masuala yanayolengwa katika mtalaa ni pamoja na uwazi, kushirikisha wazazi katika masomo, usalama, lishe bora na afya na elimu kwa maendeleo endelevu.

Uhusiano na Masomo Mengine

Ni wazi kuwa, kila mada katika somo lolote huwa na uhusiano na mada nyingine katika masomo tofauti. Mtalaa huu umeundwa kwa njia ambapo mwalimu na mwanafunzi wataweza kurejelea masomo mengine na hivyo kujenga umilisi unaodhamiriwa kwa njia bora zaidi. Vilevile, kusesitiza uhusiano huu kunadhamiriwa kuangazia umuhimu wa ushirikiano wa wanafunzi wanaonawiri katika masomo tofauti na pia walimu wanaofunza masomo husika kwa lengo moja tu ambalo ni kufaulisha ujifunzaji.

Uhusiano na Shughuli za Huduma kwa Jamii Zinazochangia Ujifunzaji

Kila somo sharti liwe na maana kwa mwanafunzi. Umuhimu wa mada yoyote ndio chanzo cha umakinifu darasani. Sababu kuu ya kusesitiza umilisi wa kimsingi ni kuhakikisha kwamba kuna uhusiano kati ya kinachofunzwa shuleni na maisha ya kila siku nje na ndani ya shule. Kutokana na hayo, katika kila mada, mapendekezo yametolewa ya jinsi mwanafunzi anaweza kuhamisha alichojifunza darasani hadi nyumbani. Ni muhimu uhusiano huu usisitizwe ili kuonyesha maana na umuhimu wa elimu.

Uhusiano na Shughuli Zingine Zilizoratibiwa za Ujifunzaji

Ni wazi kuwa mwanafunzi hujifunza kutokana na shughuli tofauti tofauti ndani na nje ya darasa. Kuna shughuli nyingi ambazo huchangia pakubwa katika ujifunzaji. Mtaala mpya umeongeza msisitizo wa shughuli hizi kutokana na umuhimu wake katika kufaulisha ujifunzaji. Shughuli hizi ni pamoja na vikundi vya ushirika shuleni, michezo ya kuigiza, kukariri na kuimba mashairi miongoni mwa mengine. Ni muhimu wanafunzi wahusishwe katika shughuli hizi ambazo kwazo zitachangia pakubwa katika kufaulisha shughuli za ujifunzaji.

Viwango vya Kuzingatia katika Kutathmini

Mfumo mpya wa elimu unadhamiria kuhakikisha kuwa matokeo ya mafunzo ni ujenzi wa umilisi utakaomwezesha mwanafunzi kutumia ujuzi wake kujiendeleza. Kutokana na hayo, mfumo huu unadhamiria kupunguza msisitizo wa mtihani wa mwisho wa viwango mbalimbali. Inatarajiwa kuwa mwanafunzi ataendelea kutathminiwa huku akiendelea kupata mafunzo zaidi. Mtalaa huu umependekeza mfumo wa kukadiria kiwango cha mwanafunzi. Mwanafunzi hatakuwa akilinganishwa na wenzake bali uwezo wake utakadiriwa kulingana na viwango vilivyopendekezwa. Kigezo hiki kimeorodhesha viwango vinne katika kukadiria uwezo wa mwanafunzi: anayezidisha matarajio; anayefikia matarajio; anayekaribia matarajio na aliye mbali na matarajio. Inatarajiwa kuwa mwalimu atajaribu mbinu tofauti baada ya tathmini yoyote ile kuhakikisha kuwa wanafunzi wote wanafikia matarajio kwa mujibu wa matokeo maalum yanayotarajiwa katika kila mada.

Jinsi Mtaala huu Ulivyopangwa

Mtaala huu umejumuisha stadi zote zinazofaa kufunzwa katika gredi ya kwanza, ya pili na ya tatu. Lugha yoyote ile ina stadi nne ambazo ni kusikiliza, kuzungumza, kusoma na kuandika. Inajulikana wazi kwamba, ili anayejifunza lugha aweze kupata umilisi ufaao, stadi hizi sharti zifunzwe pamoja. Hata hivyo, kwa vile wanafunzi wengi wanaingia shuleni bila kujua lugha ya Kiswahili, imeamuliwa kuwa wanafunzi wa gredi ya kwanza wasifunzwe kusoma na kuandika kwa kipindi fulani katika muhula wa kwanza ili kujenga umilisi wa kusikiliza na kuzungumza kwanza. Utafiti umeonyesha wazi kwamba mtu anapoelewa kuzungumza lugha yoyote ile, inakuwa rahisi kwa mtu yuyo huyo kusoma na kuandika katika lugha husika. Kutokana na haya, mtaala huu imepangwa kwa kutumia mada zilizochaguliwa kwa msingi ya kimaudhui. Kila gredi imetengewa mada zake. Kila mada nayo ina mada ndogo kadhaa ambazo zimejikita katika stadi nne za lugha pamoja na msamiati na sarufi. Inatarajiwa kuwa, kadri inavyowezekana, yatakayojumuishwa katika kila mada ndogo yajikite katika maudhui lengwa.



Kusikiliza na Kuzungumza

Stadi hii inalenga mawasiliano kwa kutumia mdomo. Ili kujenga stadi hii, ni muhimu mwanafunzi kushirikishwa katika mazungumzo. Miongoni mwa mada zinazolenga mazungumzo ni pamoja na maamkizi, maagizo, msamiati, maagano, masimulizi na maelezo. Katika kuelekeza wanafunzi katika mada hizi, mwalimu anatakiwa kumpa mwanafunzi nafasi ya kujieleza, ashirikishwe katika maigizo na mijadala darasani. Ikumbukwe kuwa, kila neno analotamka mwanafunzi linachangia katika kujenga umilisi wa lugha. Mwalimu asilenge wanafunzi wanaochukuliwa kuwa werevu darasani tu. Licha ya mada ya kusoma kushirikishwa katika muhula wa kwanza, mada hii inadhamiriwa kujenga umilisi wa kusikiliza miongoni mwa wanafunzi. Mwanafunzi anaposikiliza hadithi ikisomwa, ataweza kuanza kuthamini usomaji. Isitoshe, mjadala atakaoshirikishwa mwanafunzi baada ya kusikiliza hadithi ikisomwa na mwalimu utamsaidia kuanza kuwa makini na vilevile kumpa nafasi ya kutumia Kiswahili katika mazungumzo.

Kusoma

Katika kila mada ya hadithi baada ya muhula wa kwanza gredi ya kwanza, mwanafunzi anatakiwa kusikiliza hadithi ikisomwa na mwalimu na vile vile kuna hadithi yake ambayo ataongozwa na mwalimu kusoma. Hadithi atakayosoma mwalimu darasani haitakuwa kwenye kitabu cha mwalimu. Mwalimu ajue kuwa jinsi anavyosoma ndivyo mwanafunzi wake atakavyosoma baadaye. Ni muhimu mwalimu afanye mazoezi ya kutosha ili kuimarisha matamshi na ufasaha wake wakati anaposoma. Lazima ahakikishe kuwa kasi katika kusoma kwake ni ya kadri ili kuwafaa mwanafunzi katika kiwango chake. Mwalimu ahakikishe kwamba anamhusisha mwanafunzi katika hadithi yake kwa kumwongoza kujadili msamiati, picha, kutabiri, kuthibitisha utabiri na kuwauliza maswali anapoendelea kusoma. Ili kupima kiwango cha ufahamu wa mwanafunzi, mwalimu anatarajiwa kuuliza maswali baada ya kusoma na vilevile kumpa nafasi kutoa muhtasari wa hadithi na kujadili mafunzo katika hadithi. Mbinu hizi vilevile zijumuishwe katika kusoma hadithi kwenye kitabu cha mwanafunzi.

Kuandika

Stadi ya kuandika ni muhimu katika mawasiliano. Kuzungumza na kuandika ndizo stadi mbili zinazomwezesha mwanafunzi kuwasiliana na wengine. Mazungumzo hufaa tu mzungumziwa anapokuwa karibu au kupitia mbinu za kiteknolojia kama vile simu. Stadi hii kwa hivyo ni muhimu katika mawasiliano na mtu aliye mbali kupitia kwa huduma ya ujumbe mfupi, barua ya kawaida, barua pepe pamoja na kuweka kumbukumbu mambo muhimu. Umilisi wa kuandika umeanza kujengwa katika gredi ya kwanza muhula wa pili. Stadi hii imejikita katika mada za sauti, msamiati, majibu ya maswali ya hadithi katika maandishi na sarufi ambayo, pamoja na kujadiliwa darasani, inapendekezwa kwamba mazoezi ya kisarufi yaandikwe katika madaftari ya wanafunzi. Inakisiwa kuwa mwanafunzi afikapo katika gredi ya tatu, atakuwa na umilisi wa kutosha wa kuanza kuandika visa vifupi kutegemea mada inayolengwa.

Gredi ya tatu vilevile imejumuisha hatua tano za uandishi kama njia ya kumwelekeza mwanafunzi katika kuijenga stadi ya uandishi. Hatua hizi ni: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. Hatua hizi zinadhamiriwa kuhakikisha kuwa mwanafunzi anashirikiana na wenzake katika kila hatu na

hivyo kuweza kuandika kisa kifupi na sentensi chache haraka iwezekanavyo. Mwanafunzi anapofikia kiwango cha uchapishaji ambapo utungo wake unaweza kupachikwa kwenye ukuta kwa kila mwanafunzi kuusoma, atakuwa ameanza kujiamini katika utunzi. Utunzi unaofuata hatua hizi waweza kufunzwa kama kazi mradi.

Msamiati

Msamiati ni idadi ya maneno katika lugha. Msamiati humsaidia mwanafunzi katika kujenga hazina yake ya maneno anayoweza kutumia katika mawasiliano. Katika mtaala huu, kila mada kuu ina msamiati unaohusiana nayo. Mwalimu ahusishe mwanafunzi katika kujifunza matumizi ya msamiati unaolengwa. Ikumbukwe kuwa, lengo si kutaja idadi kubwa ya maneno darasani. Mwalimu alenge kuhakikisha kuwa mwanafunzi amepata umilisi wa kutumia neno lililofunzwa katika mawasiliano ya kila siku. Zifuatazo ni hatua zinazofaa katika kufunza msamiati:

- onyesha neno unalofunza
- mwulize mwanafunzi iwapo amewahi kulisikia neno hilo
- iwapo amewahi kulisikia, mwulize iwapo anajua maana
- toa maana ya neno kwa kuigiza, kuonyesha picha au kifaa halisi, kutumia neno lingine rahisi lenye maana sawa na neno unalolenga au kufafanua maana kwa maneno mepesi ya kiwango cha mwanafunzi
- tumia neno lengwa katika sentensi ili mwanafunzi aweze kujua maana kimktadha
- mshirikishe mwanafunzi katika kutunga sentensi akitumia neno lengwa.

Yafaa ieleweke kuwa kadri inavyowezekana, mada ya msamiati inafunzwa kabla ya masimulizi na hadithi ili kuhakikisha kuwa mwanafunzi anayaelewa maana ya maneno husika kabla hajahusishwa katika kusoma au masimulizi. Jambo hili linampa mwanafunzi nafasi murua ya kutumia msamiati aliojifunza katika muktadha halisi.

Sauti na Majina ya Herufi za Kiswahili

Ni wazi kuwa binadamu amezungumza kwa miaka mingi zaidi ikilinganishwa na miaka ambayo amekuwa akisoma na kuandika. Kutokana na hayo, ni muhimu kutilia mkazo sauti. Umilisi katika kutamka sauti utamsaidia mwanafunzi kuwasiliana katika mazungumzo kwa urahisi. Utafiti umeonyesha kwamba, zipo sauti ambazo jamii husika hutumia mara nyingi katika mazungumzo na maandishi. Kwa mfano, watoto wengi huanza kwa kutamka sauti /m/ kwa kuwa neno **mama** huwa ndilo neno la kwanza kutamkwa miongoni mwa jamii nyingi zinazotumia Kiswahili nchini. Kutokana na haya, pendekezo lililotolewa la utaratibu wa kujifunza sauti na herufi umetokana na umuhimu na wingi wa matumizi ya sauti lengwa katika mawasiliano. Hili litamwezesha mwanafunzi kuweza kusoma



kwa haraka kwa vile sauti na herufi anayofunzwa mwanzo ni ile ameizoea katika mazungumzo. Mpangilio wa jinsi sauti zinavyofunzwa usichukuliwe kuwa kama njia ya kupuuza alfabeti kama tunavyojua. Mpangilio huu ni wa kumwezesha mwanafunzi kuzungumza na kusoma mapema. Alfabeti imejumuishwa baadaye mwanafunzi anapojitayarisha kuanza kutumia kamusi. Sauti na herufi hizi zimepangwa katika makundi matatu. Makundi haya ni:

- sauti zinazowakilishwa na herufi moja
- sauti zinazowakilishwa na herufi mbili
- sauti mbili zinazotamkwa pamoja katika neno.

Katika kufunza sauti hizi, mwanafunzi ataelekezwa kuzisikiliza, kuzitamka, kuzitambua katika maneno, kuandika herufi zinazozwakilisha na pia kufanyishwa mazoezi ya kuzitamka sauti hizo anaposikiliza na kusoma hadithi yenye maneno yanayozijumuisha. Katika kufunza sauti, mwalimu ahakikishe kuwa amezitamka sauti hizo kwa usahihi. Kwa vile kila binadamu ana upungufu wake, mwalimu asione haya kumwalika mwalimu mwenzake au mgeni darasani kumsaidia kutamka sauti zinazomtatiza. Vifaa vya kiteknolojia vilivyo na sauti zilizohifadhiwa vilevile vitamsaidia kuzisikiliza sauti lengwa na kuzitamka ipasavyo ili kumfaidi mwanafunzi anayemtagemea kwa matamshi bora.

Sarufi

Sarufi inahusu matumizi ya lugha. Kila lugha ina sheria zinazoitawala. Ni kutokana na sheria hizi ambapo kila mzungumzaji wa lugha anaweza kujua anapotumia lugha vilivyo na anapotumia lugha kimakosa. Mtaala umeundwa kwa njia ambayo mwanafunzi atajifunza sarufi katika muktadha wa matumizi. Vilevile, sarufi katika kiwango hiki imepunguzwa na kupewa vipindi vitakavyomwezesha mwanafunzi kufanya mazoezi zaidi kwa lengo la kujenga umilisi ufao. Miongoni mwa vipengee vya sarufi vilivyojumuishwa ni pamoja na nafsi, nyakati na ukanusho, viashiria, vivumishi, vinyume, umoja na wingi.

Matokeo ya Kijumla Yanayotarajiwa Katika Kiwango cha Kwanza cha Masomo

Kufikia mwisho wa kiwango cha kwanza cha masomo, mwanafunzi aweze:

- a) kutumia mbinu zifaazo za usikivu katika mawasiliano kwenye mazingira yake
- b) kudhihirisha ufasaha wa kuzungumza kwa Kiswahili
- c) kusoma kwa ufasaha na kufahamu aina zozote za maandishi ya Kiswahili
- d) kuelezea mawazo, hisia na tajiriba kwa maandishi ya mkono au mbinu nyingine yoyote ya uwasilishaji
- e) kutumia sarufi ipasavyo katika mawasiliano
- f) kutumia msamiati ufaao katika mazingira yake kuwasiliana
- g) kuonyesha ukakamavu katika kuwasilisha masuala yanayomkabili na yanayokabili mazingira yake.



Gredi ya Kwanza

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
1.0 Karibu Darasani	1.1 Kusikiliza na Kuzungumza: Maamkuzi (<i>Vipindi 3</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua maneno yatumiwayo katika maamkuzi, b) kuamkua na kuitikia maamkuzi ili kujenga stadi ya kuzungumza, c) kutambua umuhimu wa salamu katika mawasiliano, d) kufurahia kushiriki katika maamkuzi.	<ul style="list-style-type: none"> • Mwanafunzi aigize maamkuzi kama vile hujambo? Sijambo; Hamjambo? Hatujambo darasani. • Mwanafunzi ajadili mchoro wa watu wawili wakisalimiana. • Wanafunzi wasalimiane na kisha washirikishwe katika mjadala kuhusu maamkuzi. • Wanafunzi waweza kuweka katika vikundi ili wajiadili kuhusu umuhimu wa maamkuzi. • Wanafunzi wawili waweza kushirikishwa katika kuigiza maamkuzi mepesi. • Wanafunzi waweza kuigiza maamkuzi darasani wakiwa wawili wawili. 	<ol style="list-style-type: none"> 1) Tunatumia maneno gani katika salamu? 2) Tunatakiwa kusalimiana vipi? 3) Kwa nini tunasalimiana?
	1.2 Kusikiliza na Kuzungumza: Maagizo (<i>Vipindi 2</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua maagizo mepesi yanapotolewa darasani, b) kutoa na kufuata maagizo mepesi yanayotumiwa darasani c) kubainisha maagizo, yanayopaswa kufuatwa katika mazingira yake, d) kuthamini umuhimu wa maagizo katika maisha ya kila siku.	<ul style="list-style-type: none"> • Mwanafunzi ashiriki katika kutoa na kufuata maagizo kama vile simama, keti, andika na chora. • Mwanafunzi aweza kuonyeshwa video kuhusu jinsi ya kutoa na kufuata maagizo. • Mwanafunzi ashiriki katika mjadala wa maagizo yafaayo na yasiyofaa kufuatwa. • Mwanafunzi afafanue umuhimu wa maagizo. • Mwanafunzi aweza kushirikishwa katika masimulizi kuhusu matokeo ya kufuata na kutofuata maagizo. • Mwanafunzi aweza kushirikishwa katika kuimba nyimbo na kukariri mashairi yanayohusu maagizo. 	<ol style="list-style-type: none"> 1) Umewahi kuambiwa ufanye jambo lolote? 2) Ni nani anayetakiwa kutoa maagizo? 3) Ni maagizo yapi yanayotakiwa kufuatwa na yasiyotakiwa kufuatwa? 4) Kufuata maagizo kuna umuhimu gani?

	1.3 Kusikiliza na Kuzungumza: Msamiati (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua kwa majina vifaa vinavyopatikana darasani ili kurahisisha mawasiliano, b) kutumia majina ya vifaa vya darasani katika sentensi ili kuwezesha mazungumzo, c) kufurahia kutumia na kutunza vifaa vinavyopatikana darasani.	<ul style="list-style-type: none"> • Mwanafunzi ataje vifaa halisi k.v. dawati, kitabu, kalamu na kifutio. • Mwanafunzi aweza kuonyeshwa picha za vifaa halisi na kutaja majina. • Mwanafunzi achore maumbo ya vifaa vya darasani. • Wanafunzi waweza kuambatanisha kadi za maneno na vifaa halisi darasani wakiwa katika vikundi. • Mwanafunzi ajibizane na mwenzake kuhusu vifaa vya darasani k.m. Hii ni nini? Hii ni kalamu. 	1) Je, wajua vitu unavyotumia darasani? 2) Je, wajua umoja na wingi wa vitu vya darasani?
	1.4 Kusoma: Hadithi (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze; a) kutambua msamiati uliotumika katika hadithi ili kuimarisha ufahamu, b) kusikiliza hadithi zikisomwa na mwalimu ili kujenga usikivu, c) kufahamu hadithi aliyosomewa darasani katika kuimarisha stadi ya kusoma, d) kuchangamkia hadithi katika maisha ya kila siku.	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi athibitishe utabiri wake baada ya kusomewa hadithi. • Mwanafunzi aeleze matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi aulize na kujibu maswali kuhusu hadithi aliyosikiliza. • Wanafunzi waweza kujadiliana kuhusu hadithi wakiwa wawili wawili. • Mwanafunzi aweza kusikiliza hadithi ikisomwa kwa kutumia tarakilishi na projekta. 	1) Kwa nini unapenda picha? 2) Kwa nini unapenda hadithi? 3) Unakumbuka hadithi uliyosikiliza?
Umilisi wa kimsingi unaokuzwa: Mawasiliano na ushirikiano – Watumie lugha faafu katika mazingira ya darasani na washiriki katika kazi ya vikundi Ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza				
Uhusiano na masuala mtambuko: Uraia: Utangamano wa kijamii; wanafunzi wanatangamana wanapoamkuana na kufanya kazi pamoja			Uhusiano na maadili: Heshima na adabu	
Uhusiano na masomo mengine: English Activities, Literacy and Indigenous Languages			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: Kuwaelezea wengine umuhimu wa kwenda shuleni.	
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: Ugizaji wa maamkuzi			Mapendekezo ya tathmini: Kuchunguza jinsi mwanafunzi anavyoamkua na kupokea maamkuzi.	



Kazi ya vikundi Kukariri mashairi na kuimba nyimbo	Kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi.
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> anaamkua na kuitikia maamkuzi ifaavyo anafuata maagizo kwa makini na kutoa maagizo kwa lugha sanifu anatumia msamiati aliofunzwa kwa ubunifu katika mawasiliano anafahamu hadithi na masimulizi aliyosimuliwa kwa wepesi. 	Mwanafunzi, <ul style="list-style-type: none"> anaamkua na kuitikia maamkuzi ifaavyo anafuata maagizo na kutoa maagizo kwa lugha sanifu anatumia msamiati aliofunzwa katika mawasiliano anafahamu hadithi na masimulizi aliyosimuliwa. 	Mwanafunzi, <ul style="list-style-type: none"> anaamkua na kuitikia maamkuzi ifaavyo anafuata maagizo lakini ana changamoto katika kutoa maagizo kwa lugha sanifu ana changamoto katika kutumia baadhi ya msamiati aliofunzwa katika mawasiliano anafahamu baadhi ya hadithi na masimulizi aliyosimuliwa. 	Mwanafunzi, <ul style="list-style-type: none"> anaamkua na kuitikia baadhi ya maamkuzi anafuata baadhi ya maagizo lakini ana changamoto katika kutoa maagizo ana changamoto katika kutumia msamiati aliofunzwa katika mawasiliano ana changamoto katika kufahamu hadithi na masimulizi aliyosimuliwa.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
2.0 Mimi na Wenzangu	2.1 Kusikiliza na Kuzungumza: Maelezo (<i>Vipindi 3</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- <ul style="list-style-type: none"> a) kutambua wenzake darasani kwa majina, jinsia, miaka na gredi ili kuweza kuwaelezea, b) kujieleza kwa kurejelea jina, jinsia, miaka na gredi kwa ufasaha katika mawasiliano ya kila siku, c) kutoa muhtasari wa maelezo aliyoyasikiliza katika mazingira yake, d) kudhihirisha umakinifu wa kusikiliza katika mazingira yake, 	<ul style="list-style-type: none"> Mwanafunzi asikilize maelezo ya wengine. Mwanafunzi aweza kusikiliza maelezo ya wenzake yaliyorekodiwa kwenye simu, kinasa sauti, kipatakalishi n.k. Wanafunzi watoleane maelezo kuwahusu katika vikundi. Wanafunzi wakiwa wawili wawili waulizane maswali na kujibizana k.m. Unaitwaje? Mwanafunzi atoe maelezo yake akizingatia jina, jinsia, umri na gredi mbele ya darasa. Mwanafunzi aeleeze maana ya msamiati unaotumiwa kujieleza k.v. umri, miaka, msichana, mvulana, gredi na rafiki. 	<ol style="list-style-type: none"> 1) Wewe ni nani? 2) Unajua mambo yapi kuhusu mwenzako? 3) Unapenda kufanya nini?

		<p>e) kuchangamkia maelezo yake na ya wenzake katika kuimarisha mawasiliano,</p> <p>f) kujivunia nafsi yake na wenzake katika miktadha mbalimbali.</p>	<ul style="list-style-type: none"> • Mwanafunzi atunge sentensi kwa kutumia maneno yanayotumiwa kujieleza na kueleza wenzake. • Wanafunzi waweza kujadiliana kuhusu maana na matumizi ya msamiati unaotumiwa k.m. umri, miaka, msichana, mvulana, gredi na rafiki katika vikundi. 	
	2.2 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kusimulia hadithi aliyosikiliza darasani ili kujenga stadi ya kusikiliza,</p> <p>b) kufahamu hadithi aliyosimuliwa ili kupata ujumbe,</p> <p>c) kuonyesha umakinifu wa kusikiliza katika miktadha mbalimbali,</p> <p>d) kuchangamkia hadithi simulizi maishani.</p>	<ul style="list-style-type: none"> • Mwanafunzi aweze kuwa makini anaposimuliwa masimulizi kwa kumtazama msemaji na kutofanya lolote anaposikiliza miongni mwa mengine. • Mwanafunzi asikilize masimulizi kupitia vifaa vya teknolojia k.m. simu, kinasa sauti, kipatakalishi n.k. • Mwanafunzi aweza kusikiliza mgeni mwalikwa akisimulia masimulizi. • Wanafunzi waweza kuwekwa katika vikundi na kutoleana muhtasari wa masimulizi yaliyosimuliwa. • Mwanafunzi aulize na kujibu maswali kutokana na masimulizi. 	<p>1) Umewahi kusimuliwa kisa kipi?</p> <p>2) Unatarajiwa kufanya nini unaposimuliwa kisa?</p> <p>3) Unakumbuka nini katika masimulizi uliyosimuliwa?</p>
	2.3 Kusoma: Hadithi (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua msamiati uliyotumika katika hadithi ili kuweza kuutumia katika mawasiliano,</p> <p>b) kusikiliza hadithi zikisomwa ili kujenga usikivu,</p> <p>c) kufahamu hadithi aliyosomewa darasani ili kupata ujumbe,</p> <p>d) kuchangamkia kusikiliza hadithi kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi athibitisha utabiri wake baada ya kusomewa hadithi. • Mwanafunzi aeleze matumizi ya msamiati uliotumika kwenye hadithi. • Wanafunzi wajadiliane kuhusu hadithi waliosomewa katika vikundi. • Mwanafunzi aweza kusikiliza hadithi zikisomwa kupitia vifaa vya teknolojia k.v. tarakilishi, projekta n.k. • Mwanafunzi aweza kuonyeshwa picha na kadi za msamiati uliotumiwa katika hadithi. 	<p>1) Je, ni hadithi gani ambayo umewahi kusomewa?</p> <p>2) Unatarajiwa kufanya nini unaposomewa hadithi?</p> <p>3) Unakumbuka nini katika hadithi uliyosomewa?</p> <p>4) Unafikiria ni nini kitakachotokea katika hadithi hii?</p>



			<ul style="list-style-type: none"> Mwanafunzi aulize na kujibu maswali kutokana na hadithi. 	
Umilisi wa kimsingi unaokuzwa: Mawasiliano na ushirikiano – Wanatumia lugha faafu katika kujieleza darasani. Vilevile wanashiriki katika kazi ya vikundi Ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza				
Uhusiano na masuala mtambuko: Stadi za maisha: kujitambua na kujithamini kijamii wanapojieleza			Uhusiano na Maadili: Heshima kwa wengine	
Uhusiano na masomo mengine: English Activities, Literacy and Indigenous Languages na Religious Activities			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kujizatiti kuwajua wenzake shuleni na vijijini kuwafunza wenzake umuhimu wa kuwajua watu katika mazingira yao kwa majina kwa usalama wao.	
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kazi ya vikundi shughuli za vikundi vya ushirika shuleni.			Mapendekezo ya Tathmini: kuchunguza ukakamavu wa mwanafunzi anapojieleza kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi.	

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> anajieleza kwa ukakamavu na ufasaha anaelezea wenzake kwa ukakamavu na ufasaha anasimulia kisa kwa lugha ifaayo na yenye ubunifu anajibu maswali ya ufahamu wa hadithi na masimulizi kwa ubunifu na usahihi anatoa muhtasari wa hadithi aliyosimuliwa kwa ubunifu. 	Mwanafunzi, <ul style="list-style-type: none"> anajieleza kwa ufasaha anaelezea wenzake kwa ufasaha anasimulia kisa kwa lugha ifaayo anajibu maswali ya ufahamu kwa usahihi anatoa muhtasari wa hadithi aliyosimuliwa. 	Mwanafunzi, <ul style="list-style-type: none"> anajieleza ifaavyo anaelezea wenzake ifaavyo anasimulia baadhi ya visa ana changamoto katika kujibu baadhi maswali kutokana na hadithi ana changamoto katika kutoa muhtasari wa hadithi aliyosimuliwa. 	Mwanafunzi, <ul style="list-style-type: none"> ana changamoto katika kujieleza ifaavyo ana changamoto katika kuelezea wenzake ifaavyo ana changamoto katika kusimulia kisa ana changamoto katika kujibu maswali mengi kutokana na hadithi ana changamoto katika kutoa muhtasari wa hadithi aliyosimuliwa.

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MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
3.0 Tarakimu	3.1 Kusikiliza na Kuzungumza: Msamiati (<i>Vipindi 3</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua nambari moja hadi kumi (1-10) katika mazingira yake, b) kuhesabu nambari 1-10 kwa mfuatano ili kujenga stadi ya kuzungumza, c) kutaja majina ya nambari moja hadi kumi kwa mfululizo ili kujenga stadi ya kuzungumza, d) kutumia majina ya nambari moja hadi kumi kutunga sentensi ili kujenga stadi ya kuzungumza, e) kuthamini matumizi ya nambari katika maisha ya kila siku.	<ul style="list-style-type: none"> Mwanafunzi anaweza kupewa kadi za nambari azitaje kwa maneno. Mwanafunzi aweza kukariri mashairi kuhusu nambari moja hadi kumi. Mwanafunzi aweza kushirikishwa kuimba nyimbo za tarakimu. Wanafunzi waambatanishe nambari na maneno kwa kuonyeshwa nambari na kutaja jina la nambari husika. Wanafunzi wahesabu vidole kwa Kiswahili wakiwa wawili wawili k.m. mmoja anachukua kidole kimoja na mwingine anataja jina la nambari, kwa mfano, kidole kimoja kiambatane na neno ‘moja’ n.k. Wanafunzi wanaweza kupanga kadi za majina ya nambari moja hadi kumi kwa utaratibu. Mwanafunzi aweza kuonyeshwa nambari na jina kwa kutumia tarakilishi na projekta. Mwanafunzi aweza kuonyeshwa video ya wanafunzi wakisoma nambari moja hadi kumi kwa tarakilishi. 	<ol style="list-style-type: none"> Unajua kuhesabu nambari ngapi? Hesabu moja hadi kumi. Unaweza kutumia majina yapi ya nambari moja hadi kumi katika sentensi? Ni nini umuhimu wa nambari maishani?
	3.2 Kusikiliza na Kuzungumza: Masimulizi (<i>Vipindi 2</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kusikiliza visa vinavyohusiana na nambari ili kujenga umakinifu, b) kufahamu masimulizi ya visa vinavyohusiana na nambari ili kupata ujumbe,	<ul style="list-style-type: none"> Mwanafunzi asikilize kisa kikisimuliwa. Mwanafunzi ashiriki katika kusimulia kisa kinachohusisha nambari. Mwanafunzi atoe muhtasari wa matukio yaliyosimuliwa. Wanafunzi waweza kusimuliana visa vinavyojumuisha nambari wakiwa wawili wawili au katika vikundi. Mwanafunzi aweza kusikiliza masimulizi kupitia kwa vyombo vya kiteknolojia kama vile simu, kinasasauti na 	<ol style="list-style-type: none"> Nambari hutumiwaje? Unatarajiwa kufanya nini unaposimuliwa kisa?



		c) kuonyesha umakinifu wa kusikiliza katika mawasiliano, d) kuchangamkia masimulizi katika maisha ya kila siku.	kipatakalishi vyaweza kutumiwa katika kusimulia visa mbalimbali.	3) Unakumbuka nini katika kisa ulichosimuliwa?
	3.3 Kusoma: Hadithi (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze; a) kutambua msamiati uliotumika katika kurahisisha ufahamu, b) kusikiliza hadithi zikisomwa na mwalimu ili kujenga stadi ya kusikiliza, c) kufahamu hadithi aliyosomewa ili kupata ujumbe, d) kuchangamkia kusikiliza hadithi kila siku ili kujenga ari ya kusoma baadaye.	<ul style="list-style-type: none"> Mwanafunzi ashirikiane na wengine kujadili picha zilizojumuishwa kwenye hadithi. Mwanafunzi atabiri kitakachotokea kwenye hadithi. Mwanafunzi athibitishe utabiri wake baada ya kusoma hadithi. Mwanafunzi atunge sentensi akitumia msamiati uliotumika kwenye hadithi. Wanafunzi wajadiliane kuhusu hadithi waliosomewa katika vikundi. Mwanafunzi aweza kusikiliza hadithi zikisomwa kupitia vifaa vya kiteknolojia k.v. tarakilishi, projekta n.k. Mwanafunzi aulize na kujibu maswali kutokana na hadithi. 	1) Umewahi kusikiliza hadithi ipi? 2) Unatarajiwa kufanya nini unaposomewa hadithi? 3) Kwa nini unapenda picha? 4) Unaweza kutabiri kitakachotokea katika hadithi? 5) Unakumbuka hadithi uliyosomewa?
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – Wanatumia lugha faafu darasani. Vilevile wanashiriki katika kazi ya vikundi ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza hamu ya ujifunzaji: mwanafunzi atapata hamu ya kuendelea kuhesabu kwa kutumia Kiswahili				
Uhusiano na masuala mtambuko: Stadi za maisha: kujitambua wanapohesabu viungo vya mwili.			Uhusiano na Maadili: uwajibikaji wa kutunza alichu nacho na cha wenzake.	
Uhusiano na masomo mengine: Mathematics Activities			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kutumia ujuzi wa kuhesabu katika biashara hasa anapotumwa dukani au sokoni.	
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kazi ya vikundi shughuli za vikundi vya ushirika shuleni michezo			Mapendekezo ya Tathmini: kuchunguza uwezo wa kuhesabu kwa Kiswahili kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa.	

nyimbo na mashairi	
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
<p>Mwanafunzi ,</p> <ul style="list-style-type: none"> • ana hesabu moja hadi kumi kwa haraka • anatumia msamiati wa nambari kwa ubunifu katika sentensi • anasimulia kisa kwa ufasaha na ubunifu • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa ubunifu na usahihi • anatoa muhtasari wa hadithi aliyosimuliwa au kusomewa kwa ubunifu. 	<p>Mwanafunzi ,</p> <ul style="list-style-type: none"> • anahesabu moja hadi kumi • anatumia msamiati wa nambari katika sentensi ifaavyo • Anasimulia kisa kwa ufasaha. • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • anatoa muhtasari wa hadithi aliyosimuliwa au kusomewa. 	<p>Mwanafunzi ,</p> <ul style="list-style-type: none"> • ana changamoto chache katika kuhesabu moja hadi kumi • ana changamoto katika kutumia baadhi ya msamiati wa nambari katika sentensi • anasimulia baadhi ya visa • ana changamoto katika kujibu baadhi ya maswali ya ufahamu kwenyehadithi na masimulizi • anatoa muhtasari wa hadithi aliyosimuliwa au kusomewa. 	<p>Mwanafunzi ,</p> <ul style="list-style-type: none"> • ana changamoto nyingi katika kuhesabu moja hadi kumi • ana changamoto katika kutumia msamiati wa nambari katika sentensi • ana changamoto katika kusimulia kisa • ana changamoto katika kujibu maswali mengi kutokana na hadithi na masimulizi • ana changamoto katika kutoa muhtasari wa hadithi aliyosimuliwa au kusomewa.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
4.0 Siku za wiki	4.1 Kusikiliza na Kuzungumza: Msamiati (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua siku za wiki katika mawasiliano ya kila siku,	<ul style="list-style-type: none"> • Mwanafunzi atambue siku za wiki yaani: Jumatatu, Jumanne, Jumatano, Alhamisi, Ijumaa, Jumamosi na Jumapili kwa kutumia kadi za maneno. • Mwanafunzi aweza kuimba wimbo wa siku za wiki. 	<ol style="list-style-type: none"> 1) Wiki moja ina siku ngapi? 2) Unaenda shule siku gani? 3) Unaweza kutaja na kuandika



		b) kutaja majina ya siku za wiki kwa mfululizo ili kumsaidia kuratibu shughuli za siku, c) kuelezea shughuli za siku mbalimbali za wiki ili kujenga stadi ya kuzungumza, d) kutumia majina ya siku za wiki kutunga sentensi ili kuimarisha mawasiliano, e) kuthamini kila siku ya wiki ili kutilia maanani shughuli za siku husika maishani.	<ul style="list-style-type: none"> • Mwanafunzi aweza kukariri mashairi kuhusu siku za wiki. • Mwanafunzi ashiriki katika majadiliano ya shughuli za siku za wiki k.m. Jumatatu naenda shule, Ijumaa, Jumamosi au Jumapili nashiriki ibada n.k. • Wanafunzi waweza kupanga kadi za majina ya siku za wiki kwa utaratibu wakiwa wawili wawili. 	majina yapi ya siku za wiki kwa mfuatano? 4) Waweza kutumia majina yapi ya siku za wiki katika sentensi?
	4.2 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kusimulia matukio katika siku tofauti za wiki ili kujenga stadi ya kuzungumza, b) kufahamu masimulizi ya matukio ya siku za wiki aliyosimuliwa ili kupata ujumbe, c) kuonyesha umakinifu wa kusikiliza katika mawasiliano, d) kuchangamkia masimulizi maishani ili kuimarisha usikivu.	<ul style="list-style-type: none"> • Mwanafunzi asimulie kisa darasani. • Mwanafunzi aonyeshe umakinifu anaposikiliza masimulizi ya mwalimu na wanafunzi wenzake. • Wanafunzi waweza kusimuliana matukio ya siku za wiki wakiwa wawili wawili. • Mwanafunzi asikilize masimulizi kuhusu matukio ya siku za wiki kupitia vifaa vya kiteknolojia k.m. simu, kinasasauti, kipakatalishi n.k. • Wanafunzi waweza kuwekwa katika vikundi na kutoleana muhtasari wa matukio yaliyosimuliwa hasa kwa kutumia vifaa vya kiteknolojia. • Mwanafunzi ajibu na kuuliza maswali kutokana na masimulizi aliyosikiliza. 	1) Ni matukio yapi uliyowahi kushuhudia? 2) Unatarajiwa kufanya nini unaposimuliwa kisa? 3) Unakumbuka nini katika matukio uliyosimuliwa?
	4.3 Kusoma Hadithi (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua msamiati uliotumika katika hadithi ili kuimarisha ufahamu, b) kusikiliza hadithi zikisomwa na mwalimu zinazojumuisha matukio	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi athibitishe utabiri wake baada ya kusomewa hadithi. • Mwanafunzi asikilize hadithi ikisomwa na mwalimu. 	1) Umewahi kusikiliza hadithi ipi? 2) Unatarajiwa kufanya nini unaposomewa hadithi?

		ya siku za wiki ili kujenga umakinifu, c) kufahamu hadithi aliyosomewa katika mada ili kupata ujumbe, d) kuchangamkia kusikiliza hadithi kila siku.	<ul style="list-style-type: none"> • Mwanafunzi aeleze matumizi ya msamiati uliotumika kwenye hadithi. • Wanafunzi waweza kujadiliana kuhusu hadithi waliyosomewa katika vikundi. • Mwanafunzi aweza kushirikishwa kusikiliza hadithi kwa kutumia vifaa vya kiteknolojia k.v. tarakilishi, projekta n.k. • Mwanafunzi aweza kuonyeshwa picha na kadi za maneno yaliyotumiwa katika hadithi. • Mwanafunzi ajibu na aulize maswali kutokana na hadithi. 	3) Unafikiri ni nini kitakachotokea katika hadithi? 4) Unakumbuka hadithi ipi uliyosomewa?
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – kazi za vikundi ujuzi wa kidijitali : kuandika kwa vipakatalishi na kusikiliza visa ubunifu: kueleza namna ya kutumia kila siku aliyo nayo.				
Uhusiano na masuala mtambuko: stadi za Maisha (uwajibikaji) -kufanya uamuzi wa jinsi ya kutumia siku za wiki uzalendo: kushirikiana katika vikundi.			Uhusiano na Maadili: heshima kwa siku zilizotengewa shughuli za kidini.	
Uhusiano na Masomo mengine: Literacy activities, Religious Activities na Mathematics Activities			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuisitiza umuhimu wa shughuli tofauti kwa mfano siku za kwenda shule, siku ya kupumzika na siku ya kwenda maabadini kwa wenzake na miongoni mwa wanajamii.	
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kazi ya vikundi shughuli za vikundi vya ushirika shuleni michezo nyimbo na mashairi kuhusu siku za wiki.			Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuchunguza jinsi anavyoorodhesha siku za wiki na kuzitungia sentensi • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa. 	

Viwango vya Kuzingatia katika Kutathmini



Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anaorodhesha siku za wiki kwa haraka na ifaavyo • anatumia majina ya siku za wiki katika mawasiliano kwa ubunifu • anasimulia kisa kwa ufasaha na ubunifu • anajibu maswali ya ufahamu wa hadithi na masimulizi kwa ubunifu na usahihi. 	Mwanafunzi, <ul style="list-style-type: none"> • anaorodhesha siku za wiki ifaavyo • anatumia majina ya siku za wiki katika mawasiliano • anasimulia kisa kwa ufasaha • anajibu maswali ya ufahamu wa hadithi na masimulizi kwa usahihi. 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika orodhesha siku za wiki ifaavyo • ana changamoto katika kutumia majina ya siku za wiki katika mawasiliano • anasimulia baadhi ya visa • anajibu baadhi ya maswali ya ufahamu wa hadithi na masimulizi. 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto nyingi katika kuorodhesha siku za wiki • ana changamoto nyingi katika kutumia majina ya siku za wiki katika mawasiliano • Ana changamoto katika kusimulia visa • Ana changamoto katika kujibu maswali ya ufahamu wa hadithi na masimulizi.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
5.0 Familia	5.1 Sauti na majina ya herufi za Kiswahili (<i>Vipindi 8</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- <ol style="list-style-type: none"> a) kutamka sauti nne za herufi moja ili kuimarisha mazungumzo, b) kutambua sauti za herufi moja zilizofunzwa katika maneno ili kuimarisha mazungumzo, c) kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kusoma, d) kusoma herufi za sauti moja katika kujenga stadi ya kusoma, 	<ul style="list-style-type: none"> • Mwanafunzi ashirikishwe kutambua sauti /m/, /a/, /u/ na /k/ katika maneno. • Mwanafunzi asikilize mwalimu akitamka sauti lengwa, kisha watamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili na katika darasa. • Mwanafunzi atumie teknolojia (papaya) kutamkia sauti. • Mwanafunzi atambue herufi inayowakilisha sauti lengwa kwa kutumia kadi za herufi. • Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa. • Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno. • Wanafunzi waweza kushirikishwa kusikiliza mgeni mwalikwa mwenye umahiri wa kutamka sauti lengwa. 	<ol style="list-style-type: none"> 1) Ni sauti zipi unazojua kutamka? 2) Unajua kusoma herufi na maneno yapi? 3) Unajua kuandika herufi na maneno yapi?

		<p>e) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma,</p> <p>f) kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa ili kujenga stadi ya kusoma,</p> <p>g) kuandika maumbo ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kuandika,</p> <p>h) kuchangamkia kutumia maneno yanayojumuisha sauti zilizofunzwa katika mawasiliano ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi asome maneno kwa kutumia silabi au kugawa maneno marefu zaidi vipande vipande. • Wanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa kama darasa au wawili wawili. • Mwanafunzi asikilize na kusoma hadithi kupitia vifaa vya teknolojia kama vile tarakilishi, projekta n.k. • Mwanafunzi afinyange na aandike maumbo ya herufi za sauti alizosoma hewani na vitabuni. • Mwanafunzi aandike maneno yaliyo na herufi za sauti alizofunzwa kwa kunakili aliyoandika mwalimu. 	
	5.2 Kusikiliza na Kuzungumza: Maneno ya heshima (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua maneno ya heshima katika mawasiliano,</p> <p>b) kutumia maneno ya heshima katika mawasiliano,</p> <p>c) kuambatanisha maneno ya heshima na hisia zifaazo katika mawasiliano,</p> <p>d) kuthamini matumizi ya maneno ya heshima katika mawasiliano ya kila siku.</p>	<ul style="list-style-type: none"> • Wanafunzi waweza kuonyeshwa mchoro wa mtoto akipokea zawadi halafu wajiadili neno linalofaa kutumiwa na anayepokea zawadi. • Mwanafunzi aweza kuonyeshwa video inayoashiria matumizi ya maneno ya heshima k.m. Mtu akipokea zawadi au wageni wakimtembelea mgonjwa hospitalini. • Mwanafunzi aweza kupewa ufafanuzi kuhusu maneno ya heshima kama vile “asante, pole na tafadhali.” • Wanafunzi waweza kushirikishwa katika kuigiza vitendo vya heshima. • Mwanafunzi ahusishwe katika mjadala kuhusu umuhimu wa kutumia maneno ya heshima. 	<p>1) Unapopewa zawadi unatakiwa kusema nini?</p> <p>2) Mwenzako anapojikwaa utamwambiaje?</p> <p>3) Unapoomba ruhusu kutoka kwa mwalimu unatumia neno gani?</p>
	5.3 Kusoma: Hadithi (Vipindi 4)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua msamiati uliotumika katika hadithi,</p>	<ul style="list-style-type: none"> • Mwanafunzi aweza kujadili picha zilizojumuishwa kwenye hadithi. 	<p>1) Unatakiwa kufanya nini unaposomewa hadithi?</p>



		b) kusikiliza hadithi zikisomwa na mwalimu zinazohusu familia darasani, c) kusoma hadithi kuhusu familia darasani, d) kufahamu hadithi aliyosomewa kuhusu familia darasani, e) kuchangamkia kusikiliza hadithi kila siku.	<ul style="list-style-type: none"> • Mwanafunzi aweza kutabiri kitakachotokea kwenye hadithi. • Mwanafunzi aweza kufuatilia hadithi ikisomwa na mwalimu, kisha asome pamoja na mwalimu na baadaye asome akiwa peke yake au wawili wawili. • Mwanafunzi aweza kueleza maana na matumizi ya msamiati uliotumika kwenye hadithi ukiwemo msamiati wa familia kama vile baba, mama, kaka na dada. • Mwanafunzi aweza kusikiliza mwalimu anaposoma hadithi, asome pamoja na mwalimu na kisha asome peke yake, wawili wawili au katika vikundi. • Mwanafunzi asikilize hadithi ya mwalimu au iliyorekodiwa inayojumuisha matumizi ya maneno ya heshima. • Mwanafunzi aweza kutoa muhtasari wa hadithi aliyosoma au aliyosomewa. • Wanafunzi waweza kutunga sentensi wakitumia majina ya watu wa familia katika vikundi. • Mwanafunzi aweza kusoma hadithi kwa kutumia jitabu lililowekwa mbele ya darasa. • Mwanafunzi aweza kuthibitisha utabiri wake baada ya kusomewa hadithi. • Wanafunzi waweza kushirikishwa katika kuuliza na kujibu maswali kutokana na hadithi darasani na vilevile kuyaandika kwenye madaftari yao. 	2) Unakumbuka nini katika hadithi uliyosomewa? 3) Unaweza kutabiri kitakachotokea katika hadithi? 4) Unaweza kusoma hadithi? 5) Kwa nini unapenda hadithi? 6) Unakumbuka hadithi gani uliyosoma?
	5.4 Sarufi: Nafsi ya kwanza wakati uliopo (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua maneno na viambishi vinavyotumika kuonyesha nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika sentensi,	<ul style="list-style-type: none"> • Mwanafunzi aweza kutumia nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika mawasiliano. • Mwanafunzi aweza kutumia nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika sentensi. • Mwanafunzi aweza kusoma sentensi zinazojumuisha matumizi ya nafsi ya kwanza wakati uliopo hali ya umoja na wingi. 	1) Je, unatumia maneno gani kujirejelea na mkiwa wengi? 2) Ukiwa unafanya lolote sasa, utasemaje?

		b) kusoma vifungu vya maneno vinavyoashiria nafsi ya kwanza wakati uliopo hali ya umoja na wingi, c) kutumia nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika sentensi, d) kuandika vifungu vya maneno vinavyoashiria nafsi ya kwanza wakati uliopo hali ya umoja na wingi, e) kufurahia kutumia nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika mawasiliano.	<ul style="list-style-type: none"> • Mwanafunzi aweza kujaza mapengo kwa kutumia maneno na viambishi vinavyowakilisha nafsi ya kwanza na wakati uliopo kama vile; mimi nina ; sisi tuna. • Wanafunzi waweza kuigiza nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika vikundi kwa kutumia vifungu kama vile mimi ninaandika-sisi tunaandika, mimi ninasoma- sisi tunasoma baadaye waongozwe kuandika vifungu hivi kwenye madaftari yao. • Mwanafunzi aweza kupewa zoezi katika tarakilishi ili atumie mbinu ya kuburura majibu sahihi na kutia kapuni. 	
Umilisi wa kimsingi unaokuzwa: <ul style="list-style-type: none"> • mawasiliano na ushirikiano – Kujadiliana kuhusu majukumu ya watu wa familia; Kufanya kazi kwa vikundi • hamu ya ujifunzaji: Matumizi ya nafsi ya kwanza wakati uliopo • ujuzi wa kidijitali :Kuna mapendekezo ya kutumia vifaa vya kiteknolojia kufunzia • ubunifu: Utunzi wa sentensi kwa kutumia nafsi ya kwanza wakati uliopo. 				
Uhusiano na masuala mtambuko: <ul style="list-style-type: none"> • uraia: uzalendo: kushirikiana katika vikundi • utangamano wa kijamii - mahusiano katika familia. 			Mahusiano na Maadili: mapenzi na heshima katika familia.	
Uhusiano na masomo mengine: Religious Studies, English Activities na Environmental Activities			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kutembelea nyumba ya mayatima na kucheza nao kuwaelimisha wengine umuhimu wa familia katika ujenzi wa jamii.	
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kazi ya vikundi shughuli za vikundi vya ushirika shuleni michezo.			Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuchunguza jinsi anavyowatambua watu katika familia yake • kuchunguza anavyotamka sauti zilizofunzwa 	



	<ul style="list-style-type: none"> • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa • kuchunguza jinsi anavyotumia nafsi ya kwanza wakati uliopo katika sentensi.
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anawataja watu wa familia zaidi ya aliyofunzwa • anatumia majina ya watu wa familia kwa ubunifu katika sentensi • anasoma hadithi kwa ufasaha • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa ubunifu na usahihi • anatumia nafsi ya kwanza wakati uliopo kutunga sentensi zenye ubunifu • anaandika kwa hati nadhifu. 	Mwanafunzi, <ul style="list-style-type: none"> • anawataja watu wa familia • anatumia majina ya watu wa familia katika sentensi ifaavyo • anasoma hadithi • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • anatumia nafsi ya kwanza wakati uliopo kutunga sentensi ifaavyo • anaandika kwa hati inayosomeka. . 	Mwanafunzi, <ul style="list-style-type: none"> • anawataja watu wa familia • anatumia majina ya watu wa familia katika sentensi • anasoma baadhi ya kazi anazopewa • anajibu baadhi maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • ana changamoto katika kutumia nafsi ya kwanza wakati uliopo kutunga sentensi • anaandika kwa hati inayosomeka. 	Mwanafunzi, <ul style="list-style-type: none"> • anawataja watu wa familia • ana changamoto katika kutumia majina ya watu wa familia katika sentensi • ana changamoto katika kusoma • Ana changamoto katika kujibu maswali ya ufahamu hadithi na masimulizi kwa usahihi • ana changamoto katika kutumia nafsi ya kwanza wakati uliopo kutunga sentensi • ana changamoto katika kuandika.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
6.0 Mwili Wangu	6.1 Sauti na majina ya herufi za Kiswahili (Vipindi 8)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutamka sauti nne za herufi moja katika kuimarisha mazungumzo, kutambua sauti za herufi moja zilizofunzwa katika maneno, kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kusoma, kusoma herufi za sauti moja katika kujenga stadi ya kusoma, kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma, kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa ili kujenga stadi ya kusoma, kuandika maumbo ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kuandika, kuchangamkia kutumia maneno yanayojumuisha sauti zilizofunzwa katika mawasiliano ya kila siku. 	<ul style="list-style-type: none"> Mwanafunzi atambue sauti /t/, /l/, /n/ na /o/ katika maneno. Mwanafunzi asikilize mwalimu anapotamka sauti lengwa, kisha atamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili au kama darasa. Mwanafunzi atumie teknolojia (papaya) kutamkia sauti. Mwanafunzi atambue herufi inayowakilisha sauti lengwa kwa kutumia kadi za herufi. Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa. Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno. Mwanafunzi waweza kushirikishwa kusikiliza mgeni mwalikwa mwenye umahiri wa kutamka sauti lengwa. Mwanafunzi asome maneno kwa kutumia silabi na kuchanganua yaliyo marefu zaidi. Mwanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa kama darasa au wawili wawili. Mwanafunzi asikilize na kusoma hadithi kupitia vifaa vya kiteknolojia kama vile tarakilishi, projekta n.k. Mwanafunzi afinyange na aandike maumbo ya herufi za sauti alizosoma hewani na vitabuni. Mwanafunzi aandike maneno yaliyo na herufi za sauti alizofunzwa kwa kunakili aliyoandika mwalimu. 	<ol style="list-style-type: none"> 1) Ni sauti zipi unazojua kutamka? 2) Unajua kusoma herufi na maneno yapi? 3) Unajua kuandika herufi na maneno yapi?



6.2 Msamiati (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua sehemu za mwili katika mawasiliano, kutumia majina ya sehemu za mwili katika kutunga sentensi, kusoma majina ya sehemu za mwili katika kuimarisha stadi ya kusoma, kuandika majina ya sehemu za mwili katika kuimarisha stadi ya kuandika, kuchangamkia utunzaji wa sehemu za mwili katika kuimarisha afya. 	<ul style="list-style-type: none"> Mwanafunzi aambanitishe kadi za maneno na sehemu za mwili za nje. Mwanafunzi aweza kuonyeshwa video kuhusu sehemu za mwili za nje. Mwanafunzi achore sehemu za mwili za nje. Mwanafunzi afafanue maana ya msamiati wa sehemu za mwili. Mwanafunzi asome hadithi baada ya mwalimu, kisha pamoja na mwalimu na baadaye akiwa peke yake au wawili wawili. Mwanafunzi aweza kushirikishwa katika kuimba nyimbo na kukariri mashairi yanayohusu sehemu za mwili za nje. Mwanafunzi aandike majina ya sehemu za mwili za nje. Mwanafunzi atunge sentensi kuhusu sehemu za mwili za nje. Mwanafunzi achorewe sehemu za mwili kwenye tarakilishi ili atumie mbinu ya kuburura na kuweka kapuni ili kujazia mapengo. 	<ol style="list-style-type: none"> Ni sehemu gani ya mwili unayoweza kuchora? Sehemu tofauti za mwili za nje zina umuhimu gani?
6.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua sehemu za mwili katika mawasiliano, kueleza matumizi ya sehemu za mwili ili kuthamini mwili wake, kusimulia visa kuhusu sehemu za mwili katika kujenga stadi ya kuzungumza, kuthamini sehemu za mwili wake maishani. 	<ul style="list-style-type: none"> Mwanafunzi ataje sehemu za mwili za nje. Mwanafunzi achore picha za sehemu mbalimbali za mwili za nje. Mwanafunzi wajaadili sehemu za mwili za nje na umuhimu wake katika vikundi. Mwanafunzi atoe maelezo kuhusu sehemu za mwili za nje. Mwanafunzi azungumzie sehemu zake za mwili za nje. Mwanafunzi aweza kuimba nyimbo na kukariri mashairi mepesi kuhusu sehemu za mwili za nje. 	<ol style="list-style-type: none"> Unajua sehemu gani za mwili za nje? Sehemu za mwili za nje hutumiwa kufanya nini? Ni sehemu ipi ya mwili ya nje iliyo muhimu zaidi?

	6.4 Sarufi: Umoja na wingi wa majina (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua majina ya sehemu za mwili za nje katika umoja na wingi ili kuimarisha mawasiliano,</p> <p>b) kutumia majina ya sehemu za mwili za nje kwenye sentensi katika umoja na wingi ili kuimarisha mawasiliano,</p> <p>c) kusoma sentensi zinazojumuisha sehemu za mwili za nje katika umoja na wingi ili kuimarisha stadi ya kusoma,</p> <p>d) kuandika sentensi zinazojumuisha sehemu za mwili za nje katika umoja na wingi ili kuimarisha stadi ya kuandika,</p> <p>e) kufurahia kurejelea sehemu za mwili za nje katika umoja na wingi katika mawasiliano.</p>	<ul style="list-style-type: none"> • Mwanafunzi atunge sentensi kwa kurejelea sehemu za mwili za nje katika umoja na wingi. • Mwanafunzi asome sentensi zinazorejelea sehemu za mwili za nje katika umoja na wingi. • Mwanafunzi aandike sentensi zinazorejelea sehemu za mwili za nje katika umoja na wingi. • Mwanafunzi aweza kujaza mapengo kwa kutumia majina ya sehemu za mwili za nje katika umoja na wingi. • Mwanafunzi aweza kunakili sentensi katika umoja na wingi. • Wanafunzi watunge sentensi katika umoja na wingi kwa vikundi. 	<p>1) Je, ni sehemu gani za mwili unazoweza kutaja katika umoja na wingi?</p> <p>2) Je, waweza kutumia majina gani ya sehemu za mwili za nje katika sentensi?</p>
<p>Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – kupanga kujadiliana umuhimu wa sehemu za mwili; Kufanya kazi kwa vikundi hamu ya ujifunzaji: hamu ya kutaka kujua vitu vingine katika umoja na wingi ujuzi wa kidijitali: kuna mapendekezo ya kutumia vifaa vya kiteknolojia kufunzia ubunifu: utunzi wa sentensi katika umoja na wingi.</p>				
<p>Uhusiano na masuala mtambuko na Maadili: stadi za maisha – kujitambua na kujithamini anapotaja sehemu zake za mwili; kujionea fahari kwa maumbile yake</p>			<p>Uhusiano na maadili: Uwajibikaji mapenzi kwa mwili wake.</p>	



uraia: utangamano wa kijamii - kushirikiana katika vikundi.	
Uhusiano na Masomo mengine: English Activities, Environmental Activities na Religious Activities	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuisisitiza kuhusu utunzaji wa mwili miongoni mwa wenzake kulinda usiri wa mwili wake.
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kazi ya vikundi shughuli za vikundi vya ushirika shuleni michezo nyimbo na mashairi.	Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuchunguza jinsi anavyotambua sehemu mbalimbali za mwili • kuchunguza anavyotamka sauti zilizofunzwa • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa • kuchunguza jinsi anavyotumia umoja na wingi wa majina katika sentensi.

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti lengwa ifaavyo na kwa ukakamavu • anaelezea sehemu lengwa za mwili ifaavyo • anatumia majina ya sehemu lengwa za mwili kwa ubunifu katika sentensi • anasoma kwa ufasaha • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa ubunifu na usahihi 	Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti lengwa vyema • anataja sehemu lengwa za mwili ifaavyo • anatumia majina ya sehemu lengwa za mwili ifaavyo katika sentensi • anasoma ifaavyo • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa usahihi 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutamka baadhi ya sauti lengwa • anataja sehemu lengwa za mwili • ana changamoto katika kutumia baadhi ya majina ya sehemu lengwa za mwili ifaavyo katika sentensi • anasoma baadhi ya kazi anazopewa • anajibu baadhi ya maswali ya ufahamu katika hadithi na masimulizi kwa usahihi 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutamka sauti lengwa • ana changamoto katika kutaja baadhi ya sehemu lengwa za mwili • ana changamoto katika kusoma • ana changamoto katika kutumia majina ya sehemu lengwa za mwili ifaavyo katika sentensi • ana changamoto katika kujibu maswali ya ufahamu katika

<ul style="list-style-type: none"> • anatumia umoja na wingi wa majina lengwa katika kutunga sentensi ifaavyo kila wakati • anaandika kwa hati nadhifu na kwa haraka. 	<ul style="list-style-type: none"> • anatumia umoja na wingi wa majina lengwa katika kutunga sentensi ifaavyo • anaandika kwa hati bora. 	<ul style="list-style-type: none"> • ana changamoto katika kutumia umoja na wingi wa baadhi ya majina lengwa kutunga sentensi • anaandika kwa hati zinazosomeka. 	<p>hadithi na masimulizi kwa usahihi</p> <ul style="list-style-type: none"> • ana changamoto katika kutumia umoja na wingi wa majina lengwa kutunga sentensi • ana changamoto katika kuandika.
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MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
7.0 Usafi wa Mwili	7.1 Sauti na majina ya herufi za Kiswahili (Vipindi 8)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutamka sauti nne za herufi moja katika kuimarisha mazungumzo, b) kutambua sauti za herufi moja zilizofunzwa katika maneno ili kuimarisha mazungumzo, c) kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kusoma, d) kusoma herufi za sauti moja katika kujenga stadi ya kusoma, e) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma, f) kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa ili kujenga stadi ya kusoma, g) kuandika maumbo ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kuandika, 	<ul style="list-style-type: none"> • Mwanafunzi atambue sauti /w/, /e/, /i/ na /h/ katika maneno. • Mwanafunzi amsikilize mwalimu akitamka sauti lengwa, kisha atamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili na kama darasa. • Mwanafunzi atumie teknolojia (papaya) kusikiliza matamshi ya sauti lengwa. • Mwanafunzi atambue herufi zinazowakilisha sauti lengwa kwa kutumia kadi za herufi. • Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa. • Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno. • Wanafunzi waweza kusikiliza mgeni mwalikwa mwenye umahiri wa kutamka sauti lengwa. • Mwanafunzi afinyange maumbo ya herufi za sauti lengwa. • Mwanafunzi aandike maumbo ya herufi za sauti alizosoma hewani na vitabuni. 	<ol style="list-style-type: none"> 1) Ni sauti zipi unazojua kutamka? 2) Unajua kusoma herufi na maneno yapi? 3) Unajua kuandika herufi na maneno yapi?



		h) kuchangamkia kutumia maneno yanayojumuisha sauti zilizofunzwa katika mawasiliano ya kila siku.	<ul style="list-style-type: none"> • Mwanafunzi asome maneno kwa kutumia silabi na kuchanganua yaliyo marefu zaidi. • Wanafunzi waweza kusoma hadithi zilizo na maneno yaliyobeba sauti lengwa kama darasa au wawili wawili. • Mwanafunzi aweza kusikiliza na kusoma hadithi kupitia vifaa vya kiteknolojia kama vile tarakilishi, projekta n.k. • Mwanafunzi aandike imla ya maneno yaliyo na herufi za sauti alizofunzwa na kuyaandika. 	
7.2 Msamiati (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua msamiati wa usafi wa mwili katika kujenga msamiati ili kuimarisha mawasiliano,</p> <p>b) kueleza maana ya msamiati wa usafi wa mwili ili kuimarisha mawasiliano,</p> <p>c) kusoma msamiati wa usafi wa mwili katika kuimarisha stadi ya kusoma,</p> <p>d) kutumia msamiati wa usafi wa mwili katika sentensi,</p> <p>e) kuandika maneno yanayohusiana na usafi wa mwili katika kuimarisha stadi ya kuandika,</p> <p>f) kuthamini usafi wa mwili katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi atambue msamiati wa usafi wa mwili k.m. kukata kucha, kunyoa nywele, kusafisha nguo, kusugua meno, kunawa mikono, kuoga na kufuta kamasi. • Mwanafunzi atumie msamiati uliyofunzwa katika sentensi sahihi. • Mwanafunzi aandike maneno yaliyofunzwa • Mwanafunzi aweza kupewa kadi za maneno asome kwa sauti. • Wanafunzi waweza kuambatanisha maneno waliofunzwa na michoro. • Wanafunzi waweza kuimba nyimbo na kukariri mashairi kuhusu usafi wa mwili. • Wanafunzi waweza kuwekwa katika vikundi wajaadiliane kuhusu usafi wa mwili. • Wanafunzi waweza kutazama video kuhusu vitendo tofauti vya usafi wa mwili. 	<p>1) Je, kwa nini unapenda kukaa ukiwa safi?</p> <p>2) Ni vitendo vipi vinavyotusaidia kukaa tukiwa safi?</p>	
7.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:-	<ul style="list-style-type: none"> • Mwanafunzi asimuliwe hadithi kuhusu usafi kisha ashiriki katika mjadala kuhusu usafi wa mwili. • Wanafunzi wasimuliane visa kuhusu usafi. 	1) Je, ni sehemu zipi za mwili zinazopaswa	

		<p>a) kutambua sehemu za mwili zinazopaswa kuangaziwa zaidi katika usafi katika kuimarisha mazungumzo,</p> <p>b) kusikiliza hadithi kuhusu usafi wa mwili katika kurejelea stadi ya kusikiliza,</p> <p>c) kufahamu masimulizi aliyoyasikiliza katika kurejelea stadi ya kusikiliza,</p> <p>d) kusimulia visa vinavyohusu usafi katika kurejelea stadi ya kuzungumza,</p> <p>e) kufurahia masimulizi kuhusu usafi kila wakati katika mawasiliano.</p>	<ul style="list-style-type: none"> • Wanafunzi wajiadiliane kuhusu sehemu za mwili zinazopaswa kuangaziwa zaidi katika usafi. • Wanafunzi wajiadiliane kuhusu umuhimu wa usafi maishani. • Mwanafunzi aweza kusikiliza mgeni mwalikwa k.m daktari au nesi akizungumzia juu ya usafi. • Mwanafunzi ajibu na kuuliza maswali ya hadithi na maelezo aliyosikia kuhusu usafi. • Mwanafunzi aweza kuhusishwa katika kuimba nyimbo na kukariri mashairi kuhusu usafi wakiigiza vitendo vya usafi. • Mwanafunzi aweza kusikiliza nyimbo na mashairi yaliyorekodiwa kwenye vifaa vya kiteknolojia. 	<p>kuangaziwa zaidi katika usafi?</p> <p>2) Je, usafi una umuhimu gani?</p> <p>3) Je, unaweza kusimulia kisa kuhusu usafi?</p>
	7.4 Kusoma: Hadithi (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua msamiati uliotumiwa katika hadithi ili kuimarisha mawasiliano,</p> <p>b) kusikiliza hadithi zikisomwa na mwalimu zinazohusu usafi wa mwili katika kujenga stadi ya kusoma,</p> <p>c) kusoma hadithi zinazohusu usafi wa mwili katika kujenga stadi ya kusoma,</p> <p>d) kufahamu hadithi aliyoisoma na aliyosomewa kuhusu usafi wa mwili ili kuimarisha mawasiliano,</p> <p>e) kudumisha usafi katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi athibitishe utabiri wake baada ya kusoma na kusomewa hadithi. • Mwanafunzi asome hadithi baada ya mwalimu, kisha pamoja na mwalimu na baadaye akiwa peke yake au wawili wawili. • Mwanafunzi aeleze maana na matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi asikilize mwalimu anaposoma hadithi, asome pamoja na mwalimu kisha asome peke yake. • Mwanafunzi aweza kusikiliza hadithi ya mwalimu au hadithi iliyorekodiwa kuhusu usafi. 	<p>1) Je, ni nini maana ya usafi gani?</p> <p>2) Je, ni matayarisho yapi unayofanya kabla ya kuja shuleni?</p> <p>3) Unafikiri ni nini kitakachotokea katika hadithi hii?</p> <p>4) Je, ni hadithi gani umewahi kusoma?</p>



			<ul style="list-style-type: none"> • Wanafunzi waweza kusomeana hadithi wakiwa wawili wawili na katika vikundi. • Mwanafunzi aweza kusoma hadithi kupitia vifaa vya kiteknolojia kama vile tarakilishi, projekta n.k. • Mwanafunzi asome maneno yanayohusu usafi kwenye kadi. • Mwanafunzi aweza kuhusishwa katika kuigiza vitendo vinavyohusu usafi wa mwili. • Mwanafunzi aweza kusoma hadithi kwa kutumia jitabu lililowekwa mbele ya darasa. • Mwanafunzi aweza kuonyeshwa picha zinazoashiria vitendo vya usafi wa mwili. • Mwanafunzi aulize na kujibu maswali kutokana na hadithi. 	
	7.5 Sarufi: Matumizi ya huyu na hawa (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua matumizi ya huyu na hawa katika mawasiliano, b) kusoma sentensi zinazojumuisha huyu na hawa ili kuimarisha mawasiliano, c) kutumia huyu na hawa katika sentensi ili kuimarisha mawasiliano, d) kuandika sentensi kwa kutumia huyu na hawa katika kuimarisha stadi ya kuandika, e) kuthamini utunzi wa sentensi sanifu katika mawasiliano. 	<ul style="list-style-type: none"> • Mwanafunzi atunge sentensi zenye matumizi ya huyu na hawa k.m. Huyu anakata kucha - Hawa wanakata kucha; Huyu anachana nywele - Hawa wanachana nywele. • Mwanafunzi aandike sentensi zinazojumuisha matumizi ya huyu na hawa. • Mwanafunzi asome sentensi zinazojumuisha matumizi ya huyu na hawa. • Mwanafunzi aweza kujaza mapengo kwa kutumia huyu na hawa. • Mwanafunzi aweza kujaza mapengo kwenye tarakilishi kupitia mchezo wa kuburura na kutia kapuni. 	<ol style="list-style-type: none"> 1) Je, unajua ni kwa nini tunatumia huyu na hawa? 2) Je, utatumia neno lipi kuonyesha kwamba mtu ni mmoja? 3) Watu wakiwa wengi unaonyesha vipi?
<p>Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – mwanafunzi anashiriki katika makundi kuimba na kukariri mashairi, kusimulia na kujadiliana hamu ya ujifunzaji: mwanafunzi atajenga msingi wa kusoma na kutafiti zaidi kuhusu usafi</p>				

ujuzi wa kidijitali : vifaa vya kiteknolojia vinatumia katika kusimulia, kuimba na kukariri mashairi ubunifu: mwanafunzi anajenga ubunifu wake anaposimulia na kutunga sentensi akitumia maneno ya vitendo.	
Uhusiano na masuala mtambuko: elimu ya afya - usafi wa kibinafsi wanapozingatia usafi wa mwili wao.	Uhusiano na Maadili: uwajibikaji.
Uhusiano na Masomo mengine: English Activities, Environmental Activities, Health and Nutrition na Religious Activities	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kusesitiza kuhusu utunzaji wa mwili miongoni mwa wenzake kulinda usiri wa mwili wake.
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kazi ya vikundi shughuli za vikundi vya ushirika shuleni michezo nyimbo na mashairi kuhusu usafi wa mwili.	Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuuliza maswali kuhusu jinsi ya kuzingatia usafi wa mwili, • kuchunguza anavyotamka sauti zilizofunzwa, • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa, • kuchunguza jinsi anavyotumia huyu na hawa katika sentensi.

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti lengwa kwa ufasaha • anaelezea jinsi ya kuzingatia usafi wa mwili kwa ufasaha • anatumia msamiati wa usafi wa mwili kwa ubunifu katika sentensi • anasoma kwa ufasaha 	Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti lengwa vyema • anaelezea jinsi ya kuzingatia usafi wa mwili • anatumia msamiati unaotumika katika usafi wa mwili ifaavyo katika sentensi. • anasoma ifaavyo 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutamka baadhi ya sauti lengwa vyema • anaelezea jinsi ya kuzingatia usafi wa mwili • ana changamoto katika kutumia baadhi ya msamiati ya usafi wa mwili ifaavyo katika sentensi 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutamka sauti lengwa vyema • ana changamoto katika kuelezea jinsi ya kuzingatia usafi wa mwili • ana changamoto katika kutumia msamiati usafi wa mwili ifaavyo katika sentensi • ana changamoto katika kusoma



<ul style="list-style-type: none"> • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa ubunifu na usahihi • anatumia huyu na hawa kutunga sentensi kwa ubunifu • anaandika kwa hati nadhifu. 	<ul style="list-style-type: none"> • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • anatumia huyu na hawa kutunga sentensi ifaavyo • anaandika kwa hati bora. 	<ul style="list-style-type: none"> • anasoma baadhi ya kazi anazopewa • anajibu baadhi ya maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • ana changamoto za kutumia umoja na wingi wa majina lengwa katika kutunga sentensi • anaandika kwa hati zinazosomeka. 	<ul style="list-style-type: none"> • Ana changamoto katika kujibu maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • ana changamoto katika kutumia umoja na wingi wa majina lengwa katika kutunga sentensi • ana changamoto katika kuandika.
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Mada	Mada Ndogo	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
8.0 Vyakula vya kiasilia	8.1 Sauti na majina ya herufi za Kiswahili (<i>Vipindi 8</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutamka sauti nne za herufi moja katika kuimarisha stadi ya kuzungumza, b) kutambua sauti za herufi moja zilizofunzwa katika maneno katika kuimarisha stadi ya kuzungumza, c) kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kusoma, d) kusoma herufi za sauti moja katika kuimarisha stadi ya kusoma, e) kusoma maneno kwa kutumia silabi zinazotokana na sauti 	<ul style="list-style-type: none"> • Mwanafunzi atambue sauti lengwa /s/, /b/, /y/ na /z/ katika maneno. • Mwanafunzi asikilize mwalimu akitamka sauti lengwa, kisha atamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili na kama darasa. • Mwanafunzi atumie teknolojia (papaya) kutamkia sauti. • Mwanafunzi atambue herufi zinazowakilisha sauti lengwa kwa kutumia kadi za herufi. • Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa. • Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno. • Wanafunzi waweza kushirikishwa kusikiliza mgeni mwalikwa mwenye umahiri wa kutamka sauti lengwa. 	<ol style="list-style-type: none"> 1) Ni sauti zipi unazoweza kutamka? 2) Unajua kusoma herufi na maneno yapi? 3) Unajua kuandika herufi na maneno yapi?

		<p>lengwa katika kuimarisha stadi ya kusoma,</p> <p>f) kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa katika kuimarisha stadi ya kusoma,</p> <p>g) kuandika maumbo ya herufi yanayowakilisha sauti lengwa katika kuimarisha stadi ya kusoma,</p> <p>h) kuchangamkia kutumia maneno yanayojumuisha sauti lengwa katika mawasiliano ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi aweza kufinyanga maumbo ya herufi inayowakilisha sauti iliyofunzwa. • Mwanafunzi aandike maumbo ya herufi za sauti alizosoma hewani na vitabuni. • Mwanafunzi asome maneno kwa kutumia silabi au kwa kugawa maneno marefu katika sehemu ndogo ndogo ili kuyasoma kwa urahisi. • Wanafunzi wasome hadithi zilizo na maneno yanayobeba sauti lengwa kama darasa au wawili wawili. • Mwanafunzi anaweza kushirikishwa kusikiliza na kusoma hadithi kupitia vifaa vya kiteknolojia kama vile tarakilishi, projekta n.k. • Mwanafunzi ashirikishwe katika kuandika imla ya maneno yaliyo na herufi za sauti alizofunzwa na kuyaandika. 	
	8.2 Msamiati (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua vyakula vya kiasili ili kuimarisha lishe bora,</p> <p>b) kusoma majina ya vyakula mbalimbali ili kuimarisha stadi ya kusoma,</p> <p>c) kuandika majina ya vyakula katika kuimarisha stadi ya kuandika,</p> <p>d) kutumia majina ya vyakula katika sentensi sahihi,</p> <p>e) kuthamini vyakula vya kiasili katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi atambue vyakula mbalimbali vya kiasili kwa kutumia vyakula halisi, picha na michoro ya vyakula kama vile mihogo, viazi, mahindi, maharagwe, mboga na matunda. • Mwanafunzi atumie msamiati aliyofunzwa kutunga sentensi. • Mwanafunzi aandike maneno aliyofunzwa. • Mwanafunzi aweza kupewa kadi za majina ya vyakula vya kiasili asome kwa sauti. • Wanafunzi waweza kuambatanisha majina ya vyakula halisi au michoro na majina yavyo. • Wanafunzi waweza kuimba nyimbo na kukariri mashairi kuhusu vyakula vya kiasili. • Wanafunzi waweza kuandika majina ya vyakula wanavyovijua katika vikundi. • Wanafunzi waweza kutazama picha za vyakula mbalimbali kupitia kwa vifaa vya kiteknolojia. 	<p>1) je, ni vyakula vipi vya kiasili unavyopenda ?</p> <p>2) Vyakula vipi hukuzwa shambani?</p>



	8.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kusikiliza masimulizi kuhusu vyakula vya kiasili katika, kuimarisha stadi ya kusikiliza kusimulia visa vinavyohusu vyakula vya kiasili katika kuimarisha stadi ya kuzungumza, kufahamu masimulizi aliyosikiliza katika kuimarisha stadi ya kusikiliza, kufurahia vyakula vya kiasili katika maisha ya kila siku. 	<ul style="list-style-type: none"> Mwanafunzi asimulie hadithi kuhusu vyakula vya kiasili. Wanafunzi wajiadiliane kuhusu umuhimu wa vyakula vya kiasili. Wanafunzi wasimuliane visa kuhusu vyakula vya kiasili. Mtaalamu wa lishe bora aweza kualikwa kuzungumzia juu ya vyakula vya kiasili. Mwanafunzi aulize na kujibu maswali kutokana na maelezo aliyosikia kuhusu vyakula vya kiasili. Mwanafunzi aweza kuhusishwa katika kuimba nyimbo na kukariri mashairi kuhusu vyakula vya kiasili. Mwanafunzi aweza kusikiliza nyimbo na mashairi yaliyorekodiwa kwenye vifaa vya kiteknolojia kuhusu vyakula vya kiasili. 	<ol style="list-style-type: none"> 1) Kwa nini tunakula chakula? 2) Je, umuhimu wa vyakula vya kiasili ni upi?
	8.4 Kusoma: Hadithi (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua msamiati uliotumiwa katika hadithi aliyosoma au kusomewa ili kuimarisha mawasiliano, kusikiliza hadithi zikisomwa na mwalimu kuhusu vyakula vya kiasili ili kuimarisha stadi ya kusoma, kusoma hadithi kuhusu vyakula vya kiasili katika kuimarisha stadi ya kusoma, kufahamu hadithi aliyosoma na kusomewa kuhusu vyakula vya 	<ul style="list-style-type: none"> Mwanafunzi ajadili picha zilozajumuishwa kwenye hadithi. Mwanafunzi atabiri kitakachotokea kwenye hadithi. Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. Mwanafunzi asikilize mwalimu anaposoma hadithi, asome pamoja na mwalimu kisha asome peke yake, wawili wawili au katika vikundi. Mwanafunzi asikilize hadithi ya mwalimu au hadithi iliyorekodiwa kuhusu vyakula vya kiasili. Mwanafunzi aweza kusoma na kusomewa hadithi kupitia vifaa vya kiteknolojia kama vile tarakilishi, projekta n.k. 	<ol style="list-style-type: none"> 1) Je, unaona nini katika picha? 2) Unadhani ni nini kitakachotokea katika hadithi? 3) Unakumbuka hadithi gani uliyoisoma?

		kiasili ili kupata ujumbe unaolengwa, e) kufurahia vyakula vya kiasili maishani.	<ul style="list-style-type: none"> • Mwanafunzi aweza kusoma hadithi kwa kutumia jitabu lililowekwa mbele ya darasa. • Mwanafunzi athibitishe utabiri wake baada ya kusoma na kusomewa hadithi. • Mwanafunzi atoe muhtasari wa hadithi. • Wanafunzi aulize na kujibu maswali kutokana na hadithi. 	
	8.5 Sarufi: Matumizi na – angu na – etu (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua matumizi ya – angu na – etu katika mawasiliano, b) kutumia – angu na – etu katika sentensi ili kuimarisha mawasiliano, c) kufurahia kutumia – angu na – etu katika mawasiliano.	<ul style="list-style-type: none"> • Mwanafunzi atunge sentensi zenye matumizi ya –angu na –etu. • Mwanafunzi aandike sentensi zenye kuhusisha –angu na –etu. • Mwanafunzi asome sentensi zenye kutumia maneno –angu na –etu. • Mwanafunzi aweza kujaza mapengo kwa kutumia –angu na –etu. • Mwanafunzi aweza kupewa zoezi la kujaza mapengo kwa tarakilishi (mchezo wa kuvuta na kutia kapuni). 	1) Je, ni maneno gani tunayotumia kuonyesha kuwa kitu ni chako au ni chenu?
Umilisi wa kimsingi unaokuzwa: <ul style="list-style-type: none"> • mawasiliano na ushirikiano – kujadili katika makundi au wawili wawili • hamu ya ujifunzaji: mwanafunzi atajenga msingi wa kujua vyakula zaidi • ujuzi wa kidijitali –matumizi ya vifaa vya kiteknolojia. 				
Uhusiano na masuala mtambuko: elimu ya afya: magonjwa yanayohusiana na vyakula – kuthamini vyakula vya kiasili.			Uhusiano na Maadili: uwajibikaji	
Uhusiano na Masomo mengine: Health and Nutrition Activities na Environmental Activities			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuwahamasisha wengine katika jamii kuhusu umuhimu wa vyakula vya kiasili.	
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: <ul style="list-style-type: none"> • kazi ya vikundi • michezo • nyimbo na Mashairi kuhusu vyakula vya kiasili. 			Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuuliza maswali kuhusu vyakula vya kiasili • kuchunguza anavyotamka sauti zilizofunzwa 	



	<ul style="list-style-type: none"> • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa • kuchunguza jinsi anavyotumia -angu na -etu katika sentensi.
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti lengwa kwa ufasaha • anaelezea mifano ya vyakula vya kiasili • anatumia msamiati wa vyakula vya kiasili kwa ubunifu katika sentensi • anasoma kwa ufasaha • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa ubunifu na usahihi • anatumia -angu na -etu kutunga sentensi ifaavyo • anaandika kwa hati nadhifu. 	Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti lengwa vyema • anataja mifano ya vyakula vya kiasili • anatumia msamiati wa vyakula vya kiasili ifaavyo katika sentensi • anasoma ifaavyo • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • anatumia -angu na -etu kutunga sentensi ifaavyo • anaandika kwa hati bora. 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutamka baadhi ya sauti lengwa vyema • anataja mifano ya vyakula vya kiasili • ana changamoto katika kutumia baadhi ya msamiati wa vyakula vya kiasili katika sentensi • anasoma baadhi ya kazi anazopewa • anajibu baadhi ya maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • ana changamoto katika kutumia -angu na -etu kutunga sentensi ifaavyo • ana changamoto katika kusoma. 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutamka sauti lengwa vyema • ana changamoto katika kutaja mifano ya vyakula vya kiasili • ana changamoto katika kutumia msamiati wa vyakula vya kiasili katika sentensi • ana changamoto katika kusoma • ana changamoto katika kujibu maswali ya ufahamu katika hadithi na masimulizi • ana changamoto katika kutumia -angu na -etu kutunga sentensi ifaavyo • ana changamoto katika kuandika.

Gredi ya Pili

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
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<p>1.0 Shuleni</p>	<p>1.1 Sauti na majina ya herufi za Kiswahili (Vipindi 8)</p>	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutamka sauti nne za herufi moja ili kuimarisha mazungumzo, kutambua sauti za herufi moja zilizofunzwa katika kujenga stadi ya kusikiliza, kutambua majina ya herufi zinazowakilisha sauti lengwa katika kujenga stadi ya kusikiliza, kusoma herufi za sauti moja katika kujenga stadi ya kusoma, kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma, kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa katika kujenga stadi ya kusoma, kuandika herufi zinazowakilishwa na sauti lengwa katika kujenga stadi ya kuandika, kuchangamkia kutumia maneno yanayojumuisha sauti zilizofunzwa katika mawasiliano ya kila siku. 	<ul style="list-style-type: none"> Mwanafunzi atamke sauti /g/, /d/, /j/, na /r/ katika maneno. Mwanafunzi asikilize mwalimu akitamka sauti lengwa, kisha atamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili na kama darasa. Mwanafunzi atambue sauti alizosoma katika maneno. Mwanafunzi aweza kutumia teknolojia (papaya) kusikiliza matamshi ya sauti lengwa. Mwanafunzi atambue herufi zinazowakilisha sauti lengwa kwa kutumia kadi za herufi. Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa. Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno. Mwanafunzi aweza kumsikiliza mgeni mwalikwa akitamka sauti lengwa. Mwanafunzi asome maneno kwa kutumia silabi au kwa kuyagawa maneno marefu katika sehemu fupi fupi. Mwanafunzi aandike herufi za sauti alizosoma hewani na vitabuni. Mwanafunzi aweza kufinyanga maumbo ya herufi. Mwanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa wakiwa wawili wawili. Mwanafunzi aweza kutumia vifaa vya kiteknolojia kama vile tarakilishi, projekta na kipasasauti kusikiliza na kusoma hadithi. Mwanafunzi anakili herufi na maneno yanayotokana na sauti alizofunzwa. 	<ol style="list-style-type: none"> Je, ni sauti zipi unazojua kutamka? Unajua kusoma herufi na maneno gani? Unajua kuandika herufi na maneno gani?
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			<ul style="list-style-type: none"> • Mwanafunzi aandike maumbo ya herufi na maneno yaliyo na herufi za sauti alizofunzwa. • Mwanafunzi asikilize imla inayojumuisha maneno yaliyo na herufi za sauti lengwa na kuyaandika. 	
	1.2 Kusikiliza na Kuzungumza: Maamkuzi ya nyakati za siku. (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua maneno yatumiwayo katika maamkuzi ya nyakati za siku shuleni kwa mawasiliano mwafaka, b) kuamkua na kuitikia maamkuzi ya nyakati za siku shuleni katika kuimarisha mawasiliano, c) kusoma maneno yanayotumiwa katika maamkuzi shuleni katika kuimarisha stadi ya kusoma, d) kufafanua umuhimu wa salamu shuleni ili kuimarisha mawasiliano, e) kufurahia kuamkua wenzake, wafanyakazi na walimu shuleni katika kujenga mshikamano wa kijamii. 	<ul style="list-style-type: none"> • Mwanafunzi aigize maamkuzi mbalimbali ya nyakati za siku k.m habari ya asubuhi, jioni, mchana, umeamkaje na umeshindaje. • Mwanafunzi aweza kuonyeshwa mchoro wa watu wawili wakisalimiana halafu aongozwe katika kujadili picha. • Wanafunzi wasalimiane na kisha washirikishwe katika mjadala kuhusu maamkuzi. • Wanafunzi waweza kuwekwa katika vikundi ili wajadili umuhimu wa maamkuzi. • Mwanafunzi aweza kutazama video inayoonyesha watu wakitumia maamkuzi ya nyakati za siku. • Mwanafunzi asome maamkuzi ya nyakati za siku katika kadi na chati. 	<ol style="list-style-type: none"> 1) Tunaamkuana vipi wakati wa asubuhi, mchana na jioni? 2) Kwa nini tunasalimiana shuleni?
	1.3 Msamiati (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua kwa kutaja msamiati wa shuleni katika kuimarisha umilisi wa lugha, b) kutumia msamiati wa shuleni katika mawasiliano ya kila siku, c) kusoma maneno na sentensi zinazojumuisha msamiati wa 	<ul style="list-style-type: none"> • Mwanafunzi aonyeshwe vifaa halisi, picha au mchoro ya vitu vinavyopatikana shuleni kama vile ofisi, maktaba, vyoo, darasa, bendera na gwaride. • Mwanafunzi achora maumbo ya vifaa vinavyopatikana shuleni. • Wanafunzi waambatanishe kadi za maneno na vifaa halisi wakiwa katika vikundi. • Wanafunzi waweza kushiriki katika nyimbo na mashairi kuhusu shule. 	<ol style="list-style-type: none"> 1) Je, unajua vifaa gani vinavyopatikana shuleni? 2) Taja vifaa mbalimbali vinavyopatikana shuleni na umuhimu wake.

		<p>shuleni katika kuimarisha stadi ya kusoma,</p> <p>d) kuandika maneno na sentensi fupi kuhusu shule ili kuimarisha stadi ya kuandika,</p> <p>e) kufurahia kutumia msamiati wa shule katika mawasiliano ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi aandike majina ya vitu vinavyopatikana shuleni. • Mwanafunzi asome msamiati wa shuleni katika kadi au chati. • Mwanafunzi atunge na kusoma sentensi zinazojumuisha msamiati wa shuleni. 	
	1.4 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutaja majina ya vitu vinavyopatikana shuleni ili kuimarisha stadi ya kuzungumza,</p> <p>b) kuelezea vitu vinavyopatikana shuleni ili kuimarisha stadi ya kusikiliza,</p> <p>c) kusikiliza kwa makini masimulizi ili kuimarisha stadi ya kusikiliza,</p> <p>d) kusimulia kuhusu vitu mbalimbali vinavyopatikana shuleni ili kuimarisha stadi ya kusikiliza,</p> <p>e) kuthamini umuhimu wa vitu vinavyopatikana shuleni.</p>	<ul style="list-style-type: none"> • Mwanafunzi asimulie kisa kuhusu shule. • Mwanafunzi ashiriki katika mjadala kuhusu vifaa vinavyopatika shuleni. • Mwanafunzi afafanue umuhimu wa vitu vinavyopatikana shuleni. • Mwanafunzi aweza kushiriki katika nyimbo au mashairi kuhusu vifaa vinavyopatika shuleni. • Mwanafunzi atazame picha na michoro inayoonyesha vifaa vinavyopatikana shuleni • Wanafunzi wajaadiliane katika vikundi kuhusu vifaa vinavyopatikana shuleni. 	<p>1) Ni vifaa vipi vinavyopatikana shuleni?</p> <p>2) Ni nani anayetumia vifaa mbalimbali vinavyopatikanan shuleni?</p>
	1.5 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua picha za vitu vinavyopatikana shuleni katika kujenga stadi ya kusoma,</p>	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. 	<p>1) Unaona nini katika picha?</p> <p>2) Ni nini kitakachotende-ka katika hadithi?</p> <p>3) Ni nani wahusika katika hadithi?</p>



		b) kuelezea picha katika hadithi ili kuimarisha stadi ya kuzungumza, c) kusikiliza hadithi zikisomwa na mwalimu kuhusu vitu vinavyopatikana shuleni ili kuimarisha umakinifu, d) kusoma hadithi kuhusu shule ili kuimarisha stadi ya kusoma, e) kufahamu hadithi aliyosoma na aliyosomewa katika kupata mafunzo yanayodhamiriwa, f) kuchangamkia kusoma hadithi kuhusu shule.	<ul style="list-style-type: none"> • Mwanafunzi asikilize mwalimu anaposoma hadithi kisha asome pamoja na mwalimu na baadaye asome peke yake kwa sauti. • Wanafunzi wasomeane hadithi wakiwa wawili wawili au katika vikundi. • Mwanafunzi aweza kusikiliza hadithi ikisomwa kwenye vifaa vya kiteknolojia k.v. tarakilishi na kinasasauti na kufuatilia yanayosomwa kwenye projekta. • Mwanafunzi aweza kusoma hadithi kutoka kwa jitabu mbele ya darasa. • Mwanafunzi athibitisha utabiri wake baada ya kusoma hadithi. • Mwanafunzi ajibu na kuuliza maswali yanayotokana na hadithi aliyosoma na kusomewa. • Mwanafunzi atoe muhtasari wa hadithi aliyosoma au kusomewa. 	
	1.6 Msamiati: Nambari 11-50 (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua nambari 11-50 kwa maneno ili kuimarisha mawasiliano, b) kusoma nambari 11-50 kwa maneno ili kujenga stadi ya kusoma, c) kuandika nambari 11-50 kwa maneno ili kujenga stadi ya kuandika, d) kuchangamkia kutumia nambari 11-50 katika mazungumzo yake.	<ul style="list-style-type: none"> • Mwanafunzi asome majina ya nambari 11-50. • Wanafunzi waambatanishe nambari 11-50 na majina yake katika vikundi kwa kutumia kadi za nambari na za maneno. • Mwanafunzi aandike nambari 11-50. • Wanafunzi waweza kupanga upya majina yaliyoparaganywa ya nambari 11-50 wakiwa wawili wawili au katika vikundi. • Mwanafunzi atunge sentensi akitumia majina ya nambari 11-50. • Mwanafunzi aweza kutazama vibonzo vikitaja nambari 11 hadi 50 kwenye tarakilishi. 	1) Andika nambari gani kati ya 11 hadi 50? 2) Taja 11-50 kwa Kiswahili. 3) Tumia nambari 11-50 katika sentensi.
	1.7 Sarufi:	Kufikia mwisho wa mada, mwanafunzi aweze:-	<ul style="list-style-type: none"> • Mwanafunzi atunge sentensi zenye matumizi ya -ako na -enu. 	1) Je, ni maneno gani unayoweza

	Matumizi ya -ako na -enu (Vipindi 2)	<ul style="list-style-type: none"> a) kutambua matumizi yafaayo ya -ako na -enu katika mawasiliano, b) kusoma sentensi zinazojumuisha -ako na -enu katika kujenga stadi ya kusoma, c) kutumia -ako na -enu katika sentensi ili kuimarisha mawasiliano, d) kuandika sentensi zinazohusisha -ako na -enu katika kuimarisha stadi ya kuandika, e) kuthamini matumizi ya -ako na -enu katika mawasiliano ya kila siku. 	<ul style="list-style-type: none"> • Mwanafunzi aandike sentensi zinazohusisha -ako na -enu. • Mwanafunzi asome sentensi zenye kutumia maneno -ako na -enu. • Mwanafunzi aweza kujaza mapengo kwa kutumia -ako na -enu. • Mwanafunzi aweza kupewa zoezi la kujaza mapengo kwa tarakilishi (mchezo wa kuburura na kutia kapuni). 	kutumia kuonyesha kitu ni cha mwenzako?
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – wanafunzi wanashiriki katika vikundi ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza kujiamini/kujithamini - kuigiza na kusimulia.				
Uhusiano na masuala mtambuko na maadili: uraia – utangamano wa kijamii wanafunzi watangamane na kufanya kazi pamoja.		Uhusiano na Maadili: Uwajibikaji.		
Uhusiano na masomo mengine: English Activities, Literacy and Indigenous Languages Activities na Environmental activities.		Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuwahamasisha wengine katika jamii kuhusu umuhimu wa shule.		
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: <ul style="list-style-type: none"> • kazi ya vikundi • michezo • nyimbo na mashairi kuhusu shule. 		Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuuliza maswali kuhusu shuleni • kuchunguza anavyotamka sauti zilizofunzwa • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa • kuchunguza jinsi anavyotumia -ako na -enu katika sentensi. 		



Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatamka sauti lengwa kwa ukakamavu na ufasaha • anatumia msamiati wa shuleni katika sentensi ifaavyo na kwa ubunifu • anasoma kwa ufasaha • anatumia nambari kumi na moja hadi hamsini kwa ubunifu katika sentensi • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa ubunifu na usahihi • anatumia -ako na -enu kutunga sentensi ifaavyo kila wakati • anaandika kwa hati nadhifu na kwa haraka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatamka sauti lengwa vyema • anatumia msamiati wa shuleni ifaavyo katika sentensi • anasoma ifaavyo • anatumia nambari kumi na moja hadi hamsini ifaavyo katika sentensi • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • anatumia -ako na -enu kutunga sentensi ifaavyo • anaandika kwa hati zinazosomeka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • ana changamoto katika kutamka baadhi ya sauti lengwa vyema • ana changamoto katika kutumia baadhi ya msamiati wa shuleni katika sentensi • ana changamoto kiasi katika kusoma • ana changamoto katika kutumia baadhi ya nambari kutoka kumi na moja hadi hamsini kwenye sentensi • anajibu baadhi ya maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • ana changamoto katika kutumia -ako na -enu kutunga sentensi ifaavyo • anaandika kwa hati zinazosomeka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • ana changamoto katika kutamka sauti lengwa • ana changamoto katika kutumia msamiati wa shuleni kwenye sentensi • ana changamoto nyingi katika kusoma • ana changamoto katika kutumia majina ya nambari kutoka kumi na moja hadi hamsini kwenye sentensi • ana changamoto katika kujibu maswali ya ufahamu katika hadithi na masimulizi • ana changamoto katika kutumia -ako na -enu kutunga sentensi ifaavyo • ana changamoto katika kuandika.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
2.0 Haki Zangu	2.1 Sauti na majina ya herufi za Kiswahili (<i>Vipindi 6</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:-	<ul style="list-style-type: none"> • Mwanafunzi aweza kutambua sauti /p/, /f/ na /v/ katika maneno. • Mwanafunzi asikilize mwalimu akitamka sauti lengwa, kisha atamke pamoja na mwalimu na 	1) Ni sauti zipi unazojua kutamka?

		<p>a) kutamka sauti nne za herufi moja katika kuimarisha stadi ya kuzungumza,</p> <p>b) kutambua sauti za herufi moja zilizofunzwa katika maneno ili kuimarisha stadi ya kuzungumza,</p> <p>c) kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kusoma,</p> <p>d) kusoma herufi za sauti moja kwa ufasaha ili kuimarisha stadi ya kusoma,</p> <p>e) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa kwa ufasaha ili kuimarisha stadi ya kusoma,</p> <p>f) kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa ili kuimarisha stadi ya kusoma,</p> <p>g) kuandika herufi zinazowakilishwa na sauti lengwa ili kuimarisha stadi ya kuandika,</p> <p>h) kuchangamkia kutumia maneno yanayojumuisha sauti zilizofunzwa katika mawasiliano ya kila siku.</p>	<p>mwishowe atamke akiwa peke yake, wawili wawili na kama darasa.</p> <ul style="list-style-type: none"> • Mwanafunzi atambue sauti alizosoma katika maneno. • Mwanafunzi aweza kutumia teknolojia (papaya) kusikiliza matamshi ya sauti lengwa. • Mwanafunzi atambue herufi zinazowakilisha sauti lengwa kwa kutumia kadi za herufi. • Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa. • Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno. • Mwanafunzi aweza kumsikiliza mgeni mwalikwa akitamka sauti lengwa. • Mwanafunzi asome maneno kwa kutumia silabi au kwa kugawa maneno marefu katika sehemu ndogo ndogo. • Mwanafunzi aweza kufinyanga maumbo ya herufi. • Mwanafunzi aandike herufi za sauti alizosoma hewani na vitabuni. • Wanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa wakiwa wawili wawili. • Mwanafunzi aweza kutumia vifaa vya kiteknolojia kama vile tarakilishi, projekta na kipasasauti kusikiliza na kusoma hadithi. • Mwanafunzi anakili herufi na maneno yanayotokana na sauti alizofunzwa. • Mwanafunzi aandike maumbo ya herufi na maneno yaliyo na herufi za sauti alizofunzwa. • Mwanafunzi asikilize imla inayojumuisha maneno yaliyo na herufi za sauti lengwa na kuyaandika. 	<p>2) Unajua kusoma herufi na maneno gani?</p> <p>3) Unajua kuandika herufi na maneno gani?</p>
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2.2 Msamiati (<i>Vipindi 2</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua haki za watoto bila tatizo ili kukabiliana na maisha vilivyo, b) kusoma msamiati kuhusu haki za watoto ili kuimarisha stadi ya kusoma, c) kutunga sentensi akitumia msamiati wa haki za watoto ili kuwasiliana ifaavyo, d) kuandika maneno na sentensi akitumia msamiati wa haki za watoto ili kuimarisha stadi ya kuandika, e) kuthamini haki za watoto katika maisha ya kila siku.	<ul style="list-style-type: none"> • Mwanafunzi afafanue msamiati kuhusu haki za watoto k.v. ajira, kuishi, haki, kuelimisha, kupewa malezi bora, matibabu, kutoteswa, kupewa jina, chakula na mavazi. • Mwanafunzi ajadaliane na wenzake kuhusu maana za msamiati wa haki za watoto. • Mwanafunzi aandike msamiati wa haki za watoto. • Mwanafunzi atunge sentensi kwa kutumia msamiati wa haki za watoto. 	<ol style="list-style-type: none"> 1) Ni haki gani za watoto unazozijua? 2) Ni msamiati gani wa haki za watoto unaoweza kutumia katika sentensi?
2.3 Kusikiliza na Kuzungumza: Masimulizi (<i>Vipindi 2</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutaja haki zake ili kuimarisha ufahamu wa masuala yanayomwathiri, b) kueleza umuhimu wa haki za watoto ili kutetea haki zake zinapokiukwa, c) kusimulia kuhusu haki zake ili kujenga stadi ya kuzungumza, d) kusikiliza masimulizi kuhusu haki za watoto ili kuimarisha umakinifu, e) kuthamini haki za watoto ili kuzitetea maishani.	<ul style="list-style-type: none"> • Mwanafunzi ataje haki zake k.v. kuishi, elimu, kupewa malezi bora, matibabu, kutoteswa, kupewa jina, chakula na mavazi. • Wanafunzi wajaadili michoro, chati au picha zinazozingatia haki za watoto. • Mwanafunzi aweza kusimulia kisa kuhusu haki za watoto. • Mwanafunzi aweza kuimba nyimbo na kukariri mashairi kuhusu haki za watoto. • Mwanafunzi aweza kutazama video kuhusu haki za watoto. • Mwanafunzi aweza kusikiliza mgeni mwalikwa akizungumza kuhusu haki za watoto. • Wanafunzi waweza kujadiliana kuhusu haki za watoto. 	<ol style="list-style-type: none"> 1) Je, unajua haki zipi zinazokuhusu? 2) Haki za watoto zinakusaidiaje?

	2.4 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua picha kuhusu haki za watoto ili kuifahamu hadithi vizuri, kusikiliza hadithi za mwalimu kuhusu haki za watoto katika kuimarisha stadi za kusikiliza na kusoma, kusoma hadithi kuhusu haki za watoto katika kuimarisha stadi ya kusoma, kufahamu hadithi aliyosoma au aliyosomewa ili kupata mafunzo yanayolengwa, kuchangamkia kusoma hadithi kuhusu haki za watoto ili kuendeleza stadi ya kusoma. 	<ul style="list-style-type: none"> Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. Mwanafunzi atabiri kitakachotokea kwenye hadithi. Mwanafunzi athibitishe utabiri wake baada ya kusoma hadithi. Mwanafunzi adhihirishe ufahamu wa matumizi ya msamiati uliotumika kwenye hadithi. Mwanafunzi aweza kusikiliza mwalimu anaposoma hadithi kisha asome na mwalimu na baadaye asome peke yake, wakiwa wawili wawili au katika vikundi. Mwanafunzi aweza kusikiliza hadithi ikisomwa kwa kutumia vifaa vya kiteknolojia k.m. tarakilishi na projekta. Mwanafunzi aweza kusoma hadithi kutoka kwa jitabu mbele ya darasa. Mwanafunzi ajibu na kuuliza maswali yanayotokana na hadithi aliyosoma au kusomewa. Mwanafunzi atoe muhtasari wa hadithi aliyosoma au kusomewa. 	<ol style="list-style-type: none"> Ni masuala yapi uliyojifunza katika hadithi uliyosoma? Ni haki zipi za watoto zimezingatiwa katika hadithi?
	2.5 Sarufi: Matumizi ya vizuri na vibaya (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua matumizi yafaayo ya vizuri na vibaya katika mawasiliano kutumia vizuri na vibaya katika sentensi sahihi ili kuimarisha mawasiliano kusoma sentensi zinazojumuisha vizuri na vibaya ili kuimarisha usomaji bora kuandika sentensi kwa kujumuisha vizuri na vibaya ili kuimarisha uandishi mwafaka 	<ul style="list-style-type: none"> Mwanafunzi aweza kujaza mapengo kwa kutumia vizuri na vibaya. Mwanafunzi aweza kubainisha matumizi ya vielezi lengwa kwa kutumia vifaa vya kiteknolojia. Mwanafunzi arejeele vitendo mbalimbali kwa kutumia vizuri na vibaya k.m Mtoto amesoma vizuri. Mwanafunzi aandike sentensi zinazojumuisha vizuri na vibaya. 	<ol style="list-style-type: none"> Unatumia maneno yapi kuelezea vile mtu alivyofanya jambo?



	e) kuchangamkia matumizi ya vizuri na vibaya katika kuimarisha mawasiliano.		
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – wanafunzi wanashiriki katika shughuli za vikundi ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza.			
Uhusiano na masuala mtambuko: uraia – haki za watoto -wanafunzi wanahamasishwa kuhusu haki zake.		Uhusiano na Maadili: uwajibikaji haki za kijamii heshima.	
Uhusiano na Masomo mengine: Environmental Activities		Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuwahamasisha wengine katika jamii kuhusu haki za watoto.	
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: <ul style="list-style-type: none"> kazi ya vikundi michezo nyimbo na mashairi kuhusu haki za watoto. 		Mapendekezo ya Tathmini: <ul style="list-style-type: none"> kuchunguza anavyotamka sauti zilizofunzwa kuuliza maswali kuhusu haki za watoto kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa kuchunguza jinsi anavyotumia vizuri na vibaya katika sentensi. 	

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> anatamka sauti lengwa vyema na kwa ukakamavu anatambua haki za watoto na kuzitilia maanani katika mawasiliano anatumia msamiati wa haki za watoto kwa ubunifu katika sentensi 	Mwanafunzi, <ul style="list-style-type: none"> anatamka sauti lengwa vyema anatambua haki za watoto anatumia msamiati wa haki za watoto ifaavyo katika sentensi anasoma ifaavyo anatetea haki za watoto 	Mwanafunzi, <ul style="list-style-type: none"> ana changamoto katika kutamka baadhi ya sauti lengwa vyema anatambua haki za watoto ana changamoto katika kutumia baadhi ya msamiati wa haki za watoto kwenye sentensi anasoma baadhi ya kazi anazopewa 	Mwanafunzi, <ul style="list-style-type: none"> ana changamoto katika kutamka sauti lengwa ana changamoto katika kutambua haki za watoto ana changamoto katika kutumia msamiati wa haki za watoto kwenye sentensi

<ul style="list-style-type: none"> • anasoma kwa ufasaha • anatetea haki za watoto kwa ukakamavu • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa ubunifu na usahihi • anatumia vivumishi vizuri na vibaya kutunga sentensi ifaavyo na kwa ubunifu wa hali ya juu. • anaandika kwa hati nadhifu. 	<ul style="list-style-type: none"> • anajibu maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • anatumia vivumishi vizuri na vibaya kutunga sentensi ifaavyo • anaandika kwa hati bora. 	<ul style="list-style-type: none"> • anajibu baadhi ya maswali ya ufahamu katika hadithi na masimulizi kwa usahihi • ana changamoto kiasi katika kutumia vivumishi vizuri na vibaya kutunga sentensi ifaavyo • anaandika kwa hati zinazosomeka. 	<ul style="list-style-type: none"> • ana changamoto katika kusoma kazi anazopewa • ana changamoto katika kujibu maswali ya ufahamu kwenye hadithi na masimulizi kwa usahihi • ana changamoto katika kutumia vivumishi vizuri na vibaya kutunga sentensi ifaavyo • ana changamoto katika kusoma.
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MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
3.0 Usafiri	3.1 Sauti za herufi mbili za Kiswahili (<i>Vipindi 4</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua sauti za herufi mbili zilizofunzwa ili kuimarisha stadi ya kusikiliza na kuzungumza, b) kutamka sauti lengwa za herufi mbili katika kuimarisha stadi ya kuzungumza, c) kusoma herufi za sauti mbili ili kuimarisha usomaji bora, d) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha usomaji bora, e) kusoma hadithi fupi zilizo na maneno yaliyo na sauti lengwa ili kuimarisha usomaji bora, 	<ul style="list-style-type: none"> • Mwanafunzi atambue sauti /ch/ na /dh/ katika maneno. • Mwanafunzi asikilize sauti lengwa zikitamkwa na mwalimu kisha atamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili na kama darasa. • Mwanafunzi aweza kutumia teknolojia kama vile papaya na DVD kusikiliza sauti zikitamkwa. • Mwanafunzi atambue herufi zinazowakilisha sauti lengwa kwa kutumia kadi za herufi. • Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa. • Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno. • Mwanafunzi aweza kumsikiliza mgeni mwalikwa akitamka sauti lengwa. • Mwanafunzi aandike herufi za sauti alizosoma hewani na vitabuni. • Mwanafunzi asome maneno kwa kutumia silabi na kuchanganua yaliyo marefu zaidi. 	<ol style="list-style-type: none"> 1) Ni sauti zipi unazojua kutamka? 2) Unajua kusoma silabi na maneno yapi? 3) Unajua kuandika silabi na maneno yapi?



		<p>f) kuandika maneno kutokana na herufi alizofunzwa ili kuimarisha stadi ya kuandika,</p> <p>g) kufurahia kutumia sauti zilizofunzwa katika mawasiliano.</p>	<ul style="list-style-type: none"> • Wanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa wakiwa wawili wawili. • Mwanafunzi aweza kutumia vifaa vya kiteknolojia kama vile tarakilishi, projekta kipasasauti na rununu kusikiliza na kusoma hadithi. • Mwanafunzi aweza kufinyanga maumbo ya herufi inayowakilisha sauti lengwa. • Mwanafunzi anakili herufi na maneno yanayotokana na sauti alizofunzwa. 	
3.2 Msamiati (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua baadhi ya majina ya vyombo vya usafiri katika kuimarisha mawasiliano,</p> <p>b) kusoma majina ya vyombo vya usafiri na msamiati mwingine wa usafiri katika sentensi ili kuimarisha usomaji bora,</p> <p>c) kutumia msamiati wa usafiri kutungia sentensi katika kuimarisha stadi ya kuzungumza na kuandika,</p> <p>d) kuandika majina ya vyombo vya usafiri na msamiati mwingine wa usafiri ili kuimarisha stadi ya kuandika,</p> <p>e) kuthamini vyombo vya usafiri katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi atunge sentensi sahihi akitumia msamiati wa vyombo vya usafiri k.v. matatu, basi, lori, pikipiki, garimoshi, gari dogo, ndege na meli. • Mwanafunzi atoe maana ya msamiati unaohusu usafiri. • Mwanafunzi aweza kutazama michoro na picha zinazolenga usafiri. • Mwanafunzi achore baadhi ya vyombo vya usafiri na kuvitambua kwa majina. • Mwanafunzi aweza kutazama video kuhusu shughuli za usafiri. • Wanafunzi wajaadiliane kuhusu umuhimu wa vyombo vya usafiri. 	<p>1) Umewahi kutumia chombo kipi cha kusafiria?</p> <p>2) Unajua vyombo gani vingine vya usafiri?</p> <p>3) Je, ni maneno gani yanayotumiwa usafiri?</p>	
3.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua kwa kutaja vyombo mbalimbali vya usafiri ili kuimarisha mawasiliano,</p>	<ul style="list-style-type: none"> • Mwanafunzi atambue aina mbalimbali za vyombo vya usafiri k.v. matatu, basi, lori, pikipiki, garimoshi, gari dogo, ndege na meli kwa kutumia picha au vyombo vya kiteknolojia. 	<p>1) Je, ni safari gani umewahi kufanya?</p> <p>2) Je, unasafiria vyombo gani?</p>	

		b) kuzungumza kuhusu vyombo vya usafiri ili kuimarisha uwezo wa kujieleza, c) kusikiliza visa kuhusu usafiri ili kuimarisha umakinifu na ukakamavu katika kujieleza, d) kufurahia masimulizi kuhusu vyombo vya usafiri ili kuimarisha mawasiliano.	<ul style="list-style-type: none"> • Mwanafunzi asimulie kuhusu vyombo vya usafiri, kwa mfano; Mimi nilisafiri kwa matatu. • Mwanafunzi ashiriki katika mjadala darasani au katika vikundi kuhusu vyombo mbalimbali vya usafiri. • Mwanafunzi aweza kusikiliza masimulizi kuhusu vyombo vya usafiri kwa kutumia video au kinasauti. 	
	3.4 Kusoma: Hadithi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua picha za vyombo mbalimbali vya usafiri ili kuimarisha ufahamu wa hadithi, b) kuelezea maana ya maneno yaliyotumiwa katika hadithi ili kuimarisha ufahamu wa hadithi, c) kusikiliza hadithi inaposomwa na mwalimu ili kuimarisha umakinifu, d) kusoma hadithi zinazohusu usafiri ili kujenga stadi ya kusoma, e) kufahamu hadithi aliyoisoma kuhusu usafiri ili kupata ujumbe unaodhamiriwa, f) kuchangamkia kusoma hadithi katika maisha ya kila siku ili kukuza ari ya usomaji huru.	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi aweza kusikiliza mwalimu anaposoma hadithi kisha asome na mwalimu na baadaye asome peke yake, wakiwa wawili wawili au katika vikundi. • Mwanafunzi asimulie hadithi aliyoisoma au kusomewa kwa kutumia maneno yake mwenyewe. • Mwanafunzi aweza kurekodiwa akisoma vizuri kwa video au kinasasauti ili wanafunzi waweze kutazama na kusikiliza jinsi ya kusoma hadithi kwa ufasaha. • Mwanafunzi aweza kufanya ziara ya kwenda kuona vyombo vya usafiri kwenye vituo vya vyombo mbalimbali vya usafiri. • Mwanafunzi ajibu maswali ya ufahamu akiwa peke yake, wawili wawili au katika vikundi. 	1) Umewahi kusoma hadithi ipi? 2) Ni hadithi ipi iliyokufurahisha zaidi? 3) Unamkumbuka mhusika gani katika hadithi uliyosoma?
	3.5 Sarufi: Matumizi ya herufi kubwa	Kufikia mwisho wa mada, mwanafunzi aweze:-	<ul style="list-style-type: none"> • Mwanafunzi aelezee matumizi ya herufi kubwa. • Wanafunzi waweza kushirikishwa kusoma sentensi zinazotumia herufi kubwa wakiwa wawili wawili. 	1) Je, herufi kubwa hutumiwa wapi?



	(Vipindi 2)	a) kubainisha matumizi ya herufi kubwa ili kuimarisha mawasiliano andishi, b) kusoma sentensi zilizo na matumizi ya herufi kubwa katika kuimarisha stadi za kusoma na kuandika, c) kuandika sentensi akitumia herufi kubwa katika kuimarisha uandishi bora, d) kuthamini matumizi ya herufi kubwa katika kufanikisha mawasiliano.	<ul style="list-style-type: none"> • Mwanafunzi aweza kutofautisha kati ya herufi ndogo na herufi kubwa. • Mwanafunzi aakifishe sentensi kwa kutumia herufi kubwa. • Wanafunzi waweza kuakifisha sentensi mbalimbali wakitumia herufi kubwa wakiwa wawili wawili au katika vikundi. 	
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – wanafunzi wanashiriki katika kazi za vikundi ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza hamu ya kujifunza: mwanafunzi atapata hamu ya kutaka kutumia vipengee vilivyofunzwa vya sarufi kwenye mawasiliano ubunifu – mwanafunzi anatumia ubunifu katika kutunga sentensi na masimulizi.				
Uhusiano na masuala Mtambuko: elimu ya maendeleo endelevu- usalama katika usafiri –wanashughulikia vyombo vya usafiri.		Uhusiano na Maadili: uwajibikaji heshima.		
Uhusiano na Masomo Mengine: Environmental Activities na English Activities		Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuwahamasisha wengine kuhusu usalama barabarani.		
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: <ul style="list-style-type: none"> • kazi ya vikundi • michezo • mashairi na nyimbo kuhusu usafiri 		Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuchunguza anavyotamka sauti zilizofunzwa • kuuliza maswali kuhusu vyombo vya usafiri • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa • kuchunguza jinsi anavyotumia herufi kubwa kuakifisha maneno na sentensi. 		

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatamka sauti lengwa kwa ufasaha • anataja majina ya vyombo vya usafiri kwa wepesi • anatumia msamiati wa usafiri kwa ubunifu katika sentensi • anasoma kwa ufasaha. • anafahamu kwa urahisi hadithi aliyosimuliwa, aliyosoma na kusomewa • anatumia herufi kubwa ipasavyo katika kuakifisha maneno na sentensi kwa wakati • anaandika kwa hati nadhifu na kwa haraka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatamka sauti lengwa vyema • anataja majina ya vyombo vya usafiri • anatumia msamiati wa usafiri ifaavyo katika sentensi • anasoma ifaavyo • anafahamu hadithi aliyosimuliwa, aliyosoma na kusomewa • anatumia herufi kubwa ipasavyo katika kuakifisha maneno na sentensi • anaandika kwa hati bora. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • ana changamoto katika kutamka baadhi ya sauti lengwa vyema • anataja baadhi ya majina ya vyombo vya usafiri • ana changamoto katika kutumia baadhi ya msamiati wa usafiri kwenye sentensi • anasoma baadhi ya kazi anazopewa • anafahamu baadhi ya hadithi alizosimuliwa, aliyosoma au kusomewa • ana changamoto kiasi katika kuakifisha maneno na sentensi kwa kutumia herufi kubwa • anaandika kwa hati zinazosomeka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • ana changamoto katika kutamka sauti lengwa • ana changamoto katika kutaja baadhi ya majina ya vyombo vya usafiri • ana changamoto katika kutumia msamiati wa usafiri kwenye sentensi • ana changamoto katika kusoma • ana changamoto katika kufahamu hadithi aliyosimuliwa, aliyosoma au kusomewa • ana changamoto katika kuakifisha maneno na sentensi kwa kutumia herufi kubwa • ana changamoto katika kuandika.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
4.0 Familia	4.1 Sauti za herufi mbili za Kiswahili (<i>Vipindi 6</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua sauti za herufi mbili zilizofunzwa ili kuimarisha stadi ya kusikiliza na kuzungumza,</p> <p>b) kutamka sauti lengwa za herufi mbili katika kuimarisha stadi ya kuzungumza,</p>	<ul style="list-style-type: none"> • Mwanafunzi atambue sauti /gh/, /ny/ na /ng'/ katika maneno. • Mwanafunzi asikilize mwalimu akitamka sauti lengwa /gh/, /ny/ na /ng'/ kisha atamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili na kama darasa. • Mwanafunzi aweza kutumia teknolojia kama vile papaya kusikiliza sauti lengwa ikitamkwa. 	<p>1) Unaweza kutamka sauti zipi ulizofunzwa awali?</p> <p>2) Unaweza kutambua sauti gani za herufi</p>



		<p>c) kusoma herufi za sauti mbili ili kuimarisha usomaji bora,</p> <p>d) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha usomaji bora,</p> <p>e) kusoma hadithi fupi zilizo na maneno yaliyo na sauti lengwa ili kuimarisha usomaji bora,</p> <p>f) kuandika maneno kutokana na herufi alizofunzwa ili kuimarisha stadi ya kuandika,</p> <p>g) kufurahia kutumia sauti zilizofunzwa katika mawasiliano.</p>	<ul style="list-style-type: none"> • Mwanafunzi atambue herufi zinazowakilisha sauti lengwa kwa kutumia kadi za herufi. • Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa. • Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno. • Mwanafunzi aweza kumsikiliza mgeni mwalikwa akitamka sauti lengwa. • Mwanafunzi aandike herufi za sauti alizosoma hewani na vitabuni. • Mwanafunzi asome maneno kwa kutumia silabi na kuchanganua yaliyo marefu zaidi. • Wanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa wakiwa wawili wawili. • Mwanafunzi aweza kutumia vifaa vya kiteknolojia kama vile tarakilishi, projekta na kipasasauti kusikiliza na kusoma hadithi. • Mwanafunzi aweza kufinyanga maumbo ya herufi inayowakilisha sauti lengwa. • Mwanafunzi anakili herufi na maneno yanayotokana na sauti alizofunzwa. 	<p>mbili katika maneno?</p> <p>3) Unaweza kuunda maneno yapi kwa kutumia sauti za herufi mbili?</p>
	<p>4.2 Kusikiliza na Kuzungumza: Maneno ya heshima na adabu. (Vipindi 2)</p>	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua maneno ya heshima na adabu ili kuimarisha stadi ya kuzungumza,</p> <p>b) kutumia maneno ya heshima na adabu katika mawasiliano,</p> <p>c) kuonyesha vitendo vya heshima na adabu anapowasiliana katika mazingira yake,</p>	<ul style="list-style-type: none"> • Mwanafunzi aelezee matumizi ya maneno ya heshima na adabu k.v. hodi, karibu, naomba, nisamehe na nashukuru. • Wanafunzi waigize vitendo vya heshima na adabu wakiwa wawili wawili au katika vikundi. • Mwanafunzi atazame michoro na picha za watu wakidhihirisha vitendo vya heshima na adabu. • Wanafunzi wajaadili maneno ya heshima na adabu katika vikundi. • Mwanafunzi aweza kutazama video inayowasilisha vitendo vya heshima na adabu. • Mwanafunzi asome maneno ya heshima na adabu. 	<p>1) Unapotaka kuingia ndani ya nyumba ya jirani unafanyaje?</p> <p>2) Mgeni anapobisha mlango unaitikia vipi?</p> <p>3) Mtu akikutendea wema unamwambiaje?</p> <p>4) Ukifanya kosa utasemaje?</p>

		d) kuthamini matumizi ya maneno ya heshima na adabu katika mazingira yake.	<ul style="list-style-type: none"> • Mwanafunzi aelezee maneno ya heshima na adabu. 	
	4.3 Msamiati (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutumia msamiati wa familia katika mawasiliano ya kila siku,</p> <p>b) kutunga sentensi akitumia msamiati wa familia uliofunzwa ili kuimarisha stadi ya mazungumzo na uandishi,</p> <p>c) kusoma maneno na sentensi kuhusu familia ili kuimarisha stadi ya kusoma,</p> <p>d) kuandika maneno na sentensi kuhusu familia ili kuimarisha stadi ya kuandika,</p> <p>e) kufurahia kuwarejelea watu wa familia kwa majina yao mwafaka ili kuimarisha mawasiliano.</p>	<ul style="list-style-type: none"> • Mwanafunzi ataje majina ya watu wa familia k.v babu, nyanya, mjomba, ami/amu, shangazi, binamu na halati. • Mwanafunzi atazame picha au michoro ya watu wa familia. • Wanafunzi wasome majina ya watu wa familia kwenye kadi au chati. • Wanafunzi waweza kushiriki katika nyimbo na mashairi kuhusu watu wa familia. • Mwanafunzi aandike majina ya familia. • Mwanafunzi asome msamiati wa watu wa familia katika kadi au chati. • Mwanafunzi atunge na kusoma sentensi akitumia msamiati wa familia. 	<p>1) Wazazi wa baba/mama wanaitwaje?</p> <p>2) Dada yake mama anaitwaje?</p> <p>3) Dada yake baba anaitwaje?</p> <p>4) Kaka yake baba anaitwaje?</p> <p>5) Mtoto wa amu/ami na shangazi anaitwaje?</p>
	4.4 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutaja majina ya watu wa familia katika kujenga umilisi wa kuzungumza,</p> <p>b) kusikiliza kwa makini masimulizi kuhusu watu wa familia ili kujenga umakinifu,</p> <p>c) kuelezea kuhusu watu wa familia katika kuimarisha uwezo wa kuwaelezea watu katika mazingira yake,</p>	<ul style="list-style-type: none"> • Mwanafunzi arejeele watu wa karibu katika familia aliofunzwa awali. • Mwanafunzi asimulie kuhusu familia. • Mwanafunzi azungumzie kuhusu familia. • Mwanafunzi aelezee maana ya majina ya watu wa familia. • Mwanafunzi aweza kushirikishwa katika nyimbo au mashairi kuhusu watu wa familia. • Mwanafunzi aweza kutazama video picha au michoro inayoonyesha watu wa familia ili wajadiliane katika vikundi. 	<p>1) Je, familia yenu ina watu wangapi?</p> <p>2) Je, unajua majina gani ya watu wa familia yako?</p>



		d) kuthamini umuhimu wa familia katika kuendeleza mshikamano wa kijamii.		
	4.5 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua picha za watu wa familia ili kuimarisha ufahamu wa hadithi,</p> <p>b) kusikiliza hadithi za mwalimu kuhusu watu wa familia ili kuimarisha umakinifu,</p> <p>c) kusoma hadithi kuhusu watu wa familia ili kuimarisha usomaji bora,</p> <p>d) kufahamu hadithi aliyosoma na aliyosomewa ili kupata ujumbe,</p> <p>e) kuchangamkia kusoma hadithi kuhusu watu wa familia katika kujenga ari ya usomaji bora.</p>	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi asikilize mwalimu anaposoma hadithi kisha asome na mwalimu na baadaye asome peke yake, wawili wawili au katika vikundi. • Mwanafunzi aweza kusikiliza hadithi ikisomwa kwa kutumia tarakilishi na projekta. • Mwanafunzi aweza kusoma hadithi kutoka kwa jitabu mbele ya darasa. • Mwanafunzi athibitishe utabiri wake baada ya kusoma hadithi. • Mwanafunzi ajibu na kuuliza maswali kutokana na hadithi. • Mwanafunzi atoe muhtasari wa hadithi aliyosoma au kusomewa. 	<p>1) Unaweza kutambua watu gani katika picha?</p> <p>2) Hadithi inahusu watu gani?</p>
	4.6 Sarufi: Matumizi ya maneno yanayoashiria vitendo (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze;</p> <p>a) kutambua maneno yanayoashiria vitendo ili kuimarisha mawasiliano,</p> <p>b) kusoma maneno yanayoashiria vitendo ili kuimarisha usomaji bora,</p> <p>c) kutumia maneno yanayoashiria vitendo katika sentensi ili kuimarisha mawasiliano,</p>	<ul style="list-style-type: none"> • Mwanafunzi aweza kuigiza vitendo k.m. simama, tembea, andika, cheka n.k. • Mwanafunzi atunge sentensi zenye matumizi ya maneno yanayoashiria vitendo kwa mfano simama, oga, chana n.k. • Mwanafunzi asome sentensi zinazohusisha vitendo. • Mwanafunzi aweza kujaza mapengo kwa maneno yanayoashiria vitendo. • Mwanafunzi anakili sentensi kwa kutumia maneno yanayoashiria vitendo. • Wanafunzi watunge sentensi katika vikundi. 	<p>1) Je, unajua kutumia maneno yapi yanayowakilisha vitendo?</p> <p>2) Je, unajua kutumia maneno yapi yanayowakilisha vitendo katika sentensi?</p>

		d) kuandika sentensi sahihi akitumia maneno yanayoashiria vitendo katika kuimarisha uandishi bora, e) kufurahia kutumia maneno yanayoashiria vitendo katika mawasiliano.	<ul style="list-style-type: none"> • Mwanafunzi aandike sentensi zinazohusisha vitendo. • Mwanafunzi aweza kupewa zoezi la kujaza mapengo kwa tarakilishi (mchezo wa kuburura na kutia kapuni). 	
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – kujadiliana kuhusu majukumu ya watu wa familia; kufanya kazi kwa vikundi ujuzi wa kidijitali : kuna mapendekezo ya kutumia vifaa vya kiteknolojia katika ujifunzaji ubunifu: utunzi wa sentensi kwa kutumia huyu na nani .				
Uhusiano na masuala mtambuko: <ul style="list-style-type: none"> • uraia: uzalendo: kushirikiana katika vikundi; utangamano wa kijamii - mahusiano katika familia. 			Mahusiano na Maadili: mapenzi katika familia heshima.	
Uhusiano na masomo mengine: Religious Studies, English Activities na Environmental Activities			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuwarejelea watu wa familia kwa majina yao mwafaka nyumbani kuwahamasisha wengine kuhusu umuhimu wa familia kuwatembelea mayatima.	
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kazi ya vikundi shughuli za vikundi vya ushirika shuleni michezo nyimbo na mashairi kuhusu familia.			Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kusikiliza jinsi anavyotamka sauti lengwa • kuchunguza jinsi anavyowatambua watu katika familia yake • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa • kumpa zoezi ili mwanafunzi atambue vitendo katika sentensi. 	

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anawaelezea watu wa familia • anatumia majina ya watu wa familia kwa ubunifu katika sentensi • anatumia maneno ya heshima kwa ubunifu katika mazungumzo 	Mwanafunzi, <ul style="list-style-type: none"> • anawataja watu wa familia • anatumia majina ya watu wa familia katika sentensi ifaavyo • anatumia maneno ya heshima ifaavyo katika mazungumzo. 	Mwanafunzi, <ul style="list-style-type: none"> • anawataja watu wa familia • ana changamoto katika kutumia baadhi ya majina ya watu wa familia katika sentensi 	Mwanafunzi, <ul style="list-style-type: none"> • anawataja watu wa familia • ana changamoto katika kutumia majina ya watu wa familia katika sentensi



<ul style="list-style-type: none">• anasoma kwa ufasaha• anafahamu kwa urahisi hadithi aliyosimuliwa, aliyosoma na kusomewa• anatambua vitendo katika sentensi kwa urahisi• anaandika kwa hati nadhifu na kwa haraka.	<ul style="list-style-type: none">• anasoma ifaavyo• anafahamu hadithi aliyosimuliwa, aliyosoma na kusomewa• anatambua vitendo katika sentensi• anaandika kwa hati bora.	<ul style="list-style-type: none">• anasoma baadhi ya kazi anazopewa• anafahamu baadhi ya hadithi alizosimuliwa, aliyosoma au kusomewa• anatambua baadhi ya vitendo katika sentensi• anaandika kwa hati zinazosomeka.	<ul style="list-style-type: none">• ana changamoto katika kusoma.• ana changamoto katika kufahamu hadithi aliyosimuliwa, aliyosoma na kusomewa• ana changamoto nyingi katika kutambua vitendo katika sentensi• ana changamoto katika kuandika.	
MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
5.0 Usalama Wangu	5.1 Sauti na herufi mbili za Kiswahili (<i>Vipindi 4</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua sauti za herufi mbili katika kuimarisha matamshi bora, b) kutamka sauti za Kiswahili za herufi mbili katika kuimarisha matamshi bora, c) kusoma silabi za sauti zinazoundwa kutokana na herufi mbili ili kuimarisha usomaji, d) kuunda silabi na maneno kwa kutumia sauti lengwa katika kuimarisha umilisi wa kusoma maneno, e) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha stadi ya kusoma,	<ul style="list-style-type: none">• Mwanafunzi atambue sauti /sh/na /th/ katika maneno• Mwanafunzi asikilize sauti lengwa ikitamkwa na mwalimu kisha atamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili na kama darasa.• Mwanafunzi aweza kutumia teknolojia kama vile papaya, tarakilishi na projekta kusikiliza sauti lengwa ikitamkwa.• Mwanafunzi atambue herufi zinazowakilisha sauti lengwa kwa kutumia kadi za herufi.• Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa.• Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno.• Mwanafunzi aweza kumsikiliza mgeni mwalikwa mwenye umahiri katika kutamka sauti lengwa.• Mwanafunzi asome maneno kwa kuyagawa maneno marefu katika sehemu ndogo ndogo.• Wanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa wakiwa wawili wawili.	<div>1) Je, sauti /sh/ na /th/ hutamkwa vipi?</div> <div>2) Je, ni maneno kama gani ambayo yana sauti /sh /na /th /?</div>

		<p>f) kusoma hadithi fupi zilizo na maneno yaliyo na sauti lengwa ili kuimarisha stadi ya kusoma,</p> <p>g) kuandika maneno kutokana na herufi za sauti lengwa katika kuimarisha uandishi,</p> <p>h) kufurahia kutumia sauti zilizofunzwa katika mawasiliano.</p>	<ul style="list-style-type: none"> • Mwanafunzi aweza kufinyanga maumbo ya herufi inayowakilisha sauti lengwa. • Mwanafunzi anakili herufi na maneno yanayotokana na sauti alizofunzwa. • Mwanafunzi aandike herufi za sauti alizosoma hewani na vitabuni. 	
	5.2 Msamiati (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua msamiati ambao hutumiwa katika usalama ili kuwasiliana kuhusu masuala yanayohusu usalama wake,</p> <p>b) kueleza maana ya msamiati wa usalama katika kuimarisha mawasiliano,</p> <p>c) kutumia msamiati wa usalama katika sentensi sahihi ili kuimarisha mawasiliano</p> <p>d) kuthamini usalama wake katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi atoe maana ya msamiati wa usalama. • Mwanafunzi atunge sentensi sahihi kwa kutumia msamiati wa usalama kama vile, kivukio cha barabara, moto, vidaraja, ajali michezoni, kuzama majini na vita. • Wanafunzi waweza kuchora baadhi ya vifaa vinavyohusiana na usalama wao kama vile kivukio cha barabarani vidaraja. • Wanafunzi waweza kutazama video, michoro au picha zinazolenga usalama wao. • Wanafunzi wajadiliane kuhusu umuhimu wa usalama wao kwenye vikundi. 	<p>1) Unaweza kutaja mambo gani yanayohusu usalama?</p> <p>2) Ni ajali gani ambayo umewahi kushuhudia au kuelezewa?</p> <p>3) Unawezaje kuepuka ajali?</p>
	5.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua jinsi ya kuepukana na baadhi za ajali katika mazingira yao,</p>	<ul style="list-style-type: none"> • Mwanafunzi asimulie baadhi ya mambo yanayoweza kuhatarisha usalama wake kupitia kwa mgeni mwalikwa. • Mwanafunzi aweza kutazama video, picha au michoro inayoashiria usalama wa watoto. • Wanafunzi wajadiliane kuhusu usalama wao katika vikundi. 	<p>1) Ni nini maana ya ajali?</p> <p>2) Je, ajali mbalimbali husababishwa na nini?</p> <p>3) Ni ajali gani umewahi</p>



		<ul style="list-style-type: none"> b) kujiepusha na vitendo vinavyoweza kumdhuru maishani, c) kusimulia kuhusu mambo yanavyoweza kuhatarisha usalama wake ili kuimarisha stadi ya kuzungumza, d) kusikiliza masimulizi kuhusu usalama wa watoto katika kujenga umakinifu, e) kuthamini umuhimu wa usalama wake katika maisha ya kila siku. 	<ul style="list-style-type: none"> • Wanafunzi waigize namna ya kuepuka ajali mbalimbali kama vile moto, kuvunjika viungo, kugongwa barabarani na kupigana. • Mwanafunzi aandike baadhi ya mambo muhimu kuhusu usalama wake. 	<p>kushuhudia katika shughuli za kila siku?</p> <p>4) Unawezaje kuepuka ajali?</p>
	<p>5.4 Kusoma: Hadithi (Vipindi 2)</p>	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ul style="list-style-type: none"> a) kutambua picha zinazohusu usalama ili kuimarisha ufahamu wa hadithi, b) kusoma hadithi kuhusu usalama ili kujenga stadi ya kusoma, c) kusikiliza hadithi inayosomwa na mwalimu kuhusu usalama ili kujenga usikivu wake d) kufahamu hadithi aliyoisoma au kusomewa kuhusu usalama wake ili kupata ujumbe wa hadithi, e) kuchangamkia kusoma hadithi kila siku. 	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi • Mwanafunzi adhihirishe ufahamu wa matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi asikilize mwalimu anaposoma hadithi kisha asome na mwalimu na baadaye asome peke yake, wawili wawili au katika vikundi. • Mwanafunzi aweza kusikiliza hadithi ikisomwa kwa kutumia tarakilishi na projekta. • Mwanafunzi aweza kusoma hadithi kutoka kwa jitabu mbele ya darasa. • Mwanafunzi athibitishe utabiri wake baada ya kusoma hadithi. • Mwanafunzi ajibu na kuuliza maswali kutokana na hadithi. • Mwanafunzi atoe muhtasari wa hadithi aliyosoma au kusomewa. 	<ul style="list-style-type: none"> 1) Je, umesoma hadithi ngapi? 2) Ni hadithi ipi iliyokufurahisha zaidi? 3) Unakumbuka muhusika gani katika hadithi iliyowahi kukufurahisha?

	<p>5.5 Sarufi: Matumizi ya Huyo na Hao (Vipindi 2)</p>	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kufahamu matumizi ya huyo na hao katika mawasiliano,</p> <p>b) kutumia huyo na hao katika sentensi kwa usahihi ili kuimarisha mawasiliano,</p> <p>c) kusoma sentensi zinazojumuisha huyo na hao ili kujenga stadi wa kusoma,</p> <p>d) kuandika sentensi zinazojumuisha huyo na hao katika kuimarisha uandishi,</p> <p>e) kuchangamkia matumizi ya huyo na hao katika maawasiliano.</p>	<ul style="list-style-type: none"> • Mwanafunzi asome sentensi zenye kudhihirisha matumizi ya huyo na hao kama vile: Huyo ni nani? • Mwanafunzi aandike sentensi zinadhihirisha matumizi ya huyo na hao kama vile: Huyo ni nani?-Huyo ni kaka. • Mwanafunzi aweza kujaza mapengo kwa kutumia huyo na hao. • Mwanafunzi aigize vitendo vya kuwaashiria watu mbalimbali kwa kutumia huyo na hao. • Mwanafunzi aweza kukamilisha mafungu yanayohusu matumizi ya huyo na hao wakiwa wawili wawili k.m. Mtoto ____ (huyo) Watoto ____ (hao). 	<p>1) Unatumia neno gani kuonyeshea mwenzako akiwa mbali kidogo?</p> <p>2) Unatumia neno gani kuuliza swali kuhusu mwenzako?</p>
<p>Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – wanafunzi wanashiriki katika vikundi. ujuzi wa kidijitali – matumizi ya teknolojia katika ujifunzaji</p>				
<p>Uhusiano na masuala mtambuko na maadili: elimu ya maendeleo endelevu – somo la usalama: kueleza jinsi ya kujiepusha na vitendo vinavyoweza kumdhuru maishani.</p>		<p>Uhusiano na Maadili: uwajibikaji; mapenzi; uaminifu.</p>		
<p>Uhusiano na masomo mengine: Environmental Activities</p>		<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuwahamasisha wengine kuhusu usalama kufunza wengine katika jamii kuhusu ishara za barabarani.</p>		
<p>Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: Kazi ya vikundi Shughuli za vikundi vya ushirika shuleni Michezo</p>		<p>Mapendekezo ya Tathmini:</p> <ul style="list-style-type: none"> • kusikiliza jinsi anavyotamka sauti lengwa • kumwuliza maswali kuhusu usalama • kuchunguza anavyotumia msamiati wa usalama katika sentensi 		



	<ul style="list-style-type: none"> kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa kumpa zoezi ili atumie huyo na hao katika sentensi.
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> anatamka sauti lengwa kwa ufasaha anaelezea njia mbalimbali za kudumisha usalama wake anatumia msamiati wa usalama kwa ubunifu katika sentensi ifaavyo anasoma kwa ufasaha anafahamu kwa urahisi hadithi aliyosimuliwa, aliyosoma na kusomewa anatumia huyo na hao katika sentensi kwa usahihi kila wakati anaandika kwa hati nadhifu na kwa haraka. 	Mwanafunzi, <ul style="list-style-type: none"> anatamka sauti lengwa ipasavyo anataja njia mbalimbali za kudumisha usalama wake anatumia msamiati wa usalama katika sentensi ifaavyo anasoma ifaavyo anafahamu hadithi aliyosimuliwa, aliyosoma na kusomewa anatumia huyo na hao katika sentensi kwa usahihi anaandika kwa hati bora. 	Mwanafunzi, <ul style="list-style-type: none"> ana changamoto katika kutamka baadhi ya sauti lengwa anataja njia kadhaa za kudumisha usalama wake ana changamoto katika kutumia baadhi ya msamiati wa usalama kwenye sentensi anasoma baadhi ya herufi, silabi na maneno anafahamu baadhi ya hadithi alizosimuliwa, aliyosoma au kusomewa ana changamoto katika kutumia huyo na hao kwenye sentensi kwa usahihi anaandika kwa hati zinazosomeka. 	Mwanafunzi, <ul style="list-style-type: none"> ana changamoto katika kutamka sauti lengwa ana changamoto katika kutaja njia za kudumisha usalama wake ana changamoto katika kutumia msamiati wa usalama kwenye sentensi ana changamoto katika kusoma ana changamoto katika kufahamu hadithi aliyosimuliwa, aliyosomoma na kusomewa ana changamoto katika kutumia huyo na hao katika sentensi kwa usahihi ana changamoto katika kuandika.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
6.0 Hali ya Anga	6.1 Alfabeti ya Kiswahili (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:-	<ul style="list-style-type: none"> Mwanafunzi asome alfabeti ya Kiswahili kwa mfuatano: a, b, ch, d, dh, e, f, g, gh, h, i, j, k, l, m, n, ng', ny, o, p, r, s, sh, t, th, u, v, w, y, z. 	1) Je, lugha ya Kiswahili ina herufi ngapi?

		<p>a) kutambua alfabeti ya Kiswahili ili kuimarisha usomaji,</p> <p>b) kusoma alfabeti ya Kiswahili kwa mfuatano ufao katika kuimarisha matumizi ya kamusi baadaye,</p> <p>c) kubainisha irabu za Kiswahili ili kuelewa jinsi silabi huundwa,</p> <p>d) kubainisha konsonanti za Kiswahili ili kuelewa jinsi silabi huundwa,</p> <p>e) kuandika alfabeti ya Kiswahili katika kuimarisha uandishi bora,</p> <p>f) kuthamini alfabeti katika lugha.</p>	<ul style="list-style-type: none"> • Mwanafunzi aweza kusoma alfabeti kwenye chati. • Mwanafunzi aweza kuimba wimbo wa alfabeti. • Mwanafunzi aweza kusikiliza alfabeti ya Kiswahili ikikaririwa kwenye vifaa vya kiteknolojia kama vile kinasasauti. • Mwanafunzi ashiriki katika kikundi ili kutenganisha konsonanti na irabu akitumia kadi za herufi. • Mwanafunzi aandike alfabeti ya Kiswahili. • Wanafunzi washiriki katika mjadala kuhusu umuhimu wa alfabeti katika lugha. 	<p>2) Je, ni herufi gani unazoweza kusoma?</p> <p>3) Alfabeti ni nini?</p> <p>4) Lugha ya Kiswahili ina konsonanti ngapi?</p> <p>5) Lugha ya Kiswahili ina irabu ngapi?</p> <p>6) Je, irabu na konsonanti hutofautianaje katika alfabeti?</p> <p>7) Alfabeti ina umuhimu upi katika lugha?</p>
	6.2 Msamiati (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua msamiati ambao hutumiwa katika hali ya anga ili kuelezea hali ya anga ifaavyo,</p> <p>b) kutambua hali ya anga ya siku husika ili kuimarisha mawasiliano,</p> <p>c) kueleza maana ya msamiati unaohusu hali ya anga katika kuimarisha</p>	<ul style="list-style-type: none"> • Mwanafunzi atoe maana ya msamiati unaohusu hali ya anga. • Mwanafunzi atunge sentensi sahihi akitumia msamiati unaohusu hali ya anga kama vile upepo, jua, mvua na mawingu. • Mwanafunzi aweza kutazama video inayoonyesha hali mbalimbali za anga. • Mwanafunzi atazame michoro na picha zinazolenga hali mbambali za anga. • Mwanafunzi achore baadhi ya michoro inayoashiria hali mbalimbali za anga kama vile mvua, mawingu na jua. 	<p>1) Je, ni vipi unavyoweza kuelezea upepo?</p> <p>2) Ni hali ya anga ipi inayokufurahisha zaidi?</p> <p>3) Mvua hutusaidia vipi?</p>



		<p>stadi ya kuzungumza na kuandika,</p> <p>d) kutumia msamiati unaohusu hali ya anga katika sentensi sahihi ili kuimarisha stadi ya kuzungumza na kuandika,</p> <p>e) kuthamini hali mbalimbali za anga ili kuielewa misimu.</p>	<ul style="list-style-type: none"> Mwanafunzi ashiriki katika mjadala kuhusu umuhimu wa hali mbalimbali za anga. 	
	6.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua msamiati unaotumika kuonyesha hali ya anga ili kuimarisha mawasiliano,</p> <p>b) kubainisha hali mbalimbali za anga ili kuimarisha mawasiliano,</p> <p>c) kusimulia kuhusu hali mbalimbali za anga ili kuimarisha stadi ya kuzungumza,</p> <p>d) kusikiliza masimulizi kuhusu hali ya anga ili kujenga umakinifu,</p> <p>e) kuthamini umuhimu wa hali ya anga katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> Mwanafunzi asimulie visa kuhusu hali mbalimbali za anga. Mwanafunzi aweza kutazama video inayohusu hali ya anga. Mwanafunzi waweza kupewa nafasi kwenda nje ya darasa na kujadiliana kuhusu hali ya anga ya wakati huo. Mwanafunzi ashiriki katika majadiliano kuhusu hali za anga tofauti kama vile upepo, jua, mvua na mawingu katika vikundi. Mwanafunzi aeleeze hali mbalimbali za anga kwa kutumia michoro au picha . 	<ol style="list-style-type: none"> Anga ni nini? Je, ni vitu vipi hupatikana angani? Dalili ya mvua ni nini? Mvua hutusaidiaje? Unaona nini katika chati ya hali ya anga?
	6.4 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p>	<ul style="list-style-type: none"> Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. Mwanafunzi atabiri kitakachotokea kwenye hadithi. 	<ol style="list-style-type: none"> Je, ni hadithi zipi ambazo umewahi kusoma? Kati ya hadithi hizo, ni ipi iliyokufurahisha zaidi?

		<p>a) kutambua picha za kuonyesha hali ya anga ili kuimarisha ufahamu,</p> <p>b) kutambua maneno yanayohusiana na hali ya anga ili kuimarisha usomaji,</p> <p>c) kusoma hadithi zinazohusu hali ya anga ili kuimarisha usomaji,</p> <p>d) kusikiliza hadithi za mwalimu kuhusu hali ya anga ili kujenga stadi ya kusoma na kusikiliza,</p> <p>e) kufahamu hadithi aliyoisoma kuhusu hali ya anga ili kupata ujumbe,</p> <p>f) kuchangamkia kusoma hadithi katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi asikilize mwalimu anaposoma hadithi kisha asome na mwalimu na baadaye asome peke yake, wawili wawili au katika vikundi. • Mwanafunzi aweza kusikiliza hadithi ikisomwa kwa kutumia tarakilishi na projekta. • Mwanafunzi asome hadithi kutoka kwa jitabu mbele ya darasa. • Mwanafunzi aweza kusoma hadithi kutoka kwa kitabu cha hadithi. • Mwanafunzi athibitishe utabiri wake baada ya kusoma hadithi. • Mwanafunzi ajibu na kuuliza maswali kutokana na hadithi. • Mwanafunzi atoe muhtasari wa hadithi aliyosoma au kusomewa. 	<p>3) Unakumbuka nani katika hadithi hiyo?</p>
	<p>6.5 Sarufi: Nafsi ya pili wakati uliopita (Vipindi 2)</p>	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua maneno na viambishi vinavyowakilisha nafsi ya pili wakati uliopita ili kuimarisha mawasiliano,</p> <p>b) kusoma vifungu vya maneno yanayoashiria nafsi ya pili wakati uliopita ili kuimarisha usomaji,</p>	<ul style="list-style-type: none"> • Mwanafunzi atumie nafsi ya pili wakati uliopita hali ya umoja na wingi katika mazungumzo. • Mwanafunzi atumie nafsi ya pili wakati uliopita hali ya umoja na wingi katika sentensi. • Mwanafunzi aweza kujaza mapengo kwa kutumia maneno na viambishi vinavyowakilisha nafsi ya pili wakati uliopita kama vile, wewe, u, li, nyinyi na m hali ya umoja na wingi. • Mwanafunzi aigize nafsi ya pili wakati uliopita hali ya umoja na wingi katika vikundi kwa kutumia mafungu kama vile wewe uliandika-nyinyi mliandika, wewe ulisoma- ninyi mlisoma. 	<p>1) Je, unatumia neno gani kumzungumzia mwenzako aliye karibu?</p> <p>2) Je, unatumia neno gani kuwarejelea wenzako wakiwa karibu?</p> <p>3) Je, utajuaje kwamba neno lililotumiwa kurejelea kitendo limetumika katika wakati uliopita?</p>



		c) kutumia nafsi ya pili wakati uliopita hali ya umoja na wingi katika sentensi ili kuimarisha mawasiliano, d) kuandika vifungu vya maneno vinavyoashiria nafsi ya pili wakati uliopita katika hali ya umoja na wingi ili kuimarisha uandishi bora, e) kufurahia kutumia nafsi ya pili wakati uliopita hali ya umoja na wingi katika mawasiliano.	<ul style="list-style-type: none"> Mwanafunzi aweza kupewa zoezi katika tarakilishi ili atumie mbinu ya kuburura majibu sahihi na kutia kapuni. 	
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – wanafunzi wanashiriki katika vikundi ujuzi wa kidijitali – matumizi ya kiteknolojia katika kujifunza.				
Uhusiano na masuala mtambuko: elimu ya maendeleo endelevu: elimu ya mazingira – hali ya anga			Uhusiano na Maadili: uwajibikaji ; mapenzi.	
Uhusiano na masomo mengine: Environmental Activities			Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuwahamasisha wengine kuhusu mazingira kuwahamasisha wengine jinsi ya kuvaa kutegemea hali tofauti za anga.	
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kazi ya vikundi shughuli za vikundi vya ushirika shuleni nyimbo na Mashairi kuhusu hali tofauti za anga.			Mapendekezo ya Tathmini: <ul style="list-style-type: none"> kumwuliza maswali kuhusu hali ya anga kuchunguza anapotumia msamiati wa hali ya anga katika sentensi kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa kumpa zoezi ili atumie nafsi ya pili wakati uliopita katika sentensi. 	

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatambua hali mbalimbali za anga kwa ukakamavu • anatumia msamiati wa hali ya anga kwa ubunifu katika sentensi • anataja alfabeti ya Kiswahili kwa ufasaha na kwa wepesi • anasoma kwa ufasaha. • anafahamu hadithi aliyosimuliwa, aliyosoma na kusomewa kila wakati • anatumia nafsi ya pili wakati uliopita katika sentensi kwa usahihi kila wakati • anaandika kwa hati nadhifu na kwa haraka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatambua hali mbalimbali za anga • anatumia msamiati wa hali ya anga katika sentensi ifaavyo. • anataja alfabeti ya Kiswahili kwa ufasaha • anasoma ifaavyo • anafahamu hadithi aliyosimuliwa, aliyosoma na kusomewa • anatumia nafsi ya pili wakati uliopita katika sentensi kwa usahihi • anaandika kwa hati bora. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatambua baadhi ya hali za anga • ana changamoto katika kutumia baadhi ya msamiati wa hali ya anga kwenye sentensi • anataja alfabeti ya Kiswahili • anasoma baadhi ya kazi anazopewa • anafahamu baadhi ya hadithi alizosimuliwa, aliyosoma au kusomewa • ana changamoto katika kutumia nafsi ya pili wakati uliopita kwenye sentensi. • anaandika kwa hati zinazosomeka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • ana changamoto katika kutambua hali mbalimbali za anga • ana changamoto katika kutumia msamiati wa hali ya anga kwenye sentensi. • ana changamoto katika kutaja alfabeti ya Kiswahili • ana changamoto katika kusoma. • ana changamoto katika kufahamu hadithi alizosimuliwa, aliyosoma au kusomewa. • ana changamoto katika kutumia nafsi ya pili wakati uliopita kwenye sentensi. • ana changamoto katika kuandika.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
7.0 Lishe Bora	7.1 Msamiati (<i>Vipindi 2</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua msamiati kuhusu lishe bora ili kuimarisha mawasiliano, b) kusoma maneno yanayohusiana na lishe bora ili kuimarisha usomaji, c) kuandika maneno yanayohusu lishe bora katika kuimarisha uandishi bora, 	<ul style="list-style-type: none"> • Mwanafunzi aelezee maana ya msamiati unaohusiana na lishe bora kama vile protini, vitamini, wanga (vyakula vinavyopatia mwili nguvu) chumvi, ukosefu, upungufu na baadhi ya vyakula vinavyofaidi mwili na afya. • Wanafunzi wjadiliane katika vikundi au wakiwa wawili wawili kuhusu vyakula vinavyodhuru afya. • Mwanafunzi atazame kwenye vyombo vya kiteknolojia na kujadili picha za vyakula vinavyoashiria msamiati unaorejelewa. • Mwanafunzi asome majina mbalimbali ya vyakula kwenye kadi za maneno. 	<ol style="list-style-type: none"> 1) Je, unaweza kutambua vyakula vipi? 2) Ni chakula kipi unachokipenda? 3) Ni chakula kipi kinachofaidi mwili zaidi? 4) Ni chakula kipi kinachodhuru afya?



		d) kutumia msamiati ulisomwa katika kutunga sentensi ili kuimarisha mawasiliano, e) kuthamini chakula chenye faida mwilini ili kujikinga kutokana na madhara ya ukosefu wa lishe bora.	<ul style="list-style-type: none"> Mwanafunzi anakili kwenye daftari msamiati unaofunzwa. 	
	7.2 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua vyakula vinavyofaa mwili ili kuimarisha stadi ya kuzungumza, b) kuzungumzia juu ya chakula anachokipenda ili kuimarisha mazungumzo, c) kuzungumzia juu ya chakula kinachodhuru afya ili kuelewa madhara ya vyakula hivyo, d) kusikiliza masimulizi kuhusu lishe bora ili kujenga stadi ya kusikiliza, e) kuthamini vyakula vinavyofaidi mwili ili kuchagua vyakula kwa uangalifu.	<ul style="list-style-type: none"> Mwanafunzi ataje baadhi ya vyakula kwa kuonyeshwa michoro na vyakula halisi. Mwanafunzi wajadiliane kuhusu umuhimu wa vyakula mbalimbali k.m. vinavyompa mtu nguvu, vinavyomkinga mtu kutokana na magonjwa, vinavyoleta joto mwilini, vinavyowezesha mtu kukua n.k. Mwanafunzi ashiriki katika mazungumzo kuhusu chakula akipendacho. Mwanafunzi ashiriki katika kuimba na kukariri mashairi na nyimbo kuhusu lishe bora. Mwanafunzi ashiriki katika mjadala kuhusu chakula kinachodhuru afya k.m. vibanzina biskuti. Mwanafunzi aweza kumsikiliza mgeni mwalikwa akisimulia kuhusu lishe bora na madhara ya vyakula vinavyodhuru afya. Mwanafunzi aweza kuonyeshwa video kuhusu lishe bora na madhara ya vyakula hasi na baadaye washiriki katika mjadala ya vikundi. 	1) Unapenda kula chakula gani? 2) Chakula unachokila husaidiaje mwili? 3) Ni chakula kipi kinachoweza kudhuru afya kikiliwa sana?
	7.3 Kusoma: Hadithi (Vipindi 3)	Kufikia mwisho wa mada, mwanafunzi aweze:-	<ul style="list-style-type: none"> Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. Mwanafunzi atabiri kitakachotokea kwenye hadithi. 	1) Ni hadithi zipi ambazo umewahi kusoma?

		<p>a) kusikiliza hadithi ya mwalimu ili kuimarisha stadi za kusikiliza na kusoma,</p> <p>b) kusoma hadithi kwa mtiririko ufaao ili kuimarisha stadi ya kusoma,</p> <p>c) kufahamu hadithi aliyosoma na kusomewa ili kuelewa ujumbe unaodhamiriwa,</p> <p>d) kuchangamkia kusoma hadithi ili kuendelea kujenga stadi ya kusoma.</p>	<ul style="list-style-type: none"> • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi asikilize mwalimu anaposoma hadithi, asome pamoja na mwalimu, kisha asome peke yake, wakiwa wawili wawili au katika vikundi. • Mwanafunzi aweza kusikiliza hadithi ikisomwa kupitia kinasasauti. • Mwanafunzi athibitishe utabiri wake baada ya kusoma na kusomewa hadithi. • Mwanafunzi aweza kutazama video ya mtu au mtoto akisoma hadithi husika kwa ufasaha kisha aige usomi ule. • Mwanafunzi ajibu na kuuliza maswali kuhusu hadithi. • Mwanafunzi asimulie hadithi kutokana na picha alizopewa kuhusu lishe bora. 	<p>2) Ni hadithi ipi iliyokufurahisha zaidi?</p> <p>3) Unamkumbuka nani katika hadithi ambayo imewahi kukufurahisha zaidi?</p>
	<p>7.4 Sarufi:Matumizi ya hiki na hivi (Vipindi 2)</p>	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua matumizi ya hiki na hivi katika kuimarisha mawasiliano,</p> <p>b) kutumia hiki na hivi katika sentensi ili kuimarisha mawasiliano,</p> <p>c) kusoma vifungu vinavyojumuisha hiki na hivi katika kuimarisha stadi ya kusoma,</p> <p>d) kuandika vifungu vinavyojumuisha hiki na hivi katika kuimarisha stadi ya uandishi,</p> <p>e) kuchangamkia matumizi ya hiki na hivi katika mawasiliano.</p>	<ul style="list-style-type: none"> • Mwanafunzi asome vifungu vinavyojumuisha hiki na hivi kama vile Kitabu hiki – Vitabu hivi; Kiti hiki – Viti hivi; Kiato hiki – Viato hivi; Kifutio hiki – Vifutio hivi. • Mwanafunzi aweza kujaza mapengo kwenye vifungu au sentensi zinazojumuisha hiki na hivi. • Mwanafunzi aonyeshe vitu mbalimbali kama vile vyakula ili kuvitungia sentensi katika vikundi k.m. chakula hiki – vyakula hivi. • Mwanafunzi aweza kupewa vifungu vyenye mapengo wakamilishe kwa kutumia hiki na hivi wakiwa wawili wawili k.m. chakula _____ (hiki), vyakula _____ (hivi). 	<p>1) Unatumia neno gani kuonyesha ukaribu wa kitabu, kifutio, kiato au kijiti?</p> <p>2) Ni nini wingi wa hiki?</p>



Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – kujadili katika vikundi au wanafunzi wawili wawili hamu ya ujifunzaji: mwanafunzi atajenga msingi wa kujua zaidi kuhusu lishe bora ujuzi wa kidijitali –matumizi ya vifaa vya kiteknolojia.	
Uhusiano na masuala mtambuko: elimu ya afya: magonjwa yanayohusiana na vyakula – kuthamini lishe bora	Uhusiano na Maadili: uwajibikaji; mapenzi.
Uhusiano na Masomo mengine: Health and Nutrition Activities na Environmental Activities	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuwahamasisha wengine katika jamii kuhusu umuhimu wa lishe bora.
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: <ul style="list-style-type: none"> • kazi ya vikundi • michezo • vikundi vya ushirika shuleni • nyimbo na mashairi kuhusu lishe bora. 	Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuuliza maswali kuhusu lishe bora • kuchunguza jinsi anavyotumia msamiati katika sentensi • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa • kuchunguza jinsi anavyotumia hiki na hivi katika sentensi.

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anatambua vyakula vinavyofaa na kuepuka vile vinavyodhuru • anatumia msamiati wa lishe bora kwa ubunifu katika sentensi • anasoma kwa ufasaha 	Mwanafunzi, <ul style="list-style-type: none"> • anatambua vyakula vinavyofaa na vile vinavyodhuru • anatumia msamiati wa lishe bora ifaavyo katika sentensi • anasoma ifaavyo 	Mwanafunzi, <ul style="list-style-type: none"> • anatambua vyakula vinavyofaa na vile vinavyodhuru • ana changamoto katika kutumia baadhi ya msamiati wa lishe bora kwenye sentensi • anasoma baadhi ya kazi inazopewa 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutambua vyakula vinavyofaa mwili na vile vinavyodhuru • ana changamoto katika kutumia msamiati wa lishe bora kwenye sentensi • ana changamoto katika kusoma

<ul style="list-style-type: none"> • anafahamu kwa urahisi hadithi aliyosimuliwa, aliyosoma na kusomewa. • anatumia hiki na hivi katika sentensi kwa usahihi kila wakati • anaandika kwa hati nadhifu na kwa haraka. 	<ul style="list-style-type: none"> • anafahamu hadithi aliyosimuliwa, aliyosoma na kusomewa • anatumia hiki na hivi katika sentensi kwa usahihi • anaandika kwa hati bora. 	<ul style="list-style-type: none"> • anafahamu baadhi ya hadithi alizosimuliwa, aliyosoma au kusomewa • ana changamoto katika kutumia hiki na hivi kwenye sentensi • anaandika kwa hati zinazosomeka. 	<ul style="list-style-type: none"> • ana changamoto katika kufahamu hadithi aliyosimuliwa, aliyosoma na kusomewa • ana changamoto katika kutumia hiki na hivi kwenye sentensi • ana changamoto katika kuandika.
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MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
8.0 Mnyama Nimpendaye	8.1 Msamiati (<i>Vipindi 3</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kuwatambua wanyama wa nyumbani kwa majina yao ili kujenga stadi ya kuzungumza, b) kuelezea maana ya msamiati unaotumiwa katika kutunza wanyama ili kuimarisha mawasiliano, c) kutumia majina ya wanyama katika sentensi ili kuimarisha mawasiliano, d) kutumia msamiati unaohusu utunzaji wanyama katika sentensi ili kujenga mapenzi ya kuwatunza wanyama wa nyumbani, e) kuthamini umuhimu wa kuwatunza wanyama wa nyumbani.	<ul style="list-style-type: none"> • Mwanafunzi awatambue wanyama wa nyumbani kama vile ng'ombe, mbuzi, kondoo, ngamia na punda kwa majina yao kwa kutumia picha, michoro na wanyama halisi. • Mwanafunzi atunge sentensi sahihi kutumia msamiati wa utunzaji wa wanyama kama vile lishe, zizi nk. • Mwanafunzi aeleeze msamiati unaotumiwa katika kutunza wanyama. • Mwanafunzi achore baadhi ya wanyama na kuandika majina yao. • Mwanafunzi aweza kuonyeshwa video ya utunzaji wa wanyama. • Mwanafunzi aweza kutazama michoro na picha za wanyama wa nyumbani na wanyama wakitunzwa. 	1) Ni mnyama gani umpendaye? 2) Kwa nini unampenda mnyama huyo? 3) Unamtunzaje mnyama umpendaye?
	8.2 Kusikiliza na Kuzungumza:	Kufikia mwisho wa mada, mwanafunzi aweze:-	<ul style="list-style-type: none"> • Mwanafunzi atambue mnyama ampendaye kupitia kwa maswali na majibu. 	1) Ni mnyama gani umpendaye?



	Masimulizi (Vipindi 2)	a) kumtambua mnyama ampendaye ili kujenga stadi ya kuzungumza, b) kusimulia kuhusu mnyama ampendaye ili kujenga stadi ya kuzungumza, c) kusikiliza masimulizi kuhusu utunzaji wa wanyama ili kujenga usikivu, d) kuthamini wanyama ili kushiriki katika kuwatunza.	<ul style="list-style-type: none"> • Mwanafunzi asimulie kuhusu mnyama ampendaye katika darasa, wakiwa wawili wawili na katika vikundi. • Mwanafunzi aweza kusimuliwa jinsi ya kutunza wanyama kupitia kwa mgeni mwalikwa. • Mwanafunzi aweza kuwatambua wanyama wa nyumbani kwa kutumia michoro na picha halisi. • Mwanafunzi aweza kuonyeshwa video inayohusu utunzaji wa wanyama mbalimbali. • Wanafunzi waweza kushiriki katika mjadala kuhusu jinsi wanavyowatunza wanyama wawapendao. • 	2) Kwa nini unampenda mnyama huyo? 3) Unamtunzaje mnyama umpendaye?
	8.3 Kusoma: Hadithi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kusikiliza hadithi ya mwalimu ili kujenga usikivu, b) kusoma hadithi kwa mtiririko ufaao ili kuimarisha usomaji, c) kufahamu hadithi aliyosoma na kusomewa ili kuelewa ujumbe, d) kupenda kusoma hadithi kuhusu wanyama wa nyumbani ili kuendeleza usomaji.	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi asikilize mwalimu anaposoma hadithi, asome pamoja na mwalimu kisha asome peke yake, wakiwa wawili wawili au katika vikundi. • Mwanafunzi aweza kusikiliza hadithi ikisomwa kupitia kinasasauti. • Mwanafunzi athibitishe utabiri wake baada ya kusoma na kusomewa hadithi. • Mwanafunzi aweza kutazama video ya mtu au mtoto akisoma hadithi husika kwa ufasaha kisha aige usomi ule. • Mwanafunzi ajibu na kuuliza maswali kuhusu hadithi aliyosoma na kusomewa. 	1) Umewahi kusoma hadithi kuhusu wanyama gani wa nyumbani? 2) Unakumbuka nini katika hadithi hiyo?

			<ul style="list-style-type: none"> Mwanafunzi aweza kusimulia hadithi kutokana na picha alizopewa kuhusu wanyama wa nyumbani. 	
	8.4 Sarufi: Matumizi ya Hili na Haya (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua matumizi ya hili na haya ili kuimarisha mawasiliano, b) kutumia hili na haya katika sentensi sahihi ili kuimarisha mawasiliano, c) kusoma vifungu vinavyojumuisha matumizi ya hili na haya ili kujenga usomaji, d) kuandika vifungu vinavyojumuisha matumizi ya hili na haya ili kuimarisha uandishi bora, e) kuchangamkia matumizi ya hili na haya katika mawasiliano.	<ul style="list-style-type: none"> Mwanafunzi asome vifungu vyenye matumizi ya hili na haya kama vile embe hili – maembe haya; dawati hili – madawati haya; jani hili – majani haya. Wanafunzi waweza kujaza mapengo kwa kutumia hili na haya. Mwanafunzi aonyeshwe vitu mbalimbali kama vile tunda kwa kurejelea hili na haya kwa mfano: tunda hili – matunda haya; embe hili – maembe haya n.k. Mwanafunzi aweza kukamilisha mafungu yanayohusu matumizi ya hili na haya wakiwa wawili wawili k.m. tunda _____ (hili), matunda _____ (haya). Mwanafunzi aweza kufanya mazoezi mbalimbali katika tarakilishi kuhusu mada. 	1) Unatumia neno gani kuonyesha tunda lililo karibu nawe? 2) Unatumia neno gani kuonyesha dawati lako?
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano - wanafunzi washiriki katika vikundi na wakiwa wawili wawili ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza hadithi msamiati na sauti kufikiri kwa kina – kung’amua sifa za mnyama ampendaye.				
Uhusiano na masuala mtambuko: elimu ya maendeleo endelevu: masilahi ya wanyama – kujali na kutunza mnyama.		Uhusiano na Maadili: mapenzi kwa wanyama utunzaji wa wanyama		
Uhusiano na masomo mengine: Environmental activities na English activities.		Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuwahamasisha wanajamii kuhusu utunzaji wa wanyama.		
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: <ul style="list-style-type: none"> kushiriki katika vikundi vya ushirika wa wanafunzi Nyimbo na mashairi kuhusu wanyama. 		Mapendekezo ya Tathmini: <ul style="list-style-type: none"> kuuliza maswali kuhusu wanyama kuchunguza jinsi anavyotumia msamiati wa wanyama katika sentensi 		



	<ul style="list-style-type: none"> • kuchunguza jinsi mwanafunzi anavyojibu maswali ya masimulizi na hadithi na kutoa muhtasari wa hadithi aliyosomewa au kusimuliwa • kuchunguza jinsi anavyotumia hili na haya katika sentensi • kufuatilia jinsi anavyoandika na kuchora.
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anatambua wanyama wa nyumbani kwa majina na kuyatumia kuwatajia kila wakati • anasimulia visa na matukio kuhusu wanyama kwa ubunifu na ufasaha • anatumia msamiati wa wanyama kwa ubunifu katika sentensi • anasoma kwa ufasaha. • anafahamu kwa urahisi hadithi aliyosimuliwa, aliyosoma na kusomewa • anatumia hili na haya katika sentensi kwa usahihi kila wakati • anaandika maneno na sentensi kwa hati nadhifu na kwa haraka. 	Mwanafunzi, <ul style="list-style-type: none"> • anatambua wanyama wa nyumbani kwa majina yao • anasimulia visa na matukio kuhusu wanyama kwa ufasaha. • anatumia msamiati wa wanyama ifaavyo katika sentensi • anasoma ifaavyo • anafahamu hadithi aliyosimuliwa, aliyosoma na kusomewa. • anatumia hili na haya katika sentensi kwa usahihi. • anaandika maneno na sentensi kwa hati bora. 	Mwanafunzi, <ul style="list-style-type: none"> • anatambua wanyama wa nyumbani kwa majina yao • anasimulia visa na matukio kuhusu wanyama • anatumia baadhi ya msamiati wa wanyama ifaavyo katika sentensi • anasoma baadhi ya maneno na sentensi • anafahamu baadhi ya hadithi aliyosimuliwa, aliyosoma na kusomewa • anatumia hili na haya katika baadhi ya sentensi kwa usahihi • anaandika maneno na sentensi kwa hati zinazosomeka. 	Mwanafunzi, <ul style="list-style-type: none"> • anatambua baadhi ya wanyama wa nyumbani kwa majina yao • ana changamoto katika kusimulia visa na matukio kuhusu wanyama • ana changamoto katika kutumia msamiati wa wanyama ifaavyo katika sentensi • ana changamoto katika kusoma • ana changamoto katika kufahamu hadithi aliyosimuliwa, aliyosoma na kusomewa • ana changamoto katika kutumia hili na haya katika sentensi kwa usahihi • ana changamoto katika kuandika.

Gredi ya Tatu

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
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1.0 Shambani	1.1 Sauti mbili tofauti zinazotamkwa pamoja (<i>Vipindi 3</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi bora, kutamka sauti lengwa ili kuimarisha matamshi bora, kusoma silabi za sauti lengwa ili kuimarisha usomaji, kuandika silabi zinazotokana na sauti lengwa ili kuimarisha uandishi bora, kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha usomaji, kuandika maneno kutokana na silabi zilizofunzwa ili kuimarisha uandishi bora, kusoma hadithi zilizo na maneno yaliyo na sauti lengwa ili kumsaidia mwanafunzi kutamka sauti husika na hivyo kuimarisha matamshi na usomaji, kuchangamkia kutamka sauti lengwa ili kuimarisha mawasiliano. 	<ul style="list-style-type: none"> Mwanafunzi atambue sauti bw, fy na kw katika maneno. Mwanafunzi asikilize silabi za sauti lengwa zikitamkwa na mwalimu kisha atamke pamoja na mwalimu na baadaye atamke akiwa peke yake, wawili wawili na kama darasa. Mifano ya silabi hizi ni: bwa, bwe; fya, fye; kwa, kwe, kwi n.k. Mwanafunzi aweza kutumia teknolojia (papaya) kusikiliza sauti lengwa ikitamkwa. Mwanafunzi aweza kusikiliza mgeni mwalikwa akitamka sauti lengwa. Mwanafunzi asome maneno kwa kutumia silabi k.v. bwana, bweka, fyata, fyeka, kwao, kwea na kwekwe. Mwanafunzi aandike herufi za sauti alizosoma hewani na vitabuni pamoja na maneno yanayojumuisha sauti hizo. Mwanafunzi asikilize imla ya maneno yaliyo na herufi za sauti lengwa na kuyaandika kupitia kwa mwalimu au vifaa vya kiteknolojia. 	<ol style="list-style-type: none"> Ni sauti zipi unazoweza kutamka? Unajua kusoma sauti zipi mbili zinazotamkwa? Unajua kuandika maneno gani yanayoundwa kutokana na sauti mbili zinazotamkwa pamoja?
	1.2 Msamiati (<i>Vipindi 2</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua msamiati unaohusiana na shughuli za shambani ili kuimarisha mawasiliano, 	<ul style="list-style-type: none"> Mwanafunzi asome msamiati wa shambani kama vile jembe, shoka, upanga, kifyekeo, plau, trekta, lima, fyeka, panda na kwekwe katika kadi na chati. Mwanafunzi ataje majina ya vifaa halisi, picha au michoro anavyoonyeshwa. Mwanafunzi atazame video ya vifaa vya shambani vikifanya kazi kwenye tarakilishi au tabuleti. 	<ol style="list-style-type: none"> Je, wajua vifaa vipi vinavyotumika shambani? Ni kifaa kipi cha shamba



		b) kusoma maneno na sentensi kuhusu shambani ili kuimarisha usomaji, c) kutunga sentensi akitumia msamiati wa shambani ili kuimarisha mawasiliano, d) kuandika maneno na sentensi zinazojumuisha msamiati wa shambani katika kujenga uandishi bora, e) kuthamini matumizi ya msamiati wa shambani katika mawasiliano.	<ul style="list-style-type: none"> • Mwanafunzi achore maumbo ya vifaa vinavyotumika shambani. • Wanafunzi waambatanishe kadi za maneno na vifaa halisi au picha wakiwa katika vikundi. • Wanafunzi waweza kushiriki katika nyimbo na mashairi kuhusu shambani. • Mwanafunzi aandike majina ya vifaa vinavyotumika shambani. • Mwanafunzi atunge na kusoma sentensi akitumia msamiati wa shambani. 	unachoweza kuchora?
	1.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kusikiliza kwa makini masimulizi kuhusu shambani katika kujenga usikivu b) kutaja majina ya vifa vinavyotumika shambani ili kuimarisha stadi ya kuzungumza c) kuelezea vifaa vinavyotumika shambani ili kuimarisha stadi ya kuzungumza d) kuelezea shughuli zinazofanyika shambani ili kuimarisha stadi ya kuzungumza e) kutambua matumizi ya vifaa vinavyotumika shambani ili kuimarisha stadi ya kuzungumza	<ul style="list-style-type: none"> • Mwanafunzi kusimulie visa kuhusu shambani. • Mwanafunzi ashiriki katika mjadala kuhusu vifaa vinavyotumika shambani kama vile; jembe, shoka, upanga, kifyekeo, plau, trekta, lima, fyeka na panda akionyeshwa vifaa halisi, picha au michoro. • Mwanafunzi aelezee umuhimu wa vifaa vinavyotumika shambani. • Mwanafunzi aweza kushirikishwa katika nyimbo au mashairi kuhusu vifaa vinavyotumika shambani. • Mwanafunzi aweza kushirikishwa katika kuigiza vitendo vinavyofanywa shambani kama vile kulima, kufyeka na kupanda. • Mwanafunzi aweza kutazama video inayoonyesha jinsi vifaa mbalimbali vinavyotumika shambani • Mwanafunzi anaweza kutumia tarakilishi kutambua vifaa mbalimbali kwa majina vilivyo. 	1) Je, ni vifaa vipi hutumika shambani? 2) Ni shughuli zipi zinazofanyika shambani?

		f) kuthamini umuhimu wa vifaa vinavyotumika shambani.		
	1.4 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua picha za vifaa vinavyotumika shambani ili kuimarisha ufahamu wa hadithi,</p> <p>b) kusoma hadithi za picha zinazohusu shamba ili kujenga usomaji bora,</p> <p>c) kusikiliza hadithi zikisomwa na mwalimu kuhusu vifaa vinavyotumika shambani ili kujenga usikivu,</p> <p>d) kufahamu hadithi aliyosoma na aliyosomewa kuhusu shambani ili kupata ujumbe,</p> <p>e) kuchangamkia kusoma hadithi za vifaa vinavyotumika shambani ili kuendeleza stadi ya usomaji.</p>	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi asome na wengine darasani, wakiwa wawili na baadaye asome peke yake. • Wanafunzi waweza kusomeana hadithi wakiwa wawili au katika vikundi. • Mwanafunzi aweza kusoma hadithi kwa kutumia vifaa vya kiteknolojia k.m. tarakilishi na projekta. • Mwanafunzi aweza kusoma hadithi kwa kutumia jitabu lililowekwa mbele ya darasa. • Mwanafunzi athibitishe utabiri wake baada ya kusoma hadithi. • Mwanafunzi atoe muhtasari wa hadithi aliyosoma. • Mwanafunzi ajibu na kuuliza maswali kuhusu hadithi aliyosoma. 	<p>1) Unaona nini katika picha?</p> <p>2) Ni nini kitakachotendeka katika hadithi?</p> <p>3) Ni vifaa vipi vimetajwa katika hadithi?</p>
	1.5 Kuandika (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi,</p>	<ul style="list-style-type: none"> • Mwanafunzi apewe hadithi yenye mapengo ajaze kwa maneno mwafaka. • Mwanafunzi aeleeze yaliyo muhimu katika uandishi k.v. mwandiko nadhifu, maudhui, mtiririko n.k. • Mwanafunzi asome kielelezo cha kisa kilichoandikwa na mwanafunzi au mtu mwingine mwenye umahiri wa kuandika. • Wanafunzi waweza kuandika kisa kifupi wakiwa wawili wawili. 	<p>1) Je, ni mambo yapi yanayofaa kuzingatiwa unapoandika kisa?</p> <p>2) Je, ni visa gani unavyoweza kuandika juu ya shamba?</p>



		b) kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi.	<ul style="list-style-type: none"> Mwanafunzi aandike kisa kifupi kinachohusiana na mada. Kisa hiki kifuatake hatua tano za uandishi: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. 	
	1.6 Sarufi: Nafsi ya tatu wakati ujao-umoja na wingi (<i>Vipindi 2</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua maneno na viambishi vinavyotumika kuonyesha nafsi ya tatu na wakati ujao katika umoja na wingi ili kuimarisha mawasiliano,</p> <p>b) kutumia nafsi ya tatu wakati ujao hali ya umoja na wingi katika sentensi kwa usahihi ili kuimarisha mawasiliano,</p> <p>c) kusoma vifungu vilivyo na nafsi ya tatu, wakati ujao kwa umoja na wingi ili kujenga usomaji,</p> <p>d) kuandika vifungu vilivyo na nafsi ya tatu, wakati ujao kwa umoja na wingi ili kujenga uandishi bora,</p> <p>e) kufurahia kutumia nafsi ya tatu wakati ujao hali ya umoja na wingi katika mawasiliano.</p>	<ul style="list-style-type: none"> Mwanafunzi atumie nafsi ya tatu wakati ujao hali ya umoja na wingi katika mazungumzo. Mwanafunzi atumie nafsi ya tatu wakati ujao hali ya umoja na wingi katika sentensi. Mwanafunzi aweza kujaza mapengo kwa kutumia nafsi ya tatu wakati ujao hali ya umoja na wingi. Mwanafunzi wanaweza kupewa sentensi zinazojumuisha nafsi na nyakati mbalimbali wazitambue katika vikundi. Mwanafunzi aweza kupewa zoezi katika tarakilishi ili watumie mbinu ya kuburura na kutia kapuni. Mwanafunzi aigize vitendo vya kuashiria nafsi ya kwanza, ya pili na ya tatu huku akitunga sentensi. Mwanafunzi aweza kupata ufafanuzi wa nafsi kwa kutumia vibonzo katika tarakilishi. 	<p>1) Je, unatumia neno gani kuonyesha mwenzako akiwa mbali?</p> <p>2) Ikiwa nanuia kusafiri kesho, nitasemaje?</p>
<p>Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – Wanatumia lugha faafu darasani. Vilevile wanashirikiana katika kazi ya vikundi. ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza. ubunifu: mwanafunzi napoandika au kusimulia kisa</p>				

kufikiria kwa kina na kutatua matatizo – mwanafunzi anapojibu maswali ambayo majibu yake hayapatikani moja kwa moja kutoka kwenye kisa hamu ya ujifuzaji – mwanafunzi atapata hamu ya kutaka kujua matumizi ya vifaa vya shambani.	
Uhusiano na masuala mtambuko: elimu ya maendeleo endelevu: athari za majanga – kujua athari za vifaa vya shambani uraia : kuthamini kilimo katika kukuza uchumi wa nchi.	Uhusiano na Maadili: uwajibikaji katika kutunza vifaa vya shambani kutunza vifaa vya shambani.
Uhusiano na masomo mengine: Environmental activities	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kushiriki katika ukulima nyumbani Kuwahamasisha wengine wa rika lake kuhusu umuhimu wa kilimo.
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kushiriki katika vikundi vya ushirika shuleni vinavyohusu ukulima kushiriki katika kilimo shuleni.	Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuhakiki matamshi ya sauti mbili zinazotamkwa pamoja • kuchunguza anavyotumia msamiati wa shambani katika mawasiliano • kuchunguza anavyotumia nafsi ya tatu wakati ujao katika mawasiliano • kuchanganua anavyojibu maswali ya kusema na ya kuandika • kufuatilia mwandiko wake.

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti lengwa kwa ufasaha • anasimulia shughuli zinazofanyika shambani kwa ubunifu • anasoma hadithi kwa ufasaha na ukakamavu • anafahamu kwa urahisi hadithi aliyosoma na kusomewa • anaandika kisa kifupi kwa hati nadhifu na ubunifu 	Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti ipasavyo • anasimulia shughuli zinazofanyika shambani • anasoma hadithi kwa ufasaha. • anafahamu hadithi aliyosoma na kusomewa • anaandika kisa kifupi kwa hati bora • anatunga sentensi sahihi akizingatia nafsi ya tatu wakati ujao katika umoja na wingi. 	Mwanafunzi, <ul style="list-style-type: none"> • anatamka baadhi ya sauti ipasavyo • anasimulia baadhi ya shughuli za shambani • anasoma hadithi kwa ufasaha • ana changamoto katika kufahamu hadithi aliyosoma na kusomewa • anajaribu kuandika kisa kwa hati inayosomeka 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutamka sauti alizofunzwa • ana changamoto katika kusimulia shughuli za shambani • ana changamoto katika kusoma hadithi • ana changamoto katika kufahamu hadithi aliyosoma na kusomewa • ana changamoto katika kuandika kisa



<ul style="list-style-type: none"> • anatunga sentensi sahihi akizingatia nafsi ya tatu wakati ujao katika umoja na wingi kila wakati. 		<ul style="list-style-type: none"> • ana changamoto katika kutunga sentensi sahihi akizingatia nafsi ya tatu wakati ujao katika umoja na wingi. 	<ul style="list-style-type: none"> • ana changamoto katika kutunga sentensi sahihi akizingatia nafsi ya tatu wakati ujao katika umoja na wingi.
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MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
2.0 Uzalendo	2.1 Sauti mbili tofauti zinazotamkwa pamoja (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi bora, b) kutamka sauti lengwa ili kuimarisha matamshi bora, c) kusoma silabi za sauti lengwa ili kuimarisha usomaji, d) kuandika silabi zinazotokana na sauti lengwa ili kuimarisha uandishi bora, e) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha usomaji, f) kuandika maneno kutokana na silabi zilizofunzwa ili kuimarisha uandishi bora, g) kusoma hadithi zilizo na maneno yaliyo na sauti lengwa ili kumsaidia mwanafunzi kutamka sauti husika na kuimarisha matamshi na usomaji, h) kuchangamkia kutamka sauti lengwa ili kuimarisha mawasiliano. 	<ul style="list-style-type: none"> • Mwanafunzi atambue sauti mw, nd na pw katika maneno. • Mwanafunzi asikilize mwalimu akizitamka silabi zinazotokana na sauti lengwa kisha atamke pamoja na mwalimu na baadaye atamke akiwa pekee, wawili wawili na darasa zima k.m mwa, mwe, mwi na mwo. • Mwanafunzi aweza kutumia teknolojia kama vile papaya, tarakilishi, projekta na kipasasauti kumsaidia kuimarisha matamshi yake. • Mwanafunzi aweza kumsikiliza mgeni mwalikwa akitamka sauti lengwa. • Mwanafunzi atambue sauti alizosoma katika maneno kwa mfano k. m mwana, mwananchi, ndoo, ndizi, uzalendo, pwani, pweza na pweke. • Mwanafunzi asome maneno kwa kutumia silabi na kugawa yaliyo marefu zaidi katika sehemu ndogo ndogo. • Wanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa darasani au wawili wawili. • Mwanafunzi anakili herufi na maneno yanayotokana na sauti alizofunzwa. • Mwanafunzi aandike maneno yanayojumuisha sauti lengwa. • Mwanafunzi asikilize imla ya maneno yaliyo na herufi za sauti lengwa na kuyaandika. 	<ol style="list-style-type: none"> 1) Ni sauti zipi unazojua kutamka? 2) Unajua kusoma silabi zipi katika maneno? 3) Ni herufi na maneno yapi yanayoundwa kutokana na sauti mbili zinazotamkwa pamoja?

	2.2 Msamiati. (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua msamiati ambao unahusiana na uzalendo ili kuimarisha mawasiliano, b) kusoma msamiati unaohusiana na uzalendo ili kujenga usomaji, c) kueleza maana ya msamiati wa uzalendo ili kuimarisha mawasiliano, d) kutumia msamiati wa uzalendo katika sentensi sahihi ili kuimarisha mawasiliano, e) kuandika maneno yanayohusiana na uzalendo ili kuimarisha uandishi bora, f) kuthamini uzalendo ili kuwa mzalendo kwa nchi yake.	<ul style="list-style-type: none"> • Mwanafunzi asome maneno yanayohusiana na uzalendo kama vile; umoja, amani, upendo, bendera, taifa, nchi, raia, gwaride, rangi za bendera kwa kutumia kadi za maneno. • Mwanafunzi aeleze maana ya msamiati wa uzalendo. • Mwanafunzi ashiriki katika mjadala kuhusu maana za maneno yanayohusiana na uzalendo • Mwanafunzi atunge sentensi sahihi kwa kutumia msamiati wa uzalendo. • Wanafunzi watazame video kuhusu vitendo vya kizalendo k.m. mashujaa wa nchi. • Mwanafunzi atazame michoro na picha inayolenga maana za maneno kuhusu uzalendo. • Wanafunzi wajiadiliane kuhusu umuhimu wa uzalendo wakiwa kwenye vikundi. 	<ol style="list-style-type: none"> 1) Je, uzalendo ni nini? 2) Unajua maneno yapi yanayohusiana na uzalendo?
	2.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua maneno yanayoonyesha uzalendo ili kuyatumia katika mawasiliano, b) kusimulia visa vinavyojumuisha mambo yanayoweza kuimarisha uzalendo ili kujenga stadi ya kuzungumza, c) kusikiliza masimulizi kuhusu uzalendo ili kuimarisha usikivu, d) kuthamini umuhimu wa uzalendo katika maisha ya kila siku.	<ul style="list-style-type: none"> • Mwanafunzi aeleze baadhi ya mambo yanayoweza kuimarisha uzalendo katika nchi yake kwa kutumia mgeni mwalikwa. • Mwanafunzi asimulie visa vinavyojumuisha mambo yanayoweza kuimarisha uzalendo kama vile amani, umoja, upendo na bendera ya Kenya. • Mwanafunzi asikilize kwa makini hadithi anazosimuliwa. • Mwanafunzi aweza kutazama video inayoonyesha vitendo vya kizalendo. • Wanafunzi wajiadiliane kuhusu uzalendo katika vikundi. • Wanafunzi waimbe wimbo wa taifa na kujadili maana ya baadhi ya maneno ya kizalendo katika wimbo huo. 	<ol style="list-style-type: none"> 1) Je, ni nini maana ya uzalendo? 2) Uzalendo una umuhimu gani? 3) Je, ni kwa njia zipi unaweza kuonyesha uzalendo? 4) Bendera ina umuhimu gani?



			<ul style="list-style-type: none"> • Wanafunzi waimbe na kukariri mashairi kuhusu uzalendo. • Mwanafunzi atunge sentensi kuhusu baadhi ya mambo yanayohusu uzalendo. • Mwanafunzi ataje baadhi ya sifa za mzalendo kama vile kupenda nchi yake, amani na umoja. 	
	2.4 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua rangi za bendera ili kuimarisha uzalendo, b) kutambua maneno yanayohusiana na uzalendo ili kuimarisha mawasiliano, c) kusoma hadithi za kizalendo ili kujenga usomaji, d) kusikiliza hadithi za mwalimu kuhusu uzalendo ili kuimarisha usikivu, e) kufahamu hadithi aliyoisoma na aliyosomewa kuhusu uzalendo ili kupata ujumbe, f) kuthamini umuhimu wa uzalendo katika maisha ya kila siku. 	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi athibitishe utabiri wake baada ya kusoma hadithi. • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi kama vile amani, umoja, upendo, nchi, taifa, raia, bendera na wimbo wa taifa. • Wanafunzi washiriki kusoma katika darasa, wakiwa wawili, kwenye vikundi au asome peke yake. • Mwanafunzi aweza kusikiliza hadithi husika ikisomwa kupitia kinasasauti. • Mwanafunzi aweza kutazama video ya mtu au mtoto akisoma hadithi husika kwa ufasaha kisha aige usomi ule. • Mwanafunzi ajibu na kuulizwa maswali kutokana na hadithi aliyosoma au kusomewa. 	<ol style="list-style-type: none"> 1) Je, unajua nini kuhusu uzalendo? 2) Ni vipi unavyoweza kuonyesha upendo kwa nchi yako? 3) Sifa za mzalendo ni zipi?
	2.5 Kuandika (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi, b) kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi. 	<ul style="list-style-type: none"> • Mwanafunzi apewe hadithi yenye mapengo ajaze kwa maneno mwafaka. • Mwanafunzi aelezee yaliyo muhimu katika uandishi k.v. mwandiko nadhifu, maudhui, mtiririko n.k. • Mwanafunzi asome kielelezo cha kisa kilichoandikwa na mwanafunzi au mtu mwingine yeyote aliye na umahiri katika uandishi. • Wanafunzi waweza kuandika kisa kifupi wakiwa wawili wawili. 	<ol style="list-style-type: none"> 1) Je, ni mambo yapi yanayofaa kuzingatiwa unapoandika kisa? 2) Je, ni tukio gani unaloweza kukumbuka na kuliandikia kisa?

			<ul style="list-style-type: none"> • Mwanafunzi aandike kisa kifupi kinachohusiana na mada. Kisa hiki kifuata hatua tano za uandishi: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. 	
	2.5 Sarufi (Matumizi ya: - ake na -ao) (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua matumizi ya; -ake na -ao ili kuimarisha mawasiliano,</p> <p>b) kusoma vifungu vya maneno vinavyojumuisha -ake na -ao ili kujenga usomaji,</p> <p>c) kutunga sentensi akitumia -ake na -ao ili kuimarisha ubunifu,</p> <p>d) kuandika sentensi akitumia -ake na -ao ili kujenga uandishi bora,</p> <p>e) kuchangamkia kurejelea vitu vyake na vya wenzake akitumia -ake na -ao katika mawasiliano ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi aonyeshe vitu vyake na vya wengine darasani na kuvirejelea akitumia -ake na -ao. • Mwanafunzi asome vifungu vyenye matumizi -ake na -ao. • Mwanafunzi akamilishe vifungu kwa kutumia -ake na -ao km Kalamu _____ (kalamu yake)- Kalamu _____ (Kalamu zao); kitabu _____ (Kitabu chako) – Kitabu _____ (Vitabu vyao). • Mwanafunzi atunge sentensi kwa kutumia -ake na -ao. • Mwanafunzi aweza kutumia tarakilishi kufanya zoezi. 	<p>1) Je, utatumia neno gani kuonyesha kwamba unachozungumzia ni chako?</p> <p>2) Je, ni nini wingi wa -ake?</p>
<p>Umilisi wa kimsingi unaokuzwa: uraia: uzalendo – kushiriki katika kuimba wimbo wa taifa mawasiliano na ushirikiano – kushirikiana pamoja darasani kufikiri kwa kina na kutatua matatizo – Katika kujibu maswali ya ufahamu yasiyo na majibu ya moja kwa moja ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza.</p>				
<p>Uhusiano na masuala mtambuko: uraia: uzalendo – kushiriki katika kuimba wimbo wa taifa.</p>		<p>Uhusiano na Maadili: umoja, uzalendo, haki za kijamii, uwajibikaji, mapenzi kwa nchi, heshima na amani.</p>		
<p>Uhusiano na masomo mengine: Environmental Activities na Movement and Creative Activities.</p>		<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kushiriki katika kuimba nyimbo zinazokuza uzalendo katika sherehe mbalimbali.</p>		



Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kushiriki katika uskauti shuleni kupandisha bendera shuleni kushiriki katika kuimba wimbo wa taifa kuimba na kukariri mashairi kuhusu uzalendo.	Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuhakiki matamshi ya sauti mbili zinazotamkwa pamoja • kuchunguza anavyotumia msamiati wa shambani katika mawasiliano • kuchunguza anavyotumia –ake na -ao katika mawasiliano • kuchanganua anavyojibu maswali ya kusema na ya kuandika • kufuatilia mwandiko wake • kuchunguza anavyotumia lugha katika masimulizi.
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti ipasavyo na kwa ufasaha • anasimulia visa vinavyohusiana na uzalendo kwa ubunifu • anasoma hadithi kwa ufasaha na ukakamavu • anafahamu kwa wepesi hadithi aliyosoma na kusomewa • anatunga sentensi sahihi akitumia – ake na -ao kila wakati • anaandika kisa kifupi kwa hati nadhifu, ubunifu, mtiririko mwafaka na kwa haraka. 	Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti ipasavyo • anasimulia visa vinavyohusiana na uzalendo • anasoma hadithi kwa ufasaha • anafahamu hadithi aliyosoma na kusomewa • anatunga sentensi sahihi akitumia –ake na -ao • anaandika kisa kifupi kwa hati bora na kwa mtiririko ufaao. 	Mwanafunzi, <ul style="list-style-type: none"> • anatamka baadhi ya sauti ipasavyo • anasimulia visa vinavyohusiana na uzalendo. • anasoma hadithi • anafahamu baadhi ya hadithi aliyosoma na kusomewa • ana changamoto katika kutunga sentensi sahihi akitumia –ake na -ao • anajaribu kuandika kisa kifupi kwa hati zinazosomeka. 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutamka sauti ipasavyo • ana changamoto katika kusimulia visa vinavyohusiana na uzalendo • ana changamoto katika kusoma hadithi • ana changamoto katika kufahamu hadithi aliyosoma na kusomewa • ana changamoto katika kutunga sentensi sahihi akitumia –ake na -ao • ana changamoto katika kuandika kisa.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MADA NDOGO
3.0 Miezi ya Mwaka	3.1 Sauti mbili tofauti zinazotamkwa pamoja (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi bora, kutamka sauti lengwa ili kuimarisha matamshi bora, kusoma silabi za sauti lengwa ili kuimarisha usomaji, kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha usomaji, kusoma hadithi zilizo na maneno yaliyo na sauti lengwa ili kumsaidia mwanafunzi kutamka sauti husika katika kuimarisha matamshi na usomaji, kuandika silabi zinazotokana na sauti lengwa ili kuimarisha uandishi bora, kuandika maneno kutokana na silabi zilizofunzwa ili kuimarisha uandishi bora, kuchangamkia kutamka sauti lengwa ili kuimarisha mawasiliano. 	<ul style="list-style-type: none"> Mwanafunzi atambue sauti mb, nj na ng katika maneno. Mwanafunzi amsikilize mwalimu akitamka silabi zinazotokana na sauti lengwa kisha atamke pamoja na mwalimu na baadaye atamke akiwa pekee, wawili na darasa zima. Mifano ya silabi hizi ni: mba, mbe, mbi, nja, nje, nji, nga, nge na ngi. Mwanafunzi aweza kutumia teknolojia kama vile papaya, tarakilishi, projekta na kipasasautikipasasauti katika kuimarisha matamshi yake. Mwanafunzi aweza kumsikiliza mgeni mwalikwa akitamka sauti lengwa. Mwanafunzi atambue sauti alizosikia katika maneno kwa mfano mbuzi, mbuni, Septemba, Disemba, njugu, ngazi na funga Mwanafunzi aandike maneno yanayojumuisha sauti lengwa. Mwanafunzi asome maneno kwa kuunganisha silabi na kugawa maneno yaliyo marefu zaidi katika sehemu ndogo ndogo. Mwanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa darasani au wawili wawili. Mwanafunzi asikilize imla ya maneno yenye silabi za sauti lengwa na kuyaandika. 	<ol style="list-style-type: none"> Ni sauti zipi unazojua kutamka? Unajua kusoma herufi zipi? Unajua kuandika herufi na maneno yapi yanayoundwa kutokana na sauti mbili zinazotamkwa pamoja?
	3.2 Msamiati: Majina ya miezi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua miezi ya mwaka ili kuimarisha stadi ya kuzungumza, kusoma majina ya miezi ya mwaka ili kuimarisha usomaji bora, 	<ul style="list-style-type: none"> Mwanafunzi asome majina ya miezi ya mwaka ipasavyo kwa kutumia kadi za maneno. Mwanafunzi waweza kukariri mashairi yanayohusu miezi ya mwaka. Mwanafunzi aweza kuimba nyimbo zinazohusu miezi ya mwaka. Mwanafunzi aandike majina ya miezi ya mwaka. 	<ol style="list-style-type: none"> Je, unajua majina yapi ya miezi? Je, ulizaliwa mwezi gani?



		c) kuandika majina ya miezi ya mwaka kwa mfuatano ili kujenga uandishi bora, d) kutumia majina ya miezi katika sentensi ili kujenga ubunifu, e) kuchangamkia majina ya miezi katika mawasiliano ya kila siku.	<ul style="list-style-type: none"> • Wanafunzi waweza kushirikishwa katika kupanga upya majina ya miezi ya mwaka yaliyoparaganywa. • Mwanafunzi atunge sentensi akitumia majina ya miezi ya mwaka. • Mwanafunzi aweza kuonyeshwa vibonzo vikitaja miezi ya mwaka na kuelezea matukio tofauti ya mwaka. 	
	3.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua majina ya miezi ya mwaka kwa Kiswahili ili kuimarisha mawasiliano, b) kutaja miezi ya mwaka kwa Kiswahili ili kuimarisha stadi ya kuzungumza, c) kusikiliza masimulizi kuhusu miezi ya mwaka ili kujenga usikivu, d) kuthamini umuhimu miezi ya mwaka maishani.	<ul style="list-style-type: none"> • Mwanafunzi ataje miezi ya mwaka. • Mwanafunzi aweza kuelezea mambo yanayofanyika miezi fulani k.v. kufungua shule mwezi wa Januari, kufunga shule mwezi wa Aprili. • Mwanafunzi asimulie kuhusu matukio katika miezi mbalimbali k.v. kuzaliwa, shehere za kidini na kitaifa. • Mwanafunzi aweza kuimba nyimbo na kukariri mashairi kuhusu miezi ya mwaka. • Mwanafunzi asome majina ya miezi ya mwaka kupitia kwa vifaa kama kadi za majina. • Mwanafunzi aweza kutazama video kuhusu shughuli zinazofanyika katika miezi tofauti. • Mwanafunzi amsomee mwenzake au asomee kikundi, majina ya miezi ya mwaka. • Wanafunzi waweza kupewa kadi zilizo na matukio mbalimbali ya mwaka waambatanishe na miezi yenyewe katika vikundi. • Mwanafunzi aandike majina ya miezi ya mwaka. • Mwanafunzi aweza kufuatania majina ya miezi ya mwaka. 	1) Unajua miezi gani ya mwaka? 2) Je, ulizaliwa mwezi gani? 3) Mwaka una miezi mingapi? 4) Ni mwezi upi wa mwaka huwa na sherehe nyingi?
	3.4 Kusoma: Hadithi (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kusikiliza hadithi ikisomwa na mwalimu inayojumuisha miezi ili	<ul style="list-style-type: none"> • Mwanafunzi asikilize mwalimu akisoma hadithi. • Mwanafunzi asome hadithi peke yake. • Wanafunzi wasomeane hadithi wakiwa wawili wawili au katika vikundi. 	1) Je, ni hadithi gani uliofurahia ukisomewa?

		<p>kuimarisha stadi za kusikiliza na kusoma,</p> <p>b) kusoma hadithi zinazojumuisha miezi na nambari ili kuimarisha usomaji,</p> <p>c) kufahamu hadithi aliyosoma na aliyosomewa kuhusu miezi ya mwaka ili kupata ujumbe,</p> <p>d) kuchangamkia kusoma hadithi katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi aweza kutazama video ambapo hadithi inasomwa. • Mwanafunzi aweza kusoma hadithi kwa kutumia jitabu lililowekwa mbele ya darasa. • Mwanafunzi ajibu na kuuliza maswali kuhusu hadithi aliyosoma. • Mwanafunzi atoe muhtasari wa hadithi aliyosoma au kusomewa. 	<p>2) Je, waweza kukumbuka nini ulichosoma au kusomewa?</p>
	3.5 Kuandika (<i>Vipindi 3</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi,</p> <p>b) kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi.</p>	<ul style="list-style-type: none"> • Mwanafunzi apewe hadithi yenye mapengo ajaze kwa maneno mwafaka. • Mwanafunzi aeleze yaliyo muhimu katika uandishi k.v. mwandiko nadhifu, maudhui, mtiririko n.k. • Mwanafunzi asome kielelezo cha kisa kilichoandikwa. • Wanafunzi waweza kuandika kisa kifupi wakiwa wawili wawili. • Mwanafunzi aandike kisa kifupi kinachohusiana na mada. Kisa hiki kifuata hatua tano za uandishi: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. 	<p>1) Je, ni mambo yapi yanayofaa kuzingatiwa unapoandika kisa?</p> <p>2) Je, unaweza kuandika kisa gani kuhusu jambo ulilofanya katika mwezi fulani wa mwaka?</p>
	3.6 Msamiati: Tarakimu 51-100 (<i>Vipindi 2</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze;</p> <p>a) kutambua nambari 51-100 kwa maneno ili kuimarisha stadi ya kuzungumza,</p> <p>b) kusoma nambari 51-100 kwa maneno ili kuimarisha usomaji bora,</p> <p>c) kuandika nambari 51- 100 kwa maneno ili kuimarisha uandishi bora,</p> <p>d) kuchangamkia kutumia nambari 51 – 100 kwa maneno katika mazungumzo yake.</p>	<ul style="list-style-type: none"> • Mwanafunzi asome majina ya nambari 51-100 • Wanafunzi waweza kupatiwa kadi za nambari 51-100 na majina yake ili kuziambatanisha katika makundi. • Mwanafunzi aandike nambari 51-100. • Wanafunzi waweza kushirikishwa kupanga upya majina yaliyoparaganywa ya nambari 51-100. • Mwanafunzi atunge sentensi akitumia nambari 51-100. • Mwanafunzi aweza kuonyeshwa vibonzo vikihesabu hadi 100 kwenye tarakilishi. 	<p>1) Unaweza kuandika nambari zipi?</p> <p>2) Unaweza kutumia nambari gani kati ya 51-100 katika sentensi?</p>



	3.7 Sarufi: Matumizi ya Kikomo (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua matumizi ya kikomo (.) katika kuimarisha mawasiliano,</p> <p>b) kuakifisha sentensi kwa kutumia kikomo(.) katika kuimarisha uandishi bora,</p> <p>c) kuzingatia kikomo (.) anaposoma kifungu na sentensi ili kuimarisha usomaji bora,</p> <p>d) kuthamini matumizi ya kikomo (.) katika mawasiliano.</p>	<ul style="list-style-type: none"> • Mwanafunzi asome sentensi zenye kikomo (.) katika vikundi. • Mwanafunzi aakifishe sentensi fupi kwa kutumia kikomo (.). • Mwanafunzi aandike sentensi ukitumia kikomo (.). 	<p>1) Unajua alama zipi za kuakifisha?</p> <p>2) Je, kikomo (.) huwekwa wapi katika sentensi?</p>
<p>Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – kushirikiana pamoja darasani ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza.</p>				
<p>Uhusiano na masuala mtambuko: elimu ya kudumisha maendeleo: elimu ya maswala ya fedha: kujua kuratibu shughuli za kila siku.</p>		<p>Uhusiano na Maadili: uwajibikaji uzalendo (katika kukumbuka miezi na siku za sherehe za kitaifa).</p>		
<p>Uhusiano na masomo mengine: Mathematics Activities, Environmental Activities na English Activities</p>		<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kushiriki katika kuratibu shughuli zinazoendeshwa katika jamii.</p>		
<p>Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kuzingatia ratiba ya shule inayoonyesha shughuli za miezi mbalimbali Nyimbo na mashairi kuhusu miezi ya mwaka.</p>		<p>Mapendekezo ya Tathmini:</p> <ul style="list-style-type: none"> • kuhakiki matamshi ya sauti mbili zinazotamkwa pamoja • kuchunguza anavyotumia msamiati wa miezi ya mwaka na tarakimu katika mawasiliano • kuchunguza anavyotumia alama ya kikomo katika mawasiliano • kuchanganua anavyojibu maswali ya kusema na ya kuandika • kufuatilia mwandiko wake • kuchunguza anavyotumia lugha katika masimulizi. 		

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
<p>Mwanafunzi;</p> <ul style="list-style-type: none"> • anatamka sauti kwa haraka na ipasavyo • anasimulia hadithi zinazojumuisha miezi ya mwaka kwa ubunifu • anasoma hadithi kwa ufasaha na ukakamavu • anafahamu kwa wepesi hadithi aliyosoma na kusomewa • anaandika sentensi akitumia kikomo kila siku • anaandika kisa kwa ubunifu, mtiririko na hati nadhifu na kwa haraka. 	<p>Mwanafunzi;</p> <ul style="list-style-type: none"> • anatamka sauti ipasavyo • anasimulia hadithi zinazojumuisha miezi ya mwaka • anasoma hadithi kwa ufasaha • anafahamu hadithi aliyosoma na kusomewa • anaandika sentensi akitumia kikomo • anaandika kisa kwa mtiririko na hati bora. 	<p>Mwanafunzi;</p> <ul style="list-style-type: none"> • anatamka baadhi ya sauti ipasavyo • anasimulia baadhi ya hadithi zinazojumuisha miezi ya mwaka • anasoma hadithi • anafahamu baadhi ya hadithi aliyosoma na kusomewa • anaandika baadhi ya sentensi akitumia kikomo • anaandika kisa kwa hati zinazosomeka. 	<p>Mwanafunzi;</p> <ul style="list-style-type: none"> • anatamka baadhi ya sauti • ana changamoto katika kusimulia hadithi zinazojumuisha miezi ya mwaka • anasoma baadhi ya hadithi japo bila ufasaha ufao • ana changamoto katika kufahamu hadithi aliyosoma na kusomewa • ana changamoto katika kuandika sentensi akitumia kikomo • ana changamoto katika kuandika kisa.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
4.0 Kazi mbalimbali	4.1 Sauti mbili tofauti zinazotamkwa pamoja (<i>Vipindi 2</i>)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi bora, b) kutamka sauti lengwa ili kuimarisha matamshi bora, c) kusoma silabi za sauti lengwa ili kuimarisha usomaji, 	<ul style="list-style-type: none"> • Mwanafunzi atambue sauti py na vy katika maneno • Mwanafunzi amsikilize mwalimu akitamka silabi zinazotokana na sauti lengwa kisha atamke pamoja na mwalimu na baadaye atamke akiwa pekee, wawili na darasa zima k.m pya, pye, vya na vye. • Mwanafunzi aweza kutumia teknolojia kama vile papaya, tarakilishi, projekta na kipasasauti ili kuimarisha matamshi yake. • Mwanafunzi aweza kumsikiliza mgeni mwalikwa akitamka sauti lengwa. 	<ol style="list-style-type: none"> 1) Je, ni sauti zipi unazojua kutamka? 2) Je, ni sauti zipi zinazokutatiza kutamka? 3) Je, ni sauti zipi unazotamka bila shida?



		<p>d) kusoma maneno kwa kutumia silabi zinazotokana na sauti, lengwa ili kuimarisha usomaji</p> <p>e) kusoma kwa sauti hadithi zilizo na maneno yaliyo na sauti lengwa ili kuimarisha matamshi na usomaji,</p> <p>f) kuandika silabi zinazotokana na sauti lengwa ili kuimarisha uandishi bora,</p> <p>g) kuandika maneno kutokana na silabi zilizofunzwa ili kuimarisha uandishi bora,</p> <p>h) kuchangamkia kutamka sauti lengwa ili kuimarisha mawasiliano.</p>	<ul style="list-style-type: none"> • Mwanafunzi atambue sauti alizosoma katika maneno kwa mfano k. m mpya, kipya, kompyuta, vyema, vyoo na vyote. • Mwanafunzi aandike maneno yanayojumuisha sauti lengwa. • Mwanafunzi asome maneno kwa kutumia silabi na kuyagawa yaliyo marefu zaidi katika sehemu ndogo ndogo. • Wanafunzi waweza kusoma hadithi zilizo na maneno yaliyobeba sauti lengwa darasani au wawili wawili. • Mwanafunzi asikilize imla ya maneno yaliyo na herufi za sauti lengwa na kuyaandika. 	
	4.2 Msamiati (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua msamiati wa kazi mbalimbali ili kuimarisha mawasiliano,</p> <p>b) kutunga sentensi akitumia msamiati wa kazi mbalimbali ili kujenga ubunifu,</p> <p>c) kusoma maneno na sentensi kuhusu kazi mbalimbali ili kuimarisha usomaji,</p> <p>d) kuandika maneno na sentensi kuhusu kazi mbalimbali ili kuimarisha uandishi,</p> <p>e) kuthamini kazi mbalimbali ili kutambua huduma zinazotolea na watu wanaofanya kazi mbalimbali.</p>	<ul style="list-style-type: none"> • Mwanafunzi atazame picha, michoro au DVD inayoonyesha watu na kazi mbalimbali k.v ualimu, ukulima, udaktari, uyaya, unesi na ubawabu na kuzitambua peke yake au katika vikundi. • Wanafunzi waweza kuambatanisha kadi za maneno na kazi mbalimbali wakiwa katika vikundi. • Mwanafunzi aeleeze kazi mbalimbali. • Mwanafunzi aandike majina ya kazi mbalimbali. • Mwanafunzi asome msamiati wa kazi mbalimbali katika kadi, chati n.k. • Mwanafunzi aandike sentensi kuhusu kazi mbalimbali. • Mwanafunzi atunge na kusoma sentensi akitumia msamiati wa kazi mbalimbali. 	<p>1) Ni neno gani unaloweza kusoma kwenye kadi?</p> <p>2) Ni kazi ipi unayoipenda?</p> <p>3) Kwa nini watu hufanya kazi?</p>

	4.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kusikiliza kwa makini masimulizi kuhusu kazi mbalimbali ili kuimarisha usikivu,</p> <p>b) kuelezea kuhusu kazi mbalimbali ili kuimarisha stadi ya kuzungumza,</p> <p>c) kutaja majina ya kazi mbalimbali na watu wanaozifanya ili kuimarisha stadi ya kuzungumza,</p> <p>d) kuthamini kazi mbalimbali.</p>	<ul style="list-style-type: none"> • Mwanafunzi asimulie kuhusu kazi mbalimbali. • Mwanafunzi ashiriki katika mjadala kuhusu kazi mbalimbali. • Mwanafunzi eleze umuhimu wa kazi mbalimbali. • Mwanafunzi aweza kushiriki katika nyimbo au mashairi kuhusu kazi mbalimbali. • Mwanafunzi ashiriki katika kuigiza kazi inayofanywa na watu mbalimbali. • Mwanafunzi aweza kumsikiliza mgeni mwalikwa anapozungumzia kuhusu kazi mbalimbali. • Wanafunzi waweza kutazama picha au michoro inayoonyesha watu na kazi mbalimbali wajiadiliane katika vikundi. 	<p>1) Ni kazi zipi unazozijua?</p> <p>2) kazi unazozijua zina umuhimu gani?</p>
	4.4 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua picha za watu na kazi mbalimbali ili kuimarisha ufahamu wa hadithi,</p> <p>b) kusikiliza hadithi ikisomwa na mwalimu kuhusu kazi mbalimbali ili kuimarisha usomaji na usikivu,</p> <p>c) kusoma hadithi kuhusu kazi mbalimbali ili kuimarisha stadi ya kusoma,</p> <p>d) kufahamu hadithi aliyosoma na aliyosomewa kuhusu kazi mbalimbali ili kupata ujumbe,</p> <p>e) kuchangamkia kusoma hadithi.</p>	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. • Wanafunzi waweza kusoma katika darasa, wakiwa wawili na baadaye mwanafunzi asome peke yake. • Mwanafunzi anaweza kusikiliza hadithi ikisomwa kupitia vifaa vya kiteknolojia kama vile tarakilishi na projekta. • Mwanafunzi aweza kusoma hadithi kwa kutumia jitabu lililowekwa mbele ya darasa. • Mwanafunzi athibitisha utabiri wake baada ya kusoma hadithi. • Mwanafunzi ajibu na kuuliza maswali kuhusu hadithi aliyosoma. 	<p>1) Unaona nini kwenye picha?</p> <p>2) Ni aina gani ya kazi ambayo imewasilishwa kwenye picha?</p>



	4.5 Kuandika (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi, b) kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi.	<ul style="list-style-type: none"> • Mwanafunzi apewe hadithi yenye mapengo ajaze kwa maneno mwafaka. • Mwanafunzi aeleeze yaliyo muhimu katika uandishi k.v. mwandiko nadhifu, maudhui, mtiririko n.k. • Mwanafunzi asome kielelezo cha kisa kilichoandikwa. • Wanafunzi waweza wakaandika kisa kifupi wakiwa wawili wawili. • Mwanafunzi aandike kisa kifupi kinachohusiana na mada. Kisa hiki kifuata hatua tano za uandishi: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. 	1) Je, ni mambo yapi yanayofaa kuzingatiwa unapoandika kisa? 2) Je, unaweza kuandika kisa gani kifupi kinachohusiana na kazi yoyote?
	4.6 Sarufi: Ukanusho wa nyakati (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua ukanusho wa -li- ; -na- ; -ta- katika sentensi ili kuimarisha mawasiliano, b) kusoma ukanusho wa nyakati katika sentensi ili kuimarisha usomaji, c) kuandika ukanusho wa nyakati katika sentensi ili kujenga ubunifu, d) kuchangamkia matumizi ya nyakati katika mawasiliano.	<ul style="list-style-type: none"> • Wanafunzi watumie -li-; -na-; -ta- kuelezea vitendo walivyofanya katika wakati uliopita (LI), ulipo (NA) na ujao (TA) wakiwa katika vikundi au wawili wawili. • Mwanafunzi akamilishe vifungu kwa kutumia -li-; -na-; -ta- na ukanusho wake. • Mwanafunzi asome vifungu vyenye matumizi -li-; -na-; -ta- na ukanusho wake. • Mwanafunzi aweza kupewa zoezi la ukanusho wa nyakati akiwa peke yake, wawili wawili au katika kikundi. • Mwanafunzi aweza kutazama jinsi nyakati zinavyokanushwa katika vifaa vya kiteknolojia na kufanyia zoezi kwenye mtandao. 	1) Unafanya nini sasa? 2) Ulifanya nini jana? 3) Utafanya nini kesho? 4) Je, ni nyakati zipi ambazo unajua kukanusha?
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano – kushirikiana kufanya kazi katika vikundi kujiamini/kujithamini – kuthamini na kutambua kazi mbalimbali; Kujibu maswali ya kisarufi vilivyo ubunifu – Katika utunzi wa sentensi na kujibu maswali ya ufahamu ambayo majibu yake si ya moja kwa moja ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza.				
Uhusiano na masuala mtambuko: shughuli zinazomsaidia mwanafunzi: mwongozo wa ajira – kuthamini kazi mbalimbali		Uhusiano na Maadili: uwajibikaji; uzalendo; umoja na heshima		

stadi za Maisha – ujuzi wa kazi mbalimbali na umuhimu wake.	
Uhusiano na masomo mengine: English Activities na Environmental Activities	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kusaidia wazazi katika kazi za nyumbani na katika jamii kuthamini kazi zinazofanywa na wazazi, ndugu na watu wengine katika jamii.
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kushiriki katika maigizo yanayohusu kazi mbalimbali kuimba nyimbo na kukariri mashairi kuhusu kazi mbalimbali katika tamasha za muziki	Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuhakiki matamshi ya sauti mbili zinazotamkwa pamoja • kuchunguza anavyotambua kazi mbalimbali • kuchunguza anavyotumia ukanusho wa nyakati katika mawasiliano • kuchunguza anavyosoma na kusimulia hadithi • kuchunguza ufahamu wake wa hadithi aliyosoma au kusomewa • kuchanganua anavyojibu maswali ya kusema na ya kuandika • kufuatilia mwandiko wake.

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti ipasavyo na kwa ufasaha • anaelezea kuhusu kazi mbalimbali kwa ufasaha. • anasoma maneno, sentensi na hadithi kwa ufasaha na ukakamavu • anafahamu kwa wepesi hadithi aliyosoma na kusomewa • anatumia kikomo ipasavyo • anaandika kisa kwa ubunifu, mtiririko, hati nadhifu na kwa kasi ifaayo. 	Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti ipasavyo. • anaelezea kuhusu kazi mbalimbali • anasoma maneno, sentensi na hadithi kwa ufasaha • anafahamu hadithi aliyosoma na kusomewa • anatumia kikomo ipasavyo • anaandika kisa kwa mtiririko na hati bora. 	Mwanafunzi, <ul style="list-style-type: none"> • anatamka sauti ipasavyo • anataja kazi mbalimbali • anasoma baadhi ya maneno, sentensi na hadithi vilivyo • anafahamu baadhi ya hadithi alizosoma au kusomewa. • anatumia kikomo • anaandika kisa kwa hati zinazosomeka. 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutamka sauti • ana changamoto katika kuelezea kazi mbalimbali • ana changamoto katika kusoma maneno, sentensi na hadithi • anachangamoto katika kufahamu hadithi aliyosoma au kusomewa • ana changamoto katika kutumia kikomo • ana changamoto katika kuandika kisa kuhusu mada aliyopewa.



MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
5.0 Usalama	5.1 Msamiati. (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua msamiati ambao hutumiwa katika usalama ili kuimarisha mawasiliano, b) kusoma msamiati unaohusiana na usalama ili kujenga usomaji bora, c) kueleza maana ya msamiati wa usalama ili kuimarisha ufahamu, d) kutumia msamiati wa usalama katika sentensi ili kuimarisha ufahamu, e) kuandika maneno yanayohusiana na usalama ili kujenga uandishi bora, f) kuthamini usalama katika mazingira yake.	<ul style="list-style-type: none"> • Mwanafunzi asome maneno yanayohusiana na usalama kwa kutumia kadi za maneno. • Mwanafunzi aeleze maana ya msamiati wa usalama akiwa peke yake au katika vikundi. • Mwanafunzi atunge sentensi sahihi kwa kutumia msamiati wa usalama. • Mwanafunzi aweza kutazama video kuhusu usalama k.m. utekaji nyara na moto na kisha kujadili jinsi ya kujilinda kutokana na hatari. • Mwanafunzi atazame michoro na picha zinazolenga maana ya maneno yanayohusiana na usalama. • Wanafunzi wajadiliane kuhusu umuhimu wa usalama. 	<ol style="list-style-type: none"> 1) Je, ni nini maana ya usalama? 2) Usalama huhusisha mambo yapi?
	5.2 Kusikiliza na Kuzungumza: Maagano (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua maneno yanayotumiwa katika maagano ili kuwezesha mazungumzo, b) kutumia maneno yanayotumiwa katika maagano kwenye mawasiliano, c) kujibu maagano kwa njia ifaayo ili kudhihirisha ufahamu, d) kuthamini matumizi ya maagano katika mawasiliano ya kila siku.	<ul style="list-style-type: none"> • Mwanafunzi anaweza kueleza matumizi ya maagano kama vile: kwaheri; siku njema, mchana mwema, safiri salama na usiku mwema. • Mwanafunzi atazame michoro inayoashiria vitendo vya kuagana. • Mwanafunzi ashiriki katika maigizo ya kuagana. • Mwanafunzi aweza kutazama vibonzo katika tarakilishi vikiigiza vitendo na maneno mbalimbali ya kuagana. • Mwanafunzi aweza kutaja neno la kuagana linalofaa kutokana na maelezo mbalimbali akiwa peke yake, wawili wawili au katika vikundi. 	<ol style="list-style-type: none"> 1) Je, ulipoagana na mzazi asubuhi alikwambiaje? 2) Je, mzazi hukwambiaje unapoenda kulala? 3) Mtu anaposafiri anaambiwaaje?

	5.3 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua mambo yanayoathiri usalama ili kujihakikishia usalama,</p> <p>b) kutambua njia za kudumisha usalama katika mazingira yake ili kujihakikishia usalama,</p> <p>c) kusimulia kuhusu mambo yanayoweza kuhatarisha usalama katika mazingira yake ili kuimarisha stadi ya kuzungumza,</p> <p>d) kusikiliza masimulizi kuhusu usalama ili kujenga stadi ya kusikiliza,</p> <p>e) kuthamini umuhimu wa usalama katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi asimulie baadhi ya mambo yanayoweza kuhatarisha usalama katika mazingira yake kupitia k.m. mgeni mwalikwa. • Mwanafunzi aweza kutazama video inayoonyesha mambo yanayoathiri usalama katika mazingira yake. • Wanafunzi wajadiliane namna ya kuepuka dhuluma k.m. kutozungumza na watu wasiowajua, kupiga ukelele anapokumbwa na hatari. • Mwanafunzi aandike baadhi ya mambo yanayoathiri usalama katika mazingira yake. • Mwanafunzi asimulie kisa alichokishuhudia kuhusu usalama. 	<ol style="list-style-type: none"> 1) Usalama ni nini? 2) Usalama unatusaidia na nini? 3) Unaweza ukafanya nini unapovamiwa?
	5.4 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua picha zinazoonyesha usalama katika mazingira mbalimbali ili kurahisisha ufahamu,</p> <p>b) kutambua maneno yanayohusiana na usalama ili kuyatumia katika mawasiliano,</p> <p>c) kusikiliza hadithi za mwalimu kuhusu usalama ili kuimarisha ufahamu,</p> <p>d) kusoma hadithi kuhusu usalama ili kujenga usikivu,</p>	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi ashiriki kusoma kama darasa, wakiwa wawili wawili na baadaye asome peke yake. • Wanafunzi wasomeana hadithi wakiwa wawili wawili au katika vikundi. • Mwanafunzi aweza kusikiliza hadithi husika ikisomwa kupitia kinasasauti. • Mwanafunzi aweza kutazama video ya mtu mzima au mtoto akisoma hadithi husika kwa ufasaha kisha aige usomi huo 	<ol style="list-style-type: none"> 1) Je, usalama unahusu nini? 2) Ukosefu wa salama husababishwa na nini? 3) Unapokosa usalama unafaa kufanya nini?



		<p>e) kufahamu hadithi aliyoisoma na aliyosomewa kuhusu usalama ili kupata ujumbe,</p> <p>f) kuthamini umuhimu wa usalama katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi athibitishe utabiri wake baada ya kusoma hadithi. • Mwanafunzi aweza kusimulia hadithi kutokana na picha alizopewa kuhusu usalama. • Mwanafunzi atoe muhtasari wa hadithi aliyosoma au kusomewa. • Mwanafunzi ajibu na kuuliza maswali kutokana na hadithi. 	
	5.5 Kuandika (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua kisa chenye mtiririko,</p> <p>b) kuandika kisa kifupi kwa hati nadhifu kulingana na mada,</p> <p>c) kufurahia uandishi wa visa tofauti maishani.</p>	<ul style="list-style-type: none"> • Mwanafunzi aweza kupewa hadithi yenye mapengo ajaze kwa maneno mwafaka. • Mwanafunzi aongozwe kujadili yaliyo muhimu katika uandishi k.v. mwandiko nadhifu, maudhui, mtiririko n.k. • Mwanafunzi aweza kusoma kielelezo cha kisa kilichoandikwa. • Wanafunzi waweza kuandika kisa kifupi wakiwa wawili wawili. • Mwanafunzi apewe fursa ya kuandika kisa kifupi kinachohusiana na mada. Kisa hiki kifuata hatua tano za uandishi: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. 	<p>1) Je, ni mambo yapi yanayofaa kuzingatiwa unapoandika kisa?</p> <p>2) Je, unaweza kuandika kisa gani kifupi kinachohusiana na usalama?</p>
	5.6 Sarufi: Vinyume vya vitendo (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutaja vinyume vya vitendo,</p> <p>b) kusoma sentensi zilizo na vinyume vya vitendo,</p> <p>c) kuandika vinyume vya vitendo,</p> <p>d) kuchangamkia kutumia vitendo na vinyume vyake katika mawasiliano ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi aweza kufafanuliwa juu ya vinyume vya vitendo kama vile lala-amka; keti- simama; cheka-lia; tabasamu – nuna; nenda-rudi; panda – shuka n.k. • Wanafunzi waweza kuigiza vinyume vya vitendo wakiwa wawili wawili. • Mwanafunzi aweza kushirikishwa kutunga na kusoma sentensi zilizo na vinyume vya vitendo. • Mwanafunzi aweza kuelekezwa kuandika vinyume vya vitendo. 	<p>1) Je, unajua vinyume vya vitendo unavyofanya kila siku?</p>
<p>Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano - wanafunzi washiriki katika vikundi ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza</p>				

ubunifu – unadhihirishwa na usimulizi na utungaji wa sentensi.	
Uhusiano na masuala mtambuko: Elimu ya maendeleo endelevu: elimu ya usalama – kupitia kwa kutambua umuhimu na mbinu za kujilinda na hali zinazohatarisha usalama Stadi za maisha – mbinu za kujilinda dhidi ya tisho kwa usalama wake.	Uhusiano na Maadili: uwajibikaji -kuwa na msimamo thabiti katika uamuzi wake haki za kijamii- kufuata haki zake anapodhulumiwa.
Uhusiano na masomo mengine: Environmental Activities; Hygiene and Nutrition na English Activities.	Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kusaidia kuhamasisha jamii kuhusu usalama kushiriki katika kutetea haki za kijamii.
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: Kushiriki katika kuimba nyimbo na kukariri mashairi kuhusu usalama katika tamasha mbalimbali.	Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuchunguza anavyotumia msamiati wa usalama katika mawasiliano • kuchunguza anavyotumia vinyume vya vitendo katika mawasiliano • kuchanganua anavyojibu maswali ya kusema na ya kuandika • kuchunguza ufahamu wake wa hadithi aliyosoma au kusomewa • kuhakiki anavyosoma na kusimulia hadithi • kufuatilia mwandiko wake.

Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
Mwanafunzi, <ul style="list-style-type: none"> • anatambua na kutumia mbinu mbalimbali za kujiepusha na hali zinazoweza kuhatarisha usalama wake • anatumia maneno ya maagano ifaavyo kila wakati • anasimulia kisa alichokishuhudia kuhusu usalama kwa ubunifu na ufasaha 	Mwanafunzi, <ul style="list-style-type: none"> • anatambua mbinu mbalimbali za kujiepusha na hali zinazoweza kuhatarisha usalama wake • anatumia maneno ya maagano ifaavyo • anasimulia kisa alichokishuhudia kuhusu usalama kwa ufasaha • anasoma maneno, sentensi na hadithi kwa ufasaha 	Mwanafunzi, <ul style="list-style-type: none"> • anatambua mbinu mbalimbali za kujiepusha na hali zinazoweza kuhatarisha usalama wake • anatumia maneno ya maagano ifaavyo • anaelezea kuhusu kisa alichokishuhudia bila mtiririko wenye mantiki • anasoma maneno, sentensi na baadhi ya hadithi kwa ufasaha 	Mwanafunzi, <ul style="list-style-type: none"> • ana changamoto katika kutambua mbinu mbalimbali za kujiepusha na hali zinazoweza kuhatarisha usalama wake • ana changamoto katika kutumia baadhi ya maneno ya maagano kwenye mawasiliano • ana changamoto katika kusimulia kisa alichokishuhudia kuhusu usalama



<ul style="list-style-type: none"> • anasoma maneno, sentensi na hadithi kwa ufasaha na ukakamavu • anaandika vinyume vya vitendo kwa usahihi • anaandika kisa kwa ubunifu, mtiririko, kwa hati nadhifu na kwa kasi ifaayo. 	<ul style="list-style-type: none"> • anaandika vinyume vya vitendo kwa usahihi • anaandika kisa kwa mtiririko na hati bora. 	<ul style="list-style-type: none"> • ana changamoto katika kuandika vinyume vya baadhi ya vitendo kwa usahihi • anaandika kisa kwa hati zinazosomeka. 	<ul style="list-style-type: none"> • ana changamoto katika kusoma maneno, sentensi na hadithi kwa ufasaha • ana changamoto katika kuandika vinyume vya vitendo kwa usahihi • ana changamoto katika kuandika kisa.
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MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
6.0 Usafi wa Mazingira	6.1 Msamiati (<i>Vipindi 2</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua msamiati wa usafi wa mazingira, b) kutumia msamiati wa usafi wa mazingira katika sentensi, c) kubainisha mazingira safi na yale machafu, d) kuthamini mazingira safi.	<ul style="list-style-type: none"> • Mwanafunzi aweza kuelekezwa kusoma maneno yanayohusiana na usalama kwa kutumia kadi za maneno. • Mwanafunzi aweza kuelekezwa kutoa maana ya msamiati unaohusiana na usafi wa mazingira. • Wanafunzi waweza kujadiliana kuhusu maana za maneno yanayohusiana na usafi wa mazingira. • Mwanafunzi aweza kutunga sentensi sahihi kwa kutumia msamiati unaohusiana na usafi wa mazingira. • Mwanafunzi aweza kutazama video kuhusu usafi wa mazingira k.m. kuokota na kuchoma taka, kufyeka nyasi n.k. • Mwanafunzi aweza kutazama michoro na picha zinazolenga maana za maneno kuhusu usafi wa mazingira. • Wanafunzi waweza kujadiliana kuhusu umuhimu wa usafi wa mazingira wakiwa kwenye vikundi. 	<ol style="list-style-type: none"> 1) Je, unajua msamiati gani unaohusiana na usafi wa mazingira? 2) Unaweza kutumia msamiati gani unaohusiana na usafi wa mazingira katika sentensi? 3) Mazingira safi ni yapi?

	6.2 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutofautisha mazingira safi na yasiyo safi, kutambua umuhimu wa mazingira safi, kusikiliza masimulizi kuhusu usafi wa mazingira, kuelezea kuhusu usafi wa mazingira, kuelezea jinsi ya kutunza mazingira yake, kufurahia mazingira safi maishani mwake. 	<ul style="list-style-type: none"> Mwanafunzi aelezee maana ya usafi wa mazingira. Wanafunzi waongozwe katika vikundi kusimulia visa vinavyohusiana na usafi wa mazingira k.v. umuhimu na jinsi ya kutunza mazingira. Mwanafunzi aigize jinsi ya kudumisha usafi katika mazingira yake. Wanafunzi waweza kutazama video inayohusu mazingira safi na chafu kisha wabainishe mazingira wanayofurahia. Mwanafunzi anaweza kuchora vifaa vinavyotumiwa kusafisha mazingira. Wanafunzi waweza kujadiliana kuhusu jinsi wanavyoweza kuchangia katika usafi wa mazingira. Mgeni aweza kualikwa ili kusimulia kuhusu mazingira huku wanafunzi wakiandika yaliyo muhimu pamoja na kuuliza na kujibu maswali. 	<ol style="list-style-type: none"> 1) Ni nini maana ya mazingira? 2) Mazingira safi ni yapi? 3) Je, tunawezaje kuboresha mazingira?
	6.3 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua msamiati uliotumiwa katika hadithi, kusikiliza mwalimu kwa makini anaposoma hadithi kuhusu usafi wa mazingira, kusoma hadithi kuhusu mazingira safi, kufahamu hadithi aliyosoma na aliyosomewa kuhusu usafi wa mazingira, kuthamini mazingira safi. 	<ul style="list-style-type: none"> Mwanafunzi aweza kujadili kuhusu picha zilizojumuishwa kwenye hadithi. Mwanafunzi aweza kutabiri kitakachotokea kwenye hadithi. Mwanafunzi aweza kuthibitisha utabiri wake baada ya kusoma hadithi. Mwanafunzi aweza kufahamu matumizi ya msamiati uliotumika kwenye hadithi. Wanafunzi waweza kusoma kama darasa, wakiwa wawili na baadaye asome peke yake. Mwanafunzi aweza kutoa muhtasari wa hadithi aliyosoma au kusomewa. Mwanafunzi atabiri kitakachotokea katika hadithi Wanafunzi waweza kusomeana hadithi wakiwa wawili wawili. 	<ol style="list-style-type: none"> 1) Je, unaweza kukumbuka hadithi gani uliyosoma? 2) Je, hadithi unayoweza kukumbuka inahusu nini? 3) Je, umeweza kusoma hadithi ngapi?



			<ul style="list-style-type: none"> • Mwanafunzi aweza kusikiliza hadithi husika ikisomwa kupitia kinasasauti. • Mwanafunzi aweza kutazama video ya mtu au mtoto akisoma hadithi husika kwa ufasaha, kisha aige usomi ule. • Wanafunzi waweza kusomeana hadithi katika vikundi. • Mwanafunzi aweza kusimulia hadithi kutokana na picha alizopewa kuhusu mazingira. • Mwanafunzi aulize na kujibu maswali kudhihirisha ufahamu. 	
	6.4 Kuandika (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi,</p> <p>b) kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi.</p>	<ul style="list-style-type: none"> • Mwanafunzi apewe hadithi yenye mapengo ajaze kwa maneno mwafaka. • Mwanafunzi aeleeze yaliyo muhimu katika uandishi kama vile mwandiko nadhifu, maudhui, mtiririko n.k. • Mwanafunzi asome kielelezo cha kisa kilichoandikwa na mwanafunzi Au mtu mwingine mwenye umahiri wa uandishi. • Wanafunzi waweza kuandika kisa kifupi wakiwa wawili wawili. • Mwanafunzi aandike kisa kifupi kinachohusiana na mada. Kisa hiki kifuata hatua tano za uandishi: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. 	<p>1) Je, ni mambo yapi yanayofaa kuzingatiwa unapoandika kisa?</p> <p>2) Je, unaweza kuandika kisa kipi kifupi kinachohusiana na usafi wa mazingira?</p>
	6.5 Sarufi: Matumizi ya haraka na polepole (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua matumizi ya haraka na polepole ili kuimarisha mawasiliano mwafaka,</p> <p>b) kutumia haraka na polepole katika kutunga sentensi ili</p>	<ul style="list-style-type: none"> • Mwanafunzi aweza kujaza mapengo kwa kutumia haraka na polepole. • Mwanafunzi aweza kubainisha matumizi ya vielezi vya jinsi vinavyofunzwa kwa kutumia vifaa vya kiteknolojia. • Mwanafunzi atazame vitu mbalimbali na avirejeele kwa kutumia haraka na polepole k.m Mtoto anatembea polepole. 	<p>1) Unatumia maneno gani kuelezea namna mtu alivyofanya jambo?</p> <p>2) Unatumia maneno gani kuelezea</p>

		kuimarisha mawasiliano mwafaka, c) kusoma sentensi zilizo na matumizi ya haraka na polepole ili kujenga usomaji bora, d) kuandika majina na sentensi kuhusu ndege ili kuimarisha uandishi bora, e) Kuchangamkia matumizi ya haraka na polepole katika mawasiliano.	<ul style="list-style-type: none"> • Wanafunzi washiriki katika maigizo wakitumia haraka na polepole wakiwa darasani. • Mwanafunzi aandike maneno na sentensi kwa kutumia haraka na polepole. 	namna mtu anavyotembea?
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano - wanafunzi washiriki katika vikundi ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza hamu ya kuendelea kujifunza - kutambua umuhimu wa mazingira.				
Uhusiano na masuala mtambuko: Elimu ya maendeleo endelevu– kupitia kwa kutambua umuhimu wa kudumisha usafi katika mazingira yake.		Uhusiano na Maadili: uwajibikaji katika kuweka mazingira yakiwa safi.		
Uhusiano na masomo mengine: Environmental Activities na Hygiene na Nutrition Activities		Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kushiriki katika kusafisha mazingira k.m kuokota taka Kuwahamasisha wengine kuhusu umuhimu wa kuweka mazingira yakiwa safi.		
Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: Kuimba nyimbo na kukariri mashairi kuhusu usafi wa mazingira katika tamasha mbalimbali shuleni.		Mapendekezo ya Tathmini: <ul style="list-style-type: none"> • kuchunguza anavyotumia msamiati wa usafi wa mazingira katika mawasiliano • kuchunguza anavyotumia haraka na polepole katika mawasiliano • kuchanganua anavyojibu maswali ya kusema na ya kuandika • kuchunguza ufahamu wake wa hadithi aliyosoma au kusomewa • kuhakiki anavyosoma na kusimulia hadithi • kufuatilia mwandiko wake. 		



Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anasikiliza na kuzungumza kuhusu usafi wa mazingira kwa ufasaha na ubunifu • anasoma hadithi kuhusu usafi wa mazingira kwa ufasaha na ukakamavu • anafahamu kwa wepesi aliyosoma na kusomewa • anatumia haraka na polepole kwa usahihi kila wakati • anaandika kisa kwa ubunifu, mtiririko, kwa hati nadhifu na kwa kasi ifaavyo. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anasikiliza na kuzungumza kuhusu usafi wa mazingira kwa ufasaha • anasoma hadithi kuhusu usafi wa mazingira kwa ufasaha • anafahamu aliyosoma na kusomewa • anatumia haraka na polepole kwa usahihi • anaandika kisa kwa mtiririko na kwa hati bora. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anasikiliza na kuzungumza kuhusu usafi wa mazingira • anasoma baadhi ya hadithi vilivyo • anafahamu baadhi ya hadithi alizosoma na kusomewa • anatumia haraka na polepole kwa wastani • anaandika kisa kwa hati zinazosomeka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • ana changamoto katika kusikiliza na kuzungumza kuhusu usafi wa mazingira • ana changamoto katika kusoma hadithi • ana changamoto katika kufahamu aliyosoma na kusomewa • ana changamoto katika kutumia haraka na polepole kwenye sentensi • ana changamoto katika kuandika kisa.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
7.0 Dukani	7.1 Msamiati (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua msamiati wa dukani ili kuutumia katika mawasiliano, b) kusoma maneno yanayohusiana na shughuli za dukani ili kujenga usomaji bora, 	<ul style="list-style-type: none"> • Mwanafunzi asome maneno yanayohusiana na shughuli za dukani kwa kutumia kadi za maneno kama vile nunua, uza, bei, kilo, mnunuzi, mwuzaji, hasara, faida, pesa, baki, sarafu na noti. • Mwanafunzi ashiriki katika majadiliano kuhusu maana ya maneno yanayohusiana na shughuli za dukani kwa kutumia picha au michoro. 	<ol style="list-style-type: none"> 1) Mtu anayenunua kitu dukani huitwaje? 2) Mtu anayeza dukani huitwaje? 3) Pesa unazorudishiwa

		<p>c) kueleza maana ya msamiati wa dukani ili kuimarisha stadi ya kuzungumza,</p> <p>d) kutumia msamiati wa dukani katika sentensi sahihi ili kuimarisha stadi ya kuzungumza,</p> <p>e) kuandika maneno yanayohusiana na uuzaji na ununuzi ili kuimarisha stadi ya kusoma,</p> <p>f) kuthamini shughuli za biashara.</p>	<ul style="list-style-type: none"> • Mwanafunzi atunge sentensi sahihi kwa kutumia msamiati wa dukani. • Mwanafunzi aweza kutazama video kuhusu uuzaji na ununuzi. • Wanafunzi washiriki katika majadiliano kuhusu umuhimu wa kufanya biashara wakiwa kwenye vikundi. 	unaponunua kitu dukani huitwaje?
	7.2 Kusikiliza na Kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua maneno yanayotumiwa katika muktadha wa dukani ili kuimarisha ufahamu,</p> <p>b) kueleza shughuli za dukani ili kuimarisha stadi ya kuzungumza,</p> <p>c) kusikiliza masimulizi kuhusu uuzaji na ununuzi ili kujenga usikivu,</p> <p>d) kuthamini biashara katika maisha ya kila siku.</p>	<ul style="list-style-type: none"> • Mwanafunzi asimulie kuhusu shughuli za dukani. • Mwanafunzi aweza kumsikiliza mgeni mwalikwa anapotoa wasilisho lake kuhusu shughuli za dukani. • Mwanafunzi atambue maneno yanayotumiwa katika muktadha wa dukani kama vile, uuzaji, bei, kilo, ununuzi, hasara, faida, pesa na baki. • Mwanafunzi asikilize kwa makini hadithi zinazosimuliwa kuhusu muktadha wa dukani kwa kutumia maneno. • Mwanafunzi aweza kutazama video inayoonyesha mambo yanayohusiana na ununuzi na uuzaji dukani. • Mwanafunzi ashiriki katika mjadala kuhusu shughuli za dukani katika vikundi. • Mwanafunzi atunge sentensi kuhusu shughuli za dukani. • Mwanafunzi ashiriki katika kuigiza shughuli za dukani darasani. 	<p>1) Je, umewahi kununua nini dukani?</p> <p>2) Je, ulitumia kiasi gani cha pesa kununua ulichotumwa?</p>
	7.3 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p>	<ul style="list-style-type: none"> • Mwanafunzi asikilize mwalimu akisoma hadithi ya mwalimu na baadaye kuuliza na kujibu maswali. 	1) Umewahi kusoma hadithi gani kuhusu dukani?



		<p>a) kutambua msamiati uliotumiwa katika hadithi ili kuwezesha ufahamu,</p> <p>b) kusikiliza hadithi ikisomwa na mwalimu kuhusu shughuli za dukani ili kuimarisha stadi ya kusikiliza,</p> <p>c) kusoma hadithi kuhusu dukani kwa ufasaha ili kujenga usomaji bora,</p> <p>d) kufahamu hadithi aliyoisoma na aliyosomewa kuhusu shughuli za dukani ili kupata ujumbe,</p> <p>g) kuthamini biashara maishani kama njia moja ya kujitegemea maishani.</p>	<ul style="list-style-type: none"> • Mwanafunzi asome pamoja na wengine darasani, kisha wasome wawili wawili na baadaye asome peke yake. • Mwanafunzi ajadili picha kwenye hadithi. • Mwanafunzi atabiri kuhusu kitakachotokea katika hadithi wakiwa wawili wawili. • Mwanafunzi ashirikiane na wengine kujadili msamiati uliotumika katika hadithi. • Mwanafunzi aweza kusikiliza hadithi husika ikisomwa kupitia kinasasauti na kisha kuijadili. • Mwanafunzi aweza kutazama video ya mtu mzima au mtoto akisoma hadithi husika kwa ufasaha kisha aige usomi ule. • Wanafunzi waweza kusomeana hadithi katika vikundi. • Mwanafunzi atoe muhtasari wa hadithi aliyosoma • Mwanafunzi ajibu na kuuliza maswali. • Mwanafunzi ashiriki kujadili baadhi ya maswali darasani, katika vikundi au wakiwa wawili wawili. 	<p>2) Je, ni hadithi gani iliyokufurahisha sana?</p>
	7.4 Kuandika (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi,</p> <p>b) kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi.</p>	<ul style="list-style-type: none"> • Mwanafunzi apewe hadithi yenye mapengo ajaze kwa maneno mwafaka. • Mwanafunzi aeleeze yaliyo muhimu katika uandishi k.v. mwandiko nadhifu, maudhui, mtiririko n.k. • Mwanafunzi asome kielelezo cha kisa kilichoandikwa na mwanafunzi au mtu sliye na umahiri katika uandishi. • Wanafunzi waweza kuandika kisa kifupi wakiwa wawili wawili. • Mwanafunzi aandike kisa kifupi kinachohusiana na mada. Kisa hiki kifuata hatua tano za uandishi: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. 	<p>1) Je, ni mambo yapi yanayofaa kuzingatiwa unapoandika kisa?</p> <p>2) Je, ni mambo gani utakayoshughulikia ukiandika kuhusu dukani?</p>

	7.5 Sarufi: Matumizi ya alama ya kuuliza(?) (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua matumizi ya alama ya kuuliza (?) katika kuimarisha mawasiliano,</p> <p>b) kusoma sentensi zilizo na matumizi ya alama ya kuuliza (?) katika kuimarisha stadi ya kusoma,</p> <p>c) kuandika sentensi akitumia alama ya kuuliza (?) katika kuimarisha stadi ya kuandika,</p> <p>d) kuthamini matumizi ya alama ya kuuliza (?) katika mawasiliano.</p>	<ul style="list-style-type: none"> • Mwanafunzi aandike alama ya kuuliza (?). • Mwanafunzi afafanue matumizi ya alama ya kuuliza (?). • Mwanafunzi atunge sentensi akitumia alama ya kuuliza (?). • Mwanafunzi asome sentensi zilizo na alama ya kuuliza (?). • Wanafunzi waweza kushirikishwa kusoma sentensi zinazotumia alama ya kuuliza (?) wakiwa wawili wawili au katika vikundi. • Mwanafunzi aandike sentensi akitumia alama ya kuuliza (?). 	<p>1) Je, alama (?) huitwaje?</p> <p>2) Je, utatumia alama (?) unapofanya nini?</p>
<p>Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano - wanafunzi washiriki katika vikundi ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza ubunifu – unadhihirishwa na usimulizi na utungaji wa sentensi.</p>				
<p>Uhusiano na masuala mtambuko: Elimu ya maendeleo endelevu: elimu ya maswala ya kifedha katika ujuzi wa kutumia pesa vizuri. stadi za maisha – Kuwa na ujasiri wa kwenda na kufanya maamuzi mwafaka ya ununuzi.</p>		<p>Uhusiano na Maadili: uwajibikaji – Kuweza kuwa mwadilifu katika matumizi ya pesa dukani. ushirikiano – Kufanya kazi katika vikundi.</p>		
<p>Uhusiano na masomo mengine: Mathematics Activities na English Activities.</p>		<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kuweza kutumwa dukani na wazazi na kutumia pesa inavyofaa.</p>		
<p>Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kushiriki katika maigizo ya shughuli za dukani shuleni kushiriki katika majadiliano kuhusu bidhaa zinazopatikana dukani.</p>		<p>Mapendekezo ya Tathmini:</p> <ul style="list-style-type: none"> • kuchunguza anavyotumia msamiati wa dukani katika mawasiliano • kuchunguza anavyotumia alama ya kuuliza katika mawasiliano • kuchanganua anavyojibu maswali ya kusema na ya kuandika • kuchunguza ufahamu wake wa hadithi aliyosoma au kusomewa • kuhakiki anavyosoma na kusimulia hadithi 		



	• kufuatilia mwandiko wake.
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatambua na kutumia msamiati wa dukani ipasavyo • anasimulia kisa kuhusu shughuli za dukani kwa ubunifu na ufasaha • anasoma maneno, sentensi na hadithi kuhusu shughuli za dukani kwa ufasaha na ukakamavu • anafahamu kwa wepesi anayosoma au kusomewa • anatumia alama ya kuuliza katika maandishi kila inapohitajika • anaandika kisa kwa ubunifu, mtiririko, kwa hati nadhifu na kwa kasi ifaayo. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatambua msamiati wa dukani • anasimulia kisa kuhusu shughuli za dukani kwa ufasaha • anasoma maneno, sentensi na hadithi kuhusu shughuli za dukani kwa ufasaha • anafahamu anayosoma au kusomewa • anatumia alama ya kuuliza katika maandishi • anaandika kisa kwa mtiririko na kwa hati bora. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatambua baadhi ya msamiati wa dukani. • anasimulia kisa kuhusu shughuli za dukani • anasoma baadhi ya maneno, sentensi na hadithi kuhusu shughuli za dukani • anafahamu baadhi ya mambo anayosoma au kusomewa • anatumia alama ya kuuliza katika baadhi ya sentensi • anaandika kisa kwa hati zinazosomeka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • ana changamoto katika kutambua baadhi ya msamiati wa dukani • ana changamoto katika kusimulia kisa kuhusu shughuli za dukani • ana changamoto katika kusoma baadhi ya maneno, sentensi na hadithi kuhusu shughuli za dukani • ana changamoto katika kufahamu hadithi aliyosoma au kusomewa • ana changamoto katika kuakifisha sentensi kwa kutumia alama ya kuuliza • ana changamoto katika kuandika kisa kuhusu mada aliyofunzwa.

MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
8.0 Ndege Nimpendaye	8.1 Msamiati (<i>Vipindi 2</i>)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutaja majina ya ndege mbalimbali ili kuimarisha stadi ya kuzungumza, b) kutambua msamiati unaotumiwa katika kutunza ndege ili kuimarisha mawasiliano, c) kutumia majina ya ndege katika sentensi sahihi ili kuwezesha mazungumzo, d) kutumia msamiati wa kutunza ndege katika sentensi ili kuwezesha mazungumzo, e) kusoma maneno na sentensi kuhusu ndege ampendaye ili kujenga usomaji bora, f) kuandika maneno na sentensi kuhusu ndege ampendaye ili kujenga uandishi bora, g) kuthamini utunzaji wa ndege ampendaye.	<ul style="list-style-type: none"> • Mwanafunzi atazame picha na kuwatambua ndege tofauti tofauti. • Mwanafunzi atunge sentensi sahihi kwa kutumia msamiati kuhusu ndege. • Mwanafunzi atoe maana ya msamiati unaotumiwa katika kutunza ndege. • Mwanafunzi achore baadhi ya ndege. • Mwanafunzi aweza kutazama video ya utunzaji wa ndege. • Mwanafunzi atazame michoro na picha za ndege wa nyumbani wakitunzwa. • Mwanafunzi asome maneno na sentensi katika kadi na chati kuhusu ndege. • Mwanafunzi aandike majina na sentensi kuhusu ndege. 	<ol style="list-style-type: none"> 1) Ni ndege wapi wanaofugwa? 2) Unamtunzaje ndege umpendaye?



	<p>8.2 Kusikiliza na Kuzungumza: Masimulizi (<i>Vipindi 2</i>)</p>	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutaja aina za ndege wa nyumbani anaowajua ili kujenga stadi ya kuzungumza, kumtambua ndege ampendaye ili kujenga stadi ya kuzungumza, kusimulia kuhusu ndege ampendaye ili kujenga stadi ya kuzungumza, kusimulia kuhusu jinsi ndege ampendaye anavyotunzwa ili kujenga stadi ya kuzungumza, kusikiliza kwa makini masimulizi kuhusu utunzaji wa ndege wa nyumbani ili kujenga usikivu, kuthamini ndege wa nyumbani. 	<ul style="list-style-type: none"> Mwanafunzi ataje aina za ndege anaowajua. Mwanafunzi atambue ndege ampendaye. Mwanafunzi asimulie kuhusu ndege ampendaye katika darasa zima, wakiwa wawili wawili na katika vikundi. Mwanafunzi atazame picha za ndege mbalimbali wa nyumbani ili awatambue. Mwanafunzi aweza kutazama video na picha zinazoashiria utunzaji wa ndege mbalimbali. Mwanafunzi asimulie jinsi ya kutunza ndege kupitia kwa mgeni mwalikwa. Mwanafunzi ashiriki katika mjadala kuhusu jinsi ndege ampendaye anavyotunzwa. Mwanafunzi waveza kushirikishwa kuimba nyimbo na kukariri mashairi kuhusu ndege wawapendao. 	<ol style="list-style-type: none"> 1) Ni ndege gani umpendaye? 2) Kwa nini unampenda ndege huyo? 3) Unamtunzaje ndege umpendaye?
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	8.3 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua msamiati uliotumiwa katika hadithi aliyosoma au kusomewa ili kuimarisha ufahamu, kusoma hadithi zinazohusu ndege wa nyumbani ili kujenga usomaji bora, kusikiliza hadithi zinazohusu ndege wa nyumbani zikisomwa ili kujenga usikivu, kufahamu hadithi aliyosoma na aliyosomewa kuhusu ndege wanaofugwa ili kupata ujumbe, kuchangamkia kusoma hadithi ili kuendeleza ari ya kusoma zaidi. 	<ul style="list-style-type: none"> Mwanafunzi ajadili picha zilizojumuishwa kwenye hadithi. Mwanafunzi atabiri kitakachotokea kwenye hadithi. Mwanafunzi athibitishe utabiri wao baada ya kusoma hadithi. Mwanafunzi ashiriki katika kusoma darasani, wakiwa wawili na baadaye asome peke yake. Mwanafunzi aweza kusikiliza hadithi ya mwalimu au hadithi iliyorekodiwa. Mwanafunzi waweza kusomeana hadithi wakiwa wawili wawili au katika vikundi. Mwanafunzi waweza kusoma hadithi kwa kutumia vifaa vya kiteknolojia k.v. tarakilishi na projekta. Mwanafunzi atunge sentensi akitumia msamiati uliotumiwa katika hadithi. Mwanafunzi anakili majina na sentensi zinazojumuisha majina ndege wa nyumbani. Mwanafunzi aweza kusoma hadithi kwa kutumia jitabu lililowekwa mbele ya darasa. Mwanafunzi ajibu na kuuliza maswali kutokana na hadithi. 	<ol style="list-style-type: none"> Ni nini unachokiona katika picha? Unafikiri ni nini kitakachotokea katika hadithi? Unakumbuka nini kutokana na hadithi uliyosoma? Ni kwa nini unampenda ndege wako?
	8.4 Kuandika (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi, kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi. 	<ul style="list-style-type: none"> Mwanafunzi apewe hadithi yenye mapengo ajaze kwa maneno mwafaka. Mwanafunzi aeleeze yaliyo muhimu katika uandishi kama vile mwandiko nadhifu, maudhui, mtiririko n.k. Mwanafunzi asome kielelezo cha kisa kilichoandikwa na mwanafunzi au mtu mwingine aliye na umahiri katika uandishi. Mwanafunzi waweza kuandika kisa kifupi wakiwa wawili wawili. 	<ol style="list-style-type: none"> Je, ni mambo yapi yanayofaa kuzingatiwa unapoandika kisa? Je, unaweza kuandika kisa gani kinachohusiana na ndege umpendaye?



			<ul style="list-style-type: none"> • Mwanafunzi aandike kisa kifupi kinachohusiana na mada. Kisa hiki kifuatae hatua tano za uandishi: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. 	
	8.5 Sarufi: Matumizi ya juu ya na chini ya (Vipindi 2)	Kufikia mwisho wa mada, mwanafunzi aweze:- a) kutambua matumizi ya juu ya na chini ya ili kuimarisha mawasiliano, b) kutumia juu ya na chini ya katika sentensi kwa usahihi ili kuimarisha mawasiliano, c) kusoma sentensi zinazodhihirisha matumizi ya juu ya na chini ya ili kuimarisha usomaji bora, d) kuandika sentensi zinazodhihirisha matumizi ya juu ya na chini ya ili kuimarisha uandishi bora, e) kuchangamkia matumizi ya juu ya na chini ya katika mawasiliano.	<ul style="list-style-type: none"> • Mwanafunzi asome sentensi zinazodhihirisha matumizi ya juu ya na chini ya. • Wanafunzi watunge sentensi zinazorejelea vitu halisi darasani k.m. kitabu kipo juu ya meza wakiwa katika vikundi. • Mwanafunzi ashiriki katika kuigiza vitendo vinavyoonyesha juu ya na chini ya. • Mwanafunzi aweza kukamilisha sentensi zinazodhihirisha matumizi ya juu ya na chini ya kwa kurejelea michoro tofauti tofauti akiwa peke yake au katika kikundi. • Mwanafunzi aweza kutumia tarakilishi kufanyia mazoezi ya matumizi ya juu ya na chini ya. 	1) Je, ni maneno kama yapi unayoweza kutumia kurejelea kitu kutegemea mahali kilipo?
Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano - wanafunzi washiriki katika vikundi na wakiwa wawili wawili ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza hadithi, msamiati na sauti kufikiri kwa kina – kung’amua sifa za ndege ampendaye				
Uhusiano na masuala mtambuko: elimu ya maendeleo endelevu (masilahi ya wanyama – kujali na kutunza ndege)		Uhusiano na Maadili: upendo kwa ndege wanaofugwa uwajibikaji katika kutunza ndege.		
Uhusiano na masomo mengine: Environmental Activities na English Activities.		Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kutunza ndege na wanyama.		

<p>Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji: kushiriki katika vikundi shuleni kama vile chama cha ukulima kuimba na kukariri mashairi kuhusu ndege wa nyumbani.</p>	<p>Mapendekezo ya Tathmini:</p> <ul style="list-style-type: none"> • kuchunguza anavyotumia msamiati wa ndege wanaofugwa katika mawasiliano • kuchunguza anavyotumia juu ya na chini ya katika mawasiliano • kuchanganua anavyojibu maswali ya kusema na ya kuandika • kuchunguza ufahamu wake wa hadithi aliyosoma au kusomewa • kuhakiki anavyosoma na kusimulia hadithi • kufuatilia mwandiko wake.
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anasikiliza na kusimulia hadithi kwa ukakamavu na ufasaha • anasoma maneno, sentensi na hadithi kuhusu ndege ampendaye kwa wepesi na ufasaha • anafahamu kwa wepesi hadithi aliyosoma na kusomewa • anatumia juu ya na chini ya kutunga sentensi sahihi zenye ubunifu wa hali ya juu • anaandika kisa kwa ubunifu, mtiririko, hati nadhifu na kwa haraka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anasikiliza na kusimulia hadithi kwa ufasaha • anasoma maneno, sentensi na hadithi kuhusu ndege ampendaye kwa ufasaha • anafahamu hadithi aliyosoma na kusomewa • anatumia juu ya na chini ya kutunga sentensi sahihi • anaandika kisa kwa mtiririko na hati bora. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anasikiliza na kusimulia hadithi • anasoma maneno, sentensi na hadithi kuhusu ndege ampendaye • anafahamu baadhi ya hadithi aliyosoma na kusomewa • ana changamoto katika kutumia juu ya na chini ya kutunga sentensi sahihi • anaandika kisa kwa hati zinazosomeka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • ana changamoto katika kusimulia hadithi • ana changamoto katika kusoma baadhi ya maneno, sentensi na hadithi kuhusu ndege ampendaye • ana changamoto katika kufahamu hadithi aliyosoma na kusomewa • ana changamoto katika kutumia juu ya na chini ya kutunga sentensi sahihi • ana changamoto katika kuandika kisa.



MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTARAJIWA	MAPENDEKEZO YA SHUGHULI ZA UJIFUNZAJI	MASWALI DADISI
9.0 Sokoni	9.1 Msamiati (Vipindi 3)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutambua msamiati unaohusiana na shughuli za sokoni ili kuimarisha mawasiliano, kusoma msamiati wa sokoni ili kujenga usomaji bora, kufahamu maana ya msamiati unaotumiwa sokoni ili kuwezesha mawasiliano, kutunga sentensi akitumia msamiati wa sokoni ili kuimarisha mawasiliano, kuandika maneno na sentensi akitumia msamiati wa sokoni ili kuimarisha stadi ya kuandika, kuthamini shughuli za sokoni. 	<ul style="list-style-type: none"> Mwanafunzi asome maneno kuhusu soko kwenye kadi na chati. Mwanafunzi afafanue maana ya msamiati wa sokoni k.v mkokoteni, vibanda, ratili, bidhaa, risiti, dalali, mnunuzi, muuzaji na mchuuzi). Mwanafunzi achore vitu vipatikanavyo sokoni. Mwanafunzi aweza kutazama picha au video za vitu vya sokoni zikiambatanishwa na sauti na maneno. Mwanafunzi aambatanishe majina na vitu vipatikanavyo sokoni. Mwanafunzi aweza kujaza nafasi katika sentensi kwa maneno yanayotumiwa sokoni. Mwanafunzi anakili msamiati kuhusu shughuli za sokoni. Mwanafunzi atunge sentensi akitumia msamiati kuhusu shughuli za sokoni. 	<ol style="list-style-type: none"> 1) Ni msamiati upi unaotumika sokoni? 2) Je, unaweza kuchora bidhaa gani zinazopatikana sokoni?
	9.2 Kusikiliza na kuzungumza: Masimulizi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> kutaja vitu vinavyopatikana sokoni katika kuendeleza mazungumzo, kutaja watu wanaopatikana sokoni katika kuendeleza mazungumzo, kusikiliza maelezo kuhusu sokoni ili kujenga usikivu, kueleza shughuli zinazoendeshwa sokoni ili kuimarisha stadi ya kuzungumza, kueleza umuhimu wa soko ili kujenga stadi ya kuzungumza, kuthamini shughuli za sokoni kama njia moja ya kujipatia riziki. 	<ul style="list-style-type: none"> Mwanafunzi ataje vitu vipatikanavyo sokoni k.v. mkokoteni, vibanda, ratili, bidhaa na risiti. Mwanafunzi ataje watu wanaopatikana sokoni kama vile dalali, mnunuzi, muuzaji na mchuuzi. Mwanafunzi ashiriki katika kuigiza michezo kuhusu shughuli zinazoendeshwa sokoni. Mwanafunzi ashiriki katika kujadili shughuli za sokoni. Mwanafunzi ajadili michoro, chati na picha kuhusu sokoni. Mwanafunzi atoe maelezo kuhusu umuhimu wa soko. Mwanafunzi aweza kuimba nyimbo na kukariri mashairi kuhusu shughuli za sokoni. Mwanafunzi aweza kutazama video na picha kuhusu shughuli za sokoni. 	<ol style="list-style-type: none"> 1) Ni watu wepi wanaopatikana sokoni? 2) Ni vitu gani vinavyopatikana sokoni? 3) Soko lina umuhimu gani?

			<ul style="list-style-type: none"> • Mwanafunzi asimulie kisa chochote alichoshuhudia kuhusu sokoni akiwa peke yake, katika kikundi au wakiwa wawili. 	
	9.3 Kusoma: Hadithi (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kutambua msamiati uliotumiwa katika hadithi ili kuwezesha ufahamu, b) kusikiliza hadithi zikisomwa na mwalimu kuhusu sokoni ili kujenga usikivu, c) kusoma hadithi kuhusu sokoni ili kuimarisha stadi ya kusoma, d) kufahamu hadithi aliyoisoma au kusomewa kuhusu sokoni ili kupata ujumbe, e) kuchangamkia kusoma hadithi ili kujenga ari ya kuendeleza ujifunzaji. 	<ul style="list-style-type: none"> • Mwanafunzi ajadili picha zilozjumuishwa kwenye hadithi. • Mwanafunzi atabiri kitakachotokea kwenye hadithi. • Mwanafunzi athibitishe utabiri wake baada ya kusoma hadithi. • Mwanafunzi ashiriki kusoma darasani, wakiwa wawili na baadaye asome peke yake. • Mwanafunzi afahamu matumizi ya msamiati uliotumika kwenye hadithi. • Mwanafunzi asikilize mwalimu akisoma hadithi. • Mwanafunzi aweza kusikiliza hadithi ikisomwa kupitia vifaa vya kiteknolojia huku mwanafunzi akikumbushwa kusikiliza kwa makini. • Wanafunzi waweza kusomeana hadithi wakiwa wawili wawili au katika vikundi. • Wanafunzi waweza kushirikishwa kupanga upya sentensi zilizoparaganywa zinazohusu sokoni katika vikundi. • Mwanafunzi aweza kusoma hadithi kwa kutumia jitabu lililowekwa mbele ya darasa • Mwanafunzi atoe muhtasari wa hadithi aliyoisoma. • Mwanafunzi ajibu na kuuliza maswali kutokana na hadithi. 	<ol style="list-style-type: none"> 1) Ni watu wepi wametajwa katika hadithi? 2) Ni vitu gani vimetajwa katika hadithi?
	9.4 Kuandika (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <ol style="list-style-type: none"> a) kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi, b) kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi. 	<ul style="list-style-type: none"> • Mwanafunzi apewe hadithi yenye mapengo ajaze kwa maneno mwafaka. • Mwanafunzi aeleze yaliyo muhimu katika uandishi k.v. mwandiko nadhifu, maudhui, mtiririko n.k. • Mwanafunzi asome kielelezo cha kisa kilichoandikwa na mwanafunzi. • Wanafunzi waweza kuandika kisa kifupi wakiwa wawili wawili. 	<ol style="list-style-type: none"> 1) Je, ni mambo yapi unayofaa kuzingatia unapoandika kisa? 2) Je, unaweza kuandika kisa kipi kinachohusiana na mada ya sokoni?



			<ul style="list-style-type: none"> Mwanafunzi aandike kisa kifupi kinachohusiana na mada. Kisa hiki kifuata hatua tano za uandishi: maandalizi, nakala ya kwanza, marejeleo, uhariri na uchapishaji. 	
	9.5 Sarufi: Matumizi ya ndani ya na nje ya (Vipindi 2)	<p>Kufikia mwisho wa mada, mwanafunzi aweze:-</p> <p>a) kutambua matumizi ya ndani ya na nje ya ili kuimarisha mawasiliano,</p> <p>b) kutumia ndani ya na nje ya katika sentensi kwa usahihi ili kuimarisha mawasiliano,</p> <p>c) kusoma sentensi zinazodhihirisha matumizi ya ndani ya na nje ya ili kuimarisha stadi ya kusoma,</p> <p>d) kuandika sentensi zinazodhihirisha matumizi ya ndani ya na nje ya ili kuimarisha stadi ya kuandika,</p> <p>e) kuchangamkia matumizi ya ndani ya na nje ya katika maawasiliano.</p>	<ul style="list-style-type: none"> Mwanafunzi asome sentensi zinazodhihirisha matumizi ndani ya na nje ya. Mwanafunzi atunge sentensi zinazorejelea vitu halisi darasani k.m. Kitabu kimo ndani ya kabati; Mwanafunzi yupo nje ya darasa; katika vikundi. Mwanafunzi ashiriki katika kuigiza vitendo vinavyoonyesha ndani ya na nje ya. Mwanafunzi aweza kukamilisha sentensi zinazodhihirisha matumizi ya ndani ya na nje ya kwa kurejelea michoro tofauti tofauti akiwa peke yake au katika kikundi. Mwanafunzi aweza kufanya mazoezi ya kutumia ndani ya na nje ya kwa kutumia vifaa vya kiteknolojia. 	1) Je, ni nini kinyume cha ndani ya ?
<p>Umilisi wa kimsingi unaokuzwa: mawasiliano na ushirikiano - wanafunzi washiriki katika vikundi ujuzi wa kidijitali - matumizi ya teknolojia katika kujifunza hamu ya kuendeleza ujifunzaji - kusoma hadithi.</p>				
<p>Uhusiano na masuala mtambuko: elimu ya maendeleo endelevu: elimu ya masuala ya kifedha – kujadili umuhimu wa sokoni.</p>		<p>Uhusiano na Maadili: uadilifu katika shughuli za sokoni umoja – Hamna biashara inayoweza kunawiri pasipo na umoja heshima ni muhimu popote watu wanapoingiliana hasa sokoni uwajibikaji – Mwenye biashara na mnunuzi sharti wawajibike katika shughuli husika.</p>		
<p>Uhusiano na masomo mengine: Mathematics Activities, English Activities, Environmental Activities, Literacy na Indigenous languages</p>		<p>Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji: kusaidia jamii katika shughuli zinazohusu soko.</p>		
<p>Mapendekezo ya shughuli zingine zilizoratibiwa za ujifunzaji:</p>		<p>Mapendekezo ya Tathmini:</p> <ul style="list-style-type: none"> kuchunguza anavyotumia msamiati wa sokoni katika mawasiliano 		

kushiriki katika kuigiza shughuli za sokoni.	<ul style="list-style-type: none"> • kuchunguza anavyotumia ndani ya na nje ya katika mawasiliano • kuchanganua anavyojibu maswali ya kusema na ya kuandika • kuchunguza ufahamu wake wa hadithi aliyosoma au kusomewa • kuhakiki anavyosoma na kusimulia hadithi • kufuatilia mwandiko wake.
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Viwango vya Kuzingatia katika Kutathmini

Kuzidisha Matarajio	Kufikia Matarajio	Kukaribia Matarajio	Mbali na Matarajio
<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatambua na kutumia msamiati unaotumika sokoni • anasimulia visa kuhusu sokoni kwa ubunifu na ukakamavu • anasoma maneno, sentensi na hadithi kuhusu sokoni kwa ufasaha • anatumia ndani ya na nje ya kutunga sentensi sahihi zenye ubunifu wa hali ya juu • anaandika kisa kinachohusiana na sokoni kwa ubunifu, mtiririko, hati nadhifu na kwa kasi ifaayo. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatambua msamiati unaotumika sokoni • anasimulia visa kuhusu sokoni kwa ukakamavu • anasoma maneno, sentensi na hadithi kuhusu sokoni • anatumia ndani ya na nje ya kutunga sentensi sahihi • anaandika kisa kinachohusiana na sokoni kwa mtiririko na hati bora. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • anatambua baadhi ya msamiati unaotumika sokoni • anasimulia baadhi ya visa kuhusu sokoni • anasoma baadhi ya maneno, sentensi na hadithi kuhusu sokoni • ana changamoto kiasi katika kutumia ndani ya na nje ya kutunga sentensi sahihi • anaandika kisa kinachohusiana na sokoni kwa hati zinazosomeka. 	<p>Mwanafunzi,</p> <ul style="list-style-type: none"> • ana changamoto katika kutambua msamiati unaotumika sokoni • ana changamoto katika kusimulia visa kuhusu sokoni • ana changamoto katika kusoma maneno, sentensi na hadithi kuhusu sokoni • ana changamoto katika kutumia ndani ya na nje ya kutunga sentensi sahihi • ana changamoto katika kuandika kisa kinachohusiana na sokoni.



LITERACY ACTIVITIES



ESSENCE STATEMENT

Literacy is the ability to **read, write** and use language proficiently. According to UNESCO, literacy is a basic human right. Literacy as a subject addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the **language of the catchment area** of the learner. At this foundational level, literacy aims at equipping the learner with basic skills in reading and writing to aid in all other subjects. It will assist the learner to communicate with others as well as **promote learning to learn**. Literacy as a set of skills will be useful in giving learners a headstart in essential skills that they will carry throughout their lives. The knowledge of literacy which includes the ability to understand, respond to and use forms of written language to communicate in varied contexts are important to facilitate learners' understanding of English as a second language.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. use language in and out of school and respond in an appropriate way to spoken language,
2. use spoken language forms appropriately in different social contexts,
3. use thematic vocabulary to communicate appropriately in varied contexts,
4. read texts accurately and fluently to access information,
5. express feelings, ideas, and opinions through writing in different formats,
6. demonstrate confidence in expressing self orally and in writing in varied contexts.

GRADE ONE

The listening strand will focus on oral language development				
Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING	1.1 Listen to instructions and questions 2 lessons	By the end of the sub-strand, the learner should be able to:- a) listen attentively to a variety of simple instructions and questions, b) respond appropriately and confidently to a variety of simple instructions and questions, c) use appropriate courtesy words and phrases in giving and responding to instructions and questions, d) apply the vocabulary learnt to give instructions and ask questions, e) appreciate the importance of giving and responding to instructions and questions appropriately.	<ul style="list-style-type: none"> Learners listen to a variety of simple instructions and questions through various media(orally, audio-recorded, video-recorded). Learners are encouraged to give and respond to instructions and questions appropriately using both verbal and non-verbal cues. Learner practice giving and responding to instructions and questions individually, in pairs and groups. Learners role-play and dramatise giving and responding to instructions and questions(Class rules and regulations). Learners model turn taking. 	1) Who gives us instructions? 2) Who asks us questions?
	Core-Competence to be developed: <u>Communication and collaboration:</u> Learners practice giving simple instructions and responding to instructions and questions in pairs and groups			
	Link to PCIs: Life skills: Skill of knowing and living with oneself - self-efficacy		Link to values: Respect, responsibility	
	Links to other learning areas: all learning areas		Suggested Community Service Learning: Learners practice giving and responding to simple instructions with other members of the community	



	Non-Formal Activity to support learning through application: Learners practice giving and responding to simple instructions with peers	Suggested assessment: oral questions
	Suggested Resources: Charts with instruction words and questions, audio- video recording devices (tapes, videos, phones)	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> always keeps eye contact completely understands question/instruction and responds appropriately and with ease uses verbal and non-verbal cues purposefully 	Learner <ul style="list-style-type: none"> keeps eye contact most of the time understands and responds appropriately to instructions and questions uses verbal and non-verbal cues 	Learner <ul style="list-style-type: none"> keeps eye contact some of the time is slow in comprehending and may misinterpret the instruction or question. is hesitant and use of verbal and non-verbal cues is not concise. 	Learner <ul style="list-style-type: none"> is distracted and fidgety has difficulty in comprehending and interpreting instructions or questions does not use appropriate verbal and non-verbal cues

The listening strand will focus on oral language development				
Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING	1.2 Phonological Awareness	By the end of the sub-strand, the learner should be able to:-	<ul style="list-style-type: none"> Learners listen to and participate in rhymes, songs, poems, tongue twisters and riddles on the themes: myself, my school and my home, individually, in pairs and groups. Learners segment, blend and produce initial, middle and final 	1) What are some of the sounds we hear? 2) What produces the sounds we hear? 3) How do we say those sounds?
	3 lessons	a) orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words, b) segment syllables in spoken words and onset rimes of single-syllable words,		

		<p>c) discriminate the initial, middle and final sounds in three letter words for correct pronunciation,</p> <p>d) add or substitute individual sounds in simple, one-syllable words to make new words,</p> <p>e) recognise and sound the commonly used letter sounds and syllables,</p> <p>f) appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles.</p>	<p>sounds (use colours and objects in their surrounding).</p> <ul style="list-style-type: none">• Learners listen to letter sounds and the syllables formed from them(depends on each language).• Learners observe the displayed letters as they listen to the sounds.• Learners participate in language games e.g. guess- the word game, change- a name game as they manipulate phonemes.	
<p>Core-Competence to be developed:</p> <p><u>Communication and collaboration:</u> learners sound and segment syllables and words</p> <p><u>Learning to learn:</u> learners blend and segment words</p> <p><u>Critical thinking and problem solving:</u> learners form words from letter sounds and syllables</p>				
<p>Link to PCIs: Life skills: Skills of knowing and living with others –effective communication</p> <p>Service learning,Parental Empowerment and engagement:Guidance</p>			<p>Link to Values: Respect, responsibility</p>	
<p>Links to other learning areas: All learning areas</p>			<p>Suggested Community Service Learning: learners recite rhymes and tongue twisters</p>	
<p>Non-formal activity to support learning through application: Learners sing rhymes as they play</p>			<p>Suggested assessment: oral questions</p>	
<p>Suggested Resources: sound recordings, a collection of riddles and tongue twisters, resource persons</p>				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner	Learner	Learner	Learner



accurately recognises, pronounces, blends and segments words to syllables.		recognises, pronounces, blends and segments words to syllables.	is slow in recognising, pronouncing, blending and segmenting words to syllables.	has difficulty in recognising, pronouncing, blending and segmenting words to syllables.
Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING	1.3 Story Telling 2 lessons	By the end of the sub-strand, the learner should be able to:-- a) listen attentively and confidently respond to stories, b) use a variety of thematic vocabulary, c) develop an interest in listening to oral stories, d) appreciate their culture and values as taught through oral stories, e) empathise with familiar people in stories, f) develop their creative and imaginative power as they create mental images of the oral stories.	<ul style="list-style-type: none"> Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources(self, peers, teacher, a resource person(if available), audio recorded stories. Learners record their stories and listen to them. Learners respond to oral questions related to the story learned or orally recreate a story. Learners role play, ask questions, tell stories and sing songs related to the story learnt(themes: self, family, and home), in pairs and small groups. 	1) Who tells us stories? 2) When are stories told? 3) What do stories teach us?
	Core-Competence to be developed: <u>Communication and collaboration:</u> learners listen to and retell stories. <u>Critical thinking and Problem solving:</u> learners recreate stories <u>Learning to learn:</u> learners listen to stories as narrated by parents and guardians <u>Digital literacy:</u> learners record stories			
	Link to PCIs: Citizenship: respect for others and intercultural understanding, Social cohesion Life Skills: Skills of knowing and living with others –effective communication		Link to Values: Respect, responsibility, patriotism	

	Links to other learning areas: All learning areas	Suggested Community Service Learning: Parental involvement in telling learners stories. Learners join story-telling clubs and collect stories from the community
	Non-Formal Activity to support learning through application: learners retell stories to peers	Suggested Assessment: retelling stories, question and answer
	Suggested Resources: Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> can use learnt vocabulary to recreate a story orally, in detail include a lesson to be learnt. 	Learner <ul style="list-style-type: none"> is able to retell a story with some detail using learnt vocabulary while maintaining logical flow can pick out the moral of the story. 	Learner <ul style="list-style-type: none"> is able to retell and a story with moderate assistance. 	Learner <ul style="list-style-type: none"> can mention some characters and retell a story with considerable assistance.

The listening strand will focus on oral language development				
Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING	1.4 Effective Communication 2 lessons	By the end of the sub-strand, the learner should be able to:- <ul style="list-style-type: none"> a) acquire a variety of vocabulary to talk about own and others' experiences, b) use non-verbal cues in oral communication to express feelings and experiences, 	<ul style="list-style-type: none"> Learners share their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class. Learners are guided to ask and respond to questions to clarify information on experiences. Learners interact with audio and audio-visual teaching aids to relate to the experiences and feelings of others. 	<ol style="list-style-type: none"> 1) What makes us happy? 2) What makes us sad? 3) How do we respond when someone is happy 4) How do we respond when someone is sad?



		c) show appreciation of others’ feelings as they share their experiences.	<ul style="list-style-type: none">Learners listen to songs and poems related to feelings.	
Core-competences to be developed: <u>Communication and Collaboration:</u> learners share feelings and experiences				
Link to PCIs: Life skills: Skills of knowing and living with oneself -Self-efficacy			Link to Values: Respect, love	
Link to other learning areas: All learning areas			Suggested community service learning: Learners share their daily experiences with people at home	
Non-Formal Activity to support learning through application: Learners share various experiences with peers			Suggested Assessment: Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills)	
Suggested Resources: audio-recording devices, learners				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.	Learner frequently uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.	Learner occasionally uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.	Learner rarely uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING	1.5 Conversation 2 lessons	By the end of the sub-strand, the learner should be able to:- a) listen attentively and actively participate in conversations in different contexts,	<ul style="list-style-type: none"> Learners role play or dramatise a conversation involving issues relating to the theme my home. Learners participate in collaborative conversation on different 	1) Who do we talk to? 2) What do we talk about?

		<p>b) recognize and use vocabulary related to the themes myself, my family, my school, and my home,</p> <p>c) appreciate taking turns while engaged in collaborative conversations.</p>	<p>themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small groups.</p> <ul style="list-style-type: none">• Learners associate the keywords displayed with those in the conversation listened to.• Learners record audios of conversations and listen to them.• Learners watch videos of different conversations.	
<p>Core-Competence to be developed:</p> <p><u>Communication and collaboration:</u> learners engage in collaborative conversations</p> <p><u>Learning to learn:</u> learners engage in conversations with parents/guardians</p> <p><u>Digital literacy:</u> learners record and listen to conversations</p>				
<p>Link to PCI: Life skills: Skills of knowing and living with others - effective communication</p>			<p>Link to Values: respect, integrity</p>	
<p>Links to other learning areas: All learning areas</p>			<p>Suggested Community Service Learning: Learners engage parents /guardians in conversations in different contexts e.g. at home, in church</p>	
<p>Suggested non-formal activity to support learning through application: Learners engage in conversation with peers on different subjects</p>			<p>Suggested assessment: Question and answer, role play, dramatisation</p>	
<p>Suggested Resources: Audio tapes, videos on conversations related to theme, Phones</p>				

Suggested Formative Assessment and Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> speaks clearly and with ease 	Learner <ul style="list-style-type: none"> speaks clearly and audibly 	Learner	Learner



<ul style="list-style-type: none"> appropriately pronounces different words creatively uses language listens keenly and responds appropriately 	<ul style="list-style-type: none"> generally listens to others provides appropriate responses 	<ul style="list-style-type: none"> is hesitant, speaks somewhat clearly and audibly makes minor inaccuracies in word order and sentence formation that affect meaning in conversation 	<ul style="list-style-type: none"> speaks inaudibly and without clarity makes significant errors in constructing sentences.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 SPEAKING	2.1 Imitation 2 lessons	By the end of the sub-strand, the learner should be able to: a) acquire a range of vocabulary for communication in different contexts, b) use appropriate vocabulary to express self in different contexts, c) respond confidently to communication in different contexts, d) exhibit appropriate mannerisms during conversation in different contexts.	<ul style="list-style-type: none"> The learners are guided to brainstorm on who, how, when and why people communicate. Learners listen to and practice conversations in different contexts. Learners simulate communication at home (with parent/guardian, sister, brother), in pairs, small groups and whole class. The learners role play various scenarios of communication based on the theme (my home). 	1) Who do you usually speak to? 2) When do you speak to them? 3) Why do you speak to them?
	Core-Competence to be developed:			
	Communication and Collaboration: learners practice conversation in pairs and groups			
	Learning to learn: learners ask parents/guardians about mannerisms when communicating with adults			
	Link to PCIs: Life skills: Skills of knowing and living with others - effective communication		Link to values: respect, peace, responsibility	

	Link to other learning areas: All learning areas	Suggested Community Service Learning: learners ask their parents/guardians about etiquette in communication
	Non-formal activity to support learning through application: learners communicate appropriately with peers in different contexts	Suggested assessment: Oral questions
	Suggested resources: Parents/Guardians, audio-visual materials with sample conversation formats e.g hello, how are you? What is your name?	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> creatively uses appropriate vocabulary to communicate exudes confidence responds using appropriate mannerisms to communication in different contexts 	Learner <ul style="list-style-type: none"> uses appropriate vocabulary to communicate is confident responds using appropriate mannerisms to communication in different contexts 	Learner <ul style="list-style-type: none"> attempts with considerable assistance to select vocabularies for communication in different contexts is hesitant while responding to communication 	Learner <ul style="list-style-type: none"> has difficulty selecting appropriate words to communicate in various contexts. lacks confidence responds inappropriately

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 SPEAKING	2.2 Responding to instructions and questions 2 lessons	By the end of the sub strand, the learner should be able to: a) respond confidently to simple oral questions and instructions from different media,	<ul style="list-style-type: none"> Learners practice asking and answering questions in pairs or groups. Learners take and respond to instructions and questions (Myself, my family, my home, my school, my community). 	1) What do you do when you want something? 2) How do you respond when asked to do something?



		<p>b) use appropriate words in giving and responding to instructions and questions,</p> <p>c) appreciate the importance of responding appropriately when taking instructions and answering questions.</p>	<ul style="list-style-type: none">• Learners sing songs that are action based (giving instructions), individually, in pairs and groups.• Learners record themselves while giving instructions.	
<p>Core-Competence to be developed:</p> <p><u>Communication and collaboration:</u> learners respond to instructions and questions in pairs and groups</p> <p><u>Digital Literacy:</u> learners record themselves giving instructions</p>				
<p>Link to PCIs: Life skills: Skills of knowing and living with oneself - Self-efficacy</p>			<p>Link to Values: Respect, responsibility</p>	
<p>Link to other learning areas: All learning areas</p>			<p>Suggested Community Service Learning: learners practice asking questions and giving instructions with those at home</p>	
<p>Suggested Non-Formal Activity to support learning through application: Learners practice giving and responding to simple instructions with peers</p>			<p>Suggested Assessment: Oral questions, role play</p>	
<p>Suggested resources: Audiovisual tapes, resource persons – community leaders</p>				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> is highly attentive responds appropriately to instructions and questions uses verbal and non-verbal cues purposefully with confidence and ease. 	Learner <ul style="list-style-type: none"> is generally attentive responds appropriately to instructions and questions uses verbal and non-verbal cues with confidence 	Learner <ul style="list-style-type: none"> is moderately attentive is slow in comprehending may misinterpret the instruction or questions. is hesitant and use of verbal and non-verbal cues is not concise. 	Learner <ul style="list-style-type: none"> lacks concentration and confidence has difficulty in comprehending and interpreting instructions or questions, does not use appropriate verbal and nonverbal cues

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 SPEAKING	2.3 Phonological Awareness 3 lessons	By the end of the sub-strand, the learner should be able to:- a) name and say letters representing sounds, b) blend given letter sounds to make syllables and syllables to form words, c) segment syllables to letter sounds and words to syllables, d) appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables.	<ul style="list-style-type: none"> Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups. Learners say and point to pictures with sight words. Learners sing songs (themes: myself, my home, my community). 	1) What are some of the sounds we hear? 2) How do we say to the sounds?
	Core-Competence to be developed: Communication and collaboration: learners work in pairs and groups to sound words Critical thinking and problem solving: learners blend and segment words			
	Link to PCIs: Life skills: Skills of knowing and living with others - effective communication		Link to values: Respect, responsibility	
	Link to other learning areas: All learning areas		Suggested Community Service Learning: Learners practice sounding words to members of the community.	
	Suggested non-formal activity to support learning through application: Learners practice to sound words with peers		Suggested assessment: Matching oral sounds with pictures	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
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Learner accurately recognises, pronounces, blends and segments words to syllables.	Learner recognises, pronounces, blends and segments words to syllables.	Learner is slow in recognising, pronouncing, blending and segmenting words to syllables.	Learner has difficulty in recognising, pronouncing, blending and segmenting words to syllables.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 SPEAKING	2.4 Talk About 2 lessons	By the end of the sub strand, the learner should be able to: a) use acquired vocabulary to talk about self appropriately, b) identify themselves with people, objects and places in their environment, c) demonstrate interest to use names of people, places, and objects within the environment, d) express personal emotions, feelings, and opinions about people, places, and objects.	<ul style="list-style-type: none"> Learners practice rules on social interactions (turn-taking, respecting others opinions). Learners engage in conversations to talk about self(name, class, age and gender), home, and community, in pairs and groups. Learners observe the teacher modelling effective speaking skills. Learners record their speech and listen as teacher observes. 	1) Who/what do you like? 2) Why do you like him/her/it?
	Core-Competence to be developed: <u>Self-efficacy:</u> learners name objects, people, and places <u>Communication and collaboration:</u> learners work in pairs and groups to discuss various topics <u>Digital literacy:</u> learners interact with the audio and visual recorders as they engage in conversation <u>Creativity and imagination:</u> learners recreate stories			
	Link to PCIs: Life skills: Skills of knowing and living with others - effective communication Citizenship: Integrity		Values: Respect, love, responsibility, integrity	

	Link to other learning areas: All learning areas	Suggested Community Service Learning: learners to engage people around them in conversations
	Non-formal activity to support learning through application: learners are encouraged to express personal feelings with peers	Suggested assessment: Oral presentations, question/answer
	Suggested resources: Audio-visual aids (recorders), Charts bearing names of people, places, and objects	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectation	Approaching expectations	Below expectation
Learner <ul style="list-style-type: none"> speaks clearly and audibly creatively uses language initiates a response listens to and answers questions clearly and with ease Expresses self exceptionally well. 	Learner <ul style="list-style-type: none"> speaks clearly listens to and answers questions correctly is confident and expresses self within context. 	Learner <ul style="list-style-type: none"> speaks hesitantly listens to and answers some questions responses to questions are neither clear nor complete. 	Learner <ul style="list-style-type: none"> speaks without clarity listens to but does not answer questions clearly and completely does not stay on topic

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 SPEAKING	2.5 Presentation skills 2 lessons	By the end of the sub-strand, the learner should be able to:- a) use a variety of vocabulary to express self appropriately,	<ul style="list-style-type: none"> Learners are guided to name activities in the order in which they occur (daily routine activities, market days, school and religious days). 	1) What does a good presenter do?



		<p>b) use appropriate tonal variation, articulation and stress to express self confidently,</p> <p>c) appreciate the use of transition words to sequence events.</p>	<ul style="list-style-type: none">• Learners are guided to brainstorm on activities for each day of the week, individually, in pairs and groups.• Learners attempt to respond to questions related to sequencing of activities for each day of the week (before, after, then).• Learners sing songs, rhymes and recite poems related to routine activities.• Learners could express personal feelings orally using learnt vocabulary related to common routine activities.	
<p>Core-Competence to be developed:</p> <p><u>Communication/Collaboration:</u> learners make presentations before their peers</p> <p><u>Critical thinking and problem solving:</u> learners sequence events and organize their presentations</p> <p><u>Self-efficacy:</u> confidence in expressing self</p>				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication			Link to Values: Responsibility, Respect	
Link to other subjects: All learning areas			Suggested Community Service Learning: learners make presentations at various functions	
Non-formal activity to support learning through application: Learners engage in informal oral presentations			Suggested assessment: Narration(check use of signal words), question/answer	
Suggested resources: Story maps (graphic organizers), list of transition(signal words), Fairy tales and fables, charts, calendar about events				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> presents ideas in order is comprehensible 	Learner <ul style="list-style-type: none"> presents ideas in order is comprehensible 	Learner <ul style="list-style-type: none"> presents some ideas in order 	Learner <ul style="list-style-type: none"> does not presented ideas in order

<ul style="list-style-type: none"> • speaks clearly and audibly • using familiar and unfamiliar vocabulary. • uses correct intonation for understanding • independently explores and uses new transition words to sequence routine activities 	<ul style="list-style-type: none"> • speaks clearly and audibly • uses learnt vocabulary correctly • uses correct intonation for understanding • uses the learnt transition words appropriately with minimal assistance 	<ul style="list-style-type: none"> • includes most details but is not always comprehensible • speaks clearly and audibly • uses learnt vocabulary satisfactorily • uses the learnt transition words with moderate assistance. 	<ul style="list-style-type: none"> • does not make sense • speaks inaudibly and without clarity • does not use learnt vocabulary correctly • uses the learnt transition words with considerable assistance.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	3.1 Phonemic awareness 4 lessons	By the end of the sub-strand, the learner should be able to:- a) practice left-right eye movement with accuracy, b) isolate sounds in a word, c) segment words that start with similar sounds, d) recognize all the letters of the alphabet in the language of the catchment area.	<ul style="list-style-type: none"> • Learners sound and read words to practice left-eye movement(left –right orientation). • Learners identify words that begin with similar sounds(letter –sound recognition). • Learners are guided to isolate sounds in a word. • Learners segment words that begin with similar sounds. • Learners recognize and read all the letters of the alphabet in the language 	1) What sounds do we hear? 2) How do we make them?



			of the catchment area(visual discrimination).	
Core competencies to be developed: <u>Communication and collaboration:</u> learners work in pairs and groups to sound and read words <u>Learning to learn:</u> learners blend and segment new words				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication			Link to values: Respect	
Link to other learning areas: all learning areas			Suggested Community Service Learning: learners practice sounding and reading words with those at home	
Suggested non-formal activity to support learning: Learners practice sounding words as they play with others			Suggested assessment: learners read sounds, syllables and words paying attention to pronunciation.	
Suggested resources: Word charts, sounds from the environment				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectation	Approaching expectation	Below expectations
Learner <ul style="list-style-type: none"> can recognize and sound all letters can isolate sounds in a word easily forms and reads all syllables, thematic words and a few unfamiliar words 	Learner <ul style="list-style-type: none"> can recognize and sound letters. can isolate sounds in a word. forms and reads all syllables and some thematic words 	Learner <ul style="list-style-type: none"> can recognize and sound letters, can isolate some sounds in a word, forms and reads some syllables and thematic words with moderate assistance. 	Learner <ul style="list-style-type: none"> can recognize and sound letters, can isolate sounds in a word, form and read syllables and thematic words with considerable assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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3.0 READING	3.2 Phonic development 4 lessons	By the end of the sub-strand, the learner should be able to:- a) develop knowledge of letter-sound recognition, b) build phonemes into syllables, c) read and sound syllables, d) relate syllables to their sounds, e) appreciate the use of syllables to form words.	<ul style="list-style-type: none"> • Learners match letter cards to sounds. • Learners practice letter-sound matching(letter sound recognition). • Learners build letters into syllables. • Learners match diagraphs to words that contain them (ng,ny, ng, dh,th). • Learners blend and segment sounds to build syllables into words. • Learners participate in reading games(bingo games, syllabic map), in pairs and groups. • Learners practice reading words containing consonant clusters. • Learners mimic word and sentences to produce the right intonation. 	1) How do we make words?
Core competencies to be developed: Communication and collaboration: learners practice sounding words in groups Learning to learn: learners blend and segment words				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication		Link to values: Respect, responsibility		
Link to other learning areas: All learning areas		Suggested community service learning: Learners read syllables to someone at home		
Suggested non-formal activity to support learning: Learners practice reading sounds, syllables, and words as they play.		Suggested assessment: Check pronunciation and speed as learners read sounds, syllables, and words		
Suggested resources: charts, letter cards, syllable box				

Suggested Formative Assessment and Rubric



Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> • builds phonemes into syllables and reads and sounds them. • can differentiate between a digraph in the language and consonant clusters. • always uses correct intonation. 	Learner <ul style="list-style-type: none"> • can build phonemes into syllables and read and sound them. • can differentiate between a digraph in the language and consonant clusters. • uses correct intonation 	Learner <ul style="list-style-type: none"> • satisfactory builds phonemes into syllables, reads, and sounds. • can differentiate digraphs and consonant clusters with assistance • attempts to use correct intonation. 	Learner <ul style="list-style-type: none"> • has difficulty building phonemes into syllables. • cannot differentiate between a digraph and a consonant cluster.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	3.3 Reading phrases and sentences 2 lessons	By the end of the sub-strand, the learner should be able to:- a) read aloud short phrases and sentences accurately, b) read unfamiliar words based on phonic knowledge, c) develop an interest in reading new words, phrases and sentences.	<ul style="list-style-type: none"> • Learners are assisted in reading and predicting the meaning of new words. • Learners re-arrange jumbled words to make meaningful sentences. • Learners should be exposed to a variety of reading materials to practice reading for fluency. • Learners participate in reading games(lucky dip, fishing game), in pairs and groups. • Learners mimic words and phrases to produce right intonation. 	1) Why is it important to read?
Core competencies to be developed:				

Communication and collaboration: Learners work in pairs and groups to participate in reading games	
Digital literacy: Learners interact with reading materials from different media	
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication	Link to values: Respect
Link to other learning areas: All learning areas	Suggested community service learning: learners read short texts to family members
Suggested non-formal activity to support learning: Library reading	Suggested assessment: read short words and phrases
Suggested resources: charts	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> clearly articulates words in phrases and sentences using phonic knowledge. uses correct intonation and appropriate pauses. participates in reading games with ease. 	Learner <ul style="list-style-type: none"> articulates words in phrases and sentences using phonic knowledge. uses correct intonation and pauses. can participate in reading games. 	Learner <ul style="list-style-type: none"> can articulate words using phonic knowledge, with assistance attempts to use correct intonations and pauses. has difficulty in some reading games. 	Learner <ul style="list-style-type: none"> needs considerable assistance to articulate words. does not use correct intonations has difficulty participating in reading games.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	3.4 Reading comprehension 3 lessons	By the end of the sub-strand, the learner should be able to:- a) read simple texts fluently and with understanding,	<ul style="list-style-type: none"> Learners are exposed to a variety of texts for reading. Learners are guided to read sentences aloud for meaning. 	1) Why is it important to understand what you read?



		b) read aloud short texts and stories accurately, c) read at an appropriate speed for enjoyment, d) develop an interest in reading short stories with comprehension.	<ul style="list-style-type: none"> • Learners ask and answer simple questions related to materials read. • Learners are prompted to predict meaning from pictures. • Learners use learned vocabulary to construct simple sentences. • Learners identify and name characters from pictures. 	
Core competencies to be developed: Communication and collaboration: Learners participate in various reading activities				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication			Link to values: Respect	
Link to other learning areas: All learning areas			Suggested community service learning: Learners read short phrases to parents/those at home and discuss the meaning of what is read	
Suggested Non-formal Activity to support learning: Learners practice reading simple texts to their peers			Suggested Assessment: Listening, Question/Answer	
Suggested resources: Reading materials, flashcards, library, readers				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> • reads aloud a story or text with expressive interpretation, • clearly sequences events • answers questions about the text completely and correctly 	Learner <ul style="list-style-type: none"> • reads aloud a story or text with expressive interpretation, • sequences many events • answers questions about the text 	Learner <ul style="list-style-type: none"> • reads aloud a story or text with little expressive interpretation, • may sequence some events • misinterprets some questions about the text 	Learner <ul style="list-style-type: none"> • reads aloud a story or text haltingly distorting meaning, • reads with no expressive interpretation, • responds inaccurately to questions

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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4.0 WRITING	4.1 Letter Sounds and letter names-Phonics 3 lessons	By the end of the sub strand, the learner should be able to: a) write upper and lower case letters correctly, b) differentiate letters with visual similarities (bdp) (w, vym) (k), c) sound digraphs and consonant clusters, d) develop an interest in writing using uppercase and letter names correctly, e) handwrite letters, numbers, and symbols.	<ul style="list-style-type: none">• Learners say and write letter names correctly (unique to the indigenous languages).• Learners sound diagraphs and words with consonant clusters(ng, dh etc.).• Learners identify and write upper and lowercase letters (upper and lower case recognition).• Learners are guided to develop writing competence (left to right orientation, proper sitting posture, and shaping).• Learners practice writing letters in their books individually, in pairs and groups.• Learners are guided to use a variety of resources and strategies to shape, colour, model letters.• Learners write dictated letters and words [Letter sound confusion (<i>b, p</i>) (<i>d, t</i>) (<i>m, n</i>)].	1) How are words formed?
Core-Competence to be developed: Communication and collaboration: Learners play games that help in developing fine motor skills in pairs and groups.				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication			Link to Values: Responsibility, Respect	
Links to other learning areas: All learning areas			Suggested Community Service Learning: Learners practice scribbling and writing at home	
Suggested non-formal activity to support learning through application: learners share their writing with peers			Suggested Assessment: Build word families e.g three letter words with sound /a/	
Suggested Resources: Pencils, books, flash cards, word puzzles, crayons, stencil, writing slates				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> easily identifies, recognizes and writes all syllables, thematic words learnt writes some unfamiliar words correctly. easily identifies words with visual similarities 	Learner <ul style="list-style-type: none"> identifies, recognizes and writes syllables and thematic words learnt. can identify words with visual similarities. 	Learner <ul style="list-style-type: none"> identifies, recognizes and writes some syllables, thematic words learnt. can identify some words with visual similarities. 	Learner <ul style="list-style-type: none"> does not easily identify, recognize and write syllables and thematic words learnt correctly has difficulty identifying words with visual similarities.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	4.2 Syllable, word, and sentence formation 3 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> segment words into syllables, form words from syllables, write commonly used syllables, words, and sentences, develop an interest in forming words and simple sentences. 	<ul style="list-style-type: none"> Learners are guided to choose consonants and vowel blends e.g. - ock, b-y – to complete a word. Learners complete sentences by filling in missing words (theme myself, my home and my family the theme myself, my family and my home). Learners should form words by blending syllables individually, in pairs and groups (blend, segment, fill in blanks). Learners practice word formation by participating in word games. Learners be guided to make sentences using basic sight words. 	1) How are words formed?
Core competencies to be developed: Communication and collaboration: learners write words and sentences in pairs and groups Learning to learn: learners practice how to break and form words				
Links to PCIs: Life skills: Skills of knowing and living with others - effective communication			Links to values: Respect, responsibility, unity	



Link to other learning areas: All learning areas	Suggested Community Service Learning: Develop the habit of writing in and out of school
Suggested Non-Formal Activity to support learning through application: Learners label personal items	Suggested assessment: Build word family
Suggested Resources: Pencil, book, flash cards, word puzzle	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> easily forms and writes all syllables, thematic words learnt Can write unfamiliar words writes simple sentences with ease 	Learner <ul style="list-style-type: none"> forms and writes syllables, some thematic words learnt can write some unfamiliar words can write simple sentences 	Learner <ul style="list-style-type: none"> forms and writes syllables, thematic words learnt, writes few unfamiliar words with moderate assistance can write simple sentences with assistance 	Learner <ul style="list-style-type: none"> forms and writes syllables, thematic words learnt with considerable assistance has difficulty writing simple sentences

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	4.3 Handwriting 3 lessons	By the end of the sub-strand, the learner should be able to:- <ol style="list-style-type: none"> use basic punctuation to convey the intended meaning, use legible handwriting to communicate effectively, develop speed and ease of handwriting, acquire the skill of shaping different letters to write syllables, words, and sentences neatly, 	<ul style="list-style-type: none"> Learners further practice their pre-writing skills (how to grasp a pencil, use lined paper and how to sit when writing). Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc. 	1) How can I write well?

		e) handwrite letters, numbers, and symbols.	<ul style="list-style-type: none">• Learners practice sorting and grouping of letters based on specific features (ticks, tails, and hoops).	
Core-Competence to be developed:				
<u>Communication and collaboration:</u> Learners practice activities that develop fine motor skills				
Links to PCIs: Life skills: Skills of knowing and living with others - effective communication			Links to Values: Unity, respect	
Links to other learning areas: All learning areas			Suggested Community Service Learning: Learners participate in activities that improve the fine motor skills e.g. smearing mud, collecting materials for thatching	
Suggested Non-Formal Activity to support learning through application: Learners participate in fine motor activities during play e.g holding, catching objects			Suggested assessment: Copy standard letters, words, and sentences in their best handwriting	
Suggested Resources: ruled exercise books				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> writes legibly uses correct spacing, shape, and punctuation 	Learner <ul style="list-style-type: none"> writes legibly generally uses correct spacing, shape, and punctuation 	Learner <ul style="list-style-type: none"> can write but is not always very legible, makes some errors in punctuation, spacing and shape of letters. 	Learner <ul style="list-style-type: none"> has illegible handwriting, makes many errors in punctuation, spacing, and shape of letters

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	4.4 Spelling instruction	By the end of the sub strand, the learner should be able to:-	<ul style="list-style-type: none"> Learners make new words by playing spelling games (spelling bee, flash cards) in pairs and groups. 	1) Why is it important to spell words correctly?



	3 lessons	a) apply the knowledge of blending and segmenting to write words, b) use proper letter formation with correct spacing to write words correctly, c) develop an interest in spelling and writing new words.	<ul style="list-style-type: none">Learners practice formation and spelling of new words by using various strategies (onset and rime, letter-sound correspondence).Learners are guided to use various forms of media to spell and write words.Learners write dictated words correctly.
Core-Competence to be developed: Communication and collaboration- learners compete in spelling words in pairs and groups			
Links to PCIs: Life skills: Skills of knowing and living with others - effective communication			Links to Values: Respect, responsibility
Links to other learning areas: all learning areas			Suggested Community Service Learning: Learners participate in spelling competitions bringing together learners from other schools in the community
Suggested Non-Formal Activity to support learning through application: Learners play spelling games out of class			Suggested assessment question: Dictation, spelling competition
Suggested learning resources: Picture cards, computer, flash cards, containing words, pencils, stencils, reading charts			

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> can sort words with similar patterns and write them correctly. easily forms letters to write words 	Learner <ul style="list-style-type: none"> can sort words with similar patterns, can recognize correct spelling, can forms letters into words 	Learner <ul style="list-style-type: none"> can sort some words with similar patterns, can recognize spelling of some patterns learnt, writes words with considerable assistance 	Learner <ul style="list-style-type: none"> can sort very few words with similar patterns, can recognize spelling of some patterns learnt with considerable assistance, has difficulty writing words

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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4.0 WRITING	4.5 Creative Writing 3 lessons	By the end of the sub strand, the learner should be able to:- a) plan and organize ideas, b) learn from oral and reading activities to enrich their written words, c) apply knowledge of writing organizer to write a coherent story, d) apply knowledge of writing conventions to aid meaning and presentation.	<ul style="list-style-type: none">• Learners create stories from pictures provided (picture spark)• Learners are guided to write key words in the story.• Learners are guided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups.• Learners are guided to construct simple sentences for fluency and meaning.	1) Why do we write? 2) What do we write?
Core-Competence to be developed: Communication and collaboration: Learners participate in developing and writing creative sentences and stories in pairs, groups and whole class.				
Links to PCIs : Life skills: Skills of knowing and living with others - effective communication			Links to Values: Respect, unity, responsibility	
Links to other learning areas: all learning areas			Suggested Community Service Learning: Learners participate in sharing creative stories with other children in the community	
Suggested non-formal activity to support learning through application: Learners contribute write-ups for the school magazine			Suggested assessment: Learners organize pictures in sequence to tell a story and write words to caption the pictures	
Suggested learning resources: Pencils, organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons				

Suggested assessment and rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
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Learner <ul style="list-style-type: none"> • presents ideas creatively, • is comprehensible, • effectively makes use of learnt vocabulary to organize ideas, • is adventurous in vocabulary choices 	Learner <ul style="list-style-type: none"> • presents ideas in order, • is comprehensible • makes use of learnt vocabulary to organize ideas. 	Learner <ul style="list-style-type: none"> • presents ideas though not always in order • is not always comprehensible, • makes some use of some learnt vocabulary, • has numerous spelling mistakes. 	Learner <ul style="list-style-type: none"> • presents ideas haphazardly • makes major errors in punctuation and spellings.
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GRADE TWO

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING	1.1 Listen to instructions and questions 2 lessons	By the end of the sub-strand, the learner should be able to:- a) listen attentively to simple sequenced instructions, b) use appropriate non-verbal communication cues to indicate an understanding of questions and instructions, c) demonstrate an understanding of a set of instructions through appropriate responses, d) demonstrate conventions of giving instructions and asking questions.	<ul style="list-style-type: none"> Learners attentively listen to a series of instructions and interpret effectively (attention to use of non-verbal cues). Learners listen to questions and take turns in responding to them (using prompts). Learners participate in varied activities and games that require them to respond to instructions e.g. Simon says. Sing songs e.g. head, shoulder, knees, and toes (in pairs and small groups). Learners model/role play talking and listening to different audiences e.g. school members, family and community members (apply skills of social conventions). Learners are provided with opportunity to brainstorm on instructions, questions, and possible responses in pairs, small groups and whole class. 	1) Who gives us instructions? 2) Who asks us questions?
Core Competence to be developed: Communication and collaboration: Learners listen to questions and instructions and respond appropriately in pairs and groups. Learning to learn: Learners model responding to instructions. Creativity and critical thinking: Learners think through what they have heard before responding.				
Links to PCIs: Life skills: Skills of knowing and living with others - effective communication			Links to Values: Respect	
Links to other learning areas: all learning areas			Suggested Community Service Learning: Learners participate in communal activities e.g cultural festivals where they will be expected to act on instructions.	



	Suggested non-formal activity to support learning: Learners participate in games involving instructions with peers	Suggested assessment: question/answer
	Suggested Resources: Audio recordings, manila charts, sentence strips	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> always keeps eye contact, completely understands questions and instructions, responds appropriately and with ease uses verbal and non-verbal cues purposefully 	Learner <ul style="list-style-type: none"> keeps eye contact most of the time understands and responds appropriately to instructions and questions uses verbal and non-verbal cues 	Learner <ul style="list-style-type: none"> keeps eye contact some of the time, slow in comprehending may misinterpret the instructions or questions. is hesitant and use of verbal and non-verbal cues is not concise. 	Learner <ul style="list-style-type: none"> is distracted and fidgety, has difficulty in comprehending and interpreting instructions or questions, does not use appropriate verbal and non-verbal cues

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions	
1.0 LISTENING	1.2 Word and sentence formation	By the end of the sub strand, the learner should be able to:- a) identify the number of syllables in a word, b) recognize words with similar sounds, c) combine syllables to form words, d) combine words to make simple sentences, e) appreciate that syllables form words.	<ul style="list-style-type: none">Learners practice hearing individual sounds as they sing rhymes and recite poems.Learners play rhyming and blending games with peers e.g. come up with words that rhyme.Learners imitate the teacher in pronouncing various words (digraphs, consonant clusters, three vowel words).Learners are guided to identify words listened to (flip chart, board).	1) How do we form words?	
	2 lessons				
	Core Competence to be developed:				
	<u>Communication and collaboration:</u> learners practice forming words and simple sentences				
	Link to PCIs: Life skills: Skills of knowing and living with others - effective communication		Links to values: Respect		
	Links to other learning areas: all learning areas		Community Service Learning: learners ask parents/guardians to help them form new words and sentences from sounds learnt		
Suggested Non-formal activity to support learning: learners practice songs, tongue twisters, poems in and out of class		Suggested assessment: segmenting drills			
Suggested Resources: Audio recordings, manila charts, sentence strips					



Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none">• can effectively recognize words with similar sounds and use them to form simple sentences.• easily forms words from syllables and makes varied simple sentences	Learner <ul style="list-style-type: none">• can identify syllables in a word• can form words from syllables and make simple sentences.	Learner <ul style="list-style-type: none">• can identify some syllables in words and form words from syllables with assistance.• needs moderate assistance to form simple sentences.	Learner <ul style="list-style-type: none">• has difficulty identifying syllables in some words• needs considerable assistance to form words and sentences.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions		
1.0 LISTENING	1.3 Storytelling 2 lessons	By the end of the sub-strand, the learner should be able to:-	<ul style="list-style-type: none">• Learners listen to a variety of stories about self, family, and home from peers, resource persons, and teachers.• Learners respond to questions on the stories told (who, what, where).• Learners role play, dramatize or retell stories (traditional and modern) listened to.• Learners record their stories and play them for the class.• Learners re-tell stories in groups or whole class.• Learners discuss the morals learned from stories listened to.	1) Why do we tell stories? 2) Why are stories important to us?		
		a) appreciate morals taught through different thematic stories.				
		b) develop vocabulary through listening to stories.				
		c) show empathy with people, places, and things.				
		d) recount key details of a story and retell it.				
		Core Competence to be developed:				
		<u>Communication and Collaboration</u> : Learners listen to and retell stories				
<u>Critical thinking and problem solving</u> : Learners retell stories and role play or dramatize them.						
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication		Link to Values: Respect, unity				
Links to other learning areas: all learning areas		Suggested Community Service Learning: Learners visit older members of the community and listen to stories narrated				
Suggested Non-formal activity to support learning: learners narrate stories to each other		Suggested assessment: Question/Answer, narration				
Suggested Resources: Resource persons, story books, newspaper, magazines, audiovisuals						

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
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Learner can use learnt vocabulary to recreate a story orally, in details can include a lesson to be learnt.	Learner can retell a story with detail using learnt vocabulary can maintaining logical flow of the story can pick out the moral of the story.	Learner can retell a story with some detail can maintain logical flow of a story with moderate assistance	Learner can mention some characters in a story can retell a story with considerable assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING	1.4 Effective communication 2 lessons	By the end of the sub strand, the learner should be able to: a) listen with increased attention to rhymes, songs, conversations and stories, b) listen and communicate effectively in varied situations, c) listen to experiences of others and respond appropriately to the feelings and ideas expressed, d) develop an interest in listening to texts on varied themes.	<ul style="list-style-type: none">• Learners play action games such as Simon says, in small groups.• Learners engage in story telling.• Learners listen to audio or audiovisual stories on varied themes.• Learners are provided with opportunity for dramatic play.• Learners listen and pick out vocabulary from material listened to.• Learners listen to daily announcements in school and orally recount what they heard, in pairs, groups or the whole class.	1) Why do we communicate?(in indigenous language) 2) How do we communicate?
Core Competence to be developed: Communication and Collaboration: Learners share their ideas, feelings and emotions in groups Critical thinking and problem solving: Learners practice skills of effective communication.				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication; Citizenship: social cohesion			Link to Values: Respect	
Links to other learning areas: all learning areas			Suggested Community Service Learning: learners recite poems on topical issues	
Suggested non-formal activity to support learning: Learners express opinions on matters affecting them to peers and relevant authorities			Suggested assessment: oral presentation in class	
Suggested Resources: Visual and audio materials story books, props, picture cards and charts				



Suggested Formative Assessment and Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently uses suitable vocabulary to express feelings and talk about experiences. identifies and effectively uses non-verbal cues in communication.	Learner frequently uses suitable vocabulary to express feelings and talk about experiences. uses non-verbal cues in communication	Learner occasionally uses suitable vocabulary to express feelings and talk about experiences. Uses some non-verbal cues in communication	Learner rarely uses suitable vocabulary to express feelings and talk about experiences. Uses none or very limited non-verbal cues in communication

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING	1.5 Conversation 2 lessons	By the end of the sub strand, the learner should be able to: a) listen to informational texts and pick out the key details, b) ask and answer relevant questions in a listening text, c) build on the ideas and points of others in conversation by linking their comments to those of others, d) increase the vocabulary range through focused listening and understanding of general and specific details, e) demonstrate respect for others when participating in a conversation,	<ul style="list-style-type: none"> Learners practice use of socially acceptable language during conversation, ask questions using cue words(such as who what, where, when and why),in class, groups and pairs. Learners are assisted in creating audio and video recording of stories and poems to be listened to. Learners use a variety of activities (think pair share, dialogue, etc.) to increase opportunities for conversation,in pairs, groups and whole class. 	1) Why is it important to listen to others during a conversation?

		f) appreciate the use of socially acceptable language and mannerisms in conversation.	<ul style="list-style-type: none">Learners engage in role play and dramatization (theme my family and my community).Learners watch short videos featuring leaders (in the community) and have a follow-up conversation.	
Core Competence: <u>Communication and Collaboration:</u> learners participate in classroom conversations <u>Critical thinking and problem solving:</u> learners organise their ideas				
Links to PCIs: Life skills: Skills of knowing and living with others - effective communication; Citizenship: Social cohesion			Links to Values: Respect	
Links to other learning areas: All learning areas			Suggested Community Service Learning: learners participate in conversations with older members in the community	
Suggested non-formal activity to support learning: learners engage each other in informal conversations			Suggested assessment: The teacher could provide topics that become the basis for conversations.	
Suggested Resources: Audio and visual recorders, listening passages				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> can express self effortlessly on the specified thematic area uses of words and sentences in speech accurately creatively uses language, speaks with ease listens and responds appropriately to others 	Learner <ul style="list-style-type: none"> can use learnt vocabulary correctly to organize and express self on the specified thematic area uses correct word order but makes minor errors that do not affect overall meaning is confident, listens to others and provides appropriate responses 	Learner <ul style="list-style-type: none"> can use some learnt vocabulary to organize and express self on the specified thematic area Makes minor errors in word order and sentence formation that affect the overall meaning 	Learner <ul style="list-style-type: none"> has difficulty in using learnt vocabulary correctly to organize and express self on the specified thematic area Makes significant errors in sentence construction



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SPEAKING	2.1 Responding to questions and instructions 2 lessons	By the end of the sub strand, the learner should be able to: a) respond confidently to questions and instructions on varied themes, b) use verbal and non-verbal cues in responding appropriately to instructions and questions, c) ask questions to seek clarity on instructions, d) demonstrate willingness to answer questions and follow instructions.	<ul style="list-style-type: none">Learners role play giving and responding to instructions (pay attention to pronunciation and accuracy with words) in pairs and groups.Learners use displayed word charts and pictures with instructions and use it as a trigger for discussion.Learners play language games involving responding to instructions and answering questions(songs, games following a particular pattern) in pairs and groups.	1) How do you respond when asked to do something? 2) Why do we give instructions?
Core Competence to be developed: Communication and collaboration: learners respond to questions and instructions Digital Literacy: learners audio-record themselves giving instructions Critical thinking and problem solving: learners decide on the best way to respond to given instructions and questions				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication Citizenship: Social cohesion			Links to values: respect	
Links to other learning areas: All learning areas			Community Service Learning: learners practice language use during communal activities	
Suggested Non-formal activity to support learning: learners practice giving and taking instructions with peers			Suggested Assessment: question and answer, ability to take instructions	
Suggested resources: audiotapes/videos, word chart, resource person – Community leader				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is highly attentive responds appropriately to instructions and questions uses verbal and non-verbal cues purposefully, with confidence and ease.	Learner is attentive responds appropriately to instructions and questions uses verbal and non-verbal cues appropriately is confident.	Learner is moderately attentive is slow in comprehending may misinterpret the instruction or question. is hesitant and use of verbal and non-verbal cues is not concise.	Learner lacks concentration and confidence has difficulty in comprehending and interpreting instructions or questions does not use appropriate verbal and non- verbal cues.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SPEAKING	2.2 Phonological Awareness	By the end of the sub strand, the learner should be able to: a) recognize and say multiple letter-sounds to make syllables and words, b) blend and segment syllables correctly to form words, c) use appropriate words to make short, meaningful sentences, d) appreciate the role of blending and segmenting in forming sentences.	<ul style="list-style-type: none">Learners sound sight words representing multi sounds individually, in pairs and groups.Learners blend syllables to form words and sentences(blending and segmenting drills) individually, in pairs and groups.Learners play auditory discrimination games to enable them to listen to different sounds.Learners give words that rhyme.Learners are guided to make a list of all the sounds they can hear from the environment(My home, my community).	1) What are some of the sounds we hear? 2) Which words contain these sounds?
	Core Competences to be developed:			
	Communication and Collaboration: learners work in pairs and groups to identify rhyming words			
	Digital literacy: learners listen to audio-recorded sounds and words			
	Link to PCIs: Life skills: Skills of knowing and living with others - effective communication		Link to values: Unity, respect, responsibility	
	Links to other learning areas: all learning areas		Suggested community service Learning: learners read short stories to parents and other members of the community.	
	Suggested Non-formal activity to support learning: learners practice sounding letters with peers in and out of class		Suggested assessment: Form words and sentences	
Suggested resources: Audio and Audiovisual aids, Storybooks, Charts, Pictures				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner	Learner	Learner	Learner

accurately recognises, pronounces, blends and segments words to syllables.	recognises, pronounces, blends and segments words to syllables.	is slow in recognising, pronouncing, blending and segmenting words to syllables.	has difficulty in recognising, pronouncing, blending and segmenting words to syllables.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 SPEAKING	2.3 Talk about 2 lessons	By the end of the sub strand, the learner should be able to: a) confidently talk about characters and events in a story or text, b) relate characters and events in a story to real life experience, c) demonstrate interest to address familiar people using appropriate verbal and non-verbal expressions.	<ul style="list-style-type: none"> Learners discuss characters and events in a thematic story(prediction of events, seeking clarification by asking questions). Learners role play greeting people of different status showing appropriate emotions (My family, my community). Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice). Learners recreate stories using different media individually, in pairs and groups. 	1) How can we talk to others in a proper way?
Core Competences to be developed: Communication and Collaboration: learners talk about varied experiences Digital literacy: learners discuss stories from different media				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication Citizenship: social cohesion			Link to Values: Responsibility, Integrity, Respect	
Links to other learning areas: All learning areas			Suggested community service Learning: learners visit a resource person and talk about an issue in the community	
Suggested Non-formal activity to support learning: learners talk about personal experiences with peers			Suggested assessment: Panel discussion on an issue affecting the community.e.g jigger infestation, malaria	
Suggested resources: Audio and Audio visual aids, Resource persons				



Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner</p> <ul style="list-style-type: none"> • speaks clearly and audibly and with ease • uses of words and sentences in speech accurately • creatively uses language • listens and responds appropriately to others 	<p>Learner</p> <ul style="list-style-type: none"> • speaks clearly with confidence • generally uses correct word order but makes minor errors that do not affect overall meaning. • listens to others and provides appropriate responses 	<p>Learner</p> <ul style="list-style-type: none"> • Speaks hesitantly. • Makes minor inaccuracies in word order and sentence formation that affect the overall meaning 	<p>Learner</p> <ul style="list-style-type: none"> • speaks without clarity • lacks confidence • makes significant errors in sentence construction

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 SPEAKING	<p>2.4 Presentation skills</p> <p>2 lessons</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) express self appropriately using acquired vocabulary to communicate effectively,</p> <p>b) relate various community activities in order in which they occur,</p> <p>c) use appropriate tonal variation, articulation and</p>	<ul style="list-style-type: none"> • Learners express personal feelings orally using the learnt vocabulary. • Learners are encouraged to participate in speaking competitions. • Learners practise making connections using transition words(relating to months, special days e.g birthdays, cultural events,planting seasons, religious festivals). 	<p>1) What does a good presenter do?</p>

		stress to express self-confidently, d) recall ideas on the themes in a logical manner.	<ul style="list-style-type: none">• Learners identify good and poor presentation skills(videos recording of presentations or role playing by teacher).• Learners present poems and sing songs on various themes.	
	Core-Competence to be developed: <u>Communication and Collaboration:</u> learners practice speaking before their peers <u>Critical thinking and problem solving:</u> learners organize their presentations			
	Link to PCIs and Values: Life skills: Skills of knowing and living with others - effective communication		Link to values: Respect, love	
	Link to other subjects: All learning areas		Suggested Community Service Learning: learners express feelings with parents/ guardians	
	Non-Formal Activity to support learning through application: learners engage in informal oral presentations		Suggested Assessment: matching pictures with events, question/answer	
	Suggested resources: audio visual aids, role models, pictures of various events			

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always presents ideas in order. speaks clearly and audibly, using learnt vocabulary keeps eye contact and maintains good posture. initiates responses	Learner presents ideas in order speaks clearly and audibly uses learnt vocabulary correctly. keeps eye contact and maintains good posture. listens to and answers questions clearly and completely	Learner presents some ideas in order. speaks clearly and audibly makes some eye contact. listens to and answers some questions but neither clearly nor completely	Learner does not present ideas in order. speaks inaudibly and without clarity does not use learnt vocabulary correctly. does not look at audience



listens to and answers questions clearly, completely and with ease. independently explores and uses new transition words to sequence story or event.	uses the learnt transition words appropriately with minimal assistance.	uses the learnt transition words with moderate assistance.	listens to but does not answer questions clearly and completely uses the learnt transition words with considerable assistance.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	3.1 Paired reading 4 lessons	By the end of the sub strand, the learner should be able to:- a) assess self on reading speed and fluency, b) provide feedback on peer's reading c) ask questions to confirm and extend understanding of material read, d) make predictions before and during reading, e) appreciate the importance of turn-taking and listening to peers as they read.	<ul style="list-style-type: none"> Learners read aloud to each other in pairs. Learners ask each other questions about what they have read. Learners practice error correction procedure when supporting each other's reading(making predictions, asking questions, turn taking). 	1) What is a good speed for reading?
Core competencies to be developed: <u>Communication and collaboration:</u> learners cooperate to support peer reading <u>Self- efficacy:</u> learners develop confidence in their reading ability				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication			Link to values: Respect, responsibility	
Links to other learning areas All learning areas			Suggested community service learning: learners pair with friends in the community and practice reading	

Suggested non-formal activity to support learning: learners read story books to each other	Suggested assessment: learners retell what they have read, question/answer
Suggested resources: charts, newspapers, readers, magazines	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently and accurately reads aloud a story or text with expressive interpretation. easily detects reading errors. reads fluently at an appropriate speed.	Learner reads aloud a story or text with expressive interpretation. can detect reading errors. reads at an appropriate speed.	Learner reads aloud a story or text with minimal expressive interpretations. cannot easily detect reading errors. can detect errors with considerable assistance. reads at an inappropriate speed	Learner hesitantly reads aloud a story or text without expressive interpretation. cannot detect any reading error. reads haltingly.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	3.2 Group Reading 3 lessons	By the end of the sub strand, the learner should be able to:- a) read texts collectively with accuracy, fluency, and comprehension, b) develop peer learning skills of self-assessment, c) improve confidence through peer support in group reading, d) develop an interest in reading collectively in and out of class.	<ul style="list-style-type: none"> Learners find answers to questions from texts read using think- pair-share. Learners reading is supported through guiding questions e.g. who, what, where?. Learners are divided into reading teams to facilitate peer learning and support. Learners retell story, events read in pairs and small groups. 	1) What is the importance of reading in groups?
Core competencies to be developed:				



Communication and Collaboration: learners work in groups to read various materials	
Self-efficacy: learners develop confidence in reading through group support	
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication	Link to values: Respect, responsibility
Links to other learning areas: All learning areas	Suggested community service learning: learners participate in reading contests
Suggested non-formal activity to support learning: library reading during learners' free time	Suggested assessment: Peer Assessment, question/answer, retelling a story read
Suggested resources: Readers, newspapers, journals	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> uses guiding questions to accurately identify the main idea in a text. applies social skills of working in groups (turn taking) to participate in a group reading. effectively responds to questions after group reading. 	Learner <ul style="list-style-type: none"> uses guiding questions to identify the main idea in a text. can apply social skills of working in groups to participate in a group reading. can respond to questions after group reading. 	Learner <ul style="list-style-type: none"> needs assistance to identify the main idea in a text. requires guidance to work effectively in groups. requires assistance to respond to questions after group reading. 	Learner <ul style="list-style-type: none"> needs considerable assistance to identify the main idea in a text. requires constant monitoring to participate in a group task. can respond to questions from group reading with considerable assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	3.3 Silent reading 3 lessons	By the end of the sub strand, the learner should be able to:- a) read texts and passages silently,	<ul style="list-style-type: none"> Learners are assisted in developing silent reading skills for efficient reading(through guiding questions, timing reading). 	1) When do we read silently?

		<p>b) read silently showing sustained focus for longer periods (15-20 minutes),</p> <p>c) predict the meaning of unfamiliar words,</p> <p>d) answer comprehension questions from texts read,</p> <p>e) develop an interest in reading texts for enjoyment.</p>	<ul style="list-style-type: none">• Learners discuss questions after silent reading in pairs and groups.• Learners answer comprehension questions from texts read.• Learner should be provided with follow-up activities for sustained silent reading(e.g retell what has been read).• Learners could be shown a picture spark that tells the same story (a wedding ceremony).	
Core competencies to be developed: Communication and collaboration: learners discuss questions and meaning of words				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication			Link to values: Responsibility, respect	
Links to other learning areas: All learning areas			Suggested community service learning: Engage in silent reading at home	
Suggested non-formal activity to support learning: learners read story books			Suggested assessment: Question/answer, filling gaps	
Suggested resources: Readers, magazines, newspapers, journals, story books, class readers				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> effectively answers comprehension questions from silent reading. 	Learner <ul style="list-style-type: none"> answers comprehension questions from silent reading. 	Learner <ul style="list-style-type: none"> needs assistance to answer questions from silent reading. 	Learner <ul style="list-style-type: none"> finds difficulty answering comprehension questions from silent reading.



<ul style="list-style-type: none"> reads for sustained period. effectively engages in discussion after silent reading. 	<ul style="list-style-type: none"> has considerable attention span while reading silently. can participate in discussions after silent reading. 	<ul style="list-style-type: none"> has limited attention span while reading silently. requires guidance to participate in discussions. 	<ul style="list-style-type: none"> is highly distracted while reading silently. finds it difficult to contribute to discussions after reading silently.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 READING	3.4 Answering comprehension questions 3 lessons	By the end of the sub strand, the learner should be able to: a) locate specific details in response to questions from texts read, b) summarise texts read by identifying main ideas, c) determine the meaning of unknown words in context.	<ul style="list-style-type: none"> Learners respond to comprehension questions from texts on varied themes. Learners relate personal experiences to a story read. Learners use context clues to determine word meanings. Learners are guided to summarise texts by retelling or identifying the main ideas. 	1) Why is it important to understand the meaning of what you read?

Core competencies to be developed:

Communication and collaboration: learners summarise and answer comprehension questions

Link to PCIs: Life skills: Skills of knowing and living with others - effective communication	Link to values: Respect, responsibility
Links to other learning areas All learning areas	Suggested community service learning: learners read various texts in the community e.g. posters, billboards
Suggested non-formal activity to support learning: learners share information from texts read with peers in and out of the classroom	Suggested assessment: Question/answer, filling in blanks
Suggested resources: Readers, newspapers, magazines, journals	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
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Learner <ul style="list-style-type: none"> • responds to comprehension questions with ease. • effectively uses context clues to determine word meanings. • identifies the main idea from the material read. 	Learner <ul style="list-style-type: none"> • responds to comprehension questions. • uses context clues to determine word meanings. • can identify the main idea from the material read. 	Learner <ul style="list-style-type: none"> • can respond to comprehension questions with assistance. • can sometimes determine word meaning in context. • has difficulty identifying the main idea from materials read. 	Learner <ul style="list-style-type: none"> • needs considerable assistance to comprehend questions and determine word meanings from context clues. • is hardly able to pick out main ideas from materials read unless with considerable assistance.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	4.1 Word and sentence formation 3 lessons	By the end of the sub strand, the learner should be able to:- a) use familiar words and phrases to write simple sentences, b) use the correct noun and verb form in making sentences, c) identify and write upper and lower case letters in words and sentences correctly, d) develop an interest in writing for pleasure.	<ul style="list-style-type: none"> • Learners are guided to build simple sentence structures through identification of keywords. • Learners are guided to identify nouns and verbs in a sentence(subject/verb agreement). • Learners re- organize jumbled words to form logical sentences (paragraph, punctuation). • Learners written work is displayed to indicate writing progress. • Learners are guided to use writing, and other forms of representing for a variety of functions i.e. ask questions, express feelings, opinions, etc, in pairs, groups and whole class. 	1) How do we form a sentence?
Core-Competence to be developed: Communication and collaboration: learners perform collaborative activities e.g. rearranging sentences to form paragraphs				
Link to PCIs and Values: Life skills: Skills of knowing and living with others - effective communication			Link to Values: Respect	



Links to other learning areas: All learning areas	Suggested Community Service Learning: learners make a list of items e.g. shopping list and share with parents. Try and share simple requests in written format.
Suggested non-formal activity to support learning: learners practice making written requests to peers	Suggested Assessment: Write a short paragraph on a given thematic topic
Suggested Resources: Tape recorder, flash cards, sentence strips, books, pencils	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> always differentiates lower and upper case letters makes meaningful sentences by combining words learnt 	Learner <ul style="list-style-type: none"> differentiates lower and upper case letters makes meaningful sentences by combining words learnt 	Learner <ul style="list-style-type: none"> sometimes mixes lower and upper case letters makes meaningful sentences by combining words learnt with moderate assistance. 	Learner <ul style="list-style-type: none"> is inconsistent in use of lower and upper case letters in sentences combines words learnt and makes meaningful sentences with considerable assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	4.2 Spelling instruction 3 lessons	By the end of the sub strand, the learner should be able to:- a) write an increasing number of words and spell them correctly, b) spell words with short and long vowel sounds and consonant clusters, c) use phonic knowledge to spell and write familiar and unfamiliar words,	<ul style="list-style-type: none"> Learners write newly learned words on a word tree. Learner should be guided on the use of spelling strategies including knowledge of letter, sound correspondences, and common letter patterns. Learners identify spelling errors in own writing or unknown texts and provide correct spelling(spacing, punctuation, and spelling). 	1) Why is it important to spell words correctly?

		d) use simple editing strategies to correct spelling in simple sentences, e) appreciate the importance of correct spelling in writing.	<ul style="list-style-type: none">• Learners practice spelling sight words.• Learners participate in spelling challenge contest, individually, in pairs and groups.	
Core-Competence to be developed: <u>Communication and collaboration:</u> learners play spelling games				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication			Link to values: Respect, responsibility	
Links to other learning areas: All learning areas			Suggested Community Service Learning: learners practice spelling newly learned words in the community	
Suggested non-formal activity to support learning: learners engage in free writing activities in and out of class			Suggested assessment: learners participate in spelling challenge, dictation	
Suggested Resources: Flash cards, word trees, writing materials, stencil				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> applies phonic knowledge to consistently spell words correctly. effectively uses editing strategies to correct spelling in simple sentences 	Learner <ul style="list-style-type: none"> applies phonic knowledge to spell most words correctly. can use editing strategies to correct spelling in simple sentences 	Learner <ul style="list-style-type: none"> applies phonic knowledge to spell some words correctly. can use editing strategies to correct spelling in simple sentences with moderate assistance 	Learner <ul style="list-style-type: none"> has difficulty applying phonic knowledge to spell words correctly. has difficulty in using editing strategies to correct spelling in simple sentences



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	4.3 Handwriting 3 lessons	By the end of the sub strand, the learner should be able to:- a) use conventional spacing between words, b) use basic punctuation appropriately, c) join letters to form meaningful words, d) use capitalization appropriately, e) appreciate the importance of clear and legible handwriting.	<ul style="list-style-type: none">• Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns.• Learners observe and practice handwriting as is displayed.• Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually.• Learners participate in writing contests in class, at school.• Learners write dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility.	1) Why should I write well?
Core-Competence to be developed: <u>Communication and collaboration:</u> learners practice handwriting in pairs and groups <u>Learning to learn:</u> learners compare their writing with others and identify areas for improvement				
Link to PCIs: Learner support programmes:Guidance and coaching- as they participate in activities such as writing contests			Link to values: Responsibility, respect	
Links to other learning areas: All learning areas			Suggested Community Service Learning: learners practice handwriting by communicating requests in written format	
Suggested Non-formal activity to support learning: learners practice handwriting in and out of class			Suggested assessment: teacher to provide a written text modelling good handwriting for the learners to copy in their book	
Suggested Resources: Books, pencils, crayons, word puzzles, story books				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner</p> <ul style="list-style-type: none"> perfectly shapes and spaces letters and words. applies rules of punctuation. neatly presents written work 	<p>Learner</p> <ul style="list-style-type: none"> shapes and spaces letters correctly applies rules of punctuation. writes legibly and neatly 	<p>Learner</p> <ul style="list-style-type: none"> shapes and spaces some letters and words correctly. sometimes punctuates appropriately presents fairly legible work. 	<p>Learner</p> <ul style="list-style-type: none"> Is inconsistent in shaping and spacing letters. Does not punctuate appropriately presents work that is not very legible.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 WRITING	<p>4.4 Creative writing</p> <p>4 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:-</p> <ol style="list-style-type: none"> apply knowledge of creative writing process to write own texts, write clearly with a variety in sentence structure, length, and pattern, use appropriate connecting words to sequence sentences, exhibit artistic expression through writing, choose to write independently during free choice activities. 	<ul style="list-style-type: none"> Learners are guided on the writing process through picture stories in scrapbooks/ journals (planning, drafting, edited, proofreading, publishing). Learners give feedback on their classmate's writing. Learners practice sequencing sentences to form creative texts in pairs and groups. Learners are provided with pictures as a trigger to creative writing. Learners imagination could be stimulated through games e.g. story train as a basis for writing, picture spark. 	<p>1) How do we organize ideas to make a story interesting?</p>



Core-Competence to be developed: Communication and collaboration: learners organize and write their thoughts in pairs and groups Creativity and critical thinking: learners look, think and write based on a given picture prompt	
Link to PCIs: Learner support programmes: Guidance and coaching- as they participate in activities such as creative writing contests	Link to values: Respect, unity, self-esteem
Links to other learning areas: all learning areas	Suggested Community Service Learning: learners participate in creative writing competitions and practice writing for pleasure and enjoyment
Suggested Non-formal activity to support learning: learners share with writing with peers	Suggested assessment: Learners write a story based on a given picture story.
Suggested Resources: Newspaper cutting, story maps, print materials, books, glue, scissors, sentence strips	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> Consistently presents ideas creatively is always comprehensible effectively makes use of learnt vocabulary to organize ideas consistently spells correctly. 	Learner <ul style="list-style-type: none"> presents ideas in logical order is generally comprehensible makes use of learnt vocabulary to organize ideas. Makes a few spelling mistakes 	Learner <ul style="list-style-type: none"> presents some ideas in their logical order is comprehensible some of the time makes use of some learnt vocabulary makes many spelling mistakes. 	Learner <ul style="list-style-type: none"> presents ideas haphazardly is incomprehensible makes major errors in punctuation makes numerous spelling mistakes

GRADE THREE

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING AND SPEAKING	1.1 Imitation 3 lessons	By the end of the sub-strand, the learner should be able to:- a) use appropriate expressions and phrases in formal and non-formal conversations, b) acquire varied sentence structures to express self appropriately, c) respond appropriately to conversations with varied audiences, d) appreciate the importance of mannerisms while engaging in conversations,	<ul style="list-style-type: none"> Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders). Learners simulate conversations in different settings (focus on age appropriateness, gender differences, reinforce good mannerisms) in pairs and groups. Learners role play conversations in different setups (church, market, home etc). Learners take turns as they participate in panel discussions on issues related to self, home, and family. Learners engage in a range of drama activities e.g. hot seating (learner is put on a hot seat as the head teacher, village elder) as learners practice appropriate communication (greetings, permission, inquiries). 	1) Why is it important to communicate appropriately?
	Core competencies to be developed: <u>Communication and collaboration:</u> learners practice communicating in different setups.			



	Link to PCIs: Life skills: Skills of knowing and living with others - effective communication. Citizenship: social cohesion. Education for sustainable development: gender, inclusion	Link to values: Respect, responsibility, unity
	Links to other learning areas: all learning areas	Suggested community service learning: learners participate in community barazas and listen to proceedings(should be age appropriate topics)
	Suggested non-formal activity to support learning through application: learners practice greeting peers using acceptable mannerisms.	Suggested assessment: Learners could listen to news items and imitate a broadcast.
	Suggested resources: resource persons, audiotapes, charts ,books, videos, news items	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> creatively uses appropriate language with different people speaks with ease listens and responds appropriately. 	Learner <ul style="list-style-type: none"> uses appropriate language with different people listens and provides appropriate feedback 	Learner <ul style="list-style-type: none"> chooses with considerable assistance appropriate words during conversation responds hesitantly 	Learner <ul style="list-style-type: none"> has difficulty in choosing appropriate words when conversing with different people barely provides an appropriate response

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING AND SPEAKING	1.2 Story Telling 4 lessons	By the end of the sub-strand, the learner should be able to:- a) use digital knowledge to create stories,	<ul style="list-style-type: none"> Learners listen to stories and model different techniques of story telling. Learners listen to stories from various digital platforms and use the same platforms to create their stories. 	1) What do stories teach us?

		<p>b) acquire and accurately use appropriate words and phrases from stories,</p> <p>c) develop an interest in telling stories for pleasure,</p> <p>d) demonstrate techniques of effective storytelling.</p>	<ul style="list-style-type: none">• Learner could be guided to use acquired vocabulary to retell stories in pairs, groups and whole class.• Learners are prompted to take roles and act them out (using props, correct tone, pitch, tempo and body language) in pairs and groups.• Listen and retell a story from memory.	
Core Competence to be developed: Communication and collaboration: learners work together to recreate, dramatise and role play stories listened to Critical thinking and problem solving: learners recite stories Digital Literacy: learners use digital knowledge to create stories				
Link to PCI's: Life skills: Skills of knowing and living with others - effective communication			Link to values: respect, assertiveness, empathy, inclusion, responsibility	
Links to other learning areas: All learning areas			Suggested community service learning: learners participate in cultural days where they get to listen and retell stories	
Suggested non-formal activity to support learning through application: learners tell each other stories on varied themes			Suggested Assessment: create a story	
Suggested Learning Resources: digital tools e.g. computer, storybook, picture cards, audio stories, radios, props, costumes				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> can recreate stories using digital media use appropriate techniques while retelling a story. 	Learner can retell stories using appropriate techniques	Learner can retell a story with considerable assistance on use of techniques	Learner has difficulty in applying storytelling techniques.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING AND SPEAKING	1.3 Effective communication(sharing experiences) 4 lessons	By the end of the sub-strand, the learner should be able to:- a) use compound and complex sentences to link thoughts, b) listen and use talk to organize and clarify thoughts and ideas, c) effectively communicate needs and feelings in a variety of ways, d) listen to concerns and opinions of others and represent them in an appropriate forum, e) demonstrate willingness to interact with others, f) appreciate the importance of sharing one another's feelings.	<ul style="list-style-type: none"> • Learners listen to stories and identify the main idea in pairs, groups and whole class. • Learners participate in play both in and out of class to enhance communication. • Learners listen to others as they share personal experiences on selected themes. • Learners share their opinions and represent the views of others to relevant authorities e.g. child abuse. 	1) How do we know that the person we are talking to has understood our message?
Core Competence to be developed: Communication and collaboration: learners develop skills of effective communication				
Link to PCI's: Life skills: Skills of knowing and living with others - effective communication			Link to Values: respect, responsibility	
Links to other learning areas: All learning areas			Suggested community service learning: learners attend barazas as they get information to share with their peers in the community (age appropriate topics)	

Suggested non-formal activity to support learning through application: Learners participate in informal discussion with peers in and out of class	Suggested Assessment: learners are asked to brainstorm on a topic of interest and share information learned in class
Suggested Learning Resources: audio recording machines, manila charts, barazas	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.	Learner frequently uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.	Learner occasionally uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.	Learner rarely uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 LISTENING AND SPEAKING	1.4 Talk about 3 lessons	By the end of the sub-strand, the learner should be able to:- a) identify messages conveyed in a thematic story and engage in oral discussions, b) use appropriate expressions to describe people, situations, and events, c) build on one's ideas in a conversation by linking them to those given by others, d) develop an interest to read stories and texts.	<ul style="list-style-type: none"> Learners to talk about thematic pictures on charts displayed (my family, my community). Learners engage in conversations to talk about thematic texts from different media, in groups, pairs, and whole class. Learners role play and discuss rules that govern social interactions when talking. Learners orally answer questions from a story read. 	1) What do you like to talk about?



			<ul style="list-style-type: none"> Learners share the message in a story with peers, parents, and others in the community. 	
Core competencies to be developed: Communication and collaboration: learners share different experiences. Critical thinking and problem solving: learners organize their thoughts.				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication. Citizenship: social cohesion			Link to values: Respect, responsibility, unity	
Links to other learning areas: all learning areas			Suggested community service learning: learners retell folklores from their community	
Suggested non-formal activity to support learning through application: learners retell stories to peers			suggested assessment: learners retell stories, question, and answer, role-play	
Suggested resources: resource person				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> Consistently speaks clearly and audibly uses words and sentences in speech accurately 	Learner <ul style="list-style-type: none"> speaks clearly and audibly generally uses correct word order but makes minor errors that do not affect overall meaning. 	Learner <ul style="list-style-type: none"> speaks hesitantly makes minor inaccuracies in word order and sentence formation that affect the overall meaning 	Learner <ul style="list-style-type: none"> speaks without clarity makes significant errors in constructing sentences

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Kenya inquiry questions
1.0 LISTENING AND SPEAKING	1.5 Presentation skills 4 lessons	By the end of the sub-strand, the learner should be able to:- a) question the decisions made in their environment and ask critical questions,	<ul style="list-style-type: none"> Learners make decisions on a subject and share their decisions. 	1) How do we choose between two things? 2) How do we tell others what we have chosen?

		b) engage in decision making in their environment, c) sequentially position their views using appropriate words e.g firstly, secondly, lastly, d) demonstrate an interest in making decisions in their environment through contributions and valid suggestions.	<ul style="list-style-type: none"> Learners share and justify their decisions on a given subject in pairs and groups Learners are given opportunities for decision-making(dilemma situations) and make constructive suggestions. Learners to role play as a basis for initiating conversation on a topic. 	
Core competencies to be developed: Communication and collaboration: learners work in pairs, groups and whole class to prepare presentations. Creativity and critical thinking: learners make decisions on presentations.				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication Life skills:effective decision making skills- decision-making.			Link to values: Respect, unity	
Links to other learning areas: All learning areas			Suggested community service learning: learners make presentations during cultural and special days in the community	
Suggested non-formal activity to support learning through application: learners participate in informal presentations			Suggested Assessment: oral presentations	
Suggested resources: audiovisual tapes, to be watched				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> always presents ideas in logical order. speaks clearly and audibly 	Learner <ul style="list-style-type: none"> presents ideas in logical order. speaks clearly and audibly uses learnt vocabulary correctly 	Learner <ul style="list-style-type: none"> presents ideas in logical order with moderate assistance speaks clearly and audibly 	Learner <ul style="list-style-type: none"> does not present ideas in logical order.



<ul style="list-style-type: none"> • uses learnt vocabulary correctly • keeps eye contact, • maintains good posture. • initiates responses, • listens to and answers questions clearly and completely and with ease 	<ul style="list-style-type: none"> • keeps eye contact • maintains good posture. • listens to and answers questions clearly and completely with confidence 	<ul style="list-style-type: none"> • makes some eye contact • listens to and answers some questions but neither clearly nor completely 	<ul style="list-style-type: none"> • speaks inaudibly and without clarity, does not use learnt vocabulary correctly. • does not look at audience • listens to but does not answer questions clearly and completely
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 READING	2.1 Independent reading 5 lessons	By the end of the sub-strand, the learner should be able to:- a) identify the main idea in a passage, b) locate information from print sources, c) silently read a given passage d) read supplementary books with understanding, e) develop an interest in reading for pleasure.	<ul style="list-style-type: none"> • Learners guess the meaning of unfamiliar words from context. • Learners make and confirm predictions from texts read. • Learners find answers to questions through independent reading. • Learners are encouraged to utilize resources available in the library for independent reading. • Learners ask and answer questions from independent reading. 	1) What can you do to ensure that you understand what you read on your own?
Core competencies to be developed: Communication and collaboration: learners share reading resources and collaborate to perform follow-up tasks				
Link to PCIs: Life skills: Skills of knowing and living with oneself – self-efficacy			Link to values: respect, responsibility	
Links to other learning areas: all learning areas			Suggested community service learning: learners share messages from what they have read with members of the family	

Suggested Non-formal Activity to support learning: learners share messages from independent reading with peers	Suggested assessment: question/answer, reading competitions, cloze tests
Suggested resources: Readers, newspapers, magazines, journals	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> utilizes available reading resources without prompting effectively answers questions from independent reading is adventurous in using learnt vocabulary from own reading 	Learner <ul style="list-style-type: none"> utilizes available reading resources. answers questions from independent reading. uses learnt vocabulary from material read 	Learner <ul style="list-style-type: none"> can utilize reading resources with guidance. responds to questions from independent reading with difficulty. attempts to apply learnt vocabulary. 	Learner <ul style="list-style-type: none"> hardly utilizes available reading resources. has difficulty responding to comprehension questions from texts read cannot use vocabulary in context.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 READING	2.2 Reading comprehension 5 lessons	By the end of the sub-strand, the learner should be able to:- a) read with accuracy, fluency, and understanding, b) read through texts to make personal judgments or opinions on the subjects of the text, c) locate information in a text, d) use acquired words to form sentences and read them accurately at an appropriate speed,	<ul style="list-style-type: none"> Learners answer and generate questions from texts read. Learners are encouraged to make connections between materials read and real life. Learners use vocabulary acquired to construct grammatically correct sentences. Learners practice reading at an appropriate speed and with understanding. 	1) Why is meaning important in reading?



		e) develop an interest in reading widely on varied subjects.	<ul style="list-style-type: none">Learners are guided to share their opinions based on texts read.	
Core competencies to be developed:				
Communication and collaboration: learners answer and generate questions from texts				
Critical thinking and problem solving: learners share their opinion on texts read				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication. Life skills: Skills of knowing and living with oneself – self-efficacy			Link to values: Respect	
Links to other learning areas: All learning areas			Suggested community service learning: learners participate in reading contests	
Suggested non-formal activity to support learning: learners read to peers during free time			Suggested assessment: question/answer, filling in blanks, cloze tests	
Suggested resources: various texts, newspapers, magazines				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner effectively answers and generates questions from texts read. easily makes a connection between material read and real life situation. shares relevant opinion on material read and locates information from texts.	Learner answers and generates questions from texts read. makes connections between material read and real life situation. shares opinion on material read. locates information from texts.	Learner can answer and generate questions from materials read with assistance. needs assistance to relate reading to real life. must be prompted to share an opinion on what is read and to locate information.	Learner has considerable difficulty in answering or generating questions. cannot make a relationship between what is read and real life. locates information with difficulty.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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3.0 WRITING	3.1 Sentence formation 5 lessons	By the end of the sub-strand, the learner should be able to:- a) write a variety of compound and complex sentence structures correctly, b) develop strategies for making and organizing notes, c) use writing and other forms of representation to generate and organize ideas, d) appreciate the importance of logic in writing.	<ul style="list-style-type: none"> Learners observe as teacher explicitly models use of sentence punctuation. Learners practice methods of taking notes and compare with one another, in pairs and groups. Learners practice writing sentences using correct punctuation, individually, in pairs and groups. Learners use an organizer to arrange sentences to form a paragraph, in pairs and groups. Learners construct sentences and paragraphs using keywords. Learners practice sequencing sentences to form paragraphs. 	1) How do we construct sentences? 2) Why do we punctuate sentences?
Core-Competence to be developed: Communication and collaboration: learners practice writing sentences and paragraphs in pairs and groups				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication. Life skills: Skills of knowing and living with oneself – self-efficacy		Link to values: responsibility, respect		
Links to other learning areas: all learning areas		Suggested Community Service Learning: learners join a writing club in the community		
Suggested non-formal activity to support learning: learners practice writing in and out of class with peers		Suggested assessment: composition writing, filling blanks		
Suggested resources: writing organizers, books, pencils, sentence strips, flash cards				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
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Learner presents very well organised paragraphs with a variety of sentences.	Learner presents organised paragraphs with a variety of sentences.	Learner presents fairly organized paragraphs with a variety of sentences.	Learner presents disorganised paragraphs without regard to sentence structure
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 WRITING	3.2 Spelling instruction 5 lessons	By the end of the sub-strand, the learner should be able to:- a) use a range of spelling strategies to correct misspelled words, b) apply rules of spelling in writing, c) appreciate the importance of accurate spelling in texts.	<ul style="list-style-type: none"> • Learners do word study on word patterns (for similarities and differences), in pairs and small groups. • Learners practice sorting words according to given patterns. • Learners use reinforcement activities to relate patterns to themes i.e.(sing the song avocado, papaya, banana x2 fruits are life). • Learners engage in spelling games e.g. forming words from letter cut outs, scrabble, spelling relay. • Learners brainstorm on new words learned and practice spelling them in writing(punctuation, accurate spelling, letter formation, and spacing). • Learners identify and correct spelling errors in texts read. 	1) What can you do to spell words correctly?
Core-Competence to be developed: <u>Communication and collaboration:</u> learners work in groups to play spelling games <u>Critical thinking and problem solving:</u> learners participate in word study				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication.			Link to values: Respect, responsibility	

Links to other learning areas: all learning areas	Suggested Community Service Learning: learners engage older members of the community to conduct word studies of new words and share with other learners in class
Suggested Non-Formal Activity to support learning through application: learners share and compare new words learnt with peers	Suggested Assessment: spelling tests (dictation)
Suggested Resources: Flashcards, books, pencils, word boards	

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> applies rules of spelling and punctuations with ease in both familiar and unfamiliar context spells familiar and unfamiliar words accurately 	Learner <ul style="list-style-type: none"> applies rules of spelling and punctuation in both familiar and unfamiliar contexts spells many words accurately 	Learner <ul style="list-style-type: none"> sometimes applies rules of spelling and punctuation in both familiar and unfamiliar contexts can spell some words accurately 	Learner <ul style="list-style-type: none"> rarely applies rules of spelling and punctuation in both familiar and unfamiliar contexts has difficulty spelling words correctly

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 WRITING	3.3 Handwriting 5 lessons	By the end of the sub-strand, the learner should be able to:- <ol style="list-style-type: none"> use capital letters correctly, use appropriate spacing between words, use legible and neat handwriting to communicate effectively, appreciate the importance of linking words in paragraph development. 	<ul style="list-style-type: none"> Learners observe displayed model handwriting. Learners are guided to write for sustained period individually and in pairs. Learners practice effective punctuation (capitalization, commas, and full stop). Learners are provided with reading material as triggers to writing. 	1) What do we consider when writing a paragraph?



			<ul style="list-style-type: none">Learners are guided through think-pair-share to discuss linking words.	
Core-Competence to be developed:				
Learning to learn: learners practice handwriting to improve in it				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication. Life skills: Skills of knowing and living with oneself – self-efficacy			Link to values: responsibility	
Links to other learning areas: All learning areas			Suggested Community Service Learning: learners partner with other children in the community to write and draw educative posters for sharing with others	
Suggested non-formal activity to support learning through application: learners share individual written work with peers			Suggested Assessment: learners to link sentences using linking words	
Suggested resources: papers, pencils, sentence strips, sentence charts, story books				

Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> Consistently presents well-organized text writes neatly uses capitalization and spacing correctly 	Learner <ul style="list-style-type: none"> presents well-organized text writes neatly makes minor inaccuracies in use of capitalization and spacing 	Learner <ul style="list-style-type: none"> presents well-organized text writes somewhat neatly has some inaccuracies in use of capitalization and spacing 	Learner <ul style="list-style-type: none"> presents disjointed text does not shape letters well makes numerous mistakes in use of capitalization and spacing

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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3.0 WRITING	3.4 Creative writing 5 lessons	By the end of the sub-strand, the learner should be able to:- a) develop strategies for writing creative texts, b) experiment with language choice in imaginative writing, c) compose simple texts in written and digital formats, d) engage in writing activity for a sustained period, e) demonstrate a sense of ownership in the written work, f) use connecting words appropriately and effectively in writing, g) develop an interest in writing for pleasure.	<ul style="list-style-type: none">• Learners practice creative writing(drafting, revising, editing, proofreading and publishing creative texts), in pairs and groups.• Learners create and publish writing using digital tools, in pairs and groups.• Learners display their creative works in the classroom, notice boards, the school magazine. Portfolio).• Learners participate in creative writing competitions at school and through various media (newspaper, children magazines).• Learners use connecting words to show creativity.	<ol style="list-style-type: none">1) Why is it important to use linking words when writing paragraphs?2) How do we organize ideas to make a story interesting?
Core-Competence to be developed: <u>communication and collaboration:</u> learners work in groups to produce written pieces.				
Link to PCIs: Life skills: Skills of knowing and living with others - effective communication. Life skills: Skills of knowing and living with oneself – self-efficacy		Link to Values: Respect , responsibility		
Links to other learning areas: all learning areas		Suggested Community Service Learning: learners listen to stories as a springboard to creative writing.		
Suggested non-formal activity to support learning through application: learners write stories and share with peers		Suggested assessment: provide a writing topic to learners as a basis to write short stories or texts.		
Suggested resources: books, pencils, newspaper cuttings				

Suggested Formative Assessment and Rubric



Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently presents ideas creatively is comprehensible consistently uses appropriate thematic vocabulary, transition words, correct spelling, and punctuation writes legibly and always uses correct spacing	Learner presents ideas in logical order is comprehensible. uses learnt thematic vocabulary transition words, correct spelling and punctuation. writes legibly using correct spacing	Learner presents ideas but not always in their logical order is not always comprehensible some use of learnt thematic vocabulary, transition words, some spelling and punctuation errors writes fairly legible makes some errors in spacing	Learner presents ideas haphazardly is not comprehensible uses limited learnt thematic vocabulary, and transition words makes major spelling and punctuation errors presents illegible text



ENGLISH ACTIVITIES

INTRODUCTION

The designs that have been developed for learners in Grade 1, 2 and 3 aim at exposing them to the four language skills meaningfully. It is intended that suitable learning experiences that engage the learner in using language as they learn are created. With such enriching experiences, learners are likely to understand and apply what they learn to real life circumstances. The designs also provide an opportunity for learners to have a mastery of the various dimensions of the four language skills from the onset. To achieve this, the designs focus on specific sub-skills in listening and speaking, reading and writing from Grade 1 right through to Grade 3. It is expected that building the sub-skills will support the learner's competencies without leaving any aspect of the four skills to chance. In all the skills, teachers are guided to provide for the differences among learners by providing more challenging tasks for those who have demonstrated given competencies and supporting those who are yet to attain the competencies.

Listening and Speaking

Attentive Listening

This is an important requirement for language learning. In Grade 1, it should blend in as part of reading and should not be isolated to be taught alone. Such an experience will ensure that learners acquire the habit of listening attentively. It will progressively improve their competencies in all language areas. Learners with low attention spans, should be observed closely and deliberate efforts made to have them engaged in ongoing activities. In Grade 2, emphasis on sitting posture, appropriate facial expressions and gestures can be gradually reduced as learners demonstrate that their competencies have improved. However, learners with low attention spans, should be observed continuously and deliberate efforts made to have them engaged in ongoing activities. If at Grade 3 efforts to engage learners with low attention spans have been unsuccessful, other interventions should be considered.

Pronunciation and Vocabulary

The sounds practised during pronunciation will help learners get familiar with the vocabulary in the thematic areas. The vocabulary is contextualized within the thematic areas to be covered during the teaching of language structures and functions. The vocabulary developed is linked to sounds learnt during pronunciation. Learners could be exposed to four to five new words with learnt sounds every week, starting with words that have familiar sounds, and moving progressively to words with sounds that are different from the first language. Variations to this suggestion should be made by increasing the number of sounds and new words in instances where learners can comfortably pronounce more sounds and use new words. This is intended to take care of differentiated curriculum and learning. For those learners struggling with some sounds and new words, opportunities for more practise should be created.

In Grade 2, the consonant blends practised during pronunciation are expected to help learners get familiar with the vocabulary in the thematic areas. Like in Grade 1, the vocabulary is contextualized within the thematic areas to be covered during the teaching of language structures and functions. The vocabulary developed is linked to the consonant blends learnt during pronunciation. Learners could be exposed to two to three new words with learnt consonant blends per week, starting with sounds that have more distinct consonants and moving progressively to sounds that have less distinct consonants in the consonant blends. Variations to this suggestion should be made by increasing the consonant blends and the number of words with consonant blends in instances where learners can comfortably pronounce the consonant blends, and acquire more vocabulary with the consonant blends. This is intended to take care of differentiated curriculum and learning. Learners who are struggling should be given more words with two distinct consonants. When they get to Grade 3, learners could be exposed to words that have two to three consonant blends per week, starting with words that have two consonants and moving progressively to words that have three consonants. Learners who can comfortably pronounce the consonant blends, and acquire more vocabulary could be exposed to words that blend three consonants to take care of differentiated curriculum and learning. Those who are struggling should be supported through more practise with words that blend two consonants.



Language structures and Functions

Language structures and functions in Grade 1 are embedded in themes to provide realistic contexts for the development of the learner's competence. The thematic concerns can be conveyed through dialogues, poems, passages and songs, among others. The pronunciation and vocabulary, reading and writing within thematic units should build on each other for the learner to make connections between the inter-dependent parts. In Grade 2, the thematic concerns can be conveyed through longer and more challenging dialogues, poems, passages and songs, among others. The structures in Grade 3 have more challenging themes with a higher difficulty level than earlier grades to provide variety in application, and the development of the learner's competence.

Reading

Pre reading

Like attentive listening, pre reading skills are required for every component of reading to ensure that learners acquire the habit of sitting and placing their materials appropriately as they read. It should blend in as part of reading and should not be isolated to be taught alone. Emphasis on sitting posture, placing books in the correct position can be gradually reduced as learners demonstrate that their competencies have improved. Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning reading materials appropriately while reading. In Grade 2, learners continue to maintain the habit of sitting and placing their materials appropriately as they read. Emphasis on sitting posture, placing books in the correct position can be gradually reduced as learners demonstrate that their competencies have improved. Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning reading materials appropriately while reading.

Phonics

Letter sound knowledge lays a good foundation for reading. Learners could be exposed to two to three sound-to-letter matches per week. This could be varied by increasing the number of sounds in instances where learners can comfortably make more letter-sound matches. For learners who are still struggling with some letter-sound matches, opportunities for more practice should be created to take care of differentiated curriculum and learning. In Grade 2, learners continue naming three to four letters and their sounds per week starting with sounds that are more familiar. They then gradually start joining sounds with letter-sound correspondence to read words. To take care of differentiated curriculum and learning, variations to this suggestion should be made by increasing the number and complexity of sounds in instances where learners can comfortably join sounds to read most words. For those struggling with certain sounds, picture prompts should be used to provide more opportunities for naming letters and their sounds, and simple words. In Grade 3, the learners could read two to three words per week starting with long words that have simple letter-sound correspondence and gradually moving to longer words with more complex

letter-sound correspondence. Where learners easily combine sounds to read words, variations to this suggestion should be made by giving more complex sounds to be combined into longer words every week. This is intended to take care of differentiated curriculum and learning. For those struggling with word recognition, a combination of prompts could be used to support them. Reminders could still be made on pre-reading to sustain habits acquired earlier.

Word Reading

Word reading in Grade 1 starts with learners practising two to three words per week starting with words with letter-sound correspondence. They could gradually move to words without letter-sound correspondence. The learners who can comfortably read most words can have the number of words increased to take care of differentiated curriculum and learning. Opportunities for more practice should be created for the learners who cannot read certain words. In Grade 2, learners be exposed to three to four words per week starting with simple words without letter-sound correspondence. This could be stepped up to complex words without letter-sound correspondence. Variations to this suggestion should be made by increasing the number and complexity of grade level vocabulary in instances where learners can comfortably read most words to take care of differentiated curriculum and learning. For those struggling with certain non-decodable words, opportunities for more practice should be created. In Grade 3, learners could read eight to ten new words per week starting with long words without letter-sound correspondence. They could gradually read longer words without letter-sound correspondence. Those learners who can read such words with ease should be given more words without letter sound correspondence per week. This is intended to take care of differentiated curriculum and learning. For those struggling with reading grade level vocabulary, shorter words without letter sound correspondence could be given, and suitable word attack skills encouraged.

Connected text and fluency

Learners read texts of 30 words gradually progressing to phrasal reading and fluency. In cases where learners easily read decodable and non-decodable words, variations to this suggestion should be made by giving longer texts with more phrases. This is intended to take care of differentiated curriculum and learning. For those struggling with non-decodable words and phrases, shorter texts of about 20 words with more decodable words could be given to support them. In Grade two, connected text reading and fluency could include observation of one new punctuation mark after every two weeks. They could gradually read up to 65 words accurately. Variations to this suggestion should be made by increasing the number of punctuation marks in texts where learners can observe punctuation. The progression to phrasal reading could also be increased. This is intended to take care of differentiated curriculum and learning. Learners who cannot observe punctuation marks and read the set number of words accurately should be given more time with the punctuation marks. By Grade 3, learners



read texts of 200 words, gradually increasing in length and requiring more accuracy and expression at intervals of two weeks. For learners who can read fluently, they could get longer texts demanding more accuracy and expression. This is intended to take care of differentiated curriculum and learning. For those struggling with fluent reading, shorter texts demanding fewer words per minute could be given to support them.

Comprehension

To support learners make meaning from a text, they read texts of about 60 words. In Grade 1, they initially make simple predictions and respond to simple questions that do not require inference. The texts increase in length at intervals of two weeks so that learners respond to more questions. Variations to this suggestion should be made by giving longer texts with more challenging questions in cases where learners easily answer direct questions. This is intended to take care of differentiated curriculum and learning. For those struggling with making predictions and making inferences, shorter stories with more direct questions could be given to support them. In Grade 2, learners make predictions in contexts or stories whose levels of difficulty increase every two weeks. They progressively understand contexts with more characters and varied locations. Variations to this suggestion should be made by increasing the levels of difficulty of stories where learners show comprehension. This is intended to take care of differentiated curriculum and learning. Learners who struggle to identify people in stories or answer questions should be given stories with more context clues. In Grade 3, learners could read texts of about 200 words, starting by making simple predictions, retelling the stories and gradually responding to questions that require inference. The stories increase in length and complexity at intervals of two weeks so that learners retell stories in more details and respond to more inferential questions. Variations to this suggestion should be made by giving longer texts with more complex inferential questions in cases where learners easily answer direct and indirect questions. This is intended to take care of differentiated curriculum and learning. For those struggling with making predictions and inferences, shorter stories with more direct questions could be given to support them.

Writing

Pre Writing

Like attentive listening and pre-reading, pre writing in Grade 1 should blend in as part of every component of writing to ensure that learners acquire the habit of sitting and placing their materials appropriately as they write. Emphasis on sitting posture, placing books in the correct position can be gradually reduced as learners demonstrate that their competencies have improved. Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning writing materials appropriately while writing. In Grade 2, emphasis on sitting posture, placing books in the correct position can be gradually reduced as learners demonstrate that their competencies have improved. Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning writing materials appropriately while writing.

Handwriting

Learners practise handwriting every week starting from forming letters and progressively improving to writing dictated words and sentences neatly and legibly. Variations to this suggestion should be made by giving more letter patterns and short words for learners who have demonstrated the competence in writing legibly, from left to right in Grade 1. The progression to writing longer words and phrases should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling handwriting, more time could be spent encouraging them to copy for clarity and legibility. In Grade 2, learners make incremental progress in improving their handwriting, in terms of legibility. Variations to this suggestion should be made by increasing more challenging practise exercises for handwriting. This is intended to take care of differentiated curriculum and learning. For those struggling with handwriting, letter patterns could be revised for practise. In Grade 3, learners practise handwriting every week starting from copying models of shapes and progressively improving to writing dictated words and sentences neatly and legibly. Variations to this suggestion should be made by giving more complex patterns for learners who have demonstrated the competence in writing legibly. The progression to writing words and sentences should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling with handwriting, more time could be spent encouraging them to copy for clarity and legibility. Reminders could be made to sustain pre-writing skills.

Spelling

Learners practise spelling simple words every week in Grade 1, then progressively improve legibility and clarity in writing. Variations to this suggestion should be made by giving more complex words to be spelt by learners who have demonstrated the competence in correct spelling. The progression to spelling longer words and short phrases should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling with spelling simple words, more time could be spent encouraging them to improve clarity and legibility even as they strive to spell correctly. In Grade 2, learners make incremental progress in writing more words correctly. Variations to this suggestion should be made by increasing the number of words to be spelt among learners who can write words correctly, with clarity and legibility. This is intended to take care of differentiated curriculum and learning. For those struggling with correct spelling, basic texts with simple words should be availed for practise. In Grade 3, learners practise spelling simple and compound words every week, then progressively move to spelling short and long sentences. Variations to this suggestion should be made by giving more complex words to be spelt by learners who have demonstrated the competence in correct spelling. The progression to spelling short and long sentences should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling spelling simple words, more time could be spent encouraging them to improve clarity and legibility even as they strive to spell correctly.

Punctuation

Learners could start by using capital letters for proper nouns and progressively use full stops in writing correct sentences. Variations to this suggestion should initially be made by increasing the proper nouns in practice exercises among learners who have demonstrated the competence in the use of capital letters. The



progression to using a variety of punctuation marks should be accelerated in instances where learners recognise and use appropriate punctuation. This is intended to take care of differentiated curriculum and learning. For those struggling with capital letters and punctuation, opportunities for more practise with simpler punctuation should be created. In Grade 2, learners make incremental progress in writing correctly punctuated texts. Variations to this suggestion should be made by increasing tasks with more punctuation marks where learners demonstrate correct usage of the punctuation marks. This is intended to take care of differentiated curriculum and learning. For those struggling with correct punctuation, basic punctuation should be prioritized for practise. In Grade 3, the learners continue using capital letters for proper nouns and progressively write sentences with a variety of correct punctuation marks. Variations to this suggestion should initially be made by increasing the proper nouns in practice exercises among learners who have demonstrated the competence in the use of capital letters. The progression to using a variety of punctuation marks should be accelerated in instances where learners recognise and use appropriate punctuation. This is intended to take care of differentiated curriculum and learning. For those struggling with capital letters and punctuation, opportunities for more practise with simpler punctuation should be created.

Guided Writing

Learners are expected to gain independence in writing. They will practice writing words every week, gradually becoming less dependent on prompts as they complete blank filling exercises. They also use the correct form of words. For learners who can comfortably complete sentences without prompts, variations to this suggestion should be made by withdrawing picture prompts early, and increasing the blanks to be filled using various forms of words in a sentence. The progression to writing short phrases should also be accelerated.. For those struggling with form and meaning of words, opportunities for more practise with various prompts should be availed. This is intended to take care of differentiated curriculum and learning. In Grade 2, learners could practise writing two to three words that are more challenging, from prompts every week and progressively complete simple blank filling exercises. They could finally write short phrases and sentences. Where learners demonstrate mastery of vocabulary, variations to this suggestion should be made by withdrawing prompts to increase independence in writing words. The progression to filling blanks using correct forms of more difficult words should also be accelerated in instances where learners can comfortably complete sentences. This is intended to take care of differentiated curriculum and learning. For those struggling with writing words, more prompts should be availed. In Grade 3, learners practise completing more blanks in exercises done every week, using the correct form of more difficult words. They progressively make short phrases and writing sentences to make paragraphs. Variations to this suggestion should be made by accelerating the progression from writing phrases to sentences and paragraphs in instances where learners can comfortably complete sentences. This is intended to take care of differentiated curriculum and learning. For those struggling with completing sentences, opportunities for more practise with simpler sentences and phrases should be created.

Essence Statement

English Language during the early years is intended to engage the learners in activities that allow them to use and progressively demonstrate the competences outlined. The emphasis in the presentation of the four language skills is to ensure that they are functional. The learners should also experience the

interdependence of the competences across the skills, and find relevance of what they learn in their day to day contexts. Similarly, English language activities in Grade 1, 2, and 3 are expected to play a preparatory role in enabling learners to use it as a medium of learning from grade four, upwards. Concerted efforts to enrich learning at this level will gradually empower learners to exercise what they have acquired in the different functions that English language plays, at the national and global level.

General Learning Outcomes

By the end of Early Years Education, the learner 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.



GRADE ONE

Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	1.1 Attentive listening This should blend in as part of every component of learning to ensure that learners acquire the habit of listening attentively. It will progressively improve their competencies in all language areas. Learners with low attention spans, should be observed closely and deliberate efforts made to have them engaged in ongoing activities.	By the end of the sub strand, the learner should be able to:- a) listen attentively during a conversation, b) respond to simple specific one- directional instructions in oral communication, c) appreciate the importance of listening attentively for effective communication.	<ul style="list-style-type: none"> • Learner is shown demonstrations and pictures/ photos or models on correct sitting postures. • Learners practise correct sitting posture. • Learners practise good eye contact and appropriate facial expressions in small groups and pairs. • Learners respond through actions, like identifying objects by pointing, orally and in writing. • Learners give simple commands and obey by acting or miming. • Learners demonstrate simple rules of turn taking by being quiet when others are talking. 	1) What do people do as they talk? 2) What do you do when someone is talking to you? 3) Why do you look at someone's face as they talk?
Core Competences to be developed: Communication and collaboration will be achieved through pair and group work involving practise of good posture, use of facial expressions and familiar gestures.				
Link to PCIs: Life skills; self awareness, especially the use of body language appropriately for effective communication.			Values: Respect for others, through turn taking in speech.	

Links to other subjects: Linked to all the subjects in the school curriculum, they require attentive listening.	Suggested Community Service Learning activities: Interact with the community to share about meaning of facial expressions and gestures learnt. Report back what they found out about some body language like facial expressions used in the community.
Suggested non formal activity to support learning: Find out and say if family members listen attentively.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, Pictures/ Photographs and models and computer devices illustrating attentive listening.	

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker longer than the required period. Always allows others to speak without interrupting while demonstrating attentive listening through their body language and verbal response. Can follow several one directional instructions with ease. Can distinguish multiple key sounds and words with ease. Can interpret and use body language (facial expressions and gestures) appropriately. 	<ul style="list-style-type: none"> Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker during the required period. Allows others to speak without interrupting while demonstrating attentive listening through their body language and verbal response. Can follow one directional instructions. Can distinguish key sounds and words. Can interpret and use body language (all facial expressions) appropriately . 	<ul style="list-style-type: none"> Can sit upright but occasionally slides/slouches or fidgets and occasionally loses focus on the speaker during the required period. Allows others to speak but with occasional interruptions. Can follow someone directional instructions with assistance . Can distinguish some key sounds and words. Can interpret and use body language (several facial expressions) appropriately. 	<ul style="list-style-type: none"> Rarely sits upright without sliding/slouching or fidgeting and rarely maintains focus on the speaker during the required period. Rarely allows others to speak without interrupting. Struggles to follow a few one directional instructions Can distinguish a few key sounds and words. Can interpret and use body language (a few facial expressions) appropriately.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.2 Pronunciation and Vocabulary</p> <p>The sounds practised during pronunciation will help learners get familiar with the vocabulary in the thematic areas. The vocabulary is contextualized within the thematic areas to be covered during the teaching of language structures and functions. The vocabulary developed is linked to sounds learnt during pronunciation.</p> <p>Learners could be exposed to four to five new words with learnt sounds every week, starting with words that have familiar sounds, and moving progressively to words with sounds that are different from the first language.</p> <p>Variations to this suggestion should be made by increasing the number of sounds and new words in instances where learners can comfortably pronounce more sounds and use new words. This is intended to take care of differentiated curriculum and</p>	<p>By the end of the sub strand, the learner should be able to:-</p> <ol style="list-style-type: none"> discriminate the sounds in different spoken words for comprehension, pronounce the words with the sounds in isolation in preparation for reading, recognise new words used in the themes to acquire a range of vocabulary and their meaning, use new words in relevant contexts in oral communication, enjoy using the vocabulary learnt to communicate confidently in various contexts, appreciate the variation in meaning of similar sounding words that look different. 	<ul style="list-style-type: none"> In groups, learners identify words which have the taught sounds. Learners pronounce the sounds by taking turns as modeled by the teacher or audio record. Learners construct simple sentences using words with the taught sounds. Learners recite rhyming words that have the learnt sounds. Learners practise distinguishing similar sounding words in small groups, in response to picture cues. Learners pronounce short words that have the learnt sounds, after listening to audio record. In groups, learners identify minimal pairs with the learnt sounds. Learners say words beginning with a common sound. Learners are guided to get the meaning of new words by looking at pictures, from a story, and demonstration. Learners listen to the teacher or an audio recording and mimic 	<ol style="list-style-type: none"> Name any word that has the sound What sound do you hear at the beginning/middle/end of this word? How do you say these words? What other words have the same meaning as the words you have learnt? How do you use these words in sentences? How are these words spelt? How are these words pronounced?

	<p>learning. For those struggling with some sounds and new words, opportunities for more practice should be created.</p> <p>/p/ - put, pit; /b/ - bat, book; /t/ - top, tin; /d/ - dog, door; /i:/ - been, beat; /ɪ/ - bin, big; /b/ - been, beat; /k/ - cow, kettle, queen; /g/ - go, get; /f/ - frog, cough; /v/ - van, vest; /ɑ:/ - ask, arm, car; /æ/ - cat, mat; /ð/ - this, that; /θ/ - thin, /u:/ - wool, shoe; /u/ - book, put, foot; /s/ - sit, say; /z/ - zip, zero; /ʒ/ - measure, pleasure, leisure; /ʃ/ - sheep, ship, shape, sure; /ɒ/ - stop, sorry, cloth; /h/ - hot, here, hare; /tʃ/ - chair, chin; /dʒ/ - jug, jump; /m/ - man, mat; /n/ - near, neck; /ŋ/ - bring, ring, /l/ - let, lid; /r/ - rat, rope; /w/ - walk, wheel, wave; /j/ - yam, yatch; /ʌ/ - but, cup, /ɔ:/ - port, short, broad, /ɜ:/ - burn, burst, girl; /e/ - bed, pen, tell.</p>		<p>pronunciation in pairs and individually.</p> <ul style="list-style-type: none"> • Learners recite rhymes, sing songs, individually, in pairs or groups using the vocabulary related to the theme. • Learners listen to the vocabulary used in short sentences, short paragraphs, teacher read aloud stories and practise using it in a language game in pairs. • Learners use simple dialogues to practise the pronunciation of the vocabulary. • Learners use simple demonstrations to learn the meaning of the vocabulary. • Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practise vocabulary. • Learners interact with audio material to listen to the correct pronunciation of the vocabulary, where applicable. • Learners practise matching simple short words with pictures and objects. 	
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Core Competences to be developed: – Communication and collaboration through working together in pairs and groups, Learning to learn by improving pronunciation to navigate through education and by applying the new vocabulary in other contexts, Self Efficacy through practicing and using the new words in communication.	
Link to PCIs: Can accommodate all the PCIs as infused in the themes like Health and hygiene, Learner support programs, Personal safety and security, Citizenship, Life Skills, Environmental education, Service learning and parental engagement, Education for Sustainable Development.	Link to Values: Respect, Responsibility, Unity
Links to other subjects: Links to all subjects since the sounds learnt could be applied across board to help with oral communication and reading in other areas of the curriculum, formally and informally.	Suggested Community Service Learning activities: Engaging in a conversation with friends and family from different backgrounds and sharing new sounds .
Suggested Non formal Activity to support learning: Learners sing songs with words that have the sound during their play time, get more words with same sounds learnt from interactions outside the classroom.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Plastacine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words.	

Suggested Formative Assessment Rubric

Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> Learner always discriminates sounds in different spoken words and pronounces the words with the sounds in isolation correctly with a lot of ease. Learner always recognises, comprehends the meaning of new words, and applies them in 	<ul style="list-style-type: none"> Learner discriminates sounds in different spoken words and pronounces the words with the sounds in isolation correctly with ease. Learner recognises, comprehends the meaning of new words, and applies them in relevant contexts correctly with ease. 	<ul style="list-style-type: none"> Learner sometimes discriminates sounds in different spoken words and pronounces the words with the sounds in isolation correctly with some difficulty. Learner sometimes recognises, comprehends the meaning of new words, and applies them in 	<ul style="list-style-type: none"> Learner rarely discriminates sounds in different spoken words and pronounces the words with the sounds in isolation correctly with a lot of difficulty. Learner rarely recognises, comprehends the meaning of new words, and applies them in

relevant contexts correctly with a lot of ease		relevant contexts correctly with some difficulty.	relevant contexts correctly with a lot of difficulty.
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Strand	Sub strand	Themes	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Language structures and Functions Language structures and functions are embedded in themes to provide realistic contexts for the development of the learner's competence. The thematic concerns can be conveyed through dialogues, poems, passages and songs, among others. The pronunciation and vocabulary, reading and writing within thematic units should build on each other for the learner to make connections between the inter-dependent parts.	Welcome and Greetings (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use the various realisations of the verb 'to be' to introduce oneself or others, to talk about objects and to show politeness in day to day communication, b) recognise the present tense forms of the verb 'to be' in sentences, c) appreciate the various forms of the verb 'to be' in their day to day communication.	<ul style="list-style-type: none"> Learners introduce themselves politely and ask others their names using the verb 'to be', after teacher models. – I am Mota, My name is Mota, Who are you? What is your name?. Learners describe themselves using short sentences with the verb 'to be' I am a boy, I am a girl. Learners describe people using the verb 'to be' (for example Mary is a girl). In pairs or groups, learners talk about people and things around them –This is a chair, door. Learners are guided by the teacher to take part in a language game that allows each one of them to greet others, welcome others, introduce themselves and 	1) Who are you? 2) Who is she? 3) Who is he? 4) How do we greet people in the morning/afternoon/evening?



				ask the class members their names. <ul style="list-style-type: none">• In pairs, learners are guided to engage in question and answer dialogues using the verb ‘to be’ as an interrogative .	
Core Competences to be developed: Communication and collaboration as they greet each other and welcome others to their class, Learning to learn as they apply the language structure to various contexts.					
Link to PCIs: Life skills; Effective communication, Citizenship, Gender issues in education				Values: Respect , Responsibility	
Links to other subjects: The language structure is used in all subjects.				Suggested Community Service Learning activities: Taking part in an activity where they can welcome others.	
Suggested non formal activity to support learning: Learners can practise the self-introductions at home or ask their guardians/ relatives what their names are. They could also try and welcome visitors to a new place.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, pictures/ photographs, audio oor visual computer devices showing greetings and people welcoming others to a new place.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner consistently uses the verb “ to be” to introduce himself as well as others, ask and respond to questions, and describe things and people correctly. Can use a variety of greetings appropriately at all times.	The learner is able to use the verb” to be” to introduce himself, ask and respond to questions, and describe things and people correctly. Can greet others appropriately at all times.	The learner sometimes uses the various realizations of verb” to be” to introduce himself, ask and respond to questions, and describe things and people correctly. Can greet others appropriately sometimes.	The learner rarely uses the various realizations of the verb” to be” to introduce himself, ask and respond to questions, and describe things and people correctly. Can greet others appropriately a few times.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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	Language structures and functions	School Subject-verb agreement (am, is , are) (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) construct simple sentences about objects in the classroom, with correct subject-verb agreement for effective communication, b) recognise correct use of subject-verb agreement to in statements and questions, c) appreciate the importance of subject verb agreement for fluency.	<ul style="list-style-type: none">• Learners construct appropriate sentences on pictures showing singular and plural subjects.• Learners are guided to construct sentences about actions demonstrated by one or many learners.• Learners engage in simple question and answer dialogues about available realia representing singular and plural objects.• Learners construct sentences using items with singular and plural subjects at home.	1) What is Sarah doing? 2) What are Sarah and Farah doing? 3) What are you doing?
Core Competences to be developed: Communication and collaboration through question and answer dialogues; Learning to learn by constructing sentences about subjects in school and at home.					
Link to PCIs: Life skills; Effective communication			Values: Unity, Respect		
Links to other subjects : Kiswahili, Literacy and numbers in Mathematics			Suggested Community Service Learning activities: Helping peers to communicate better through support in English language,		
Suggested non-formal activity to support learning: Constructing sentences about things found at home like plates, cups, knife, pot			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Realia, charts with illustrations, pictures/ photographs, computer devices with audio/visual recordings of words and phrases with subject – verb agreement.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
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Learner always constructs correct sentences with different subjects and verbs to communicate effectively.	Learner constructs correct sentences with different subjects and verbs to communicate effectively.	The learner sometimes constructs correct sentences with different subjects and verbs to communicate effectively.	The learner rarely constructs correct sentences with different subjects and verbs to communicate effectively.
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Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Family Personal pronouns; I, you, it (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use personal pronouns in relation to gender, number and objects appropriately in dialogues, b) pick out personal pronouns in oral conversations about members of the family, c) appreciate the use of personal pronouns in effective communication.	<ul style="list-style-type: none"> • Learners are guided to take part in a demonstration in relation to gender, number and objects. • Learners construct sentences using personal pronouns individually, in pairs or in small groups. • Learners use pronouns in simple sentence construction where appropriate. • Learners discuss people and things in their home and school using personal pronouns. • Learners enact dialogues using personal pronouns. • Learners listen to a text containing personal pronouns. 	1) Who cooks for you? 2) Who plays with you at home? 3) Who buys you books? 4) Who tells you stories?
Core Competences to be developed: Communication and collaboration through construction of sentences using personal pronouns individually, in pairs or in small groups. Creativity and imagination through enacting dialogues using personal pronouns					

Link to PCIs: Life skills; interpersonal relationships, appreciation of gender.	Link to Values: Respect for members of the opposite sex.
Links to other subjects : Languages, Religious Education, Environmental activities	Suggested Community Service Learning activities: Exchange of ideas on references made about male and female in the community.
Suggested Non formal Activity to support learning: Using personal pronouns during play.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Charts, pictures/ photographs, computer devices with audio-visual recordings of dialogues with structures on personal pronouns.	

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always replaces nouns with personal pronouns with ease, picks out personal pronouns in oral conversation and uses them in relation to gender, number and objects appropriately in dialogues.	Learner picks out personal pronouns in oral conversation and uses them appropriately in relation to gender, number and objects in dialogues.	Learner struggles to pick out personal pronouns in oral conversation and occasionally uses them appropriately in relation to gender, number and objects in dialogues.	Learner rarely picks out personal pronouns in oral conversation and hardly uses them appropriately in relation to gender, number and objects in dialogues.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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	Language structures and functions	Home Singular/plural (addition of ‘s’ only) (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use singular and plural forms of nouns to talk about objects at home, b) ask questions about numbers using “how many?”, c) distinguish between singular and plural nouns correctly to demonstrate an understanding of the concept of number, d) appreciate the importance of using singular and plural nouns for effective oral communication.	<ul style="list-style-type: none">• Learners identify objects in the classroom.• Learners practice simple question and answer dialogues using constructions with ‘how many’ to talk about the objects identified.• In pairs and groups, learners group items in their school and home in columns of one and many.• Learners sing a song on ‘one’ and ‘many’ items.• Learners listen to a text containing singular and plural nouns.	1) How many ____ (e.g. hands, legs, bags, pencils) do you have? 2) How many ____ (pens, bottles, cups etc) are red/blue? 3) How many, arms etc. are big/small, long/short, round/rectangle are there?
Core Competences to be developed: : Communication and collaboration through question and answer dialogues with constructions that answer ‘how many, Digital literacy by employing games that enable them to group items according to number.					
Link to PCIs: Citizenship – social cohesion (working together in groups)			Link to Values: Respect, Responsibility		
Links to other subjects: All subjects have the plural concept.			Suggested Community Service Learning activities: Helping others learn about plurals and counting with them.		
Suggested non- formal activity to support learning: Naming items in school and home			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Charts, pictures/ photographs with singular and plural nouns, computer devices that have audio/visual recordings of dialogues with sentence structures on plurals of nouns.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always uses singular and plural forms of nouns to talk about different objects, and distinguishes between singular and plural nouns correctly to demonstrate an understanding of the concept of number.	Learner uses singular and plural forms of nouns to talk about objects, and distinguishes between singular and plural nouns correctly to demonstrate an understanding of the concept of number.	The learner uses singular and plural forms of nouns to talk about a few objects, and occasionally distinguishes between singular and plural nouns correctly to demonstrate an understanding of the concept of number .	The learner hardly uses singular and plural forms of nouns to talk about objects correctly, and rarely distinguishes between singular and plural nouns to demonstrate an understanding of the concept of number .

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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Listening and Speaking	Language structures and functions	Time Present Simple tense (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use present simple tense forms to talk about the time of the day (morning, mid-day, evening), b) apply simple present tense to sequence routine or daily activities in oral communication, c) appreciate the use of language to talk about routine activities .	<ul style="list-style-type: none">• Learners respond to questions based on daily routines.• Learners tell each other their daily routines in pairs/small groups.• Learners should report what they do when they go home.• Respond to simple questions demonstrating the use of using simple present tense and routine activities.• Repeat sentence structures containing simple present tense from a story, poem or conversation they have listened to.	1) What do you do everyday before you come to school? 2) What do you do at break time? 3) What do you do when you are happy?
Core Competences to be developed: Communication and collaboration through pair and group practice of sentences about routine activities. Learning to learn by using the present simple tense to express routine activities.					
Link to PCIs: Life skills -Self esteem as they develop language for expressing daily routines.			Link to Values: Respect, Responsibility		
Links to other subjects : Environmental activities			Suggested Community Service Learning activities: Observe and discuss daily routines with members of their family/ community.		
Suggested non-formal activity to support learning: Songs about daily activities outside the classroom.			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Charts, pictures/ photographs on routine activities, computer devices that have audio-visual recordings of dialogues with sentence structures on present simple tense.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
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Learner uses the present simple tense forms confidently to sequence many routine activities, and talks about different times of the day.	Learner uses the present simple tense forms confidently to sequence routine activities, and talks about different times of the day.	Learner struggles to use the present simple tense forms to sequence some routine activities, and talks about different times of the day.	The learner rarely uses the present simple tense forms to sequence routine activities. Needs a lot of support to talk about different times of the day.
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Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Weather and Our Environment Present continuous tense (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use the present continuous tense to describe on-going activities related to the weather and the environment, b) talk about on-going actions for effective oral communication, c) respond to questions using the present continuous tense, d) appreciate communicating ideas using the present continuous tense in oral communication.	<ul style="list-style-type: none"> • Learners demonstrate actions or activities in class. • Learners are guided to construct sentences about ongoing demonstrations or activities. • Learners respond to simple questions using the present continuous tense. • Learners ask and answer questions in pairs/groups about what is happening. • Learners repeat sentence structures containing simple present continuous tense from a story, poem or conversation they have listened to. 	1) What are you doing? 2) What is the teacher doing?
Core Competences to be developed: Communication and collaboration and Self efficacy as they use the present continuous tense to talk about on-going actions for effective oral communication.					
Link to PCIs: ESD- Environmental education enhanced through the theme.				Link to Values: Respect, Responsibility	



Life skills- effective communication	
Links to other subjects : Links specifically to Kiswahili. However it also links to all the other subjects because present continuous tense is used in sentence construction in various subjects	Suggested Community Service Learning activities: Share with friends and community about Environmental preservation
Suggested Non formal Activity to support learning: Using the present continuous tense during play	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Charts, pictures/ photographs on ongoing activities, computer devices with audio-visual recordings of dialogues with sentence structures on present continuous tense.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner always describes actions, asks and responds to questions about ongoing activities correctly, using the present continuous tense.	The learner describes actions, asks and responds to questions about ongoing activities correctly, using the present continuous tense.	The learner occasionally describes actions, asks and responds to questions about ongoing activities correctly, using the present continuous tense.	The learner rarely describes actions, asks and responds to questions about ongoing activities correctly, using the present continuous tense.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Hygiene Simple past tense (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) talk about personal hygiene activities using simple past tense, b) use simple past tense to report on simple activities they carried out in the past,	<ul style="list-style-type: none"> Learners respond to simple questions on activities in the past. Learners engage in games, changing verbs from present simple to past simple tense, in small groups. Learners group verbs/take part in fishing game on verbs in the simple past tense. 	1) What did you do in the morning before coming to school? 2) What did the head teacher say at the assembly? 3) What did the teacher do before we started the lesson?

			c) appreciate/enjoy communicating ideas using the simple past tense.	<ul style="list-style-type: none">• Learners construct sentences using simple past tense on demonstrated actions.• Repeat sentence structures containing simple past tense from a story, poem or conversation they have listened to.	
Core Competences to be developed: Communication and collaboration as they engage in games changing verbs from present simple to past simple tense, in small groups.					
Link to PCIs: Health Education; hygiene and nutrition			Link to Values: Unity		
Links to other subjects : Hygiene and Nutrition			Suggested Community Service Learning activities: Sharing knowledge about hygiene and the importance of keeping ourselves clean		
Suggested non-formal activity to support learning: Report the activities they were involved in at school to their parents/guardians			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Charts, pictures/ photographs on grooming activities, audio-visual recordings of dialogues with sentence structures on personal hygiene using simple past tense.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always uses the simple past tense to ask and respond to questions about hygiene and other activities correctly.	Learner uses the simple past tense to ask and respond to questions about hygiene and other activities correctly.	Learner sometimes uses the simple past tense to ask and respond to questions about hygiene and other activities correctly.	Learner rarely uses the simple past tense to ask and respond to questions about hygiene and other activities correctly.



Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Myself/ Parts of the body Demonstratives for singular and plurals (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use demonstratives to talk about body parts and gender, b) identify singular and plural nouns, c) appreciate the use of different demonstratives when communicating about objects that are near and far.	<ul style="list-style-type: none"> • In pairs, learners are aided by picture prompts to attach a demonstrative to either a singular or plural noun. • Learners use objects that are near and far in the classroom to illustrate the correct use of demonstratives (This/ That); (These/Those). • Learners use simple phrases to talk about parts of the body, in pairs or small groups. • Learners identify demonstratives correctly to show location of singular and plural items for effective communication. • Learners are assisted to choose appropriate demonstratives for the singular and plural nouns identified. • Learners repeat sentence structures containing demonstratives from a story, poem or conversation they have listened to. 	1) What things can you see inside the classroom? 2) What things can you see outside the classroom? 3) What do we use to smell/ talk/ hold a pencil?

Core Competences to be developed: Communication and collaboration by using simple phrases to talk about parts of the body, in pairs or small groups ; Self Efficacy as they use demonstratives in locating objects that are far and near.	
Link to PCIs: Life skills; effective communications Education for sustainable development ; Environmental Education; ESD- Gender issues; Learner Support Programmes- self-awareness	Link to Values: Respect, Responsibility
Links to other subjects: Number in Mathematics, Parts of the body in Kiswahili, use of demonstratives in all subjects.	Suggested Community Service Learning activities: Getting to learn about parts of the body in local languages and sharing about the names in English.
Suggested non-formal activity to support learning: Peers talk about objects outside the classroom to illustrate the correct use of demonstratives	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Charts, pictures/ photographs and models of parts of the body, computer devices that have audio/visual recordings of dialogues with sentence structures on demonstratives.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is consistently able to use demonstratives appropriately for communication about a variety of singular and plural nouns that are near and far.	Learner is able to use demonstratives appropriately for communication about singular and plural nouns that are near and far.	Learner sometimes uses demonstratives for communication about some singular and plural nouns that are near and far.	Learner struggles to differentiate demonstratives for singular and plural nouns, that are near and those that far.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Family Noun Sets (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) recognise the sets of nouns denoting male and female within the family setting,	<ul style="list-style-type: none"> Learners talk about male and female members of the family to illustrate the concept of gender sets. 	1) Which word would you replace with mother sister/aunt?



			b) use the sets of nouns denoting male and female within the family to communicate effectively, c) appreciate the gender sets in communicating effectively about family members.	<ul style="list-style-type: none">Learners name the members of a nuclear family based on a picture/video clip/ photo.In groups learners are guided to talk about: the brother to their father or mother, the sister to their father or mother, the father to their father or mother, the mother to their father or mother.	2) Which word would you replace with father/ brother/uncle?
Core Competences to be developed: Communication and collaboration, learning to learn using different references for male and female members of the family.					
Link to PCIs: Citizenship; social cohesion; focus on family Life skills: Self-awareness based on gender				Link to Values: Respect for both male and female members of the female.	
Links to other subjects : Religious Education: Roles of male and female family members				Suggested Community Service Learning activities: Seeking knowledge about male and female relatives from their parents or guardians	
Suggested non-formal activity to support learning: Recite poems about male and female characters during their free time.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts, pictures/ photographs and models of members of the family, audio-visual recordings of dialogues with sentence structures on male and female members of the family.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner constructs correct simple sentences about male and female members of the nuclear family, and a few members of the extended family, with a lot of ease.	Learner constructs correct simple sentences about male and female members of the nuclear family.	Learner sometimes constructs correct simple sentences about some male and female members of the nuclear family.	Learner communicates correctly about a few male and female members of the nuclear family.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and functions	Safety Simple prepositions (in, on, under, between, behind, in front, inside, outside) (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use prepositions to talk about personal safety, security and simple injuries, b) recognise the location given by prepositions in oral construction of sentences, c) appreciate the use of prepositions for indicating location.	<ul style="list-style-type: none"> Learners describe various positions of realia as displayed in the classroom. Learners engage in hide and find game in small groups to locate various objects Learners play a digital game. Learners construct sentences based on the objects used in the hide and find game. Learners discuss where objects are found in their homes. Learners repeat sentence structures containing prepositions from a story, poem or conversation they have listened to. 	1) What can you see in the classroom? 2) Where are the objects mentioned?
Core Competences to be developed: Critical thinking and problem solving developed through the hide and find game to discuss positions of objects, Learning to learn by using prepositions to describe location of objects, people and places.					
Link to PCIs: ESD-Safety and security Life skills (effective communication), Citizenship - social cohesion through hide and find game.				Link to Values: Resepect, Love, Responsibility, Unity	
Links to other subjects : All subjects that mention positions of objects, places and people				Suggested Community Service Learning activities: Sharing with community members about safety in their environment.	
Suggested non-formal activity to support learning: Language games mentioning where objects in their homes are found.				Suggested assessment: Oral questions, portfolio, observation	



Suggested Learning Resources: Charts, pictures/ photographs of people and objects in different positions, computer devices with audio-visual recordings of people and objects in different positions.

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to recognise and use a variety simple prepositions to describe the location of objects people and places accurately.	Learner is able to recognise and use simple prepositions to describe the location of objects accurately.	Learner is sometimes able to recognise and use some simple prepositions to describe the location of some objects.	Learner is able to recognise and but rarely uses prepositions to describe the location of objects.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and functions	Community leaders Articles ; a, an, the (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use the articles ‘a’, ‘an’ and ‘the’ to talk about community leaders, b) identify objects and attach articles to them in conversations, c) appreciate the use of articles in effective communication.	<ul style="list-style-type: none"> Learners name objects in the classroom and attach appropriate articles to them. Learners name objects in a picture/ photograph/video clip by using correct articles. Learners mention some objects/items in the homes using the correct articles. Learners engage in language games involving use of a/an/ zero article. Learners repeat sentence structures containing articles from a story, poem or conversation they have listened to. 	1) What did you see on your way to school/ market? 2) What do you see in our classroom?
Core Competences to be developed: Communication and collaboration through games during group work, self-efficacy by using articles correctly.					
Link to PCIs: Life skills; effective communication (naming objects in the classroom)				Link to Values: Respect for leaders	

Links to other subjects : Linked to all subjects because articles appear in sentences across all learning activities.	Suggested Community Service Learning activities: Engaging with adults in conversations about respect for leaders around the home and the community, as discussed in theme.
Suggested non-formal activity to support learning: Use of objects at home to learn about articles	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Charts,word wheels, pictures/ photographs computer devices with audio-visual recordings of people and objects.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner can identify and use different articles suitably in conversations to communicate about various objects.	The learner can identify and use articles suitably in conversations to communicate about objects.	The learner identifies and uses some articles with difficulty in conversations to communicate about objects.	The learner identifies but hardly uses articles suitably in conversations to communicate about objects.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and functions	Living Together Use of possessives; my, our, her, his, their, its (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use possessives to talk about social cohesion in various contexts, b) recognise possessives in oral communication, c) appreciate the use of possessiveness	<ul style="list-style-type: none"> Learners role play ownership of items/objects. In groups, learners use phrases to illustrate ownership. Learners identify objects in the classroom and attach appropriate possessives to them. In pairs, learners use interrogatives whose responses will be possessives like (my pen, his book). 	1) What does your father, mother, friend, sister, teacher have? 2) Whose ____ is it?



			in speech to show ownership.		
Core Competences to be developed: Communication and collaboration through the use of possessives, Self-efficacy through being assertive about what belongs to you					
Link to PCIs: Life skills (Effective communication)				Link to Values: Unity, Respect for other people’s property.	
Links to other subjects : All subjects as possessives are used in language structures across the curriculum				Suggested Community Service Learning activities: Sharing about respect for other people’s property	
Suggested non-formal activity to support learning: Find out what people own at home and share the findings at school.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs showing ownership, audio-visual recordings of dialogues with sentence structures on possessives.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner enjoys using a range of possessives appropriately in conversation to show ownership of a variety of objects and people.	Learner uses possessiveness appropriately in conversation, to show ownership of objects and people.	Learner sometimes uses a few possessiveness appropriately in conversation, to show ownership of objects and people.	Learner hardly uses possessiveness appropriately in conversation, to show ownership of objects and people.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and functions	Technology (Mobile Phone) WH questions What, where, who (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) ask questions about technology phone using 'what', 'who' and 'where',	<ul style="list-style-type: none"> Learners role play activities that will elicit use of where, who and what. Learners ask questions using the terms who, what and where in pairs/small groups. Learners use songs/short poems to practice the use of the 	1) What is the name of your friend? 2) Where is their home? 3) Who is your best friend? 4) How does your father/mother talk

			b) use what, who and where to denote person, object, and place, c) appreciate the use of what, who and where to seek information.	questions with who, what and where. <ul style="list-style-type: none">• Learners use simple questions and dialogues.• Learners repeat sentence structures containing WH-questions from a story, poem or conversation they have listened to.	to people who are far away?
Core Competences to be developed: Communication and collaboration as they ask questions in pairs and small groups , Self efficacy, Learning to learn as they ask questions using WH questions.					
Link to PCIs: Life skills (effective communication)				Link to Values: Respect, Responsibility, Unity	
Links to other subjects : Seek information in all subjects				Suggested Community Service Learning activities: Helping others to use gadgets for communication	
Suggested non-formal activity to support learning: Learners can visit members of the community and find out information like name, interest and places they have visited				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Pictures, photographs and models of people using mobile phones, audio-visual recordings of dialogues with telephone conversations that have “ Wh” questions.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always frames questions correctly using a variety of Wh- words to get information.	Learner frames questions correctly using Wh- words to get information.	Learner sometimes frames questions correctly using some Wh-words to get information.	Learner hardly uses Wh- words correctly to get information.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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	Language Structures and functions	Numbers and Our Classroom Describing words (size, colour, number values in tens, cardinal numbers from 1- 99) (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use describing words to talk about cardinal numbers, shapes and colours, b) describe the shapes, sizes of objects in the classroom using adjectives, c) appreciate the use of colour, size and number to describe nouns.	<ul style="list-style-type: none">• Learners group objects according to their size- big/small, colour- red, orange, yellow and numbers.• Learners describe objects in the classroom using size, colour and numbers.• Learners identify things in the environment that have different colours.• Learners construct sentences in pairs about the size, colour and numbers different objects.• Learners count one (1) to ninety nine (99) to describe objects.• Learners colour different drawings of objects appropriately.• Learners repeat sentence structures containing describing words from a story, poem or conversation they have listened to.	1) What things do you see outside the classroom? 2) What colour are they? 3) How many are they?
Core Competences to be developed: Communication and collaboration as ;earners group and describe objects,creativity and imagination as they colour objects .					
Link to PCIs: Life skills (Effective communication); ESD- Environemtal Education				Link to Values: Unity, Responsibility	
Links to other subjects : Mathematics (counting) Kiswahili (describing words)				Suggested Community Service Learning activities: Helping friends and semi-literate members of the community with counting.	
Suggested non-formal activity to support learning: Describe objects in their homes and share with other members of the family differences in colour and size, they can describe the days they do not go to school using ordinal numbers (Saturday and Sunday)				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of objects with different colours and sizes, audio-visual recordings of dialogues with sentence structures on colours, sizes and shapes.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always demonstrates the ability to describe objects accurately using different numbers, sizes and shapes.	Learner demonstrates the ability to describe objects accurately using different numbers, sizes and shapes	Learner sometimes demonstrates the ability to describe objects using a few numbers, sizes and shapes	Learner demonstrates a lot of inaccuracy in describing objects using numbers, sizes and shapes.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Do Not Waste Imperatives (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use imperatives for receiving and giving instructions/ commands against wastage, b) respond to specific instructions for effective oral communication, c) recognise imperatives in day today communication, d) appreciate the use of imperatives.	<ul style="list-style-type: none"> • Learners listen to a short dialogue containing imperatives. • Learners respond to simple imperatives. • Learners practice the use of familiar imperatives in role play (parent-child). • Learners identify imperatives around the school compound. • Learners suggest imperatives for their class. • Learners repeat sentence structures containing imperatives from a story, poem or conversation they have listened to. 	1) What does this picture of a police officer mean? 2) What does the teacher say when the class is making noise?
Core Competences to be developed: Communication and collaboration through pair work, Creativity and Imagination as they suggest imperatives for their class.					



Link to PCIs: Citizenship - Appreciation of imperatives (Do's and Don'ts) Life skills – Respect for values, rules and regulations, effective communication	Link to Values: Responsibility over what is at their disposal, stewardship
Links to other subjects: Relevant to all subjects because it is part of the language that is used during instruction.	Suggested Community Service Learning activities: Sharing with friends about using what is at our disposal carefully.
Suggested non-formal activity to support learning: Identify imperatives around the school compound, Mention rules to be followed during play and practice them	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of common imperatives, audio-visual recordings of dialogues with sentence structures on imperatives.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner uses and responds to the language of commands and instructions with ease in day to day interaction as required.	Learner uses and responds to the language of commands and instructions in day to day interaction as required.	Learner sometimes uses and responds to the language of commands and instructions in day to day interaction as required.	Learner struggles to use and respond to the language of commands and instructions in day to day interaction as required.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 READING	2.1 Pre Reading This should blend in as part of every component of reading to ensure that learners acquire the habit of sitting and placing their materials appropriately as they read. Emphasis on sitting posture, placing books in the correct position can be gradually reduced as learners	By the end of the sub strand, the learner should be able to:- a) demonstrate appropriate posture in preparation for reading, b) identify small and capital letters of the alphabet for reading preparedness, c) appreciate the importance of positioning materials appropriately for reading.	<ul style="list-style-type: none"> Learners demonstrate and practice the correct body posture while reading. Learners place books in the correct book position and practice turning the pages. Learners turn over the pages of a book from left to right for easy reading. Learners track print through finger pointing as the teacher reads. 	1) How do the people you know sit when reading? 2) How do the people you know place books and newspapers while reading? 3) Which do you like reading?

	demonstrate that their competencies have improved. Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning reading materials appropriately while reading.		<ul style="list-style-type: none">• Learners differentiate shapes, colours and sizes of objects.• Learners track print through finger pointing for easy identification of letters and focus eyes on a line or word.	
Core Competences to be developed: Communication and collaboration , Critical thinking and problem solving, rearranging of objects				
Link to PCIs: Life skills: self-awareness (appropriate body posture)			Link to Values: Responsibility over reading materials under their custody.	
Links to other subjects : Relevant to all learning areas in the curriculum as it prepares learners for reading across the curriculum.			Suggested Community Service Learning activities: Observation of people’s sitting and positioning of reading materials and helping them.	
Suggested non-formal activity to support learning: Demonstrating good postures in informal settings.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts, pictures/ photographs and models of good body postures as one prepares to read, audio-visual recordings of appropriate postures.				

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently demonstrates appropriate body posture and identifies capital and small letters.	Learner demonstrates appropriate body posture and identifies capital and small letters.	Learner sometimes demonstrates appropriate body posture and identifies capital and small letters.	Learner rarely demonstrates appropriate body posture and identifies capital and small letters.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.2 Phonics	By the end of the sub strand, the learner should be able to:-	<ul style="list-style-type: none"> Learners recognise letters of the alphabet as the teacher models. 	1) Can you match letters of the



	<p>Letter sound knowledge: Phonic Reading at letter sound level</p> <p>Expose learners to two to three sound -to- letter matches per week.</p> <p>Variations to this suggestion should be made by increasing the number of sounds in instances where learners can comfortably make more letter-sound matches to take care of differentiated curriculum and learning. For those struggling with some letter-sound matches, opportunities for more practice should be created.</p> <p>A, a; M, m; T, t; E, e; S, s; L, l; I, i; P, p; J, j; ck; a_e; i_e; o_e; u_e; K, k; _ge; _ce; sh; ch; Y, y; V, v; e, ee (me, been); wh; ee, ea; ay, ai; oo; Z, z; -ge (age); -ce (rice); ss, ll; ng;</p> <p>l blends (calm); s blends (mask, task) r blends (drip, drop)</p>	<p>a) match familiar letter shapes to letter sounds for reading preparedness in English,</p> <p>b) match unfamiliar letters to shapes to letter sounds for reading preparedness in English including digraphs,</p> <p>c) match common consonant blends/clusters to their sounds for reading preparedness,</p> <p>d) appreciate the difference between letters and sounds in the first language and English, for reading preparedness.</p>	<ul style="list-style-type: none"> • Learners recognise and name letters and their sounds by reading from flash cards in print or digital format. • Learners engage in sound matching activities using pocket charts, digital flash cards, charts and flash cards on a word tree. • Learners sing rhyming songs and recite rhymes related to phonics. • Learners play a fishing game by identifying specific sounds. 	<p>alphabet and their sounds?</p>
<p>Core Competences to be developed: Communication and collaboration is enhanced through group and pair activities</p>				

Link to PCIs: Life skills since learner develops self-esteem and confidence as their reading competence improves, effective communication when learners name and recognise letters.	Link to Values: Respect, Responsibility, Love
Links to other subjects: Relevant to all learning areas because they can read words in other subjects	Suggested Community Service Learning activities: Learners are given take home charts to support their peer and parents.
Suggested non-formal activity to support learning: Learners use puns and riddles at their leisure time.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of letters, audio-visual recordings of minimal pairs.	

Suggested Formative Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Learner consistently names letters and their sounds and joins sounds to read short words and a few long ones with letter-sound correspondence.	Learner names letters and their sounds and joins sounds to read short words with letter sound correspondence.	Learner names letters and their sounds and joins sounds to read short words with letter sound correspondence with some difficulty.	Learner names letters and their sounds and joins sounds to read short words with letter sound correspondence with a lot of difficulty.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.3 Word Reading Learners practise two to three words per week starting with words with letter-sound correspondence and are gradually	By the end of the sub strand, the learner should be able to: a) read short words with letter -sound correspondence in preparation for phrasal reading,	<ul style="list-style-type: none"> Join sounds to read short words with letter sound correspondence in pairs then individually. Sound out words with letter sound correspondence (phonically regular) for reading. 	1) What are some of the words that you can read? 2) What are some of the words



	<p>introduced to words without letter-sound correspondence.</p> <p>Variations to this suggestion should be made by increasing the number of words in instances where learners can comfortably read most words to take care of differentiated curriculum and learning. For those struggling with certain words, opportunities for more practise should be created.</p>	<p>b) read short words without letter- sound correspondence using word attack skills in preparation for phrasal reading,</p> <p>c) read grade level vocabulary orally, from print and digital formats for enjoyment.</p>	<ul style="list-style-type: none"> • Learners read words with letter sound correspondence from either print or digital format (multimedia) for enjoyment. • Learners watch audio/visual recording of words without letter sound correspondence and use look and say, exposure and other word attack skills to read these words. • Sound out words without letter sound correspondence (sight words), as modelled. • Learners recognise and read aloud familiar words in groups, pairs and individually. • Read from word cards and match to pictures. • Learners play word bingo. • Learners play word ladder game by putting words on top of one another as they pronounce. • Learners sing songs and recite rhymes related to phonics. • Learners are guided to engage in meaningful word building activities using pocket charts, digital flash cards, charts, flash cards on a word tree. • Learners play language games like fishing games and other games related to rhmes for example to improving their reading by identifying specific spoken words. 	<p>you cannot read?</p>
<p>Core Competences to be developed: Communication and collaboration and self-efficacy, through group work as well as reading activities and games.</p>				

Link to PCIs: Life skills as demonstrated through effective communication, confidence and self-esteem are developed through reading)	Link to Values: Unity , Responsibility(as learners play word ladder games)
Links to other subjects: All subjects because they can read words in other subjects.	Suggested Community Service Learning activities: Use available reading resources at home like newspapers to pick out words which can be read to people who cannot read.
Suggested non-formal activity to support learning: Reading a variety of words from available genres in different contexts.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs, models and audio-visual recordings of words that have been learnt.	

Suggested Formative Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Learner always recognises and reads long words with letter-sound correspondence, uses word attack skills to read words without letter sound correspondence.	Learner mostly recognises and reads short words with letter-sound correspondence, grade level vocabulary using word attack skills.	Learner sometimes recognises and reads short words with letter-sound correspondence, grade level vocabulary using word attack skills.	Learner recognises and reads short words with letter-sound correspondence, grade level vocabulary using word attack skills with a lot of difficulty.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.4 Connected text and fluency Learners read texts of 30 words gradually progressing to phrasal reading and fluency. Variations to this suggestion should be made by giving longer texts with more phrases in cases where learners easily read decodable and	By the end of the sub strand, the learner should be able to:- a) read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading,	<ul style="list-style-type: none"> In groups, learners practice reading aloud while observing punctuation as modelled by the teacher and independently. In pairs, learners practice reading decodable and non-decodable words in isolation. 	<ol style="list-style-type: none"> What do you do when you cannot read some words in a sentence? What do you do when reading a long word?



	non-decodable words. This is intended to take care of differentiated curriculum and learning. For those struggling with non- decodable words and phrases, shorter texts of about 20 words with more decodable words could be given to support them .	b) observe basic punctuation marks (comma, full stop and question marks as they read for coherence, c) read about thirty (30) words accurately per minute for fluency, d) appreciate reading connected words for meaning.	<ul style="list-style-type: none">• In small groups, learners practice reading unfamiliar sentences containing decodable and non-decodable words.• Learners read writings on the school walls, posters and bill boards in the surrounding environment.	
Core Competences to be developed: Communication and collaboration and self-efficacy.				
Link to PCIs: (Effective communication, through reading aloud)			Link to Values: Unity (Reading in pairs)	
Links to other subjects All, because they can read words in other subjects.			Suggested Community Service Learning activities: Help members of the community to read words.	
Suggested non-formal activity to support learning: Use available reading resources at home e.g. newspapers to pick out words which can be easily read.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs ,newspaper cuttings.				

Suggested Formative Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Learner consistently applies a variety of skills to read a wide range of words without letter- sound correspondence.	Learner applies a variety of skills to read a wide range of words without letter- sound correspondence.	Learner sometimes applies a variety of skills to read words without letter- sound correspondence.	Learner rarely applies a variety of skills to read words without letter- sound correspondence.

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

Reading	2.5 Comprehension Learners read texts of about 60 words starting by making simple predictions and responding to simple questions that do not require inference. The stories increase in length at intervals of two weeks so that learners respond to more questions. Variations to this suggestion should be made by giving longer texts with more challenging questions in cases where learners easily answer direct questions. This is intended to take care of differentiated curriculum and learning. For those struggling with making predictions and making inferences, shorter stories with more direct questions could be given to support them .	By the end of the sub strand, the learner should be able to:- a) read the title to make predictions about a story, b) respond to a text of about 60 words to show comprehension, c) respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension, d) appreciate reading pictures and texts for enjoyment and information.	<ul style="list-style-type: none"> • Learners observe in groups, pictures and discuss where the action could be happening, identify the people or animals they can see. • In groups, learners discuss the title and pictures of comprehension, make predictions of what will happen from what they can see. • Learners read simple sentences aloud in groups, pairs, and individually. • Learners read or listen to a text then answer questions. • Learners read a text or view pictures for enjoyment and information. 	1) What do you see in the pictures? 2) What do the pictures tell us about the story? 3) What does the title tell us about the story?
Core Competences to be developed: The core competences of critical thinking and problem solving are achieved through interaction with different print and digital texts on varied themes and making predictions.				
Link to PCIs: All the PCI's can be addressed through comprehension passages on themes about health and hygiene, safety and security, financial literacy, ESD: Animal Welfare- identifying animals	Link to Values: Respect, Responsibility,			
Links to other subjects: There is a link to all subjects since they will be taught in English from grade 4	Suggested Community Service Learning activities: Learners can share ideas from information texts			



Suggested non-formal activity to support learning: Learners can read story books with peers, listen to indigenous stories from elders, watch television, visit library to improve comprehension.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Story book, poems, audio-visual recordings of short stories.	

Suggested Formative Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Learner always demonstrates comprehension by responding correctly to questions on the text, makes accurate predictions from the title, pictures and other cues in a text.	Learner demonstrates comprehension by responding correctly to questions on the text, makes accurate predictions from the title and pictures in a text.	Learner sometimes demonstrates comprehension by responding correctly to some questions on the text, makes a few accurate predictions from the title and pictures in a text.	Learner rarely demonstrates comprehension by responding correctly to questions on the text, makes a few accurate predictions from the title and pictures in a text.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	3.1 Pre-Writing This should blend in as part of every component of writing to ensure that learners acquire the habit of sitting and placing their materials appropriately as they write. Emphasis on sitting posture, placing books in the correct position can be gradually reduced as learners demonstrate	By the end of the sub strand, the learner should be able to:- a) demonstrate appropriate posture in preparation for writing with ease, b) exhibit appropriate eye hand coordination in preparation for writing, c) appreciate the importance of positioning writing materials appropriately while writing.	<ul style="list-style-type: none"> Learners demonstrate appropriate sitting position in small groups and in pairs. Learners are guided to sit appropriately, in preparation for writing. Learners are shown the appropriate writing materials. Learners are shown how to position the exercise book correctly. Learners are shown how to hold pencils/ colouring materials correctly. 	1) How do you sit when writing? 2) How do you place your books 3) Which materials do you use for writing?

	that their competencies have improved. Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning writing materials appropriately while writing		<ul style="list-style-type: none">• Learners practice writing from the left to the right.• Learners colour and draw different shapes and letters.• Learners join dotted lines to make letters and patterns, draw patterns and shapes, trace letters and shapes and mould letters using plasticine or clay.• Learners are shown how to use their exercise books well, without destroying them or wasting space.	
Core Competences to be developed: Creativity and imagination, self efficacy, critical thinking and problem solving				
Link to PCIs: Life skills-appropriate posture writing with ease, self awareness			Link to Values: Responsibility over writing materials.; Unity(working in pairs and small groups)	
Links to other subjects : All subjects			Suggested Community Service Learning activities: visiting older citizens	
Suggested non-formal activity to support learning: Observe how people sit when they are writing, and share with them what they were taught at school.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of good sitting postures in readiness for writing.				

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
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The learner consistently exhibits appropriate body posture while writing, is aware of a variety of writing materials, holds and positions writing materials appropriately, maintains focus and follows lines when writing and always takes good care of writing materials.	The learner exhibits appropriate body posture while writing, is aware of writing materials, holds and positions writing materials appropriately, maintains focus and follows lines when writing and takes good care of writing materials.	With assistance the learner is able to sit properly while writing, hold and position writing materials appropriately, maintain focus sometimes and follows lines when writing and is occasionally careless with writing materials.	The learner is unable to sit properly while writing, hold or position writing materials appropriately, maintain focus or follow lines when writing and does not take care of writing materials.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Handwriting Learners practise handwriting every week starting from forming letters and progressively improving to writing dictated words and sentences neatly and legibly. Variations to this suggestion should be made by giving more letter patterns and short words for learners who have demonstrated the competence in writing legibly, from left to right. The progression to writing longer words and phrases should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling handwriting, more time could be spent encouraging them to copy for clarity and legibility.	By the end of the sub strand, the learner should be able to:- a) form letters correctly in terms of shape and size for effective communication, b) draw letter patterns correctly for neat handwriting, c) write from left to right to communicate effectively.	<ul style="list-style-type: none"> • Learners copy letter patterns. • Learners practice correct letter formation from models in on the board, chart or pattern books. • Learners draw and label objects. • Learners practise writing letters and words from left to right. • Learners join dots to complete patterns/ letters. 	1) How do you sit when writing? 2) How do you write this letter? 3) How do you take care of your exercise books?
Core Competences to be developed: Self efficacy through practice of correct letter formation.				

Link to PCIs: Life skills-Effective communication	Link to Values: Responsibility (learners draw and label objects)
Links to other subjects : All subjects require legibility in handwriting.	Suggested Community Service Learning activities: Help those who cannot write by showing them how to write.
Suggested non-formal activity to support learning: Look at how other people form letters and compare the formations with what they learnt.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs and illustrations of writing.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner consistently writes letters and words, whose forms are legible in terms of size and shape. All the letters and words are on the line, and are well spaced.	Learner writes letters and words, whose forms are legible in terms of size and shape. All the letters and words are on the line, and are well spaced.	With assistance, learner writes letters and words, whose forms are legible in terms of size and shape. Some of the letters and words are not on the line, and are not well spaced.	The learner is unable to write letters and words, whose forms are legible in terms of size, shape and spacing.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.3 Spelling Learners practise spelling simple words every week, then progressively demonstrate legibility and clarity in writing.	By the end of the sub strand, the learner should be able to:- a) spell words based on sounds learnt for effective writing, b) write words appropriately for legibility,	<ul style="list-style-type: none"> Learners listen and write the words read aloud by the teacher. Learners spell the words they have written. 	1) How do we spell the name of this object? 2) Which letters make the



	Variations to this suggestion should be made by giving more complex words to be spelt by learners who have demonstrated the competence in correct spelling. The progression to spelling longer words and short phrases should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling with spelling simple words, more time could be spent encouraging them to improve clarity and legibility even as they strive to spell correctly.	c) appreciate writing words clearly, legibly and correctly.	<ul style="list-style-type: none">• Learners make three-letter words from jumbled letters to demonstrate creativity.• Learners identify letters that make up the word for effective spelling.• Learners name the letters that make the word.• Learners copy words legibly and correctly.• Learners use a jig saw puzzle to make words.• Learners form words using letters in their names individually, then in pairs and groups, generate as many words as they can from a set of their names.	following words...? 3) What is the spelling of these words: 1), --- 2) ---? 4) Which letter is missing to complete the following word: m-t?
Core Competences to be developed: Creativity and imagination, self efficacy attained by forming new words from letters.				
Link to PCIs: Life Skills- effective communication (learners spell words and name letters)			Link to Values: Responsibility (learners use the jigsaw puzzle assembled by teacher)	
Links to other subjects : All subjects			Suggested Community Service Learning activities: Find out the full names of people who cannot read and write and show them how their names are written, using capital letters.	
Suggested non-formal activity to support learning: Share with peers names of places around the school and scroll the names during play time.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs, word trays and models of different words.				

Suggested Formative Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaching Expectations	Below Expectations
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Learner always spells and writes all dictated words correctly, clearly and legibly. The learner can also use words to make simple sentences.	Learner spells and writes dictated words correctly, clearly and legibly. The learner can also use words to make simple sentences.	Learner cannot spell and write some dictated words correctly, clearly and legibly. Can only use some words to make simple sentences.	Learner cannot spell and write many dictated words correctly, clearly and legibly. Cannot use the words to make simple sentences.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.4 Punctuation Learners start by using capital letters for proper nouns and progressively use full stops in writing correct sentences. Variations to this suggestion should initially be made by increasing the proper nouns in practice exercises among learners who have demonstrated the competence in the use of capital letters. The progression to using a variety of punctuation marks should be accelerated in instances where learners recognise and use appropriate punctuation. This is intended to take care of differentiated curriculum and learning. For those struggling with capital letters and punctuation, opportunities for more practise with simpler punctuation should be created.	By the end of the sub strand, the learner should be able to:- a) use capital and small letters for correctly for names and proper nouns, b) appreciate the use of capital letters, small letters and full stops in writing.	<ul style="list-style-type: none"> Learners are shown the capital and small letters. Learners are shown how to use capital and small letters correctly. Learners in pairs/individually could practice writing their names. Learners observe display of correctly written capital and small letters. 	1) What is the name of this letter? 2) What is the first letter of your name? 3) When do we use capital letters?
Core Competences to be developed: Communication and collaboration and Self –efficacy as learners practise how to write their names using small and capital letters.				



Link to PCIs: Citizenship ;social cohesion (learners in pairs practise writing their names)	Link to Values: Unity as learners work in pairs.
Links to other subjects : All subjects	Suggested Community Service Learning activities: Learners help community members write using capital and small letters.
Suggested Non-formal activity to support learning: Play language games with their peers and help those who have not mastered the use of capital and small letters.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of small and capital letters.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner recognises and uses punctuation marks, capital and small letters correctly in a sentence. He/she is also able to use them to make a short paragraph.	Learner recognises and uses punctuation marks, capital and small letters correctly in a sentence.	With assistance, learner recognises and uses punctuation marks, capital and small letters correctly .	Learner cannot recognise and use punctuation marks correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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	<p>3.5 Guided Writing</p> <p>Learners practise writing words every week, gradually becoming less dependent on prompts as they complete blank filling exercises. They also use the correct form of words.</p> <p>Variations to this suggestion should be made by withdrawing picture prompts early, and increasing the blanks to be filled using various forms of words in a sentence. The progression to writing short phrases should also be accelerated in instances where learners can comfortably complete sentences without prompts. This is intended to take care of differentiated curriculum and learning. For those struggling with form and meaning of words, opportunities for more practise with various prompts should be availed.</p>	<p>By the end of the sub strand, the learner should be able to:-</p> <p>a) write words from a picture prompt for effective communication,</p> <p>b) recognise the correct form and meaning of the words to be used in filling in gaps,</p> <p>c) appreciate the importance of writing correct words to express meaning.</p>	<ul style="list-style-type: none">• Learners observe and respond to picture prompts appropriately.• Learners write a three word sentence using the prompts.• Learners are guided in filling in the gaps correctly and meaningfully.• In groups and pairs, learners match pictures with words.	<p>1) What items are found in the school?</p> <p>2) What items are found at home?</p> <p>3) Which animals are kept at home?</p> <p>4) How do you get to your home from school?</p>
Core Competences to be developed: Communication and Collaboration by matching pictures with words in groups.				
Link to PCIs: Life skills-effective communication; Citizenship-social cohesion (learners work in groups and in pairs)			Link to Values: Responsibility as learners observe and respond to picture prompts appropriately.	
Links to other subjects : Languages, Nutrition and Hygiene			Suggested Community Service Learning activities: Support peers in learning meaning of words	
Suggested non-formal activity to support learning: Look out for objects or items that they have not been taught about and make an attempt to name them. They should confirm with the teacher whether the names have been written correctly.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs that prompt learners to write.				

Suggested Formative Assessment Rubric



Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Learner fills gaps using correct words and writes words from picture prompts with ease.	Learner fills gaps using correct words and writes words from picture prompts.	Learner fills gaps using correct words and writes words from picture prompts with some difficulty.	Learner fills gaps using correct words and writes words from picture prompts with a lot of difficulty.

GRADE TWO

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	1.1 Attentive listening This should blend in as part of every component of learning to ensure that learners acquire the habit of listening attentively. Emphasis on sitting posture, appropriate facial expressions and gestures can be gradually reduced as learners demonstrate that their competencies have improved. Learners with low attention spans, should however be observed continuously and deliberate efforts made to have them engaged in ongoing activities.	By the end of the sub strand, the learner should be able to:- <ul style="list-style-type: none"> • listen attentively during a conversation, • respond to specific simple two directional instructions in oral communication, • appreciate the importance of listening attentively for effective communication. 	<ul style="list-style-type: none"> • Learners practise correct sitting posture, good eye contact, appropriate facial expressions and gestures in small groups and in pairs. • Learners respond to instructions, listen without interrupting as modeled. • Learners practise, interpreting facial expressions and gestures in small groups and pairs as illustrated in posters, pictures and actual demonstration through role play. • Learners sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker for effective communication. 	1) Why should we listen attentively when other people are talking? 2) Why should we obey instructions from our elders?
Core Competences to be developed: Communication and collaboration will be achieved through pair and group work involving use of familiar gestures.				
Link to PCIs: Life skills especially the interpretation and use of body language appropriately for effective communication			Link to Values: Respect, Responsibility,	
Links to other subjects: Linked all the subjects in the school curriculum.			Suggested Community Service Learning activities: Interact with the community and learn about the culturally acceptable and unacceptable tonal variation/speech in the community.	



Suggested non-formal activity to support learning: Dramatization on listening and speaking	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of attentive listening, audio-visual recordings of pictures on attentive listening	

Suggested Formative Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> • Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker longer than the required period • Always allows others speak without interrupting while demonstrating attentive listening through their body language and verbal response • Can follow '<i>three -directional</i>' instructions • Can distinguish multiple consonant clusters and key words • Can interpret and use a variety of body language (facial expressions and gestures) appropriately 	<ul style="list-style-type: none"> • Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker during the required period • Allows others to speak without interrupting while demonstrating attentive listening through their body language and verbal response • Can follow two- directional instructions • Can distinguish all targeted key sounds and words • Can interpret and use targeted body language (facial expressions and gestures) appropriately 	<ul style="list-style-type: none"> • Can sit upright but occasionally slides/slouches or fidgets and occasionally loses focus on the speaker during the required period • Allows others to speak but with occasional interruptions • Can follow some two- directional instructions • Can distinguish some targeted key sounds and words • Can interpret and use some aspects of body language (facial expressions) appropriately 	<ul style="list-style-type: none"> • Rarely sits upright without sliding/slouching or fidgeting and rarely maintains focus on the speaker during the required period • Rarely allows others to speak without interrupting • Can follow one- directional instructions • Can distinguish a few targeted key sounds and words • Can interpret and use a few aspects of body language (facial expressions) appropriately

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.2 Pronunciation and Vocabulary</p> <p>The consonant blends practised during pronunciation will help learners get familiar with the vocabulary in the thematic areas. The vocabulary is contextualized within the thematic areas to be covered during the teaching of language structures and functions. The vocabulary developed is linked to the consonant blends learnt during pronunciation.</p> <p>Expose learners to two to three new words with learnt consonant blends per week, starting with sounds that have more distinct consonants and moving progressively to sounds that have less distinct consonants in the consonant blends.</p> <p>Variations to this suggestion should be made by increasing the consonant blends and the number of</p>	<p>By the end of the sub strand, the learner should be able to:-</p> <ol style="list-style-type: none"> recognise the consonant blends in different spoken words, recognise new words used in the theme to acquire a range of vocabulary and their meaning, pronounce the vocabulary related to the theme correctly for effective communication, use the vocabulary learnt to communicate confidently in various contexts, enjoy using the vocabulary by participating in dialogues, rhymes, tongue twisters, language games and songs, appreciate reading words with the consonant blends in a variety of genres. 	<ul style="list-style-type: none"> Learners pronounce the sounds by taking turns, and as a whole class as modeled by the teacher, or audio record. Learners sing simple songs or recite poems with the sounds. Learners are guided to practise new words with the learnt sounds in pairs in response to picture cues, sound prompts and lists of words with the sounds. Learners identify names of peers, teachers and objects that have the sound in the classroom, the school and at home. In pairs, learners use meaningful phrases and simple sentences with words that have the learnt sounds. Learners access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups. 	<ol style="list-style-type: none"> Which words start or end with the sound ...? Which words have ...sound in the following poem/song/story? How do you pronounce the following sound...? What new words have you learnt? What are the meanings of the words you have learnt? How do you use these words in sentences? How are these words spelt? How are these words pronounced?



	<p>words with consonant blends in instances where learners can comfortably pronounce the consonant blends, and acquire more vocabulary with the consonant blends. This is intended to take care of differentiated curriculum and learning. Learners who are struggling should be given more words with two distinct consonants.</p> <p>bl - black, blue; cl - clay class; fl - flag, floor; gl - glass, glue; sl - sleep, slow; tw - twelve, twenty; nk - sink, ink; br - brown, bread; cr - crop, cry; dr - dry, draw, fr - front, from; gr - green, grass; pr - pray, present; tr - try, train, tree; sm - small, smart; sn - snail, snake; sp - spit, spoon, st - stop, start; sw - sweet, swing.</p>		<ul style="list-style-type: none"> • Learners develop a talking tree using the vocabulary related to the theme. • Learners listen to the vocabulary and use it in their own written sentences and dialogues. 	
<p>Core Competences to be developed: Self-efficacy through practicing and using the sounds in new words in communication, Learning to learn can be achieved by applying the new vocabulary in other contexts.</p>				
<p>Link to PCIs: Can accommodate all the PCIs as infused in the themes like Health and hygiene, Learner support programs, Personal safety and security, Citizenship, Life Skills, Environmental education, Support programs, Service learning and parental engagement, Education for Sustainable Development.</p>			<p>Link to Values: Respect for cultural/ linguistic diversity as demonstrated in the various sounds, unity through participating in dialogues, rhymes tongue twisters, language games and songs; responsibility as learners develop a talking tree using vocabulary related to theme.</p>	

Links to other subjects : The sounds and words that are learnt can be applied in all subjects across the curriculum.	Suggested Community Service Learning activities: Sharing knowledge about vocabulary learnt with members of the community.
Suggested non-formal activity to support learning: Engage in conversations using vocabulary learnt with peers outside the classroom .	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of learnt sounds, audio-visual recordings of minimal pairs, dialogues, stories and poems with new words.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> Identifies more than three words with the sound and articulates the sound accurately with ease. Uses a range of vocabulary to communicate confidently in relevant contexts. 	<ul style="list-style-type: none"> Identifies one or two words with the sound and articulates the sound accurately. Uses vocabulary learnt in the theme to communicate confidently in relevant contexts. 	<ul style="list-style-type: none"> Has problems identifying words with the sound and struggles to articulate the sounds accurately. Limited in applying the vocabulary learnt in the theme to relevant contexts. 	<ul style="list-style-type: none"> Has multiple problems identifying words with the sound and struggles to articulate the sounds accurately. Exhibits numerous challenges in applying the vocabulary learnt in the theme to relevant contexts.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Language structures and Functions Language structures and functions are embedded in more advanced themes to provide realistic contexts for the development of the learner's competence. The	School The verb 'to be'; was, were (6 lessons)	By the end of the sub strand, the learner should be able to:- a) use the past tense forms of the verb 'to be' correctly, to construct simple sentences about things in the past,	<ul style="list-style-type: none"> Learners describe their own and other demonstrated actions using <u>was</u> and <u>were</u>. In small groups, learners describe people using the past forms of the verb 'to be' (Mary was in class). 	1) As you were coming to school, how many people did you see? 2) What were they doing?



	thematic concerns can be conveyed through longer and more challenging dialogues, poems, passages and songs, among others. The pronunciation and vocabulary, reading and writing within thematic units should build on each other for the learner to make connections between the inter-dependent parts.		b) recognise the correct use of the past tense forms of the verb ‘to be’ in sentences, c) enjoy the use of the past tense forms of the verb ‘to be’ in their day to day conversation.	<ul style="list-style-type: none">• In pairs, learners ask questions using the verb ‘to be’ as an interrogative (Was Mary in class?).• Learners take part in role play and language games that allow them to take turns in various actions and asking questions using <u>was</u> and <u>were</u> , past form of the verb ‘to be’.• Describe pictures showing various actions.• Learners listen to a story, poem or conversation containing <u>was</u> and <u>were</u>, as past tense forms of the verb ‘to be’.	3) What other thing did you see?
Core Competences to be developed: Communication and collaboration through group activities engaging them in using the past tense forms of the verb ‘to be’, creativity and imagination by describing pictures showing various actions.					
Link to PCIs: Life skills (effective communication)				Link to Values: Respect, Responsibility, Unity	
Links to other subjects: Relevant to all subjects because the structure is applicable in speech and writing across the curriculum.				Suggested Community Service Learning activities: Taking time to recite simple poems about the past and asking friends to tell them about the past. They could then use <u>was</u> and <u>were</u> based on the conversation.	
Suggested non-formal activity to support learning: Learners make some observations based on Key Inquiry Questions and then construct sentences with singular and plural subjects on actions that happened at home and the surrounding environment during play.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Flash cards, realia, charts, pictures/ photographs and models of verbs “was” and “were”, computer devices with audio/visual recordings of dialogues with sentences on “was” and “were” .					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner constructs correct sentences, asks and responds to questions using 'was, were' forms of the verb 'to be' with ease.	Learner constructs correct sentences, asks and responds to questions using 'was, were' forms of the verb 'to be'.	Learner sometimes constructs sentences, asks and responds to few questions using 'was, were' forms of the verb 'to be'.	Learner rarely constructs sentences, and struggles to ask and responds to questions using 'was, were' forms of the verb 'to be'.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Activities in the Home Subject-verb agreement; was, were (6 lessons)	By the end of the sub strand, the learner should be able to:- a) recognise the correct use of subject-verb agreement in sentences, b) use correct subject verb agreement to construct simple sentences about activities in the home, c) appreciate the importance of subject-verb agreement in conversation for effective communication.	<ul style="list-style-type: none"> Learners construct correct sentences based on pictures showing singular and plural subjects. In pairs/small groups learners construct sentences on demonstrated actions by one or more learners. Learners construct sentences using displayed realia representing singular and plural subjects at home and school. Learners construct sentences using singular and plural subjects at home like animals and utensils. 	1) What is Sarah holding? 2) What are the girls holding? 3) What was she holding? 4) What were they holding?



				<ul style="list-style-type: none">Learners listen to a story, poem or conversation containing ‘was’ and ‘were’.	
Core Competences to be developed: Communication and collaboration through pair and group work to practice correct use of subject-verb agreement, Creativity and imagination through demonstrations and construction of sentences.					
Link to PCIs: Life skills -Effective communication, Service learning and parental involvement ; ESD- Animal welfare				Link to Values: Respect, Responsibility, Unity when learners construct sentences in pairs and groups.	
Links to other subjects: This is relevant to all subjects because it is useful in talking about the past, which generally occurs in all subjects.				Suggested Community Service Learning activities: Reading to those who cannot read and sharing about the past.	
Suggested non-formal activity to support learning: Constructing sentences that involve singular and plural subjects on actions that happen at home and the surrounding environment				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of subject-verb agreement audio-visual recordings of dialogues with subject verb-subject					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner consistently recognises and uses subject-verb agreement correctly in simple sentences.	Learner recognises and uses subject-verb agreement correctly in simple sentences.	Learner sometimes recognises and uses subject-verb agreement correctly in some simple sentences.	Learner rarely recognises and uses subject-verb agreement correctly in simple sentences.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and Functions	Transport Objective pronouns ; him,	By the end of the sub strand, the learner should be able to:- a) use objective pronouns correctly to construct simple	<ul style="list-style-type: none"> In groups learners recite a rhyme containing objective pronouns. Learners work in pairs to construct sentences using objective pronouns. 	1) What do you use to come to school? 2) What does your father/ mother/ brother/ use to go to the market/ shop/ visit your aunt/uncle?

		her, them and you, us , me (6 Lessons)	sentences about transport, b) pick out objective pronouns to improve oral communication, c) appreciate the use of object pronouns for effective communication.	<ul style="list-style-type: none">• Learners construct sentences on locally available means of transport and the objective pronouns.(This car belongs to Amina. It belongs to her).• Learners listen to a story, poem or conversation on means of transport containing objective pronouns.	
Core Competences to be developed: Communication and collaboration, and self efficacy by using object pronouns correctly.					
Link to PCIs: Life skills -self-awareness (making sentences based on their body parts)				Link to Values: Respect, Responsibility, Unity (reciting poems in pairs and groups)	
Links to other subjects: This is linked to all subjects because it forms a basis for communication whenever a noun has been previously referred to.				Suggested Community Service Learning activities: Share how object pronouns are used and compare meaning in local languages.	
Suggested non-formal activity to support learning: Learners could talk about themselves using object pronouns.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs and audio-visual recordings of dialogues with object pronouns.					

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always picks out and uses both subject and object pronouns correctly in simple sentences.	Learner picks out and uses object pronouns correctly in simple sentences.	Learner sometimes picks out and uses object pronouns correctly in simple sentences.	Learner rarely picks out and uses object pronouns correctly in simple sentences.



Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Time and Months of the Year The verb <u>to have</u> Have Has Had (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use various forms of the verb <u>to have</u> as a main verb to talk about months of the year, o'clock, "am" and "pm" for effective communication, b) recognise correct use of the forms of the verb <u>to have</u> in different contexts, c) appreciate the correct use of the verb <u>to have</u> for effective communication.	<ul style="list-style-type: none"> In groups learners recite a rhyme containing the forms of the verb <u>to have</u>. Learners work in pairs to construct sentences using singular and plural subjects on different forms of the verb <u>to have</u>. In pairs and groups, learners construct sentences based on pictures illustrating the verb <u>to have</u>. Learners construct sentences based on time and number of days in some months. Learners construct sentences on the things they have at home and at school. Learners listen to a story, poem or conversation containing forms of the verbs to have. 	1) How many eyes, ears, mouths, do you have? 2) How many eyes, mouths, ears does Jane/John have?

Core Competences to be developed: Communication and collaboration through construction of using the verb <u>to have</u> , in pairs and groups, Self efficacy as learners construct sentences on the things they have at home and at school.	
Link to PCIs: Life skills -self awareness (learners construct sentences based on their body parts)	Link to Values: Unity, Respect
Links to other subjects : Science, Religious Education	Suggested Community Service Learning activities: Getting involved in a discussion about what they have and asking what other people in the community have .
Suggested non-formal activity to support learning: Using the form <u>to have</u> during play and their free time to improve communication .	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs and audio-visual recordings of dialogues with the verb <u>to have</u> .	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner constructs different correct sentences with various forms of the verb “to have” with a lot of ease.	Learner constructs correct sentences with forms of the verb “to have” with ease.	Learner constructs correct sentences with various forms of the verb “to have” with some difficulty.	Learner constructs correct sentences with various forms of the verb “to have” with a lot of difficulty.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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	Language structures and functions	Shopping -Things we Buy Plurals of irregular nouns (-ies, ves) (6 lessons)	By the end of the sub strand, the learner should be able to:- a) use plural forms of nouns to construct simple sentences for effective communication, b) distinguish between singular and plural nouns, including irregular nouns for clear communication, c) appreciate the importance of plurals in communicating about numbers.	<ul style="list-style-type: none">• In small groups, learners form plurals of specific words taking ‘ies’, ‘ves’ and irregular forms.• Learners recite poems containing plurals of specific words.• Learners construct sentences based on pictures of nouns that take the taught forms.• In groups, learners construct sentences about market, shop, supermarket and shopping lists using the plural forms of irregular nouns.• Learners listen to a story, poem or conversation containing plurals of irregular nouns.	What can you see in this picture?
Core Competences to be developed: Communication and collaboration through recitation of poems containing plurals of specific words					
Link to PCIs: Life skills: Effective communication ; ESD- financial literacy				Link to Values: Respect, Responsibility, Unity	
Links to other subjects : Links closely with Kiswahili and Mathematics, but also with all other subjects in which plurals are used.				Suggested Community Service Learning activities: Learners support peers in learning plurals.	
Suggested non-formal activity to support learning: Learners could talk about the nouns they know that take ‘ves’, ‘-ies’ form				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Flash cards, Realia, charts, pictures/ photographs and computer devices with audio/visual recordings of dialogues/ dramatization depicting plurals with ” ies” and “ves” forms.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
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Learner consistently identifies nouns that take the 'ies', 'ves' plural forms and irregular forms uses and them to construct correct sentences.	Learner identifies nouns that take the 'ies', 'ves' plural forms and irregular forms and uses them to construct correct sentences.	Learner occasionally identifies nouns that take the 'ies', 'ves' plural forms and irregular forms and uses them to construct correct sentences.	Learner rarely identifies nouns that take the 'ies', 'ves' plural forms and irregular forms and uses a few of them to construct correct sentences.
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Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	The Garden Present continuous tense (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use present continuous tense to talk about the food we eat, health and nutrition, for effective communication, b) change verbs from present simple to continuous tense in a given context, c) appreciate the importance of communicating ideas using the present continuous tense.	<ul style="list-style-type: none"> Learners construct sentences from ongoing demonstrations. In small groups, learners take part in competition in changing verbs from simple present to present continuous tense. Some learners take part in demonstrations, then the rest take part in asking and answering questions using the present continuous tense. Learners construct sentences based on pictures. Learners report what they can see happening around their school. Learners listen to a story, poem or conversation containing sentences with present continuous tense. 	1) What are you doing? 2) What is the teacher doing?
Core Competences to be developed: Communication and collaboration through demonstrations, and question and answer sessions using the present continuous tense, learning to learn and self-efficacy by reporting what they can see happening around their school using the present continuous tense.					
Link to PCIs: Health Education- hygiene and nutrition				Link to Values: Responsibility, Respect	



Links to other subjects: Links specifically to Kiswahili. However, it also links to all the other subjects because present continuous tense is used in sentence construction in various subjects	Suggested Community Service Learning activities: Encouraging good eating habits in the community.
Suggested non-formal activity to support learning: Learners can look around the school compound during break time or lunch time and construct sentences on any ongoing events	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Pictures/ photographs, Realia, charts, and computer devices with audio/visual recordings of dialogues/ dramatization depicting the present continuous tense.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always uses present continuous tense to talk about ongoing actions with a lot ease.	Learner uses present continuous tense to talk about ongoing actions with ease.	Learner uses present continuous tense to talk about ongoing actions with some difficulty.	Learner uses present continuous tense to talk about ongoing actions with a lot difficulty.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Accidents Past continuous tense (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) describe actions using the past continuous tense for effective communication, b) change verbs from present simple to continuous tense to enhance communication, c) respond to questions using the past continuous tense about	<ul style="list-style-type: none"> Learners construct sentences using past continuous tense. In small groups, learners take part in changing verbs from simple present to continuous tense. Some learners take part in demonstrations, then the rest ask and answer questions using the past continuous tense. 	1) What was your parent/guardian doing when you got home?

			hygiene, simple injuries and first aid, d) appreciate the importance of communicating ideas using the past continuous tense.	<ul style="list-style-type: none">Learners respond to simple questions using the past continuous tense.Construct relevant sentences based on pictures about past continuous tense.	
Core Competences to be developed: Communication and collaboration through group work as they take part in changing verbs from simple present to past continuous tense.					
Link to PCIs: Citizenship -social cohesion; ESD- Disaster Risk Reduction				Link to Values: Respect, Responsibility	
Links to other subjects : Kiswahili and Religious education				Suggested Community Service Looking around the school and home to check for dangerous things and objects that can cause accidents.	
Suggested non-formal activity to support learning: Report on what their parents/guardians were doing when they got home.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization depicting the past continuous tense.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner consistently uses past continuous tense to talk about actions that were ongoing in the past appropriately.	Learner sometimes uses past continuous tense to talk about actions that were ongoing in the past.	Learner uses past continuous tense to talk about actions that were ongoing in the past with some difficulty.	Learner uses past continuous tense to talk about actions that were ongoing in the past with a lot of difficulty.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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	Language structures and functions	Classroom Numbers (Cardinal and ordinal numbers) (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use ordinal and cardinal numbers to construct correct sentences for effective communication, b) use ordinal and cardinal numbers to group objects that are in the classroom for effective communication, c) appreciate the importance of cardinal and ordinal numbers in communication.	<ul style="list-style-type: none"> • In pairs, learners use ordinal and cardinal numbers to construct correct sentences. • Learners use objects that are in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers. • Learners group objects in terms of number. • Learners talk about the number of objects in the classroom in groups, pairs and individually. • Learners identify things in the environment and count them. • Learners listen to a poem, story or text containing cardinal and ordinal numbers. 	1) How many months are there in a year? 2) Which is the tenth month of the year?
Core Competences to be developed: Communication and collaboration using ordinal and cardinal numbers to construct correct sentences ; Self-efficacy as they talk about the number of objects in the classroom in groups, pairs and individually					
Link to PCIs: Financial literacy, Education for sustainable development; environmental education			Link to Values: Responsibility, Unity, Respect		
Links to other subjects: Mathematics			Suggested Community Service Learning activities: Helping parents, neighbours to number various items, animals, crops .		
Suggested non-formal activity to support learning: They can describe their birth order using ordinal numbers like first born, second born. Compare objects in the school and at home to illustrate the correct use of numbers			Suggested assessment: Oral questions, portfolio, observation		

Suggested Learning Resources: Pictures/ photographs, realia, charts, flash cards and computer devices with audio-visual recordings of dialogues/ dramatization depicting cardinal and ordinal numbers.

Suggested Formation Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always uses cardinal and ordinal numbers correctly to talk about the number and order of various things.	Learner uses cardinal and ordinal numbers correctly to talk about the number and order of various things.	Learner sometimes uses cardinal and ordinal numbers correctly to talk about the number and order of various things.	Learner hardly uses cardinal and ordinal numbers correctly to talk about the number and order of some things.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	The farm Word sets: gender sets for animals/people Opposites (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) identify the gender sets of animals correctly in a conversation, b) use the opposites to discuss animals and people at the farm,	<ul style="list-style-type: none"> In groups, learners discuss the males and females of domestic animals. Learners construct sentences using words for male and female animals that are familiar, and are guided to use those that are unfamiliar. Learners work with pictures to identify opposites. 	1) Can a bull or an ox give us milk? 2) Is a cock a male or a female?



			c) enjoy a word game using gender sets and opposites in communicating ideas.	<ul style="list-style-type: none">• Learners identify gender sets from pictures• Learners draw pictures that show male and female of animals and people.	
Core Competences to be developed: Communication and collaboration, Self-Efficacy					
Link to PCIs: Life skills through effective communication and ESD				Link to Values: Cooperation.	
Links to other subjects: Kiswahili (kinyume) and Environmental activities.				Suggested Community Service Learning activities: Discuss with community members names given to male and female animals.	
Suggested non-formal activity to support learning: Learners can take a walk around the school compound/ environment and identify items which can be described using opposites				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization showing the use of opposites.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner correctly constructs simple sentences using the male and female	Learner correctly constructs simple sentences using the male	Learner constructs simple sentences using the male and female forms for animals, with some difficulty.	Learner constructs simple sentences using the male and female forms for animals, with a lot of difficulty.

forms for different animals, with a lot of ease.	and female forms for animals, with ease.		
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Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	Positions and directions Prepositions (Beside above, over, through, below, across, to, at) (6 lessons)	By the end of the sub strand, the learner should be able to:- a) use simple prepositions accurately to describe the position, location and direction of things, b) identify prepositions in oral conversations, c) appreciate use of prepositions to describe the position and location of people, places and things.	<ul style="list-style-type: none"> • Learners listen to and answer oral questions related to prepositions from stories. • Learners work in groups to demonstrate various positions involving the prepositions learnt. • Learners place objects at different points in relation to the prepositions learnt and ask their peers to use suitable prepositions to locate them. • In pairs, learners construct sentences orally using prepositions. • Learners sing short songs/rhymes with prepositions • Learners play language games containing prepositions. • Learners listen to a story, poem or conversation containing prepositions. 	1) Where do you keep your books/cups.... 2) Where are the school toilets? 3) Where do you play?
Core Competences to be developed: Communication and collaboration through short songs/rhymes and language games containing the prepositions, Self efficacy by constructing sentences orally using pre-positions.					
Link to PCIs: Citizenship-social cohesion, Life skills-effective communication.			Link to Values: Sense of responsibility especially, in regard to how we place objects and where we position ourselves .		



Links to other subjects : Environmental activities and Kiswahili	Suggested Community Service Learning activities: Learners can help members of the community to keep themselves, and objects safe.
Suggested non-formal activity to support learning: Learners can describe the location of various things in their home and school environment	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Charts, pictures/ photographs,realia, and audio-visual recordings of dialogues/ dramatization of scenarios with prepositions.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always recognises and uses simple prepositions to describe the position, location and direction of objects correctly.	Learner recognises and uses simple prepositions to describe the position, location and direction of objects correctly most of the time.	Learner sometimes recognises and uses simple prepositions to describe the position, location and direction of objects correctly.	Learner rarely recognises or uses simple prepositions to describe position, location and direction of objects correctly.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	Environment (Taking a Walk) <i>a, an and the</i> (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use <i>a, an</i> and <i>the</i> correctly in conversations, b) identify and talk about things in the environment using articles correctly in longer conversations, c) appreciate the use of articles in effective communication.	<ul style="list-style-type: none"> Learners name objects in the school environment and attach appropriate articles to them. Learners observe objects in a picture or the immediate environment and use correct articles to talk about them. Learners engage in question and answer dialogues to talk about some objects/items in the neighborhood using the correct articles. 	1) What do you buy at the market? 2) What do you use to write?

				<ul style="list-style-type: none">Learner listens to a story, poem or text containing <i>a</i>, <i>an</i> and <i>the</i>.	
Core Competences to be developed: Communication and collaboration through question and answer dialogues about objects/items in the neighborhood using the correct articles, Self-efficacy by observing objects in a picture or the immediate environment and describing them using articles.					
Link to PCIs: Life skills -effective communication; ESD- environmental educationn				Link to Values: Respect, Responsibility, Unity	
Links to other subjects : Links to all subjects because the articles are used in all subjects.				Suggested Community Service Learning activities: Learners could share and compare how people and objects are referred to in their communities.	
Suggested non-formal activity to support learning: Learners can name and talk about the things that they use during play.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of articles.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always identifies and uses the articles ' <u>a</u> , <u>an</u> ' and ' <u>the</u> ' in long conversations correctly.	Learner identifies and uses the articles ' <u>a</u> , <u>an</u> ' and ' <u>the</u> ' in conversations correctly most of the time.	Learner sometimes identifies and uses the articles ' <u>a</u> ', ' <u>an</u> ' and ' <u>the</u> ' in conversations correctly.	Learner rarely identifies and uses the articles <u>a</u> ', <u>an</u> ' and ' <u>the</u> ' in conversations correctly.



Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	Technology Possessives Mine, yours, ours, hers, his (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use possessives correctly to show ownership, b) recognise the correct use of possessives in oral communication, c) enjoy asking and answering questions about technology using possessives.	<ul style="list-style-type: none">Learners role play ownership of items and objects.In pairs/ small groups, learners construct sentences using possessives based on the role play.Learners talk about the things that they/ their parents/guardians/ own, using possessives.	Whose pen is this?
Core Competences to be developed: Communication and collaboration through role play, Self efficacy as practised in using possessives.					
Link to PCIs: Citizenship -social cohesion;Life skills -effective communication; service learning and parental engagement			Link to Values: Respect for people’s property,Unity, Responsibility through ownership and care for items and objects.		
Links to other subjects : Environmental activities, Kiswahili (vimilikishi)			Suggested Community Service Learning activities: Sharing ideas on technology with those who are not well informed.		
Suggested non-formal activity to support learning: Learners can talk about the things that their friends, parents or guardians own.			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Pictures/ photographs, realia, charts and computer devices with audio-visual recordings of dialogues or dramatization illustrating the use of possessives.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always uses possessives correctly to show ownership of different objects and relationships.	Learner uses possessives correctly to show ownership of different objects and relationships.	Learner sometimes uses possessives correctly to show ownership of different objects as well as relationships.	Learner rarely uses possessives correctly to show ownership of different objects and relationships.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	Cultural Activities Wh questions -- <i>what, where, when, whose</i> (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) ask questions using ‘what’, ‘when’ ‘whose’ and ‘where’ correctly to get information about simple ceremonies like a wedding, b) use what, when, where and whose to denote, object, time, place and ownership, c) appreciate the use of what, where, when and whose to seek information.	<ul style="list-style-type: none"> Learners role play activities that lead to the use of what, where, when, whose. Answer questions on <i>What, where, when, whose</i> appropriately. Learners engage in meaningful question and answer dialogues using what, where, when, and whose in pairs/small groups. Take part in games that allow them to ask questions using the wh- words. Sing / recite short poems to practice the use of what, where, when and whose. Listen to a text containing what, where, when, whose. 	1) When do you wake up? 2) Whose pen is this? 3) Where is your home?
Core Competences to be developed: Communication and collaboration by engaging in meaningful question and answer dialogues using what, where, when, and whose in pairs/small groups; Self efficacy is developed as they gain the mastery of asking questions using the wh- words					
Link to PCIs: Citizenship -social cohesion, Life skills -effective communication				Link to Values: Unity through dialogues.	
Links to other subjects : All subjects that use interrogatives				Suggested Community Service Learning activities: Learning from community about culture	
Suggested non-formal activity to support learning: Learners act out cultural activities during play.				Suggested assessment: Oral questions, portfolio, observation	



Suggested Learning Resources: Charts, pictures/ photographs, flash cards with prompts for Wh-questions and computer devices with relevant audio/visual recordings of dialogues/ dramatization depicting the use of Wh- questions.

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner always frames questions correctly to get information using what, where, when and whose.	The learner frames questions correctly to get information using what, where, when and whose most of the time.	The learner sometimes frames questions correctly to get information using what, where, when and whose.	The learner hardly frames questions correctly to get information using what, where, when and whose.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	Language structure and functions	Child labour Describing words (size, colour, shape) (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) use describing words in relation to size, colour and shape, b) identify different colours of objects found in the environment, c) appreciate the use of colour, size ,shape and number to talk about child labour.	<ul style="list-style-type: none"> Learners group objects in terms of size- (big/small), colour - (red, orange, yellow, green, blue, black, white, pink, purple, grey), and number. In groups, learners describe objects in the classroom using size, colour and number. Learners identify things in the environment that have different colours. Learners construct descriptive sentences about different objects, in pairs. Learners colour different shapes of objects and describe them appropriately. Listen to a text containing describing words. 	1) What things can you see outside? 2) What colour are they? 3) How many are they? 4) What do they look like?

Core Competences to be developed: Communication and collaboration through groups activities during which learners describe objects in the classroom using size, colour and number, Creativity and imagination as learners colour different shapes of objects, and describe them appropriately

Link to PCIs: Life skills -effective communication; Citizenship- child care and protection	Link to Values: Respect (for diversity in colour), Responsibility (colouring pictures of various objects)
Links to other subjects : Mathematics, Kiswahili (describing words)	Suggested Community Service Learning activities: Learners can help community to understand disadvantages of child labour.
Suggested non-formal activity to support learning: Describe objects in their homes	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Flash cards, realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of words describing size, shape and colour.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always uses accurate descriptions for different sizes, colours and shapes of objects.	Learner uses accurate descriptions for sizes, colours and shapes of objects most of the time.	Learner sometimes uses inaccurate descriptions for the sizes, colours and shapes of objects.	Learner uses a lot of inaccurate descriptions for the sizes, colours and shapes of objects.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Caring for others Conjunctions ‘and’, ‘but’, ‘because’ (6 Lessons)	By the end of the sub strand, the learner should be able to:- a) identify conjunctions to join words and short sentences in a conversation, b) use conjunctions to talk about caring for the sick, hungry, the elderly and people with special needs,	<ul style="list-style-type: none"> Group items and talk about them using the conjunction “and”. Contrast objects or people in the classroom room using ‘but’ in pairs/small groups. Sing and recite poems using “because” Listen to a story, poem or conversation and answer oral questions. 	1) Why was the baby crying? 2) Who was playing hide and find?



			c) appreciate the differences in people and things in their environment.		
Core Competences to be developed: Communication and collaboration through singing and reciting poems on the thematic areas using conjunctions ; Creativity and imagination by using conjunctions to talk about caring for the sick, hungry, the elderly and people with special needs.					
Link to PCIs: Citizenship-Diversity, Life skills Effective communication; ESD-poverty eradication.				Link to Values: Love, Patriotism, Unity, Respect, Responsibility	
Links to other subjects: Mathematics, Religious education and Kiswahili in the area of addition using conjunctions.				Suggested Community Service Learning activities: Make time to care for the sick, hungry, the elderly and people with special needs.	
Suggested non-formal activity to support learning: Construct sentences using: <i>and</i> , <i>because</i> , <i>but</i> .				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of <i>and</i> , <i>but</i> , <i>because</i> .					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner consistently uses conjunctions to join words correctly in simple sentences during a conversation.	Learner uses conjunctions to join words correctly in simple sentences during a conversation.	Learner uses conjunctions to join words correctly in simple sentences, with some difficulty, during a conversation.	Learner rarely uses conjunctions to join words correctly in simple sentences, during a conversation.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 READING	2.1 Pre-reading This should continue to blend in as part of every component of reading to ensure that learners maintain the	By the end of the sub strand, the learner should be able to:- a) demonstrate appropriate posture in	<ul style="list-style-type: none"> Learners practice sitting in the appropriate posture, hold a book in the right position and turn the pages carefully while reading. 	1) How should you sit when you are reading?

	<p>habit of sitting and placing their materials appropriately as they read.</p> <p>Empasis on sitting posture, placing books in the correct position can be gradually reduced as learners demonstrate that their competencies have improved.</p> <p>Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning reading materials appropriately while reading.</p>	<p>preparation for reading,</p> <p>b) learner applies word identification techniques while reading,</p> <p>c) appreciate the importance of positioning materials appropriately while reading.</p>	<ul style="list-style-type: none">Through role play and language games, learners practise focusing on a specific line or sentence while reading and track print through finger pointing as modeled.Learners watch a video clip, look at posters, pictures, drawings where reading is taking place and then respond to questions from the teacher and peers.	2) How should hold your book when you are reading?
Core Competences to be developed: Communication and collaboration through role play and language games where learners practice focusing on a specific line.				
Link to PCIs: Life skills (Effective communication, self-awareness, sitting in an appropriate posture)			Link to Values: Responsibility, Unity, Respect.	
Links to other subjects: Links to all subjects in general because it is important to maintain the right posture and position materials in the right way while reading.			Suggested Community Service Learning activities: Helping community members to adapt appropriate postures and good habits that maintain books for long.	
Suggested non-formal activity to support learning: Learners should practise appropriate sitting posture and positioning of reading materials in mock sessions with peers.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts, pictures/ photographs and models of sitting appropriately while reading.				

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner consistently identifies words correctly as they read.	Learner identifies words correctly as they read most of the time.	Learner sometimes identifies words correctly as they read.	Learner hardly identifies words correctly as they read.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.2 Letter sound knowledge (Phonic reading)</p> <p>Learners name three to four letters and their sounds per week starting with sounds that are more familiar . They then gradually start joining sounds with letter-sound correspondence to read words.</p> <p>To take care of differentiated curriculum and learning, variations to this suggestion should be made by increasing the number and complexity of sounds in instances where learners can comfortably join sounds to read most words. For those struggling with certain sounds, more opportunities for more practice should be created for naming letters and their sounds , with picture prompts.</p> <p>Sounds for review m, a, t, e, s,l, p, f i, n, h, o, b, r, u, g d, w, j, c, y, Letter patterns ch, sh, wh, ng, th</p>	<p>By the end of the sub strand, the learner should be able to:-</p> <ol style="list-style-type: none"> recognise and name letters and their sounds in preparation for reading, join sounds to read words with letter sound correspondence in preparation for reading, appreciate the correspondence between spoken words and written words in various contexts. 	<ul style="list-style-type: none"> Learners are engaged in looking at printed or digital letter card to help them recognise and name letters of the alphabet and their sounds. Learners take part in word building activities using pocket charts, print and digital flash cards. Learners take part in a fishing game, identifying specific spoken words, play rhyming games, singing rhyming songs/and reciting rhyming poems. In groups, learners look for more words with letter- sound correspondence in a given text. Read grade level vocabulary in oral and written text. 	<ol style="list-style-type: none"> How do we sound various letters? How can we join sounds to read words?

	cvc-e -ore l blends beginning (fl, gl) -er-, -ir-, -ur-, -or- middle -oy -or s blends word initial (sk, sc) oi (in cvc) -ore th, -ow nk nd nt oa sound oo (in cvc) ou (cvc) r blends word initially:-tr-, br -ew l blends word initially:-gl,cl,fl,sl,bl l blends word initial-gl, cl, fl, sl, bl -er word ending (make verb a noun)			
Core Competences to be developed: Communication and collaboration is enhanced through group and pair work when learners take part in word building activities using pocket charts, print and digital flash cards.				
Link to PCIs: : Life Skills (learner develops self-esteem and confidence as their reading competence improves)		Link to Values: Responsibility and unity enhanced by taking part in fishing game and working in groups.		
Links to other subjects : Languages, Nutrition and Hygiene		Suggested Community Service Learning activities: Helping members of the community with reading, where support is needed.		
Suggested non-formal activity to support learning: Learners are given take home charts to read with their parents.		Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Word slides, word wheels, realia, charts, pictures/ photographs and models of blends, audio-visual recordings of consonant blends				



Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner consistently names letters and their sounds and joins sounds to read words with letter-sound correspondence.	Learner names letters and their sounds and joins sounds to read words with letter-sound correspondence most of the time.	Learner names letters and their sounds and joins sounds to read words with letter-sound correspondence with some difficulty.	Learner names letters and their sounds but struggles to join sounds to read words with letter-sound correspondence.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.3 Word reading Expose learners to three to four words per week starting with simple words without letter-sound correspondence and gradually introduce complex words without letter-sound correspondence.</p> <p>Variations to this suggestion should be made by increasing the number and complexity of grade level vocabulary in instances where learners can comfortably read most words to take care of differentiated curriculum and learning. For those struggling with certain non-decodable words, opportunities</p>	<p>By the end of the sub strand, the learner should be able to:-</p> <ol style="list-style-type: none"> read more complex grade level vocabulary without letter sound correspondence in different formats, read a decodable text containing non-decodable words fluently, enjoy reading grade level vocabulary in a variety of genres. 	<ul style="list-style-type: none"> Learners recognise and read more short words as modeled, in groups, pairs and individually through various word attack skills such as look and say, exposure, context clues . Learners play word ladder game by placing words on top of one another as they pronounce words or listen to audio/visual recording of words without letter sound correspondence. Learners listen to a story, poem or conversation read by the teacher and identify words as instructed by the teacher. Learners read words without letter sound correspondence from either print or digital stories. 	<ol style="list-style-type: none"> How do you try to read new words?

	for more practice should be created.		<ul style="list-style-type: none">Learners recite poems, read texts for information and enjoyment	
Core Competences to be developed: Communication and collaboration and self-efficacy are developed, through group work, reading activities and games.				
Link to PCIs: : Life skills (Effective communication, confidence and self-esteem are developed through reading)			Link to Values: Unity, Respect, Responsibility	
Links to other subjects: All subjects require that learners read non-decodable words.			Suggested Community Service Learning activities: Helping members of the community to read English words that are commonly used in the community.	
Suggested non-formal activity to support learning: Use available reading resources at home like newspapers to pick out words which can be easily read.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Story books, poems ,newspaper cutting on children’s stories				

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner consistently applies a variety of skills to read a wide range of words without letter sound correspondence correctly.	Learner applies a variety of skills to read a wide range of words without letter sound correspondence correctly.	Learner occasionally applies some skills to read a wide range of words without letter sound correspondence correctly.	Learner rarely applies skills to read more words without letter sound correspondence correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.4 Connected text reading and fluency Learners observe one new punctuation mark after every two	By the end of the sub strand, the learner should be able to:-	<ul style="list-style-type: none"> Learners read aloud in groups, pairs and individually as modeled, and pick out decodable (phonic) and non-decodable words (sight words) from print and digital texts in 	1) Do you sometimes start to read and stop in the middle because you cannot continue?



	<p>weeks and gradually read upto 65 words accurately.</p> <p>Variations to this suggestion should be made by increasing the number of punctuation marks in texts where learners can observe punctuation. The progression to phrasal reading could also be increased. This is intended to take care of differentiated curriculum and learning. Learners who cannot observe punctuation marks and read the set number of words accurately should be given more time with the punctuation marks.</p>	<p>a) observe basic punctuation marks as they read,</p> <p>b) read 65 words accurately per minute from a text,</p> <p>c) read a text transitioning from word by word to phrasal reading,</p> <p>d) appreciate reading simple, short narratives and informational texts in a variety of genres.</p>	<p>response to picture, video or animation prompts.</p> <ul style="list-style-type: none">• Learners read simple digital texts for enjoyment and information.• Learners read while observing commas, full stops and question marks in pairs.• Learners practise reading unfamiliar sentences containing decodable and non-decodable words from printed text, charts, tablets, mobile phone, laptops, computers or overhead projector.	<p>2) What do you do if you cannot read a word?</p> <p>3) How can you read many words in a given text?</p>
Core Competences to be developed: Communication and collaboration are developed through reading aloud in groups, pairs and individually as they pick out decodable and non-decodable words. Digital literacy is enhanced through interaction with multimedia, and accomplishing of reading tasks using ICT.				
Link to PCIs: : Life skills (Effective communication, through reading)		Link to Values: Unity, Respect, Responsibility		
Links to other subjects: Link to all subjects because learners read words in all the other subjects.		Suggested Community Service Learning activities: Reading stories for those who cannot read		
Suggested non-formal activity to support learning: Listen to the radio, watch the television or use newspapers and magazines to pick out words which can be easily read.		Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Realia, flash cards, pictures/ photographs and , computer devices for audio-visual recordings of words without letter sound coresspondence				

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner consistently reads a text transitioning from word to phrases fluently.	Learner reads a text transitioning from word to phrases fluently most of the time.	Learner reads a text transitioning from word to phrases with some difficulty.	Learner reads a text transitioning from word to phrases with a lot of difficulty.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.5 Comprehension Learners make predictions in contexts or stories whose levels of difficulty increase every two weeks. They gradually understand contexts with more characters and varied locations. Variations to this suggestion should be made by increasing the levels of difficulty of stories where learners show comprehension. This is intended to take care of differentiated curriculum and learning. Learners who struggle to identify people in stories or answer questions should be given stories with more context clues.	By the end of the sub strand, the learner should be able to:- a) make predictions and anticipate possible outcomes of a story, b) identify the people/ animals, where action takes place or the information in a text for comprehension, c) use common context clues to increase comprehension of a text, d) answer simple direct and indirect questions based on a text they have read, e) enjoy talking about a text they have read.	<ul style="list-style-type: none"> In pairs, learners comprehend information by looking at pictures and title of a text and say what will happen in the story. In pairs and groups, learners talk about where the action is taking place, who is involved, using clues from pictures and the text. Learners are guided to get meaning of words and respond orally, in pairs or groups, to questions based on a poem or story they have read. Learners interact with a printed or digital text, listen and follow a story, poem or conversation and locate sentences containing answers to direct questions, for information and enjoyment. Learners can track text using their fingers. 	1) How can we predict how a story, poem or conversation will end? 2) How can we tell where events have taken place? 3) How we tell the characters in a story?

Core Competences to be developed: Communication and collaboration will be achieved through group and pair activities. Critical thinking will be developed by responding to questions, observation of pictures and use of context clues to predict happenings in the story.



Link to PCIs: Links to all PCIs because the topical areas in comprehensions are varied.	Link to Values: Respect, Responsibility, Integrity
Links to other subjects: Links with all subjects since learners will apply context clues to comprehend and respond to questions in those subject areas.	Suggested Community Service Learning activities: Share ideas from what has been read with those who cannot read.
Suggested non-formal activity to support learning: Learners could listen to stories from their parents/guardians, and then retell them when they get to school. They could also retell stories they have heard over the television, radio or read in newspapers.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, posters and audio visual materials on direct and indirect questions.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner makes accurate predictions, answers questions based on the text and makes a simple oral summary of the text.	Learner makes predictions, answers questions based on the text and makes a simple oral summary of the text.	Learner makes predictions, answers questions based on the text and struggles to make a simple oral summary of the text.	Learner makes predictions, answers questions based on the text but is not able to make a simple oral summary of the text.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	3.1. Pre- Writing This should blend in as part of every component of writing to ensure that learners acquire the habit of sitting and placing their materials appropriately as they write. Emphasis on sitting posture, placing books in the correct	By the end of the sub strand, the learner should be able to:- a) demonstrate appropriate posture while writing, b) share ideas about the writing materials they know, c) appreciate the importance of positioning writing	<ul style="list-style-type: none"> Learners are shown how to sit appropriately and position the exercise book correctly. Learners practise using appropriate writing materials, how to hold pencils correctly and write from the left to right, with the teacher's guidance. 	1) Why do we write from left to write? 2) Why is it important to write legibly? 3) Why is it important to place materials correctly while writing?

	position can be gradually reduced as learners demonstrate that their competencies have improved. Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning writing materials appropriately while writing.	materials appropriately while writing.	<ul style="list-style-type: none">• Learners demonstrate different sitting positions in small groups and in pairs.• Learners draw patterns/shapes and trace dotted lines to make words.	
Core Competences to be developed: Communication and collaboration through demonstration of different sitting positions in small groups and pairs.				
Link to PCIs: Life skills-self awareness(body posture while reading)		Link to Values: Responsibility, Respect, Integrity		
Links to other subjects : Links to all subjects since all of them require preparedness of learners in writing.		Suggested Community Service Learning activities: With guidance from parents/guardian, work with less fortunate children to join dots on a piece of paper that stand for different words. The learners should then join the dots and share with the teacher the dots they have joined to make words.		
Suggested non-formal activity to support learning: Participating in letter pattern contests		Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Realia, charts, posters on different.sitting positions in readiness for writing.				

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to exhibit appropriate body posture while writing, is aware of a variety of writing materials, holds and positions writing materials appropriately,	The learner is able to exhibit appropriate body posture while writing, holds and position writing materials appropriately, and	With assistance, the learner is able to sit properly while writing, holds and positions writing materials appropriately. Maintains focus	The learner is unable to sit properly while writing, hold or position writing materials appropriately. Cannot maintain



maintains focus and follows lines when writing.	maintain focus and follows lines when writing.	sometimes and follows lines when writing.	focus or follow lines when writing.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Handwriting Learners make incremental progress in improving their handwriting, in terms of legibility . Variations to this suggestion should be made by increasing more challenging practise exercises for handwriting. This is intended to take care of differentiated curriculum and learning. For those struggling with handwriting, letter patterns could be revised for practise.	By the end of the sub strand, the learner should be able to:- a) demonstrate legible handwriting for effective communication, b) appreciate the importance of writing legibly for different purposes.	<ul style="list-style-type: none"> Learners copy letters of the alphabet, letter patterns and words as modelled. Learners are guided on correct letter formation by copying sentences from models, charts, flash cards and the chalkboard. Learners observe peer demonstrations of well-shaped letters. Learners draw, label objects, practise writing their names from left to right and use a digital device to see correct letter formation. 	1) Why is it important to shape letters well? 2) What do you consider to be a good handwriting?
Core Competences to be developed: Creativity and imagination as learners draw and label objects.				
Link to PCIs: Citizenship- social cohesion ; Learner support programme- peer demonstration.			Link to Values: Responsibility by copying letters, Respect.	

Links to other subjects: Links to note-taking in all subjects.	Suggested Community Service Learning activities: Supporting those who cannot write neatly to improve their handwriting.
Suggested non-formal activity to support learning: The learners should then join letters and show friends and family. Show the teacher the work that has been done.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, posters on handwriting.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner consistently writes letters and words, whose forms are legible in terms of size and shape.	Learner writes letters and words, whose forms are legible in terms of size and shape most of the time.	With assistance, learner writes letters and words, whose forms are sometimes legible in terms of size and shape.	Learner is unable to write letters and words, whose forms are legible in terms of size and shape

Strand	Sub strand	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.3 Spelling Learners make incremental progress in writing more words correctly . Variations to this suggestion should be made by increasing the number of words to be spelt among learners who can write words	By the end of the sub strand, the learner should be able to:- a) identify correct letters to write words b) write the words learnt in the vocabulary lesson correctly for effective communication,	<ul style="list-style-type: none"> Learners listen and repeat words as modeled, name the letters that make a word and write the word legibly and correctly. Learners re-arrange jumbled letters to make four to five- letter words, in pairs/groups. Learners use a letter box to make more words. 	1) Why is it important to spell words correctly? 2) Why should we write legibly, correctly and correctly?



	correctly, with clarity and legibility. This is intended to take care of differentiated curriculum and learning. For those struggling with correct spelling, basic texts with simple words should be availed for practise.	c) appreciate the importance of writing words clearly, legibly and correctly for different purposes.	<ul style="list-style-type: none">• Learners engage in gap filling exercise, to make sensible words- first in pairs, then individually.• Learners check spelling of words from pictorial and digital children’s dictionary, and use a locally assembled jig saw puzzle to make more words.	
Core Competences to be developed: Communication and collaboration by re-arranging jumbled letters to make four to five- letter words, in pairs/groups ; Critical thinking and problem solving through making words by checking spelling from pictorial and digital children’s dictionary, and using a jig saw puzzle locally assembled, or otherwise if possible.				
Link to PCIs: Life skills; Citizenship-social cohesion			Link to Values: Responsibility, Respect	
Links to other subjects: Links to note- taking in all subjects.			Suggested Community Service Learning activities: Visiting the community and helping them write words.	
Suggested non-formal activity to support learning: Helping peers to improve their hand writing			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, posters on neatly written words, jigsaw puzzles, pictorial and digital children’s dictionary.				

Suggested Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always spells a range of dictated words correctly, orally and in writing, and often uses them to make simple sentences.	Learner spells words correctly, orally and in writing, and uses them to make simple sentences most of the time.	Learner spells some dictated words correctly, orally and in writing and occasionally uses them to make simple sentences.	The learner is unable to spell and write dictated words correctly and rarely uses them to make simple sentences.

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

	3.4 Punctuation Learners make incremental progress in writing correctly punctuated texts. Variations to this suggestion should be made by increasing tasks with more punctuation marks where learners demonstrate correct usage of the punctuation marks. This is intended to take care of differentiated curriculum and learning. For those struggling with correct punctuation, basic punctuation should be prioritized for practise.	By the end of the sub strand, the learner should be able to:- a) recognise appropriate punctuation marks in a text, b) use full stops, capital and small letters, question marks and exclamation marks correctly, c) appreciate use of capital letters, small letters, full stops, exclamation marks and question marks in writing.	<ul style="list-style-type: none">• Learners are shown capital and the small letters.• Learners engage in group practice exercises write using capital and small letters correctly.• In pairs then individually, learners practice writing their names.• Learners look at wall charts chalk board, digital and print resources, displaying writing with the full stop, question mark and exclamation marks.	1) When do we use capital letters? 2) When do we use small letters?
Core Competences to be developed: Communication and collaboration as they engage in group practice exercises to write using capital and small letters correctly.; Self-efficacy when learners practice writing their names.				
Link to PCIs: : Citizenship- social cohesion			Link to Values: Unity , Respect, Love	
Links to other subjects: Links to note- taking in all subjects.			Suggested Community Service Learning activities: Writing for those who cannot write.	
Suggested non-formal activity to support learning: The learners identify and share sentences with question marks, exclamation marks and full stops from different sources during their free time.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, posters on different punctuation marks.				

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to recognise and use punctuation marks, capital and small letters	The learner is able to recognise and use punctuation marks, capital and small letters correctly in a sentence.	With assistance the learner is able to recognise and use punctuation	The learner is unable to recognise and use punctuations marks correctly.



correctly in a sentence. The learner is also able to use them in a short paragraph.		marks, capital and small letters correctly .	
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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	<p>3.5 Guided Writing</p> <p>Learners practise writing two to three words from prompts every week and progressively complete simple blank filling exercises and finally write short phrases and sentences .</p> <p>Variations to this suggestion should be made by withdrawing prompts to increase independence in writing words where learners demonstrate mastery of vocabulary. The progression to filling blanks using correct forms of words should also be accelerated in instances where learners can comfortably complete sentences. This is intended to take care of differentiated curriculum and learning. For those struggling with writing words, more prompts should be availed .</p>	<p>By the end of the sub strand, the learner should be able to:-</p> <p>a) write words from a prompt to demonstrate mastery of vocabulary,</p> <p>b) recognise the correct form and meaning of the words to be used in filling in gaps,</p> <p>c) appreciate the importance of writing correct meaningful words, phrases and sentences.</p>	<ul style="list-style-type: none">• Learners respond to the prompts presented to them and write the words correctly.• Learners fill in the gaps correctly.• Learners re-arrange words to make short phrases and sentences.• Learners write meaningful sentences in pairs from simple substitution table.• Learners match pictures with words and simple sentences.• Learners respond to a prompt and write paragraph of 3-4 meaningful simple sentences on a familiar topic.• In groups, learners re-order jumbled up sentences to logical order and write two coherent paragraphs of about 5-10 sentences.• Learners write meaningful sentences and paragraphs with the guidance of the teacher.	<p>1) Why is it important to write words in the correct order?</p> <p>2) Why is it important to guess the meaning of something?</p>
<p>Core Competences to be developed: Communication and collaboration through working in groups as they re-order jumbled up sentences to paragraphs. Creativity and Imagination through responding to a prompt and writing a paragraph.</p>				
<p>Link to PCIs: Life skills-Effective Communication</p>			<p>Link to Values: Responsibility, Unity</p>	
<p>Links to other subjects: Links to note-taking in all subjects.</p>			<p>Suggested Community Service Learning activities: Help their peers with guided writing.</p>	
<p>Suggested non-formal activity to support learning: Interpreting pictures at their own time.</p>			<p>Suggested assessment: Oral questions, portfolio, observation</p>	
<p>Suggested Learning Resources: Realia, slate and stylus, charts, word slides</p>				



Suggested Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always writes sentences from prompts and fills a variety of gaps using correct words.	Learner writes sentences from a prompt and fills the gaps using correct words .	With assistance, learner writes sentences using a prompt and fills in gaps correctly.	Learner hardly writes sentences from a prompt and struggles to fill gaps correctly.

GRADE THREE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 LISTENING AND SPEAKING	1.1 Attentive Listening This should still blend in as part of every component of learning to ensure that learners sustain the habit of listening attentively. Emphasis on sitting posture, appropriate facial expressions and gestures can be gradually reduced as learners demonstrate that their competencies have improved.. If at this stage, deliberate efforts have been made to engage learners with low attention spans in ongoing activities, with varied learning experiences to no avail, other interventions should be considered.	By the end of the sub strand, the learner should be able to:- a) respond to correctly simple specific three-directional instructions in oral communication, b) listen attentively during a conversation, c) appreciate the importance of listening attentively for effective communication.	<ul style="list-style-type: none"> • Learners are helped to practise correct sitting posture in groups and pairs. • Learners engage in drama to practice good eye contact, appropriate facial expressions and gestures in small groups and in pairs. • Learners identify key sounds, words and phrases for effective oral communication. • Learners respond to instructions through actions, orally and in writing. • Learners practise in small groups and pairs to allow others to speak without interrupting. • Learners demonstrate and interpret facial expressions and gestures as seen from posters, pictures, demonstration, and role play. • Learners take turns during group and pair work. • Learners mime or recite poems using both verbal and non-verbal communication. • Learners narrate and retell stories using simple facial expressions and gestures. 	1) What can we tell from people's faces and hand movements as they talk? 2) Why do you look at someone's face as they speak?
Core Competences to be developed: Communication and collaboration will be achieved through pair and group work involving use of familiar body language such as facial expressions and gestures.				



Link to PCIs: Life skills especially the interpretation and use of body language appropriately for effective communication. Citizenship and life skills through moral values in the stories narrated and re-told by the learner.	Link to Values: Respect, Responsibility
Links to other subjects: Linked to attentive listening in all the subjects in the school curriculum.	Suggested Community Service Learning activities: Share some gestures and facial expressions learnt with friends and family and find out whether there are others to be learnt.
Suggested non-formal activity to support learning: Interact with peers in the community using common gestures and facial expressions.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Pictures , photos, audio visual illustrations of attentive listening.	

Suggested Formative Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always listens attentively during a conversation and responds correctly to simple, specific three-directional instructions in oral communication.	Learner listens attentively during a conversation and responds correctly to simple, specific three-directional instructions in oral communication.	Learner listens attentively during a conversation and responds correctly to simple, specific three-directional instructions in oral communication with some difficulty.	Learner listens attentively during a conversation and responds correctly to simple, specific three-directional instructions in oral communication with a lot of difficulty.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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	<p>1.2 Pronunciation and Vocabulary</p> <p>The consonant blends practised during pronunciation will help learners get familiar with the vocabulary in the thematic areas. The vocabulary is contextualized within the thematic areas to be covered during the teaching of language structures and functions. The vocabulary developed is linked to the consonant blends learnt during pronunciation.</p> <p>Learners could be exposed to words that have two to three consonant blends per week, starting with words that have two consonants and moving progressively to words that have three consonants .</p> <p>Variations to this suggestion should be made by exposing learners to words that blend three consonants in instances where learners can comfortably pronounce the consonant blends, and acquire more vocabulary . This is intended to take care of differentiated curriculum and learning. Those who are struggling should be supported through more practise with words that blend two consonants.</p> <p>Sounds:bl and br, ch and cl, dr and fl, fr and gl, cr and pl, st and sn, wr and pr, sm and st, sl and st</p>	<p>By the end of the sub strand, the learner should be able to:-</p> <ol style="list-style-type: none"> recognise new words with the consonants used in the blends, use the range of vocabulary learnt in the theme to communicate confidently , pronounce the vocabulary related to the theme correctly for effective communication, demonstrate the understanding of new words by applying them in relevant contexts, appreciate the importance of using vocabulary to communicate confidently in various contexts. 	<ul style="list-style-type: none"> Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words. Learners recite rhymes, sing songs, individually, in pairs or groups using the vocabulary related to the theme. Learners are guided to use the vocabulary correctly through dramatisation and role play in the classroom, Learners use realia, pictures, verbal or situational contexts and synonyms to practice vocabulary. Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues. In pairs and in groups, learners play language games, use tongue twisters, and songs to practise vocabulary. 	<ol style="list-style-type: none"> Which sounds form the following words?(give examples of words learnt in Grade 2) How are these words pronounced? Which of these words have a similar beginning/end sound? What other words have the same meaning as these words? How are these words pronounced? How do you use these words in sentences? How are these words spelt?
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<p>Sounds: sw and sp, sp and thr, dr and gr, gr and shr, dw and tw, nk and sq, ft and ct, lt and rd, lk and lf</p> <p>Sounds: lm and mp, mb and nt, nd and nch, nkl and pt, nth and nd, rm, gh, ts and ps, lf and rf</p> <p>spl - splash spr -spray str -string scr -scream</p>		<ul style="list-style-type: none">• Learners interact with audio material to listen to the correct pronunciation of the vocabulary.• Learners access meaning of vocabulary from pictorial dictionaries and practise them in sentences individually, in pairs and/ or groups.	
Core Competences to be developed: Communication and collaboration through songs in pairs or groups using the vocabulary related to the theme, digital literacy as they learn with computing devices.			
Link to PCIs: LifeSkills-Effective communication		Link to Values: Respect, Responsibility, Unity	
Links to other subjects : All subjects because the consonant blends appear in words across all subjects.		Suggested Community Service Learning activities: Find out if their friends are struggling with difficult sounds and practise with them to improve pronunciation	
Suggested Non-formalactivity to support learning: Look for new words with learnt sounds in the sorrounding environment, at home or school.		Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Picture and word cards with the consonant blends, word wheels and computing devices that are available.			

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching Expectations	Below Expectations
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Learner always recognises and pronounces new words used in the theme and applies them correctly in a variety of relevant contexts.	Learner recognises and pronounces new words used in the theme and applies them correctly in relevant contexts.	Learner sometimes recognises and pronounces new words used in the theme and applies them in relevant contexts with some difficulty.	Learner rarely recognises and pronounces new words used in the theme and applies them in relevant contexts with a lot of difficulty.
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Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Language Structures and Functions Language structures and functions are embedded in more challenging themes than earlier grades to provide variety in application, and the development of the learner's competence. The thematic concerns can be conveyed through dialogues, poems, passages and songs, that have a higher difficulty level. The pronunciation and vocabulary, reading and writing within thematic units should build on each other for the learner to make connections between the inter-dependent parts.	Activities at home and at school Subject-verb agreement Time (6 lessons)	By the end of the sub strand, the learner should be able to:- a) recognise the correct use of subject-verb agreement to form appropriate sentences, b) construct sentences about daily activities using subject-verb agreement correctly, c) construct sentences on daily activities in relation to when they take place, d) appreciate the importance of subject verb agreement in achieving effective communication.	<ul style="list-style-type: none"> Learners observe pictures showing singular and plural subjects and construct correct oral sentences. Learners construct sentences on actions that have been demonstrated by classmates in pairs/small groups. Learners construct sentences using singular and plural subjects for things at home and around their environment like animals and utensils. Learners listen to a story, poem or conversation read by the teacher or from computing devices, and respond to questions based on the theme 'time' or questions about time. 	1) What is Sarah holding? 2) What are the girls holding? 3) What has Sarah done? 4) What have they done?
Core Competences to be developed: Communication and collaboration by working together in pairs and groups on sentences with subject-verb agreement; Learning to learn as they use subject verb agreement to construct sentences in contexts beyond the activity area.					



Link to PCIs: Life skills-effective communication; ESD-environmental education, animal welfare	Link to Values: Responsibility, Respect, Unity
Links to other subjects : Links to all subjects because written and oral communication all require constructions with subject and verb agreement.	Suggested Community Service Learning activities: Peer support on what has been learnt.
Suggested Non-formal activity to support learning: Constructing sentences with singular and plural subjects on actions that happen at home and the surrounding environment.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, pictures and photos, audio visual clips with sentence constructions on subject –verb agreement.	

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always constructs sentences and responds to questions using subject and verb agreement correctly.	Learner constructs sentences and responds to questions using subject and verb agreement correctly.	Learner sometimes constructs sentences and responds to questions using subject and verb agreement correctly.	Learner rarely constructs sentences and responds to questions using subject and verb agreement correctly.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Sharing duties and responsibilities Indefinite pronouns: Nobody Anybody Somebody (6 lessons)	By the end of the sub strand, the learner should be able to:- a) identify indefinite pronouns in communication about home and school, b) use indefinite pronouns to talk about daily	<ul style="list-style-type: none"> Learners engage in question and answer dialogues using indefinite pronouns. Learners participate in language games involving the use of indefinite pronouns. Learners are guided to practise oral sentences using indefinite pronouns in pairs, and in groups. 	1) Who has picked my pen? 2) Who is in the room? 3) Who can drink water?

			activities at home and at school, c) enjoy using indefinite pronouns in their day to day communication.	<ul style="list-style-type: none">Learners listen to a story, poem or conversation read by the teacher or from computing devices, and responds to questions based on indefinite pronouns.	
Core Competences to be developed: Communication and collaboration as learners improve mastery of language by participating in games involving the use of the indefinite pronouns.					
Link to PCIs: Citizenship – social cohesion through group work; Life Skills – Effective communication ; ESD- Environmental education				Link to Values: , Responsibility ; Respect (working together)	
Links to other subjects : Links to all subjects because indefinite pronouns feature in day to day classroom conversations between learners and their peers, as well as teachers.				Suggested Community Service Learning activities: Helping others with manual work at home as learnt through the theme.	
Suggested Non-formal activity to support learning: Take part in an action to help a friend or adult as a sign of responsibility.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Flash cards with indefinite pronouns, word wheels, charts, audio clips with sentence constructions with indefinite pronouns.					

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently uses indefinite pronouns correctly in speech and writing.	Learner uses indefinite pronouns correctly in speech and writing.	Learner sometimes uses indefinite pronouns correctly in speech and writing.	Learner rarely uses indefinite pronouns correctly in speech and writing.



Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Environment (3 lessons) Child rights (3 lessons) Singular and plurals of irregular nouns e.g. foot –feet tooth –teeth mouse – mice ox – oxen	By the end of the sub strand, the learner should be able to:- a) identify singular and plural forms of irregular nouns for effective oral communication, b) distinguish between singular and plural irregular nouns for appropriate oral communication at home and in school, c) use plural forms of irregular nouns to talk about things and people at home and in school for effective communication, d) enjoy games involving the singular and plural forms of irregular nouns.	<ul style="list-style-type: none"> • In small groups, learners form plurals of specific words taking the singular and plural forms of irregular nouns. • Learners recite poems containing the singular and plural forms of irregular nouns. • Learners are guided to construct sentences based on pictures with singular and plural forms of irregular nouns. • Learners listen to a story, poem or conversation read by the teacher or from computing devices, and respond to questions based on singular and plural forms of irregular nouns. 	1) What are the plural forms of these nouns? 2) How do you say these pairs of nouns?
Core Competences to be developed: Communication and collaboration by taking part in activities about the theme on child rights. Self efficacy achieved by using correct plurals forms of irregular nouns.					
Link to PCIs: ESD-Environmental Education				Link to Values: Respect for diversity, Unity	
Links to other subjects : Kiswahili, Indigenous languages, Literacy Mathematics				Suggested Community Service Learning activities: Share with community members the importance of taking care of children, and not abusing them	

Suggested Non-formal activity to support learning: Learners should find out the plurals of different nouns in their indigenous languages and report back in English	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Pictures, photos, realia, computers, flash cards	

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always uses various forms of irregular plurals correctly.	Learner uses various forms of irregular plurals correctly.	Learner uses some forms of irregular plurals correctly.	Learner rarely uses forms of irregular plurals correctly.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Occupation (People and their work) (3 lessons) Technology (Using a computer) (3 lessons) Future time (will/shall)	By the end of the sub strand, the learner should be able to:- a) identify words that express future time/actions for effective oral communication, b) use 'will'/'shall' to talk about what they would want to become in future, c) enjoy using 'will' and 'shall' to communicate future time/intentions.	<ul style="list-style-type: none"> Learners talk about what they plan to do after school that day or the following day to express the future tense. Learners ask and answer questions using the future time. Learners sing a song/rhyme using ' <u>will</u>' and ' <u>shall</u>', to <u>express future time</u>. Learners listen to story, poem or conversation read by the teacher or from computing devices, and respond to questions based on future time. 	1) What will you do at break time? 2) What will you do at lunch time? 3) What will you do when you grow up?



Core Competences to be developed: Sel efficacy achieved through talking about future events using ‘will’ and ‘shall’. Communication and collaboration through the engagement in songs and poems with their peers.	
Link to PCIs: ESD- Disaster Risk Reduction	Link to Values: Respect, Responsibility, Unity
Links to other subjects : Kiswahili (wakati ujao)	Suggested Community Service Learning activities: Getting in touch with different professionals and finding out about their work.
Suggested non-formal activity to support learning: A song, role play or game during leisure time using the future tense.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Photos, pictures, charts, audio and video clips.	

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently expresses future intentions correctly using ‘will’ and ‘shall’.	Learner uses ‘will’ and ‘shall’ to express future intentions correctly.	Learner uses ‘will’ and ‘shall’ to express some future intentions.	Learner hardly uses ‘will’ and ‘shall’ to express future intentions.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	Safety Opposites (6 lessons)	By the end of the sub strand, the learner should be able to:- a) identify the opposite of a group of words for effective oral communication, b) use opposites of higher level difficulty to construct simple sentences about safety at home, school and the environment,	<ul style="list-style-type: none"> Learners use the opposites of a broad range of words (e.g present /absent, left /right, top/ bottom , back / front, outside /inside). In pairs and groups learners construct oral and written sentences using the opposites of familiar and unfamiliar words. Learners listen to story, poem or conversation read by the teacher 	1) What are the opposites of these words? 2) Where does the sun rise/ set?

			c) enjoy conversations using opposites in communicating ideas.	or from computing devices and respond to questions based on the theme and the use of opposites.	
Core Competences to be developed: Communication and collaboration, Self efficacy					
Link to PCIs: ESD- Disaster Risk Reduction				Link to Values: Respect, Responsibility, Unity	
Links to other subjects : ESD (environmental education),Kiswahili (kinyume)				Suggested Community Service Learning activities: Interacting with the community and looking out for what could be risky in the environments.	
Suggested Non-formal activity to support learning: Learners can take a walk around the school compound and identify what they can describe using opposites				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, pictures, flash cards, photos					

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always identifies and uses a variety of opposites in effective communication correctly.	Learner identifies and uses a variety of opposites in effective communication correctly.	Learner sometimes identifies and uses a variety of opposites in effective communication correctly.	Learner has difficulties in identifying and using a variety of opposites in effective communication correctly.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	Wild animals –A visit to the park. Prepositions Next to, around, near, by, beside,	By the end of the sub strand, the learner should be able to:- a) identify the correct use of prepositions in oral conversations,	<ul style="list-style-type: none"> Learners work in groups to identify various positions of objects involving the prepositions learnt. Learners listen to a song and talk about the position and location of objects, animals, people and places. 	1) Where is Mary seated? 2) Where is the moon?



		above, over through, across, to and at. (6 lessons)	b) se prepositions to talk about the position and location of objects, people, animals and places around the park , c) appreciate use of prepositions to describe the different positions and locations of people, animals, places and things for effective oral communication.	<ul style="list-style-type: none">• In pairs, learners construct sentences orally using pre-positions.• Learners describe the locations of things in their homes using the prepositions they have learnt.• Learners look at some pictures that have been displayed and construct sentences using prepositions.• Learners listen to a story, poem or conversation about wild animals read by the teacher or from computing devices.	
Core Competences to be developed: Communication and collaboration; Self efficacy: Learners build confidence as they communicate appropriately using prepositions to describe the locations of things.					
Link to PCIs: ESD- Conservation of wildlife				Link to Values: Responsibility, Respect	
Links to other subjects : Links to all subjects since prepositions are widely used to talk about the positions of people and objects in daily communication.				Suggested Community Service Learning activities: Helping to take care of the environment around the home.	
Suggested non-formal activity to support learning: Learners can observe how objects are positioned in their homes and larger environment, then report back using the prepositions learnt.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, flash cards, pictures and photos showing positions.					

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always uses prepositions accurately to describe the position and location of objects, people and places.	Learner uses prepositions accurately to describe the position and location of objects, people and places.	Learner rarely uses prepositions to describe the position and location of objects, people and places.	Learner has difficulties in using prepositions to describe the position and location of objects, people and places.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	Saving Wh-words (6 lessons)	By the end of the sub strand, the learner should be able to:- a) identify wh-words in a story, poem or conversation for effective oral communication, b) ask questions using ‘what’, ‘when’ , ‘how’, ‘why’ and ‘where’ to learn about saving, c) respond correctly to questions using: ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ appropriately for effective communication, d) appreciate the use of WH-words for communication.	<ul style="list-style-type: none"> Learners role play activities that lead to the use of ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’. Learners engage in meaningful question and answer dialogues using ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ in pairs/small groups. Learners take part in games that allow them to ask questions using the wh-words. Learners recite short poems to practice the use of the use of ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’. Learners listen to a story, poem or conversation read by the teacher or from computing devices, and respond to questions about saving money or conserving other resources. 	1) Which words are used to ask questions? 2) How do you read these sentences?
Core Competences to be developed: Communication and collaboration achieved as learners engage in meaningful question and answer dialogues using ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ in pairs and small groups. Self efficacy is inculcated by the capacity to ask questions using WH-words.					
Link to PCIs: Citizenship-social cohesion, Life skills- effective communication.				Link to Values: Respect, Responsibility	
Links to other subjects ESD -environmental education Kiswahili (Maswali)				Suggested Community Service Learning activities: Sensitizing peers, friends and other community members on the need to conserve resources at their disposal.	



Suggested Non-formal activity to support learning: Learners can use role play to gather information from their peers using “wh” words.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, pictures, computers, video clips	

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always uses wh- words to frame questions and obtain correct information.	Learner uses wh-words to frame questions and obtain correct information, most of the time.	Learner sometimes uses wh- words to frame questions and obtain correct information.	Learner hardly uses wh-words to frame questions and obtain correct information.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and Functions	The Festival Describing words- size, shape, colour (6 lessons)	By the end of the sub strand, the learner should be able to:- a) describe given nouns in relation to shape, colour and size clearly in oral communication, b) use adjectives to describe people, things and actions in a festival, c) appreciate the use of colour, size ,shape and number to describe nouns.	<ul style="list-style-type: none"> Learners group objects in terms of size, colour, shape and numbers. Learners describe objects in the classroom using size, colour and numbers. Learners colour different shapes of objects and describe them appropriately, first in pairs then individually. Learners are guided to identify and construct simple sentences about things in the environment that have different colours, size, shape and number. Learners listen to a descriptive story, poem or conversation read by the teacher or from computing devices and identify adjectives. 	1) What things can you see outside? 2) What colours are they? 3) How many are they? 4) What are some of the shapes?
Core Competences to be developed: Communication and collaboration: Working together in groups as they identify adjectives. Self efficacy develops when they describe people, places and things using adjectives.					

Link to PCIs: Life skills (Effective Communication)	Link to Values: Respect, Responsibility
Links to other subjects : Mathematics (counting) Kiswahili(describing words)	Suggested Community Service Learning activities: Sharing English words that are commonly used for description.
Suggested Non-formal activity to support learning They can identify colour and shapes for different objects at home and in school	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, computers, pictures, photos, flash cards	

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always demonstrates the ability to describe sizes and, shapes of objects accurately.	Learner demonstrates the ability to describe sizes and, shapes of objects accurately.	Learner sometimes demonstrates the ability to describe sizes and, shapes of objects accurately.	Learner demonstrates a lot of inaccuracy when describing sizes and, shapes of objects.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Play time and Sports Comparatives and superlatives (-er and –est) (6 lessons)	By the end of the sub strand, the learner should be able to:- a) identify comparatives and superlatives that are used to describe people and things during play time and sports day. b) form comparatives and superlatives appropriately, based on the given examples for effective communication,	<ul style="list-style-type: none"> Learners put objects into 3 groups of different sizes. Learners observe and describe objects according to size, weight, length, height using positive, comparative and superlative forms. Learners construct sentences using comparatives and superlatives to describe objects inside and outside the classroom, in pairs. Learners read a story, poem or conversation from text book or computing device and identify comparatives and superlatives. 	1) What is the size of a football? 2) What is your best game?



			c) enjoy using comparatives and superlatives to describe people, things and places.		
Core Competences to be developed: Communication and collaboration: Working together in groups as they identify superlatives and comparatives. Self efficacy develops when they describe people, places and things using comparatives and superlatives.					
Link to PCIs: Life skills (effective communication)			Link to Values: Responsibility		
Links to other subjects : Mathematics (Measurement)			Suggested Community Service Learning activities: Measure length of windows, doors, tables, pictures and other objects at school and at home and talk about their different sizes.		
Suggested non-formal activity to support learning: Using comparatives and superlatives during play time.			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Pictures, photos, flash cards and computing devices					

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently uses appropriate comparatives and superlatives to show differences in people, things and places.	Learner uses appropriate comparatives and superlatives to show differences in people, things and places, most of the time.	Learner sometimes uses appropriate comparatives and superlatives to show differences in people, things and places.	Learner rarely uses appropriate comparatives and superlatives to show differences in people, things and places.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Diseases and Foods we eat Conjunctions ‘and’ ‘but’ ‘because’ (6 lessons)	By the end of the sub strand, the learner should be able to:- a) distinguish the uses of conjunctions ‘and’ ‘but’ in sentences,	<ul style="list-style-type: none"> In groups, learners group items and talk about them using more than one conjunction . Learners contrast objects or people in the class room using ‘but’ in pairs/small groups. 	1) Why is it important to have a healthy diet? 2) Name two vegetables

			b) use conjunctions to talk about nutrition and diseases, c) enjoy using the conjunctions to convey different meaning.	<ul style="list-style-type: none">Learners explain reasons using the conjunction <u>because</u> in question and answer dialogues.Learners sing and recite poems about diseases and food we eat using conjunctions.Learners construct sentences using conjunctions based on a story, poem or conversation they have read or listened to.	that you know.
Core Competences to be developed: Communication and collaboration: When learners sing and recite poems about diseases and food we eat , Self-efficacy through the mastery of when to use the three conjunctions.					
Link to PCIs: Health Education-Hygiene and nutrition				Link to Values: Unity, Respect, Responsibility	
Links to other subjects : Mathematics in the area of addition using ‘and’				Suggested Community Service Learning activities: Learners share information about healthy eating habits with friends and community members.	
Suggested non-formal activity to support learning: Learners discuss types of food that they have learnt about during lunch and other meal times.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia (food) , pictures and photos of food, flash cards, video clips with food types					

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always uses conjunctions correctly to join words, show contrast and give reasons.	Learner uses conjunctions correctly to join words, show contrast and give reasons most of the time.	Learner sometimes uses conjunctions correctly to join words, show contrast and give reasons.	Learner hardly uses conjunctions correctly to join words, show contrast and give reasons.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 READING	2.1 Letter sound knowledge: Phonic Reading	By the end of the sub strand, the learner should be able to:-	<ul style="list-style-type: none"> In groups, learners sort their names by the first, middle and last sounds. 	1) Which is the first, middle



	<p>Read two to three words per week starting with long words that have simple letter-sound correspondence and gradually introducing longer words with more complex letter-sound correspondence.</p> <p>Where learners easily combine sounds to read words, variations to this suggestion should be made by giving more complex sounds to be combined into longer words every week. This is intended to take care of differentiated curriculum and learning. For those struggling with word recognition, a combination of prompts could be used to support them. Reminders could still be made on pre-reading to sustain habits acquired earlier.</p>	<p>a) recognise longer words with more complex letter-sound correspondence for reading,</p> <p>b) combine sounds to read longer words,</p> <p>c) appreciate the combination of sounds in reading.</p>	<ul style="list-style-type: none"> Learners pair initial sound picture cards with the corresponding letter while playing memory game using flash cards. Learners sort, illustrate and write first middle and last sounds of objects. Learners watch audio/visual recording of long words with more complex letter-sound correspondence and use look and say, exposure and other word attack skills to read these words. Learners identify and read longer words with more complex letter sound correspondence individually, in pairs and in groups from a chart, poster or digital/ printed list of words. 	<p>and last sound of your name?</p> <p>2) 2. Which sounds can be joined to make a word</p>
<p>Core Competences to be developed: Collaboration and communication will be enhanced through working in groups and pairs. Self efficacy will be achieved as they improve their reading by combining sounds to read words.</p>				
<p>Link to PCIs: Life Skills – Effective Communication</p>			<p>Link to Values: Respect, Responsibility</p>	
<p>Links to other subjects: All subjects because they can read words in other subjects.</p>			<p>Suggested Community Service Learning activities: Learners help community members with reading basic words that have letter sound correspondence</p>	

Suggested Non-formal activity to support learning: Learners sing common songs and poems in their local languages or Kiswahili, to listen to the letter- sound correspondence during their leisure time.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Flash cards, realia, letter card, digital flash cards, mobile phone text books	

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always reads longer words with letter- sound correspondence and combines sounds to read longer words accurately.	Learner reads longer words with letter- sound correspondence and combines sounds to read longer words accurately.	Learner sometimes reads longer words with letter- sound correspondence and struggles to combine sounds to read longer words.	Learner hardly reads longer words with letter sound correspondence and needs assistance to combine sounds to read longer words.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.2 Word Reading Learners read eight to ten new words per week starting with long words without letter-sound correspondence and gradually introducing longer words without letter-sound correspondence. Variations to this suggestion should be made by giving more words without letter sound correspondence	By the end of the sub strand, the learner should be able to:- a) read more and longer words without letter- sound correspondence for effective communication, b) read more and longer grade level vocabulary without letter sound correspondence in an appropriate text,	<ul style="list-style-type: none"> Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills. Learners play word ladder game by putting words on top of one another as they pronounce them. Learners listen to audio-visual recording of words without letter-sound correspondence. 	1) What are some of the new words that you know? 2) Why do you enjoy reading some words? 3) How do you read words



	per week among learners who can read such words with ease. This is intended to take care of differentiated curriculum and learning. For those struggling with reading grade level vocabulary, shorter words without letter sound correspondence could be given , and suitable word attack skills encouraged .	c) enjoy reading grade level vocabulary for effective reading.	<ul style="list-style-type: none">Learners read words on print or digital format to get correct pronunciation as the teacher models.Learners practise reading unfamiliar words using strategies like chunking and finding roots and parts.	you have not seen before? 4) How many words can you make from a longer word?
Core Competences to be developed: Communication and collaboration and self-efficacy are developed, through group work as learners employ various word attack skills to read words without letter-sound correspondence..				
Link to PCIs: Life skills (effective communication, confidence and self-esteem are developed through reading			Link to Values: Respect, Responsibility	
Links to other subjects : Learners can read words in other subjects			Suggested Community Service Learning activities: Support peers or other community members who do not know how to read	
Suggested non-formal activity to support learning: Use available reading resources at home like newspapers to pick out words which can be easily read, and others that are more complex .			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets and charts.				

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always reads grade- level vocabulary and uses word- attack strategies to read more and longer words correctly with a lot of ease.	Learner reads grade- level vocabulary and uses word- attack strategies to read more and longer correctly words with ease.	Learner sometimes reads grade- level vocabulary and uses word- attack strategies to read more and longer words correctly, with some difficulty.	Learner reads grade -level vocabulary and uses few word - attack strategies to read more and longer words correctly, with a lot difficulty.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.3 Connected text and fluency Learners read texts of 200 words, gradually increasing in length and requiring more accuracy and expression at intervals of two weeks. Variations to this suggestion should be made by giving longer texts demanding more accuracy and expression among learners who can read fluently. This is intended to take care of differentiated curriculum and learning. For those struggling with fluent reading, shorter texts demanding fewer words per minute could be given to support them .	By the end of the sub strand, the learner should be able to:- a) read a text of about 200 words transitioning from phrasal to fluent reading, b) read at 90 words per minute accurately and fluently with expression, c) enjoy reading a variety of texts that are appropriate for the grade level.	<ul style="list-style-type: none"> • Learners read short passages, narratives or short poems aloud as modelled by the teacher. • Learners read individually in the library under the guidance of the teacher. • Learners are guided to read in small groups and pairs. • Learners interact with different materials such as poems and narratives in both print and digital formats for comprehension. • Learners read narratives, stories, poems and dialogues as they pay attention to punctuation marks and vary their voices in terms of pace, pitch and volume. • Learners watch relevant television programmes that promote reading. • Learners play a reading game to see who completes reading a certain text first. 	1) What do you love reading? 2) Which books do you enjoy reading? 3) When should we lower or raise our voice when reading? 4) What should we remember to do when reading?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving and self-efficacy are developed through various reading activities like improving fluency and expression that learners part in with their peers.				
Link to PCIs: Life skills (effective communication), Reading for enjoyment boosts the learner's self-esteem), Learner support programmes			Link to Values: Respect, Responsibility and all the values brought out through the genres learners interact with.	



Links to other subjects: All subjects since the learner will be able to read text in other subject areas efficiently.	Suggested Community Service Learning activities: Read stories/religious texts to peers and neighbours.
Suggested non-formal activity to support learning: Look for reading materials from school, home or library to practice reading for fluency with the help of an older person or librarian	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression.	

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always reads a text transitioning from phrasal to fluent reading accurately, and with expression	Learner reads a text transitioning from phrasal to fluent reading accurately, and with expression	Learner reads some texts transitioning from phrasal to fluent reading accurately.	Learner rarely reads a text transitioning from phrasal to fluent reading accurately.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.4 Comprehension Learners read texts of about 200 words, starting by making simple predictions, retelling the stories and gradually responding to questions that require inference. The stories increase in length and complexity at intervals of two weeks so that learners retell stories in more details and respond to more inferential questions.	By the end of the sub strand, the learner should be able to:- a) make predictions based on the pictures and titles, and anticipate possible outcomes, b) read and retell a story, poem or conversation to enhance oral communication,	<ul style="list-style-type: none"> Learners talk about the picture/title before they read a short print or digital text and make predictions. Learners practise reading a short text, and retell a story, poem or conversation according to their understanding. 	1) What do you think will happen in this story? 2) What familiar words are in this story? 3) What have you learnt

	Variations to this suggestion should be made by giving longer texts with more complex inferential questions in cases where learners easily answer direct and indirect questions. This is intended to take care of differentiated curriculum and learning. For those struggling with making predictions and inferences, shorter stories with more direct questions could be given to support them .	c) answer simple direct and indirect questions based on a text of about 200 words, d) appreciate the importance of connecting personal experiences with what happens in the story.	<ul style="list-style-type: none">• Learners answer questions after reading a text by getting clues from the story read.• Learners talk about the characters and events in the story in pairs and small groups.• Learners talk about their own experiences in relation to the story.	from the story?
Core Competences to be developed: Communication and collaboration, critical thinking and problem solving and self efficacy are all accomplished by engaging in reading stories, making predictons and applying oneself to answer inferential questions.				
Link to PCIs: Life skills - effective communication, Reading for enjoyment boosts the learner’s self-esteem, Learner support programmes			Link to Values: Respect, Responsibility and Patriotism brought out in the thematic areas of the stories.	
Links to other subjects: All subjects because the learner will be able to read text in other subject areas efficiently.			Suggested Community Service Learning activities: Share ideas and values acquired from stories read with peers and other members of the community	
Suggested non-formal activity to support learning: Compare characters in stories read to real life situations with peers during free time			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Newspaper cuttings of simple stories, audio-visual narrations, picture books				

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching Expectations	Below Expectations
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Learner retells a story or poem, predicts and anticipates possible outcomes based on pictures and titles and always answers questions correctly.	Learner retells a story or poem, predicts and anticipates possible outcomes based on pictures and titles and answers questions correctly.	Learner retells some parts of a story or poem, occasionally makes predictions or anticipates possible outcomes based on pictures and titles. Answers some questions correctly.	Learner retells parts of a story or poem with difficulty, occasionally makes predictions or anticipates possible outcomes based on pictures and titles. Rarely answers questions correctly.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	3.1 Handwriting Learners practise handwriting every week starting from copying models of shapes and progressively improving to writing dictated words and sentences neatly and legibly. Variations to this suggestion should be made by giving more complex patterns for learners who have demonstrated the competence in writing legibly. The progression to writing words and sentences should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling with handwriting, more time could be spent encouraging them to copy for clarity	By the end of the sub strand, the learner should be able to:- a) demonstrate neat and legible handwriting for effective communication, b) appreciate the importance of writing neatly and legibly for different purposes.	<ul style="list-style-type: none"> • Learners observe and copy models of well-shaped letters. • Learners model spacing of letters in words and sentences. • Learners write words and short sentences as modelled by the teacher from a visual display, digital or other available surfaces. • Learners draw and label objects. • Learners copy sentences. • Learners write simple words as teacher or peer dictates. • Learners write sentences as a peer or teacher dictates. • Learners interact with and discuss samples of good and bad handwriting in groups. 	1) How do you write letter- ? 2) From where do you start writing in your exercise book? 3) Where do you place your note book when writing? 4) How do you sit when writing? 5) How do you take care of your exercise books?

	and legibility. Reminders could be made to sustain pre-writing skills.			
Core Competences to be developed: Self-efficacy and Communication and collaboration are achieved when learners engage in activities that improve their handwriting in groups.				
Link to PCIs: Life skills-effective communication		Link to Values: Unity, Respect, Responsibility		
Links to other subjects : All subjects because learners require neat and legible handwriting for effective communication.		Suggested Community Service Learning activities: Observation of how the people in the surrounding community sit and position materials as they write. They could be sensitized on how to sit appropriately		
Suggested non-formal activity to support learning: Mould letters and words using clay or plasticine; cut letters from papers		Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Flash cards , letter cards, charts and digital flash cards.				

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently writes letter patterns, words and sentences neatly.	Learner writes letter patterns, words and sentences neatly most of the times.	Learner sometimes writes letter patterns, words and sentences neatly.	Learner rarely writes letter patterns, words and sentences neatly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.2 Spelling Learners practise spelling simple and compound words every week,	By the end of the sub strand, the learner should be able to:-	<ul style="list-style-type: none"> In groups, learners form correct words from long words. 	1) Which letters make the



	<p>then progressively move to spelling short and long sentences.</p> <p>Variations to this suggestion should be made by giving more complex words to be spelt by learners who have demonstrated the competence in correct spelling. The progression to spelling short and long sentences should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling spelling simple words, more time could be spent encouraging them to improve clarity and legibility even as they strive to spell correctly.</p>	<p>a) spell and write words correctly for effective communication,</p> <p>b) appreciate the importance of writing words clearly, legibly and correctly for different purposes.</p>	<ul style="list-style-type: none">• Peers compete in language games where a group dictates words as the others write them down.• Learners confirm the spelling from the dictionary.• Learners use word puzzles and jigsaw puzzles to make more familiar words.• Learners write short sentences in exercise book or computer as the teacher dictates.• Learners re-arrange jumbled letters to make four to five- letter words.• Learners play age appropriate spelling games like scrabble with their peers.	<p>following word...?</p> <p>2) How do we spell the following words: 1), --- 2)---</p> <p>3) Which letter is missing to make the following word: mat m-t</p> <p>4) How do we spell the name of this picture/object?</p>
Core Competences to be developed: Communication and collaboration, creativity and imagination and self-efficacy are achieved as learners spell words and re-arrange jumbled letters to make words.				
Link to PCIs: Learner Support Programme-peer education		Link to Values: Respect, Responsibility, Unity		
Links to other subjects : All subjects as learners need to spell all words in all the subjects of study.		Suggested Community Service Learning activities: Support peers and illiterate members of the community to spell their names and other words correctly		
Suggested non-formal activity to support learning: Listening to words from a television or radio bulletin and writing them down with the help of parents and siblings after school.		Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Charts, posters, multimedia word lists, flash cards				

Suggested Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
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Learner always spells and writes words and sentences correctly.	Learner spells and writes words and sentences correctly.	Learner sometimes spells and writes words and sentences correctly.	Learner rarely spells and writes words correctly.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.3 Punctuation Learners start by using capital letters for proper nouns and progressively write sentences with a variety of correct punctuation marks. Variations to this suggestion should initially be made by increasing the proper nouns in practice exercises among learners who have demonstrated the competence in the use of capital letters. The progression to using a variety of punctuation marks should be accelerated in instances where learners recognise and use appropriate punctuation. This is intended to take care of differentiated curriculum and learning. For those struggling with capital letters and punctuation, opportunities for more	By the end of the sub strand, the learner should be able to:- a) recognise appropriate punctuation marks in a text, b) use full stops, capital and small letters, question marks and exclamation marks correctly, c) appreciate use of capital letters, small letters, full stops and exclamation marks in writing.	<ul style="list-style-type: none"> • In pairs/groups, learners observe and practise the use of capital and small letters in proper nouns. • Learners practise writing their names individually/ pairs. • Learners observe samples of teacher's display of sentences with correctly used exclamation marks, comma and question marks. • Learners are guided to write sentences using the comma, full stop, exclamation and question marks correctly. • Learners engage in role play in which question marks and exclamation marks are used and then attempt to write down some sentences in groups. 	1) What letter of the alphabet is this? 2) What is the name of this letter? 3) Who has a name beginning with this letter? 4) What do we call this? 5) When you are stepped on what do you say? 6) What do you say when you score a goal?



	practise with simpler punctuation should be created.			
Core Competences to be developed: Self-efficacy is developed through the capacity to punctuate their work correctly as they write.				
Link to PCIs: Life skills- Effective communication achieved through well punctuated writing.			Link to Values: Responsibility achieved through ensuring writing communicates, and unity is achieved through working in groups.	
Links to other subjects : All subjects because written work requires correct punctuation across the subjects.			Suggested Community Service Learning activities: Help others who cannot use capital and small letters correctly	
Suggested non-formal activity to support learning: Learners should use two questions and an exclamation that their friends, parents, neighbours have used.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts illustrating the punctuation marks, letter name cards, plastacine for modelling capital letters and punctuation marks.				

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently recognises and uses appropriate punctuation marks in a text	Learner recognises and uses appropriate punctuation marks in a text.	Learner sometimes recognises appropriate punctuation marks in a text	Learner hardly recognises appropriate punctuation marks in a text

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	3.4 Guided Writing Learners practise completing simple blank filling exercises every week, using the correct form of words, then progressively move to making short phrases and writing sentences to make paragraphs. Variations to this suggestion should be made by increasing the number of blanks to be filled to complete a	By the end of the sub strand, the learner should be able to:- a) write words from a prompt to demonstrate mastery of vocabulary to complete sentences, b) recognise the correct form and meaning of the words to be used in filling in gaps,	<ul style="list-style-type: none"> Learners fill in gaps correctly and sensibly. In groups, learners mime a situation and let others write about it. Learners write phrases in response to a picture prompt appropriately. Learners write meaningful sentences in pairs from simple substitution table. Learners write 3-4 simple short and correct meaningful sentences in response to a prompt. 	1) How do you get to your home from school? 2) How do you get water from the river?

	sentence. The progression from writing phrases to sentences and paragraphs should also be accelerated in instances where learners can comfortably complete sentences. This is intended to take care of differentiated curriculum and learning. For those struggling with completing sentences, opportunities for more practise with simpler sentences and phrases should be created.	c) re-arrange words to make short phrases and sentences, d) appreciate the importance of writing correct meaningful words, phrases and sentences.	<ul style="list-style-type: none">• Learners write a paragraph of up to three simple sentences on a familiar topic.• Learners write simple guided composition of about 5-10 sentences.• Learners write a short paragraph on a familiar topic following the five steps of writing.• Learners are guided simply on the basics of the five steps of the writing process: planning, drafting, revising editing and writing the final piece.	
Core Competences to be developed: Communication and Collaboration as they mime a situation or work in pairs as they work in pairs to write sentences from a substitution table. Creativity and Imagination as they write their own sentences to make paragraphs.				
Link to PCIs: Life skills- Effective Communication			Link to Values: Responsibility	
Links to other subjects : Linked to all activity areas that require blank filling. Closely linked to writing of Insha in Kiswahili.			Suggested Community Service Learning activities: Support peers and friends who need help to write meaningful words, phrases and sentences.	
Suggested non-formal activity to support learning: Learners look at something of their choice in their environment and write about it			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts, pictures and photographs				

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always writes and recognises words from a prompt.	Learner writes and recognises words from a prompt.	Learner sometimes writes and recognises words from a prompt .	Learner rarely writes and recognises words from a prompt .



