



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*Nurturing Every Learner's Potential*

**PRIMARY SCHOOL CURRICULUM DESIGN**

**ENGLISH**

**GRADE 2**

First Published in 2017

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## **NATIONAL GOALS OF EDUCATION**

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

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

**3. Promote individual development and self-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.

### LESSON ALLOCATION AT LOWER PRIMARY

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

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

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

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

## **ESSENCE STATEMENT**

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

commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. On the contrary, the learner will be exposed to grammatical structure in an implicit way.

### **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.

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

### **STRANDS**

1. Listening and Speaking
2. Reading



3. Language Use
4. Writing

### **THEMES**

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

1. School
2. Activities in the Home
3. Transport
4. Months of the Year
5. Shopping
6. Garden
7. Accidents
8. Classroom
9. the farm
10. Position and Directions
11. Environment
12. Technology
13. Cultural Activities
14. Child Labour
15. Caring for Others

**1.0 School**

**Suggested vocabulary**

bell, lesson, chalkboard, chalk, books, block, bag, grade two, class, learn, paper, play, question, answer,

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<p><b>1.1</b></p> <p><b>Listening and Speaking</b></p>	<p><b>1.1.1</b></p> <p><b>Pronunciation and Vocabulary</b></p> <p><b>( 2 Lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) distinguish words with the target letter -sound combinations in conversations,</p> <p>b) use vocabulary related to the theme to communicate in various contexts,</p> <p>c) respond to specific simple two- directional instructions using new words in oral communication,</p> <p>d) realize the importance of listening attentively and pronouncing words correctly for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to audio-visual recordings of songs, story/teacher read aloud stories, among others, with the target letter –sound combination,</li> <li>• pick words with the target letter – sound combination:               <ul style="list-style-type: none"> <li>○ bl as in blue,</li> <li>○ sp as in spoon,</li> <li>○ sc as in school,</li> <li>○ sk as in sky,</li> <li>○ ck –as in kick,</li> </ul> </li> <li>• practice using the target letter-sound combinations to form word,</li> <li>• construct simple sentences using new words,</li> <li>• develop a talking tree collaboratively with peers using the new words,</li> <li>• respond to two-directional instructions without interrupting as modeled by the teacher or peers.</li> </ul>	<p>Why should we listen attentively when other people are talking?</p>

**Core Competencies to be developed:**

**Communication:** The learner's ability to listen keenly and actively is enhanced as they listen to conversations and distinguish words with the target-letter sound combinations.

**Collaboration:** Teamwork is enhanced as the learner works collaboratively with peers to develop a talking tree using the new words learnt.

**Values:**

**Respect** is enhanced as the learner appreciates diverse opinions from peers during discussions.

**Pertinent and Contemporary Issues:**

**Life-skills (Self-awareness):** The learner's self-awareness is enhanced as they name the things found in the school environment.

**Link to other Learning Areas:**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.1 Fluency  (2 Lessons)	By the end of the sub strand the learner should be able to: a) recognize words with the target letter-sound combinations for ease of reading, b) read a grade-appropriate text with the target letter-sound combinations at the right speed, expressively and accurately, c) realise the importance of reading fluently in a variety of genres.	The learner is guided to: • watch a video clip/listen to an audio recording/teacher model of the target sounds, • pick out words featuring the target letter- sound combinations: bl, sp, sc, sk, ck, • practise sitting in the appropriate posture, hold a book in the right position and turn the pages carefully while reading, • read short texts observing stress and intonation, • engage in timed reading (65 words per minute) displaying the right expressions.	1. Why should we read at the right speed? 2. Why should we read a text accurately?
<p><b>Core Competencies to be developed:</b>  <b>Learning to learn:</b> The learner’s ability to learn independently is enhanced as they practise reading texts at the right speed, expressively and accurately on their own.</p>				
<p><b>Values:</b>  Responsibility is enhanced as the learner takes cares of books by holding them in the right position and turning the pages carefully while reading.</p>				

**Pertinent and Contemporary Issues:**

**Life skills (Self-esteem):** The learner's self-esteem is nurtured as they acquire reading fluency skills.

**Link to other Learning Areas:**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.2 Comprehension  (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meaning of vocabulary words related to the theme, c) answer direct and indirect questions for comprehension, d) realize the importance of reading for lifelong learning.	The learner is guided to: • discuss pictures and the title of a text with peers and make predictions, • read a text and locate phrases and sentences to get the meaning of new words, • locate sentences containing answers to direct questions, • interact with the text and answer indirect questions using contextual clues.	1. How do pictures help us to know what the story is about? 2. How do we get the meaning of words from a text?
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they argue out their points clearly during group discussions.  <b>Collaboration:</b> Teamwork is enhanced as the learner actively takes part in activities with peers observing the rules of engagement.</p>				
<p><b>Values:</b>  <b>Respect</b> is enhanced as the learner appreciates diverse opinions from peers during discussions.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Life skills (Self-awareness):</b> The learner’s self-awareness is enhanced as they become aware of the appropriate reading posture.</p>				
<p><b>Link to other Learning Areas:</b>  The learner uses comprehension strategies learnt when reading texts in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.3</b> <b>Language Use</b>	<b>1.3.1</b> <b>The verb ‘to be’</b> (is, are)  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognize the correct use of the verbs to be <i>is</i> and <i>are</i> in sentences, b) use the present tense forms of the verb ‘to be’ correctly, to construct simple sentences, c) adopt the use of the present tense forms of the verb ‘to be’ in their day-to-day conversation.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a story, poem or conversation from audio recording/ teacher model containing <i>is</i> and <i>are</i>,</li> <li>• identify sentences showing present tense forms of the verb ‘to be’ from the text,</li> <li>• describe own and other learners’ demonstrated actions using <i>is</i> and <i>are</i>,</li> <li>• ask and answer questions using <i>is</i> and <i>are</i>, collaboratively with peers observing turn taking,</li> <li>• practise the use of <i>is</i> and <i>are</i> during role play, language games or songs.</li> </ul>	How do we talk about what is happening at the present?
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to speak clearly and effectively is enhanced as they use the present form of the verb ‘to be’ in communication.</p> <p><b>Collaboration: Teamwork</b> is enhanced as the learner collaborates with others in role play activities and language games observing the rules of engagement.</p>				
<p><b>Values:</b></p> <p><b>Respect:</b> Patience is achieved as the learner waits patiently to take turns during the question and answer activities.</p>				

**Pertinent and Contemporary Issues:**

**Life skills (Self-esteem):** The learner's self-esteem is nurtured as they communicate effectively using the verb 'to be'.

**Link to other Learning areas:**

The learner applies the knowledge of the present form of the verb 'to be' to learning of similar concept in Kiswahili Language Activities.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Writing	<b>1.4.1 Handwriting</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise descenders in long words in a text,</li> <li>b) form all descenders correctly in long words, legibly and neatly for correct word formation,</li> <li>c) realise the importance of writing long words correctly, legibly and neatly for different purposes.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch videos on how to write long words with descenders from a digital device, or as modelled by the teacher or peers and identify descenders in long words in a text,</li> <li>• copy long words forming all the descenders correctly, legibly and neatly,</li> <li>• write words with descenders from a dictation correctly, legibly and neatly,</li> <li>• write long words related to the theme in response to a picture prompts.</li> </ul>	Why should we write clearly?
<b>Core Competencies to be developed:</b> <b>Learning to learn:</b> The learner's ability to learn independently is enhanced as they practise forming all the descenders correctly on their own.				
<b>Values:</b> <b>Responsibility:</b> Self- drive is achieved as the learner ensures their writing is neat and legible through practice.				

**Pertinent and Contemporary Issues:**

**Learner Support Programmes (Peer Education and Mentorship):** The learner's interpersonal skills are enhanced as they demonstrate how to write correctly to peers.

**Link to other learning areas:**

The learner uses the skills of good handwriting to write clearly and legibly in other learning areas.

## 2.0 Activities in the Home

### Suggested vocabulary

clean, wash, clean, sweep, water, feed, care, mop, fetch, cook, farm, weed, harvest, shop, build, shed, feed,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.1 Listening And Speaking</b>	<b>2.1.1 Pronunciation and vocabulary  (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound combinations accurately in various contexts, b) articulate words with target letter- sounds combination for clarity in communication, c) use new words related to the theme to communicate in various contexts, d) respond to specific two-directional instructions in oral communication, e) realise the importance of listening attentively for	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio recording/teacher model of the target letter-sound combinations,                             <ul style="list-style-type: none"> <li>○ /tʃ/ as in match</li> <li>○ /əʊ/ goat, no</li> <li>○ /ʃ/ as in shop</li> <li>○ cl as in clean</li> </ul> </li> <li>• pronounce the target letter-sound combinations taking turns,</li> <li>• pick out words with the target letter-sound combinations,</li> <li>• take photos/record video clips about activities in the home and discuss its content,</li> <li>• use dialogues/ rhymes/ tongue twisters/ language games and songs to practise vocabulary</li> </ul>	1. Why should we listen attentively? 2. Why should we pronounce sounds and words

		effective communication.	related to the theme, <ul style="list-style-type: none"> <li>• respond correctly to two-directional instructions related to the theme.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> Learner’s ability to listen keenly and actively is nurtured as they listen and respond appropriately to specific two-directional instructions.				
<b>Digital literacy:</b> The learner’s ability to interact with digital devices is enhanced as they take photos/records video clips of activities in the home.				
<b>Values:</b>				
<b>Social justice</b> is enhanced as the learner fosters fairness and justice among peers during language game activities.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Life skills: (Self-esteem):</b> The learner’s self-esteem is nurtured as they articulate new words correctly for clarity in communication.				
<b>Link to other Learning Areas:</b> The learner uses the new word to learn similar concept in Kiswahili Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	2.2.1 Fluency  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations from a text in preparation for reading, b) pronounce words with the target sounds accurately, c) read a text accurately at the right speed, displaying the appropriate feelings or emotions for fluency, d) realise the importance of reading fluently.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip on reading fluency and respond to questions from the teacher and peers,</li> <li>• pick out words featuring the target letter-sound combinations: /cI/ and /oU/ from various texts,</li> <li>• practise reading a short print or digital text featuring words with the target blend expressively and fluently,</li> <li>• engage in timed reading of a text displaying appropriate feelings or emotion,</li> <li>• practise reading texts with peers for fluency.</li> </ul>	How do we show feelings when reading?
<p><b>Core Competencies to be developed:</b>  <b>Learning to learn:</b> The learner’s ability to develop relationships is developed as they practice reading texts with peer for fluency.</p>				
<p><b>Values</b>  <b>Unity:</b> Cooperation is enhanced as the learner works collaboratively with peers.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Life skills: (Self-esteem):</b> The learner’s self-esteem is nurtured as they read texts fluently.</p>				
<p><b>Link to other Learning Areas:</b>  The learner applies reading fluency skills when reading texts in Kiswahili Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	2.2.2 Comprehension  ( 2 lessons)	By the end of the sub strand, the learner should be able to: a) make connections between the text and their daily life experiences, b) infer meanings of new words from the context, c) read a text to answer direct and indirect questions correctly, d) adopt reading simple, short narratives and informational texts in a variety of genres.	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss pictures and the title of a text with peers and make predictions,</li> <li>• read simple digital or print texts related to the theme, and locate phrases and sentences to get the meaning of words,</li> <li>• locate sentences containing answers to direct questions and answer the questions,</li> <li>• interact with the text and answer indirect questions,</li> <li>• summarise the story in a few words,</li> <li>• brainstorm on the relevance of the story to their day-to-day activities.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we answer question from a text?</li> <li>2. How do we make sure we understand what we read?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they reason and argue out their points during group discussions.</p> <p><b>Creativity and imagination:</b> The learner’s ability to make connections is enhanced as they relate the story to their day to day activities.</p>				
<p><b>Values:</b></p> <p><b>Unity:</b> Cooperation is enhanced as the learner collaborates with others in groups activities.</p>				

**Pertinent and Contemporary Issues:**

**Life Skills (Self-esteem):** The learner's self-esteem is nurtured as their comprehension ability improves and they answer questions correctly.

**Link to other Learning Areas:**

The learner uses the comprehension strategies to read texts in Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Language Use	2.3.1. The verb ‘to be’ (was, were) (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) recognise the correct use of the verb ‘to be’ (<i>was, were</i>) in sentences,</p> <p>b) use correct subject-verb agreement to construct simple sentences about activities in the home,</p> <p>c) realize the importance of subject- verb agreement in conversation for effective communication.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• listen to a digital text containing ‘<i>was</i>’ and ‘<i>were</i>’ and identify sentences with the target grammar item,</li> <li>• type sentences based on pictures on a digital device (using was and were),</li> <li>• use the verb to be to construct sentences from actions demonstrated by peers,</li> <li>• play a language game using the verb to be (<i>was, were</i>).</li> </ul>	What were you doing at home yesterday?
<p><b>Core Competencies to be developed:</b></p>				
<p><b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they simple sentences about activities in the home using ‘was’ or ‘were’.</p>				
<p><b>Digital literacy:</b> The learner’s interaction with digital devices is enhanced as they type sentences on a digital device.</p>				
<p><b>Values:</b></p>				
<p><b>Responsibility</b> is enhanced as the learner takes up role during group activities such as language games.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p>				
<p><b>Citizenship (Social cohesion):</b> The learner’s interpersonal skills are enhanced as they work together to construct sentences</p>				



from actions demonstrated by peers.

**Link to other Learning Areas:**

The learner applies knowledge on the use of the past form of the verb ‘to be’ in learning of concepts of tenses in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.4 Writing</b>	<b>2.4.1 Handwriting</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise ascenders in long words in a text,</li> <li>b) write long words correctly, legibly and neatly forming all ascenders for correct word formation,</li> <li>c) realize the importance of writing long words correctly, legibly and neatly for different purposes.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• look at samples of correct, clear, and legible handwriting from a text,</li> <li>• Observe peer/teacher demonstration of well- shaped letters,</li> <li>• model ascenders using different materials,</li> <li>• copy words and letter patterns ascenders featuring the target letter -sound combinations ‘dr’, ‘fr’, ‘fl’, ‘gl’,</li> <li>• copy sentences with ascenders from charts/ flash cards/ chalkboard,</li> <li>• write words related to the theme in response to a picture prompts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to shape letters well?</li> <li>2. What do you consider to be a good handwriting?</li> </ol>
<b>Core Competencies to be developed:</b> <b>Communication:</b> The learners ability to write clearly and correctly is enhanced as they write long words forming all ascenders correctly, legibly and neatly				
<b>Values:</b> Responsibility: Self-drive is achieved as the learner practices writing neatly and legibly on their own				

**Pertinent and Contemporary Issues:**

**Life skills (Self-esteem):** The learner's self-esteem is nurtured as they write the letters correctly.

**Link to other Learning Areas:**

The learner uses the skill of good handwriting to write clearly and legibly in other learning areas.

### 3.0 Transport

**Suggested vocabulary**

fly, float, road, rail, water, air, tarmac, fast, slow, traffic, jam, driver, pilot, obey, grey, flat, accident, driver, captain.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.1 Listening and Speaking</b>	<b>3.1.1 Pronunciation and vocabulary</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise the target letter- sound combinations in words from an oral text,</li> <li>b) pronounce words with the target letter- sound combinations accurately,</li> <li>c) use new words related to the theme in short sentences,</li> <li>d) respond to specific simple two- directional instructions using new words in oral communication,</li> <li>e) realize the importance of listening attentively and responding appropriately for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an oral text featuring the target letter- sound combinations,               <ul style="list-style-type: none"> <li>○ /s/ as in dress,</li> <li>○ /l/- call, tall</li> <li>○ ‘fl’ as in flew</li> <li>○ / ei / as in way, grey</li> </ul> </li> <li>• say words with the target letter-sound combinations,</li> <li>• sing simple songs or recite poems with words which have the target letter-sound combinations,</li> <li>• pronounce new words related to the theme from flash cards/picture cues/sound prompts,</li> <li>• discuss meaning of new words with the target sounds with peers,</li> <li>• construct sentences using the new words,</li> <li>• listen and respond to two-directional instructions as modelled by</li> </ul>	Why should we listen attentively when other people are talking?

			peers/teacher.	
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> The learner's ability to listen keenly and actively is enhanced as they listen and respond appropriately to two-directional instructions.				
<b>Learning to learn:</b> The learner's ability to learn independently is enhanced as they practise saying words with the target letter-sound combinations correctly.				
<b>Values:</b>				
<b>Respect:</b> Acceptance is achieved as the learner understands and appreciates others during group discussions.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Life skills (Self-esteem):</b> The learner' self-esteem is nurtured as they read words with the target letter sound combinations correctly.				
<b>Link to other Learning Areas:</b>				
The learner applies attentive listening skill in learning of concepts in other learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.2</b> <b>Reading</b>	<b>3.2.1</b> <b>Fluency</b>  <b>(2 lessons)</b>	By the end of the sub strand , the learner should be able to: a) identify words with target letter- sound combinations in sentences, b) read words related to the theme fluently, with accuracy and expressions. c) realise the correspondence between spoken words and written words for fluency in reading.	The learner is guided to: <ul style="list-style-type: none"> <li>• point out words from the text with target letter- sound combinations (<b>‘fl’</b>, <b>‘ey’</b>)</li> <li>• watch videos or listen to the teacher model reading with fluency and say the words,</li> <li>• read a print/digital text aloud at the benchmark level of 65 words per minute and pick out decodable and non-decodable words,</li> <li>• use word attack skills such as look and say to recognise and read words related to the theme,</li> <li>• play word ladder and pronounce words or listen to audio/visual recording of words without letter sound correspondence.</li> </ul>	Why should we read fluently?
<b>Core Competencies to be developed:</b> <b>Digital literacy:</b> The learner’s interaction with digital devices is enhanced they read digital texts.				

**Values:**

**Unity:** The learner's cooperation skills are enhanced as they work collaboratively with others during word games.

**Pertinent Contemporary Issues:**

**Life Skills (Self-esteem):** The learner acquires an enhanced level of self-esteem as their reading fluency ability improves.

**Link to other Learning Areas:**

The learner applies reading fluency skills such as speed and accuracy in reading of texts in Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	3.2.2 Comprehension  (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and pictures, b) infer the meanings of words from the context, c) respond to direct and indirect questions for comprehension, d) adopt reading texts for information.	The learner is guided to: <ul style="list-style-type: none"> <li>• read the title and look at the pictures to make predictions about the story,</li> <li>• discuss the possible outcome of the story with peers,</li> <li>• read a text and locate phrases and sentences to get the meaning of new words,</li> <li>• locate sentences containing answers to direct questions and use them to answer questions,</li> <li>• respond to indirect questions using contextual clues,</li> <li>• role play the events in story for comprehension.</li> </ul>	Why is it important to understand what we read?
<p><b>Core Competencies to be developed:</b></p> <p><b>Digital literacy:</b> The learner’s interaction with digital devices is enhanced as they read simple digital texts.</p> <p><b>Communication:</b> The learner’s ability to speak clearly and effectively is enhanced as they discuss the possible outcomes of the story with peers.</p>				
<p><b>Values:</b></p> <p><b>Unity:</b> Cooperation is enhanced as the learner collaborates with others in groups activities.</p> <p><b>Respect:</b> Open mindedness is enhanced as the learner appreciates diverse opinions of others during group activities.</p>				



**Pertinent Contemporary Issues:**

**Life skills (Self-esteem):** The learner's self-esteem is nurtured as they respond to direct and indirect comprehension questions correctly.

**Link to other Learning areas:**

The learner links the vocabulary in the comprehension texts to learning concepts of transport in Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.3 Language Use</b>	<b>3.3.1. Singular and plural objective pronouns</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>recognise the correct use of singular and plural objective pronouns in sentences,</li> <li>use singular and plural objective pronouns to construct simple sentences related to the theme,</li> <li>realise the importance of singular and plural objective pronouns in communication,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>listen to a story/poem/conversation featuring objective pronouns, (me, us, you, him/her, them)</li> <li>pick out singular and plural objective plurals in the text,</li> <li>discuss how pronouns have been used in the text with peers,</li> <li>construct correct sentences using singular and plural objective pronouns orally with peers and give feedback,</li> <li>answer questions using objective pronouns.</li> </ul>	How do we talk about a person without mentioning their name?
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to listen keenly and actively is enhanced as they listen and recognise the singular and plural objective pronouns.</p>				

**Values:**

**Unity:** The learner's ability to cooperate is enhanced as they work collaboratively with peers to construct sentences using objective pronouns.

**Pertinent and Contemporary Issues:**

**Life skills (Self-esteem):** The learner's self-esteem is nurtured as they to construct correct sentences using objective pronouns.

**Link to other Learning Areas :**

The learner links the concept of objective pronouns to learning of similar concepts in Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.4 Writing	3.4.1 Handwriting  (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) recognise ascenders and descenders in long words,</p> <p>b) write long words forming all ascenders and descenders, correctly, legibly and neatly,</p> <p>c) realise the importance of forming all ascenders and descenders appropriately in writing long words.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• watch videos on how to write long words with ascenders and descenders from a digital device, or as modeled by the teacher or peers,</li> <li>• practice writing the letters in the air</li> <li>• observe displayed flash cards and copy the letters,</li> <li>• copy long words with the target letter-sound combinations (fl- and -ey),</li> <li>• practise writing long word forming ascenders and descenders with peers,</li> <li>• write words related to the theme from a dictation, in response to a picture prompt.</li> </ul>	How do we write words?
<p><b>Core Competencies to be developed:</b></p> <p><b>Learning to learn:</b> The learner’s ability to learn independently is enhanced as they practice forming ascenders and descenders correctly as an aspect of good handwriting.</p> <p><b>Communication:</b> The learner’s writing skills are improved as they write long words forming ascenders and descenders correctly.</p> <p><b>Values:</b></p> <p><b>Responsibility:</b> The learner’s ability to care for own and other’s property is enhanced as they take care of digital devices when watching videos.</p>				

**Pertinent Contemporary Issues:**

**Learner Support Programmes** (Peer Education and Mentorship): The learner's interpersonal relationships are enhanced as they assist peers improve their handwriting.

**Link to other Learning Areas:**

The learner is able to use the skill of good handwriting to write clearly and legibly in all learning areas.

### 4.0 Months of the Year

#### Suggested vocabulary

later, before, after, sunrise, daylight, sunset, tonight, midnight, now, noon, months of the year (January – December)

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.1 Listening and Speaking</b>	<b>4.1.1 Pronunciation and Vocabulary</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise words with the target letter-sound combinations in oral texts,</li> <li>b) articulate words with the target letter -sound combinations for effective communication,</li> <li>c) pronounce the words related to the theme accurately,</li> <li>d) use the new words to construct sentences in various contexts,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• pronounce words with the target letter- sound combinations as modelled by the teacher or peers,                             <ul style="list-style-type: none"> <li>○ /ŋ/ <i>ing as in thing</i>; /ŋ</li> <li>○ /i:/ <i>as in happy</i> in words ending with letter y</li> <li>○ <i>st as in stick</i></li> <li>○ <i>gl as in glass</i></li> </ul> </li> <li>• say tongue twisters/poems/songs containing the target letter-sound combinations, with peers,</li> <li>• pronounce the words related to the theme accurately,</li> <li>• construct simple sentences orally using the new words, with peers and give feedback,</li> </ul>	Why should we pronounce words correctly?

		e) realise the importance of using appropriate words in a variety of contexts.	<ul style="list-style-type: none"> <li>• make a talking tree using the new words.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> The learner's ability to listen keenly and actively is enhanced as they listen to teacher/peer model of pronunciation of words and pronounce the words correctly.				
<b>Values:</b>				
<b>Unity:</b> The learner's ability to work collaboratively is enhanced as they work collaboratively with others to make a talking tree using the new words.				
<b>Pertinent Contemporary Issues:</b>				
<b>Life skill (self-esteem):</b> The learner's self-esteem is nurtured as they use the new words learnt in various contexts.				
<b>Link to other Learning Areas:</b>				
The learner uses attentive listening skills to learn concepts in other learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2. Reading	4.2.2 Fluency  (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) identify words containing the target letter-sound combinations in preparation for reading,</p> <p>b) read a text accurately, at the right speed and with expression,</p> <p>c) adopt reading simple, short narratives and informational texts in a variety of genres.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• select words featuring the target letter-sound combinations (/ ŋ /, / i:/, -y, st, gl-) in a text, with peers,</li> <li>• practise reading words with the letter-sound combinations, with peers,</li> <li>• engage in timed reading (65 words per minute), observing stress and intonation,</li> <li>• read a short print or digital text featuring words with the target letter-sound combinations expressively and fluently,</li> <li>• practise reading sentences aloud containing non-decodable words with target letter-sound combinations.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce sounds correctly?</li> <li>2. Why should we read a story at the right speed?</li> </ol>
<p><b>Core Competencies to be developed:</b></p>				
<p><b>Learning to learn:</b> The learner’s ability to learn independently is developed as they practice reading sentences containing non-decodable words on their own.</p>				
<p><b>Digital literacy:</b> The learner’s ability to interact with digital devices is enhanced as they read digital texts.</p>				
<p><b>Values:</b></p>				
<p><b>Unity:</b> The learner’s ability to cooperate with others is nurtured as they work collaboratively with peers in group activities.</p>				



**Pertinent and Contemporary Issues:**

**Life skills (Self-esteem):** The learner acquires an enhanced level of self-esteem as their reading fluency skills improves.

**Link to other learning areas:**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	4.2.2 <b>Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify words related to the theme in a text, b) make predictions and anticipate possible outcomes in a text for comprehension, a) use contextual clues to infer meanings of words, b) answer direct and indirect questions for comprehension, c) adopt retelling a story to check understanding.	The learner is guided to: <ul style="list-style-type: none"> <li>• observe pictures and the title of the text and make predictions on the outcome of the story with peers,</li> <li>• read a printed or digital text related to the theme,</li> <li>• infer the meanings of new words using contextual clues,</li> <li>• respond orally to direct questions based on a text they have read,</li> <li>• locate sentences containing answers to direct questions,</li> <li>• respond to inferential questions using contextual clues,</li> <li>• make connections between the story and their experiences.</li> </ul>	How do we tell what the story is about?
<p><b>Core Competencies to be developed:</b>  <b>Creativity and imagination:</b> The learner’s ability to think creatively and imaginatively is enhanced as they make connections between the story and their experiences.</p>				
<p><b>Values:</b>  <b>Respect</b> is enhanced as the learner appreciates diverse opinions from peers during discussions.</p>				

**Pertinent and Contemporary Issues:**

**Life skill (self-esteem):** The learner's self-esteem is enhanced they answer direct and indirect questions correctly.

**Link to other Learning Areas:**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.3</b> <b>Language Use</b>	<b>4.3.1</b> <b>Simple Past Tense</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise simple past tense verb forms from texts,</li> <li>b) use simple past tense to discuss past activities,</li> <li>c) realise the use of past tense in everyday communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• identify simple past tense verbs from print and digital text,</li> <li>• select sentences containing simple past tense from a text or conversation</li> <li>• construct sentences using simple past tense on demonstrated actions and report to peers,</li> <li>• construct sentences from a substitution table with peers and give feedback,</li> <li>• engage in games, involving time and months of the year to change verbs from simple present to simple past tense, with peers,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we talk about what happened in the past?</li> <li>2. What did you do last week?</li> </ol>
<b>Core Competencies to be developed:</b> <b>Communication:</b> The learner’s ability to speak clearly and effectively is enhanced as they use the simple past tense correctly to talk about past activities.				
<b>Values:</b> <b>Unity:</b> The learner’s ability to cooperate is enhanced as they work collaboratively with others in group activities such as games.				
<b>Pertinent and Contemporary Issues:</b> <b>Life skills (Self-esteem)</b> The learner’s self-esteem is nurtured as they communicate effectively using simple past tense.				
<b>Link to other Learning areas:</b> The learner relates the concept of tenses to learning of similar concept in Indigenous and Kiswahili Language Activities.				



## 5.0 Shopping

### Suggested vocabulary

shop, shopkeeper, market, supermarket, buy, price, cheap, spend, expensive, sell, flour, fruits, vegetables, meat, pencils

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.1 Listening and Speaking</b>	<b>5.1.1 Pronunciation and Vocabulary</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise the target letter-sound combinations in spoken words and sentences,</li> <li>b) pronounce the letter-sound combinations in a variety of words and sentences,</li> <li>c) use the vocabulary learnt to communicate in various contexts,</li> <li>d) realise the importance of listening attentively for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio recording/ teacher model featuring the letter-sound combinations:                             <ul style="list-style-type: none"> <li>○ nt as in sent</li> <li>○ sl as in sleep</li> <li>○ words ending with ar such as jar,</li> <li>○ nd as in hand,</li> <li>○ nk as in ink, drink</li> </ul> </li> <li>• pronounce the letter-sound combinations in words,</li> <li>• listen to tongue twisters, poems or songs and identify words with the target letter-sound combinations e.g. <b>slippers, jar,</b></li> <li>• say tongue twisters, sing simple songs or recite poems with the taught sounds,</li> <li>• recognise new words related to the theme and use them to</li> </ul>	Why should we look at people as we talk to them?

			construct sentences, • use the class shop to role play shopping activities/watch a video about shopping and construct sentences about it	
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**Core Competencies to be developed:**

**Communication:** The learner’s ability to listen keenly and actively is enhanced as they listen to audio recording/teacher model of words with the target letter sound combinations and pronounce them correctly.

**Digital literacy:** The learner’s interaction with digital devices is enhanced as they watch a video on shopping.

**Values:**

**Responsibility** is enhanced as the learner takes up assigned roles and responsibilities during role play of shopping activities.

**Pertinent and Contemporary Issues:**

**Financial literacy:** The learner’s financial literacy skills are enhanced as they role play shopping activities.

**Link to other Learning Areas:**

The learner applies the skill of proper pronunciation of words when learning similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.2 Reading</b>	<b>5.2.1 Fluency (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify words with the target sounds in varied texts, b) pronounce words with the target sounds correctly, c) read a text at the right speed, observing punctuation and displaying the right feelings and emotions for fluency, d) adopt reading simple, short narratives and informational texts in a variety of genres fluently.	The learner is guided to: • identify and read words with the target letter sounds, • engage in timed reading at 65 words per minute, observing punctuations and displaying the right feelings and emotions, • read short print or digital texts related to the theme expressively and fluently, • practise reading sentences containing decodable and non-decodable words from print or digital sources with peers.	1. Why do we pause as we read texts? 2. What do we do if we cannot read a word?
<p><b>Core Competencies to be developed:</b>  <b>Digital literacy:</b> The learner’s interaction with digital devices is enhanced as they read digital texts.  <b>Learning to learn:</b> The learner’s ability to learn independently is enhanced they practise reading sentences containing decodable and non-decodable words.</p>				
<p><b>Values:</b>  <b>Unity:</b> The learner’s cooperation skills are enhanced as they work collaboratively with peers in carrying out activities.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Life skills (Self-esteem):</b> The learner’s self-esteem is nurtured as they acquire reading fluency skills.</p>				
<p><b>Link to other Learning Areas:</b>  The learner applies reading fluency skills such as speed and accuracy when reading texts in Kiswahili and Indigenous Language Activities.</p>				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Reading	5.3.3 Comprehension  (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) realise the role of reading in life-long learning.	Learner is guided to: <ul style="list-style-type: none"> <li>• discuss pictures and the title of a text and predict what will happen in the story, with peers,</li> <li>• read a printed or digital text (story/poem),</li> <li>• use contextual clues to get meaning of words,</li> <li>• locate sentences containing answers to direct questions in the text,</li> <li>• interact with the text answer indirect questions using contextual clues, with peers,</li> <li>• retell the story in own words.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we show that we have understood what we have read?</li> <li>2. How can we predict how a story, poem or conversation will end?</li> <li>3. How can we tell where events have taken place?</li> </ol>
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they retell the story clearly and effectively in their own words.</p>				
<p><b>Values:</b>  <b>Unity:</b> The learner’s cooperation skills are enhanced as they participate actively in discussions with peers.</p>				

**Pertinent and Contemporary Issues:**

**Life skill (self-esteem):** The learner's self-esteem is nurtured as they answer comprehension questions correctly.

**Link to other Learning Areas:**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.4</b> <b>Language Use</b>	<b>5.4.1</b> <b>Plurals of irregular nouns</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify plurals of irregular nouns in print and digital texts, b) use plural of irregular nouns to construct sentences for effective communication, c) realise the importance of using plural of irregular nouns in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• recognize plural forms of irregular nouns from a written text or digital text,</li> <li>• form plurals of specific irregular nouns,</li> <li>• discuss with peers, personal shopping experiences using plurals of irregular nouns,</li> <li>• construct sentences using the plural forms of irregular nouns ,</li> <li>• type sentences constructed onto a digital device,</li> <li>• recite poems/read texts/sing songs containing plurals of specific irregular nouns .</li> </ul>	<ol style="list-style-type: none"> <li>1. What things do we buy?</li> <li>2. How do we refer to things when they are many?</li> </ol>
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they speak clearly and effectively about their shopping experiences.  <b>Digital literacy:</b> The learner’s interaction with digital devices is enhanced as they type sentences onto a digital device</p>				
<p><b>Values:</b>  <b>Respect:</b> The learner’s acceptance skills are enhanced as they understand and appreciate peers during group activities.</p>				

**Pertinent and Contemporary Issues:**

**Life skills (Self-esteem):** The learner's self-esteem is nurtured as they use plurals of irregular nouns to talk about their personal shopping experiences.

**Link to other Learning Areas:**

The learner links the concept of plurals of irregular nouns to learning of similar concept in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.5 Writing	5.5.1 Spelling  (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write correct spelling of grade appropriate words in the c) present and past simple tense clearly and legibly, d) r e a l i z e the importance of correct spelling of words for effective communication.	The learner is guided to: • read samples of texts with good handwriting, • discuss aspects of good handwriting such as letter formation, spacing, alignment, capitalisation, with peers, • copy letter patterns of the target letter-sound combinations (sl, ar), from a chart, • listen to a dictation on verbs in the present and past tense and write them, • share your work with peers and give feedback, • write words related to the theme correctly in response to a picture prompt, • type words and phrases on digital devices.	1. Why do we write? 2. How do we write words?
<p><b>Core Competencies to be developed:</b>  <b>Digital literacy:</b> The learner’s interaction with digital devices is enhanced as they type words and phrases on digital devices.  <b>Communication:</b> The learner’s writing skills are improved as they write clearly and spells words correctly.</p>				
<p><b>Values:</b>  <b>Respect</b> is enhanced as the learner appreciates the opinions of peers during group discussions.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p>				

**Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they spell words correctly for effective communication.

**Link to other Learning Areas:**

The learner uses the skill of correct spelling of words when writing words learning in other learning areas.

## 6.0 Garden

### Suggested vocabulary

fruits, vegetables, grow, energy, healthy, soil, crops, plant, flowers, trees, water ,dig

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.1</b> <b>Listening</b> <b>and Speaking</b>	<b>6.1.1</b> <b>Pronunciation</b> <b>and Vocabulary</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify words with the target letter-sound combinations from an oral text,</li> <li>b) pronounce words with the target letter-sound combinations in preparation for reading,</li> <li>c) use words related to the theme in relevant contexts,</li> <li>d) respond to simple specific two- directional instructions in oral communication,</li> <li>e) realise the importance of listening attentively for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• pronounce words and phrases with the letter- sound combinations :                             <ul style="list-style-type: none"> <li>○ /ɪə/ as in near, ear, here</li> <li>○ /θ/ as in thing, three path,</li> <li>○ /ð/ as in this, other,</li> <li>○ digraph <b>wh</b> as in when, where</li> <li>○ the digraph <b>tw</b> as in two, twelve</li> </ul> </li> <li>• recite rhyming words that have the letter- sound combinations, with peers,</li> <li>• listen to and pronounce words related to the theme as used in short sentences, short paragraphs, teacher read aloud stories,</li> <li>• recite rhymes, sing songs, with peers using the vocabulary related to the theme,</li> <li>• use the vocabulary to construct oral sentences,</li> <li>• play a language game of matching vocabulary learnt to pictures and objects,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce words correctly?</li> <li>2. What do we find in a garden?</li> </ol>

			<ul style="list-style-type: none"> <li>• respond to simple specific two-directional instructions.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to listen keenly and actively is enhanced as they listen and respond correctly to instructions.</p> <p><b>Collaboration:</b> Teamwork is enhanced as the learner collaborates with peers to play a language game observing the rules of engagement.</p>				
<p><b>Values:</b></p> <p>Responsibility is enhanced as the learner takes up roles in group activities.</p>				
<p><b>Pertinent and Contemporary Issues :</b></p> <p><b>Life Skills (Self-esteem):</b> The learner’s self-esteem is nurtured as they use the vocabulary learnt correctly in oral communication</p>				
<p><b>Links to other Learning Areas:</b></p> <p>The learner applies the skill of correct pronunciation when pronouncing words in Kiswahili and Indigenous Language Activities</p>				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.2 Reading</b>	<b>6.2.1 Fluency</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations in preparation for reading, b) pronounce words accurately when reading a text, c) read a grade- appropriate text accurately, at the right speed and with expression, d) realize the importance of reading fluently for lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> <li>• pick out words with target letter-sound combinations /tw/ , /wh/ , /ɪə/ , /θ/ , /ð/ from a chart,</li> <li>• read words containing the target letter- sound combinations correctly,</li> <li>• read a text displaying the right facial expressions and tonal variations, with peers</li> <li>• engage in timed reading, displaying the right facial expressions and feelings when reading,</li> <li>• practise reading sentences containing decodable and non-decodable words,</li> <li>• participate in a readers theatre with peers where he or she reads some lines or stanzas of a poem,</li> <li>• recite poems related to the theme.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we improve our reading speed?</li> <li>2. How do we show feelings and emotions when reading?</li> </ol>
<p><b>Core competencies to be developed:</b>  <b>Learning to learn:</b> The learner’s independent reading skills are enhanced as they practise reading sentences containing decodable and non-decodable words on their own or with peers.</p>				

**Values:**

**Unity** is developed as the learner works collaboratively with peers during group activities.

**Pertinent and Contemporary Issues:**

**Life skills (self-esteem):** The learner's self-esteem is nurtured as they acquire reading fluency skills.

**Link to other learning areas**

The learner applies reading fluency skills such as speed and prosody when reading texts in Kiswahili Languages Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.2 Reading</b>	<b>6.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) adopt reading texts for information.	The learner is guided to: • look at pictures and title of a text and say what will happen in the story, with peers, • read a story/poem /dialogue related to the theme, • use contextual clues to infer the meanings of words, • respond to direct questions by locating sentences containing answers, • answer indirect questions using contextual clues • summarise the events in a story in a few words.	1. How can we predict the ending of a story, poem or conversation? 2. How can we tell where events in a story have taken place? 3. How can we tell the characters in a story?
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to write clearly and correctly is enhanced as they summarise the events in the story using a few words.</p>				
<p><b>Values:</b>  <b>Respect</b> is enhanced as the learner is open-minded and appreciates diverse opinions from peers as they talk about what will happen in the story.</p>				

**Pertinent and Contemporary Issues :**

**Life skill (Self-esteem):** The learner's self-esteem is nurtured as they answer comprehension questions correctly.

**Link to other Learning Areas:**

The learner uses the reading comprehension strategies acquired when reading texts in Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Language use	6.3.1 Past Continuous Tense (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words in past continuous tense for effective communication, b) change verbs from present continuous to past continuous tense in a given context, c) realize the importance of communicating ideas using the past continuous tense.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a story/ poem /conversation containing sentences with past continuous tense,</li> <li>• pick out verbs in past continuous tense from a text,</li> <li>• take turns in asking and answering questions using the past continuous tense, with peers,</li> <li>• construct sentences in past continuous tense based on pictures related to the theme,</li> <li>• play language games that involve changing verbs from simple continuous to past continuous tense.</li> </ul>	What were the learners doing in school yesterday?
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to listen keenly and attentively is enhanced as they listen to texts and pick out verbs in past continuous tense.</p>				
<p><b>Values:</b>  <b>Unity:</b> The learner’s ability to cooperate with others is enhanced as they work collaboratively with peers.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p>				

**Life skill (Self -esteem)** The learner's self-esteem is nurtured as they communicate effectively using past continuous tense.

**Links to other Learning Areas:**

The learner links the concept of past continuous tense to learning of similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.4 Writing</b>	<b>6.4.1 Spelling (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) spell words with the target letter- sound combinations for effective writing, b) write 3 -7 letter words related to the theme correctly, c) endorse writing words correctly clearly and legibly.	The learner is guided to: <ul style="list-style-type: none"> <li>• read words with the target letter-sound combinations /tw/, /wh/, /ɪə/, /θ/, /ð/ from a word wall,</li> <li>• copy words with the letter-sound combinations,</li> <li>• spell words with the letter combinations from a dictation,</li> <li>• make words related to the theme from jumbled letters,</li> <li>• write 3-7 letter words that are related to the theme and read them aloud,</li> <li>• form words related to the theme using letters of their names, with peers.</li> </ul>	How do we learn to spell words or names?
<p><b>Core competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to write clearly and correctly is enhanced as they write 3-7 letter words correctly.</p>				
<p><b>Values</b>  <b>Unity:</b> Cooperation is enhanced as the learner collaborates with peers to form words related to the theme using letters of their names.</p>				
<p><b>Pertinent and Contemporary Issues</b>  <b>Life skill (self-esteem):</b> The learner’s self-esteem is enhanced as they write words correctly, clearly and legibly.</p>				
<p><b>Link to other Learning Areas</b>  The learner uses the skills of correct spelling of words to write clearly and correctly in other learning areas.</p>				

## 7.0: Accidents

### Suggested Vocabularies

crash, brakes, injuries, first aid, road, witness, suddenly, bump, victim, survive, evade, careful, careless, hurt, hand cart, scar, tanker, accident, speed, drive, traffic

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.1</b> <b>Listening and Speaking</b>	<b>7.1.1</b> <b>Pronunciation and Vocabulary</b> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise the target letter - sound combinations in given words,</li> <li>b) pronounce the words with the target letter-sound combinations in preparation for reading,</li> <li>c) use new words related to the theme in relevant contexts,</li> <li>d) respond appropriately to simple specific two-directional instructions in oral communication,</li> </ol>	The learner is guide to: <ul style="list-style-type: none"> <li>• listen to an audio recording/ teacher model of the target letter-sound combinations:                             <ul style="list-style-type: none"> <li>nd as in sand, nk as in ink, sink, / eɪ/ as in take, ate, / əʊ/ as in home, / aɪ/ as in mine,</li> </ul> </li> <li>• identify and pronounce words with the target letter sounds,</li> <li>• recite rhymes/tongue twisters to practise pronunciation,</li> <li>• listen to a text and</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you look at someone's face as they speak?</li> <li>2. Why is it important to pronounce words correctly?</li> </ol>



		e) realize the importance of pronouncing and using new words correctly for effective communication.	identify new words, • use the vocabulary to construct sentences • recite poems and sing songs on road safety, • draw and colour simple road signs, • respond to simple specific two- directional instructions.	
<b>Core Competencies to be developed:</b> <b>Communication:</b> The learner’s ability to listen keenly and actively is enhanced as they listen to texts and identify words with the target letter sound combinations correctly. <b>Learning to learn:</b> The learner’s ability to learn independently is enhanced as they draw and colour road signs they have come across.				
<b>Values:</b> Responsibility is enhanced as the learner observes safety precautions when using roads.				
<b>Pertinent and Contemporary Issues :</b> <b>Socio-economic and environmental issues</b> (Disaster Risk Reduction) The learner’s safety is enhanced as they read texts on safe road use.				
<b>Links to other Learning Areas :</b> The learner uses the skills of correct pronunciation of words to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.2 Reading</b>	<b>7.2.1 Fluency</b>  (2 Lessons )	By the end of the sub strand, the learner should be able to: a) identify words with the target letter- sound combinations in preparation for reading, b) read a text accurately, at the right speed , displaying the right feelings and emotions for fluency, c) endorse reading simple, short narratives and informational texts in a variety of genres.	The learner is guided to : <ul style="list-style-type: none"> <li>• pick out words with sound combinations ‘<b>nd</b>’ ‘<b>nk</b>’ and words ending with ‘<b>ar</b>’ as in car, far from a text,</li> <li>• read words containing the target letter- sound combinations,</li> <li>• practise reading a text aloud repetitively and in unison,</li> <li>• engage in timed reading, displaying the right facial expressions and feelings making appropriate pauses at punctuations,</li> <li>• practise reading sentences containing decodable and non-decodable words,</li> <li>• participate in a readers theatre with peers where he or she reads some lines or stanzas of a poem.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to read words properly?</li> <li>2. What can help someone to read well?</li> </ol>
<p><b>Core Competencies to be developed:</b>  <b>Learning to learn:</b> The learner’s ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words for reading fluency.</p>				
<p><b>Values:</b>  Responsibility is enhanced as the learner participates actively in a reader’s theatre with peers.</p>				

**Pertinent and Contemporary Issues:**

**Life skill (Self-esteem):** The learner's self-esteem is enhanced as they acquire reading fluency skills.

**Link to other Learning areas:**

The learner applies reading fluency skills such as speed and accuracy when reading texts in Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.2</b> <b>Reading</b>	<b>7.2.2</b> <b>Comprehension</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the characters and events in the text to show comprehension,</li> <li>b) make predictions about a story based on the title and picture,</li> <li>c) respond to direct and indirect questions in short simple sentences to show comprehension,</li> <li>d) adopt reading pictures and texts for enjoyment and information.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• look at the title and pictures in the text to make predictions ,</li> <li>• discuss the setting and the characters in the story,</li> <li>• read a text related to theme and respond to direct questions,</li> <li>• respond to indirect questions using contextual clues,</li> <li>• retell a story with peers,</li> <li>• role play scenarios from the story,</li> <li>• talk about their own experiences in relation to the story.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you think will happen in this story?</li> <li>2. What do the pictures tell us about the story?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they retell the story clearly and effectively.</p> <p><b>Creativity and imagination:</b> The learner’s ability to make connections is enhanced as they relate the story to their own experiences.</p>				

**Values:**

Responsibility is enhanced as the learner takes up assigned roles during role playing of scenarios from the story.-

**Pertinent and Contemporary Issues :**

**Life skills (Self-esteem):** The learner's self-esteem is nurtured as they respond to comprehension questions correctly.

**Link to other Learning Areas**

The learner's uses reading comprehension strategies when reading texts in Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.3 Language Use</b>	<b>7.3.1 Use of conjunctions  (2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) distinguish the uses of conjunction ‘ <b>or</b> ’ in sentences for effective communication, b) use conjunction ‘ <b>or</b> ’ to construct sentences related to the theme, c) adopt using conjunction ‘ <b>or</b> ’ in everyday communication.	The learner is guide to: <ul style="list-style-type: none"> <li>• identify sentences featuring the conjunction ‘or’ from a text,</li> <li>• construct sentences using ‘or’ to show choice,</li> <li>• role play making choices using ‘or’ in incidents related to the theme,</li> <li>• sing and recite poems about safety using conjunction ‘<b>or</b>’</li> </ul>	What do we say when we want to choose something from a group of things?
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they speak clearly and effectively using conjunction ‘or’.				
<b>Values:</b> Responsibility is enhanced as the learner takes up roles during group activities such as role playing.				
<b>Pertinent and Contemporary Issues :</b>				
<b>Socio-economic issues (Safety and security):</b> The learner’s safety is enhanced as they sing and recite poems about safety.				
<b>Links to other Learning Areas:</b> The learner links the concept of use of conjunction ‘or’ to learning of similar concept in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.4 Writing</b>	<b>7.4.1 Spelling</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) spell 3-6 letter words with the target letter -sound combinations for effective writing, b) write vocabulary related to the theme appropriately for legibility, c) adopt writing words clearly, legibly and correctly.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify words with target letter-sound combinations ('nk', 'nd', 'ar') from a list of jumbled words,</li> <li>• copy words with the letter- sound combinations,</li> <li>• write words with the target letter combinations from a dictation of the words,</li> <li>• make words related to the theme from jumbled letters,</li> <li>• take part in word building activities using pocket charts/ print/ digital flash cards.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should people spell words correctly?</li> <li>2. How do we learn to spell?</li> </ol>
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> The learner's ability to write clearly and correctly is enhanced as they write 3-6 letter words correctly.				
<b>Values:</b>				
Unity is enhanced as the learner collaborates with peers in word building activities.				
<b>Pertinent and Contemporary Issues :</b>				
<b>Life skills (Self-esteem):</b> The learner's self-esteem is nurtured as they spell words correctly.				
<b>Link to other Learning Areas</b>				
The learner applies the skill of spelling words correctly when writing words in other learning areas.				

## 8.0 Classroom

### Suggested vocabulary:

book, desk, teacher, pencil, teach, chart, duster, chair, chalk, ruler, paper, clean, broom, best, busy, enter, sit

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.1</b> <b>Listening and Speaking</b>	<b>8.1.1</b> <b>Pronunciation and Vocabulary</b> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise words with the target letter -sound combinations in preparation for reading,</li> <li>b) pronounce new words correctly for clarity in speech,</li> <li>c) use new words related to the theme in relevant contexts,</li> <li>d) respond simple specific two-directional instructions in oral communication,</li> <li>a) realise the importance of listening attentively for effective communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• identify words with the target letter-sound combinations from an oral text,                             <ul style="list-style-type: none"> <li>- ‘br’ as in brick, bread,</li> <li>- /ə/ words ending with er as in her</li> <li>- /i:/ as in been, as in meet,</li> <li>- /eɪ/ as said,</li> <li>- /əʊ/ as in coat, boat</li> </ul> </li> <li>• pronounce words and phrases with the target letter-sound combinations,</li> <li>• recite rhyming words to practice pronunciation, with peers,</li> <li>• listen to the vocabulary related to the theme as</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words do you use to talk about the classroom?</li> <li>2. Why is it important to pronounce words correctly?</li> </ol>



			<p>used in short sentences, short paragraphs, teacher read aloud stories,</p> <ul style="list-style-type: none"> <li>• pronounce the new words,</li> <li>• use new words to talk about the classroom,</li> <li>• practise using vocabulary words related to the theme in a language game,</li> <li>• match vocabulary words learnt to pictures and objects,</li> <li>• pay attention to simple specific two - directional instructions</li> <li>• engage in role play to respond to simple specific two-directional instructions.</li> </ul>	
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**Core Competencies to be developed:**

**Communication:** The learner’s ability to speak engagingly is enhanced as they use learnt vocabulary to talk about the classroom.

**Values:**

Responsibility is enhanced as the learner engages in assigned role during role play with peers.

**Pertinent and Contemporary Issues:**

**Life skills (Self-awareness):** The learner's self-awareness is enhanced as they identify the general features in the classroom.

**Links to other Learning Areas:**

The learner uses the skill of correct pronunciation of words when pronouncing words Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.2 Reading</b>	<b>8.2.1 Fluency</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter- sound combinations in preparation for reading, b) pronounce words with the target letter – sound combinations accurately when reading a text, c) read a text accurately, at the right speed and with expression, d) realise the importance of reading fluently for lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> <li>• recognise words with the sounds /br/, / er/, /ə/ words ending with er , / i: /, / eɪ /, / əʊ / from a text,</li> <li>• select words with the target letter sound combinations from a chart,</li> <li>• read words with target letters- sound combinations,</li> <li>• recite a choral verse to practise pronunciation of words, with peers,</li> <li>• read a short text observing stress and intonation,</li> <li>• engage in timed reading of a grade- appropriate text, displaying the right facial expressions, feelings or emotions,</li> <li>• practise reading sentences containing decodable and non- decodable words.</li> <li>• participate in a readers theatre where he or she reads some lines or stanzas of a poem related to the theme with peers,</li> </ul>	1. Why should we pronounce words correctly? 2. Why should we read fluently?
<p><b>Core Competencies to be developed:</b>  <b>Learning to learn:</b> The learner’s ability to read independently is developed as they practise reading sentences containing decodable and non- decodable words for fluency.</p>				
<p><b>Values</b>  Responsibility is developed as the learner actively participates in a reader’s theatre with peers.</p>				

**Pertinent and Contemporary Issues**

**Life skill (Self-esteem):** The learner's self-esteem is nurtured as they read texts fluently.

**Link to other Learning Areas**

The learner is applies reading fluency skills such as speed and accuracy when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 <b>Reading</b>	8.2.2 <b>Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) adopt reading texts for information.	The learner is guided to: • discuss the title and pictures in the text to make predictions, • read a text related to theme and respond to direct questions, • track text using their fingers • respond to indirect questions using contextual clues, • retell a story with peers, • role play scenarios from the story, with peers, • talk about their own experiences in relation to the story.	1. How can we predict how a story, poem or conversation will end? 2. How can we tell where events have taken place?
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they retell stories clearly and effectively in their own words.</p> <p><b>Creativity and imagination:</b> The learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story.</p>				
<p><b>Values:</b></p> <p><b>Responsibility</b> is enhanced as learner takes up assigned roles during group activities with peers.</p>				

**Pertinent and Contemporary Issues:**

**Life skill (Self-esteem):** The learner's self-esteem is nurtured as they answer comprehension questions correctly.

**Link to other Learning Areas:**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.3</b> <b>Language Use</b>	<b>8.3.1</b> <b>Cardinal and ordinal numbers</b>  <b>Demonstratives</b> (these, those)  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) differentiate ordinal and cardinal numbers as used in oral and written communication,</li> <li>b) use ordinal and cardinal numbers for effective communication,</li> <li>c) use plural demonstratives to talk about things that are near or far,</li> <li>d) value the importance of cardinal and ordinal numbers in communication,</li> <li>e) realise the role of demonstratives in communication.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• distinguish between ordinal and cardinal numbers in a list or a sentence,</li> <li>• use objects in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers,</li> <li>• construct sentences using ordinal and cardinal numbers, with peers</li> <li>• pick out demonstratives from a written text,</li> <li>• use demonstratives to talk about things in the classroom, with peers,</li> <li>• use demonstratives to construct sentences related to the theme,</li> <li>• recite a poem /sing a song containing demonstratives/ cardinal and ordinal numbers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to count correctly?</li> <li>2. Which objects are near/far from you?</li> </ol>

**Core Competencies to be developed:**

**Communication:** The learner's ability to speak clearly and effectively is enhanced as they use demonstratives to talk about the things in the classroom.

**Values:**

Social justice is enhanced as the learner appreciates the efforts of others in constructing sentences using demonstratives.

**Pertinent and Contemporary Issues :**

**Life skill (Self- esteem):** The learner's self-esteem is enhanced as they use demonstratives correctly in communication.

**Links to other Learning Areas:**

The learner applies the knowledge on number in learning of similar concept in Mathematical Activities.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.4 Writing	8.4.1 Spelling (2 lessons)	By the end of the sub strand, the learner should be able to: a) spell words with the target letter- sound combinations for effective writing, b) write 4-7 letter words appropriately for legibility, c) adopt writing words clearly, legibly and correctly for effective communication.	The learner is guided to: • spell words with the target letter -sound combinations from a dictation, • write 4-7 letter words with the target letter- sound combinations read to them, • make 4-7 letter words related to the theme from jumbled letters, • participate in spelling word drills with peers, • generate as many words related to the theme as they can from a set of their names, • type words made onto a digital device.	1. Why should people spell words correctly? 2. How do we learn to spell words or names?
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to write correctly and clearly is improved as they write 4-7 letter words correctly.  <b>Digital literacy:</b> The learner’s interaction with digital devices is enhanced they type words onto a digital device.</p>				
<p><b>Values</b>  <b>Unity:</b> Cooperation is enhanced as the learner actively takes part in a spelling drill with peers.</p>				
<p><b>Pertinent and Contemporary Issues :</b>  <b>Life skills (Self-esteem):</b> The learner’s self-esteem is enhanced as they spell words correctly for effective communication.</p>				

**Link to other Learning Areas:**

The learner uses the skill of correct spelling of words to write words correctly in other learning areas.

## 9.0 The Farm

### Suggested vocabulary

chicken, sheep, goat, cow, donkey, cat, crop, hay, weed, till, soil, dig, harvest, grow, graze, plant

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.1</b> <b>Listening and Speaking</b>	<b>9.1.1</b> <b>Pronunciation and Vocabulary</b> <b>(2 lessons)</b>	<b>By the end of the sub strand, learner should be able to:</b> a) recognise words with the target letter-sound combinations correctly, b) pronounce words with the target letter- sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts , d) listen to simple specific two-directional instructions in oral	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>• pick out words and phrases with the target letter- sound combinations:               <ul style="list-style-type: none"> <li>- cr as in crop</li> <li>- /ɜ:/ as in sir, first, thirst</li> <li>- / eɪ / as in say; grey,</li> <li>- /aɪ/ as in fly, cry</li> <li>- words ending with letter y pronounced as /i/ as in baby,</li> <li>- / ə / as in words ending with ar far, car,</li> </ul> </li> <li>• pronounce words and phrases with the target letter- sound combinations,</li> <li>• practice pronunciation of words using minimal pairs/rhyming words,</li> <li>• listen to and identify the vocabulary related to the theme as used in short sentences/short paragraphs/teacher read aloud stories,</li> </ul>	1. Why is it important to pronounce words correctly? 2. Why do we need to respond to instructions properly?

		<p>communication,</p> <p>e) realize the importance of listening attentively for effective communication.</p>	<ul style="list-style-type: none"> <li>• articulate vocabulary related to the theme correctly,</li> <li>• construct sentences using the new words,</li> <li>• practise matching vocabulary learnt to pictures and objects,</li> <li>• sing songs related to the theme,</li> <li>• listen and respond to two- directional instructions.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <p><b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they use vocabulary to talk about the farm.</p>				
<p><b>Values:</b></p> <p><b>Love</b> is enhanced as the learner portrays a caring attitude towards animals.</p>				
<p><b>Pertinent and Contemporary Issues :</b></p> <p><b>Social -economic issues (Animal Welfare Education)</b> is enhanced as learner reads texts on how to take good care of farm animals.</p>				
<p><b>Links to other Learning Areas:</b></p> <p>The learner uses the pronunciation skills as they learn similar concept in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	9.2.1 Fluency  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations in preparation for reading, b) read a grade- appropriate text accurately, at the right speed and with expression, c) realise the importance of reading fluently in lifelong learning.	The learner should be guided to: <ul style="list-style-type: none"> <li>• select words with the target letter –sound combinations: ‘<b>cr</b>’ ,/ɜ:/, / <b>er</b> / ,/aɪ/ ‘<b>y</b>’ pronounced as /i/, ‘<b>ar</b>’ from a chart,</li> <li>• read words including words with the target letter –sound combinations,</li> <li>• recite a choral verse with words related to the theme, with peers,</li> <li>• engage in timed reading displaying the right feelings or emotions when reading a text,</li> <li>• practise reading sentences containing decodable and non- decodable words,</li> <li>• participate in a readers theatre where he or she reads some lines or stanzas of a poem, with peers.</li> </ul>	1. Why should we pronounce words correctly? 2. Why should we read fluently?
<p><b>Core Competencies to be developed:</b>  <b>Learning to learn:</b> The learner’s ability to learn independently is enhanced as they practice reading sentences containing decodable and non- decodable words for fluency.</p>				
<p><b>Values:</b>  <b>Unity:</b> Cooperation is developed as the learner works collaboratively with others in reciting a choral verse.</p>				

**Pertinent and Contemporary Issues**

**Life skill (self-esteem):** The learner's self-esteem is nurtured as they acquire reading fluency skills.

**Link to other learning areas**

The learner applies reading fluency skills such as pace and expression when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	9.2.2 Comprehension  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main idea, topic or purpose of the text for understanding, b) identify the setting of the text for comprehension, c) explain the sequence of events in a text, d) retell events in a text in own words to check understanding, e) adopt retelling a story to check understanding.	The learner is guided to: • read a theme-related text in print or digital form, • pick the main idea in the text by using sentence prompts, • list the characters in the text, • discuss the setting in the text, with peers, • explain what happens in the beginning, middle and end of the text • retell what was in the text in a few words.	<ul style="list-style-type: none"> <li>• How can we tell where the events of a story have taken place?</li> <li>• How can we tell the characters in a story?</li> </ul>
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they explain what happens in the story from the beginning to the end.</p>				
<p><b>Values:</b>  <b>Unity</b> is enhanced as the learner participates actively in discussions with peers.</p>				
<p><b>Pertinent and Contemporary Issues :</b>  <b>Life skills (Self-efficacy):</b> The learner’s self-esteem is nurtured as they retell what is in the text correctly.</p>				
<p><b>Link to other learning areas:</b>  The learner uses reading comprehension strategies learnt when reading texts in Kiswahili Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.3</b> <b>Language use</b>	<b>9.3.1</b> <b>Word Sets</b> (gender sets for animals/people)  <b>Opposites</b> <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify the gender sets of animals and people in a conversation, b) use the opposites to discuss animals and people at the farm, c) realise the role of gender sets and opposites in communicating ideas.	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss with peers the names of males and females of domestic animals,</li> <li>• discuss with peers the difference between male and female,</li> <li>• construct sentences using male and female of animals that are familiar,</li> <li>• work with pictures to identify opposites of animals /people.</li> </ul>	Why is it important to learn words for referring to male and female animals/people?
<b>Core Competencies to be developed:</b> <b>Communication:</b> The learner’s ability to write clearly and correctly is enhanced as they write sentences correctly using gender sets.				
<b>Collaboration:</b> The learner’s ability to work as a team is enhanced as they actively engages in discussions with peers about gender sets for animals/people.				
<b>Values:</b> <b>Respect</b> is enhanced as the learner appreciates diverse opinions from peers during discussions.				
<b>Pertinent and Contemporary Issues :</b> <b>Life skills (self-esteem):</b> The learner’s esteem is nurtured as they as they identify the gender sets of animals and people correctly.				
<b>Links to other Learning Areas:</b> The learner links the concept of opposites of gender sets to learning of similar concept Kiswahili and Indigenous Language Activities.				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.4 Writing</b>	<b>9.4.1 Punctuation</b> (The comma) <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>• recognise the comma correctly in a text,</li> <li>• use the comma correctly in listing items,</li> <li>• adopt the use of the comma in writing.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>• identify commas from writings on wall charts/ chalk board/digital and print resources,</li> <li>• use the comma correctly in written exercises, with peers.</li> <li>• use commas to write lists of items/ names,</li> <li>• write sentences using the comma correctly,</li> <li>• engage in role play conversations in which the comma is used and then write down some sentences on a digital device..</li> </ul>	1. Why do you think we use a comma when writing?
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to write clearly and effectively is enhanced as they use the comma correctly in listing items.</p> <p><b>Digital literacy:</b> The learner’s interaction with digital devices is enhanced as they write down sentences on digital devices.</p>				

**Values:**

Responsibility is enhanced as the learner takes up roles during role play conversations.

**Pertinent and Contemporary Issues :**

**Life skills** (Self-esteem): The learner's self-esteem is nurtured as they use the comma correctly in writing.

**Link to other learning areas:**

The learner links the use of comma to learning of similar concept in Kiswahili and Indigenous Language Activities.

## 10.0 Position and Directions

### Suggested vocabulary

left, right, behind, in front, up, down, centre, across, middle, opposite, compass, north, south, east, west

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>10.1</b> <b>Listening and Speaking</b>	<b>10.1.1</b> <b>Pronunciation and Vocabulary</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise words with the target letter-sound combinations from an oral text,</li> <li>b) pronounce words with the target letter-sound combinations in preparation for reading,</li> <li>c) use new words in relevant contexts to talk about position and direction,</li> <li>d) respond to simple specific two- directional instructions in oral communication,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• pick out words and phrases with the target letter- sound combinations from a conversation/teacher read aloud story/audio recording                             <ul style="list-style-type: none"> <li>- /ɪə/ as in ear</li> <li>- / ə / as in her,</li> <li>- / ɜ: / as in first, bird, fur</li> <li>- dr as in draw</li> <li>- /ɔɪ/ as in boy, toy</li> <li>- /aɪ/ as in time,</li> </ul> </li> <li>• pronounce the words and phrases,</li> <li>• listen to audio/video recording of a conversation on position and direction,</li> <li>• engage in simple dialogues using words related to the theme,</li> <li>• construct oral sentences using the new words,</li> <li>• recite rhymes/ sing songs, using the vocabulary learnt.</li> <li>• practise matching</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to pronounce words correctly?</li> <li>2. What is the direction of your home from school?</li> </ol>

		e) realise the importance of listening attentively for effective communication.	vocabulary learnt to pictures and objects. <ul style="list-style-type: none"> <li>• give and respond to simple specific two-directional instructions in oral communication.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts and pick out words and phrases with the target letter-sound combinations.				
<b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they engage in simple dialogues with peers using vocabulary learnt.				
<b>Values:</b>				
<b>Respect</b> is enhanced as the learner values the contribution of peers during dialogues.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Life skills (Self-esteem):</b> The learner’s self-esteem is nurtured as they use new words in relevant contexts to talk about position and direction.				
<b>Links to other learning areas:</b>				
The learner links the vocabulary learnt to learning of similar concept in Social Studies.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>10.2 Reading</b>	<b>10.2.1 Fluency</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with target letter- sound combinations in preparation for reading, b) pronounce words with the target sounds accurately for clarity of speech, c) read a text at the right speed displaying the right facial expressions for fluency, d) realise the importance of reading fluency in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify words with the target letter-sound combinations as modelled by peers, teacher or a digital device, □/ɪə/, /ə/, /ɜ:/, /ɔɪ/, /aɪ/, dr□</li> <li>• read words with the target letter-sound combinations in isolation and in a text□</li> <li>• practice reading a text accurately, with expressions and observing the correct punctuation,</li> <li>• engage in timed reading displaying the right emotions or feelings when reading,</li> <li>• role play telling directions using the new words.</li> </ul>	Why is it important to read words properly?
<b>Core competencies to be developed</b>				
<b>Learning to learn:</b> The learner’s ability to learn independently is enhanced as they practice reading a text accurately, with expressions and observing the correct punctuation on their own or with peers.				
<b>Link to Values</b>				
<b>Responsibility</b> is enhanced as the learner takes up roles during role play activity with peers.				
<b>Pertinent and Contemporary Issues</b>				
<b>Life skills (Self-esteem):</b> The learner’s self-esteem is enhanced as they acquire reading fluency skills.				
<b>Link to other learning areas</b>				
The learner applies reading fluency skills such as speed and accuracy when reading texts in Kiswahili Language Activities.				

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>10.2 Reading</b>	<b>10.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about the likely outcomes of a story based on the title and pictures for comprehension, b) use contextual clues to infer meaning of new vocabulary items, c) answer direct and indirect questions based on a text for information, d) create a mental picture of events, characters or places in a text, e) adopt reading pictures and texts for information.	The Learner is guided to: <ul style="list-style-type: none"> <li>• observe the pictures and title of the story and talk about the likely events in the story,</li> <li>• read a print or digital text of about 60 words,</li> <li>• infer the meanings of new words as used in the text using contextual clues,</li> <li>• locate sentences to respond to direct questions,</li> <li>• get clues from the story to answer indirect questions,</li> <li>• read the story aloud and visualize the characters , setting and events in the story,</li> <li>• share the pictures they have created in their minds with peers,</li> <li>• retell a story in their own words,</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you think will happen in this story?</li> <li>2. What do the pictures tell us about the story?</li> </ol>

			<ul style="list-style-type: none"> <li>• talk about their own experiences in relation to the story.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they retell the story clearly and effectively.</p> <p><b>Creativity and imagination:</b> The learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story.</p>				
<p><b>Values:</b></p> <p><b>Respect</b> is enhanced as the learner exercises patience with others as they talk about their own experiences in relation to the story.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p><b>Life skills (Self-esteem):</b> The learner’s self-esteem is nurtured as they answer comprehension questions correctly.</p>				
<p><b>Link to other Learning Areas:</b></p> <p>The learner uses reading comprehension strategies when reading texts learnt in Kiswahili Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>10.3 Language use</b>	<b>10.3.1 Prepositions</b>  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify target prepositions in an oral text, b) use prepositions accurately to describe the position, location and direction of things, c) realise the use of prepositions for clarity in communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to an audio clip of a poem, conversation or a story and list the prepositions used,</li> <li>• read sentences with the prepositions: (beside, above, over, below, across, to, at),</li> <li>• play a miming game with peers,</li> <li>• describe location of various objects in the classroom using suitable prepositions</li> <li>• construct sentences using target prepositions and share with peers</li> <li>• practise using target prepositions in a dialogue, with peers,</li> <li>• sing short songs/rhymes with prepositions,</li> <li>• play language games containing target prepositions,</li> </ul>	<ol style="list-style-type: none"> <li>1. Where do we keep different things in the school?</li> <li>2. Where do we keep different things at home?</li> </ol>
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> The learner’s ability to write clearly and effectively is enhanced as they construct correct sentences using prepositions.				
<b>Values:</b>				
<b>Integrity</b> is enhanced as the learner exhibits fairness to peers as they play language games.				



**Pertinent and Contemporary Issues :**

**Life skills (Self-esteem):** The learner's self-esteem is enhanced as they use prepositions appropriately in communication.

**Links to other learning areas :**

The learner uses the knowledge on prepositions to learn similar concept in Kiswahili Language Activities (*Vihusishi*).

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>10.4 Writing</b>	<b>10.4.1 Punctuation</b>  (The exclamation mark)  <b>(2 lessons)</b>	By the end of the sub strand, the learner should be able to: a) recognise the exclamation mark in a written text, b) use the exclamation mark correctly in writing, c) adopt using the exclamation mark in writing.	The learner is guided to: • recognise the exclamation mark from writings on wall charts/ chalkboard/ digital and print resources, • use the exclamation mark correctly in written exercises, • play games with peers that involve placing the exclamation mark correctly in a text.	Why do you think it is important to use the exclamation mark when writing?
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to write clearly and effectively is enhanced as they use exclamation marks correctly in writing.</p>				
<p><b>Values:</b>  <b>Unity</b> is enhanced as the learner collaborates with peers to play games that involve placing the exclamation mark correctly in a text.</p>				
<p><b>Pertinent and Contemporary Issues :</b>  <b>Life skills (Self-esteem):</b> The learner’s self-esteem is enhanced as they use exclamation mark correctly in writing.</p>				
<p><b>Links to other learning areas:</b>  The learner uses the exclamation mark to when writing texts in Kiswahili and indigenous Language Activities.</p>				

## 11.0 Environment

### Suggested vocabulary

classroom, school, trees, nature, people, plants, flowers, area, local, protect,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>11.1</b> <b>Listening and Speaking</b>	<b>11.1.1</b> <b>Pronunciation and Vocabulary</b>  <b>(2 lessons)</b>	By the end of the sub strand , the learner should be able to: a) identify the target letter- sound combinations during a conversation about the environment, b) articulate words with the target letter- sound combinations correctly, c) pronounce the vocabulary related to the theme correctly for effective communication, d) use the vocabulary	The learner is guided to: <ul style="list-style-type: none"> <li>• Listen to a conversation and pick out words with the target letter- sound combinations,                             <ul style="list-style-type: none"> <li>- ‘fr’ as in frog</li> <li>  /aʊ/ as in bow, now</li> <li>  o/ ɔ:/ as in more, born</li> <li>  o/ə/ as in or, for,</li> </ul> </li> <li>• practise pronouncing new words with the learnt sounds in response to picture cues, sound prompts and lists of words with the sounds,</li> <li>• recite poems/rhymes that have the target letter-sound combinations, with peers,</li> <li>• observe and name things in their environment during a nature walk,</li> <li>• pronounce the vocabulary related to the theme correctly,</li> <li>• draw and colour things found in the environment,</li> <li>• share the drawings with peers and give feedback,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you tell that someone is listening keenly?</li> <li>2. Why should we listen attentively when other people are talking?</li> </ol>

		items related to the theme in sentences, e) realize the importance of correct pronunciation in effective communication.	<ul style="list-style-type: none"> <li>• use the vocabulary to construct simple sentences,</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <p><b>Communication:</b> The learner's ability to speak clearly and effectively is enhanced as they pronounce words correctly and use them in a variety of contexts.</p> <p><b>Learning to learn:</b> The learner's ability to learn independently is enhanced as they draw and colour the things in the environment on their own or with peers.</p>				
<p><b>Values:</b></p> <p><b>Respect</b> is enhanced as the learner appreciates drawings from peers and gives positive feedback.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p><b>Socio-economic issues (Environmental Education and Climate Change):</b> The learner becomes aware of the features of the environment during a nature walk.</p>				
<p><b>Link to other Learning Areas:</b></p> <p>The learner uses the attentive listening skills to learn concepts in other learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>11.2 Reading</b>	<b>11.2.1 Fluency</b>  (2 lessons)	By the end of the Sub strand , the learner should be able to: a) identify words with target letter-sound combinations in preparation for reading, b) read a text related to the theme transitioning from word by word to phrasal reading, c) read a grade- appropriate text accurately, at the right speed and with expression, d) realise the importance of reading fluency for effective communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• pick out and read words containing the target letter-sound combinations ‘<b>fr-</b>’ and ‘<b>-ow</b>’ from a written text or digital story,</li> <li>• play word ladder game while listening to audio/ audio-visual recordings of words with the letter- sound combinations</li> <li>• practise reading sentences with the new words,</li> <li>• engage in timed reading of a text displaying the right emotions and feelings,</li> <li>• participate in a reader’s theatre with peers and record on a digital device.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to read fluently?</li> <li>2. How can we improve our reading speed?</li> </ol>
<p><b>Core competencies to be developed:</b>  <b>Digital literacy:</b> The learner’s interaction with digital devices is enhanced as they read and record their voices on a digital device</p>				
<p><b>Values:</b>  <b>Unity:</b> The learner’s ability to cooperate with others is enhanced as they work collaboratively with peers to play a language game.</p>				

**Pertinent and contemporary issues:**

**Life skills** (Self-esteem): The learner's self-esteem is nurtured as they acquire reading fluency skills.

**Link to other Learning Areas:**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>11.2 Reading</b>	<b>11.2.2 Comprehension</b>  (2 lessons)	By the end of the Sub strand , the learner should be able to: a) make predictions on the likely outcomes of a story related to the theme, b) make connections of events, characters and places in a text with real life, c) infer the meaning of new words in a text using contextual clues, d) answer direct and indirect questions based on a text, e) adopt talking about a text they have read.	The learner is guided to: • observe pictures and the title of a text and say what will happen in the story, • read the text aloud, with peers, • talk about where the actions are taking place, using clues from pictures and the text, with peers, • infer the meaning of words using contextual clues, • locate sentences containing answers to direct questions, answer the questions, • use contextual clues to answer indirect questions, • retell parts of the story in turns, with peers, • relate the text to everyday experiences.	1. How can we predict how a story, poem or conversation will end? 2. How can we tell where events have taken place?
<p><b>Core competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they retell the story clearly and effectively using their own words.</p> <p><b>Creativity and imagination:</b> The learner’s ability to make connections is enhanced as they relate the events in the text to everyday experiences.</p>				

**Values:**

**Responsibility** is enhanced as the learner takes up roles in retelling parts of the story in turns with peers.

**Pertinent and contemporary issues:**

**Life skills (Self-esteem):** The learner's self-esteem is nurtured as they answer comprehension questions correctly.

**Link to other Learning Areas:**

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



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>11.3</b> <b>Language Use</b>	<b>11.3.1</b> <b>Regular comparative and superlative adjectives</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify regular comparative and superlative adjectives in a written text,</li> <li>b) use regular comparative and superlative adjectives for effective communication,</li> <li>c) realise the importance of using regular comparatives and superlatives adjectives to describe people, things and places.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• read a story, poem or conversation from a text book or a digital device and identify regular comparatives and superlatives,</li> <li>• place objects into three groups of different sizes as they compare them using regular comparatives and superlatives (-er and -est), with peers,</li> <li>• describe objects inside and outside the classroom using comparative and superlatives adjectives,</li> <li>• construct sentences using comparatives and superlatives,</li> <li>• fill in blank spaces using the correct forms of comparatives and superlatives,</li> <li>• play a language game to practise regular comparative and superlative adjectives.</li> </ul>	1. Which words do we use to compare things/people?

**Core Competencies to be developed:**

**Communication:** The learner’s ability to write clearly and correctly is enhanced as they construct correct sentences using comparatives and superlatives adjectives.

**Learning to learn:** The learner’s ability to learn independently is enhanced as they describe objects inside and outside the classroom using adjectives.

**Values:**

**Responsibility** is developed as the learner participates in a language game to practise regular comparative and superlative adjectives.

**Pertinent and Contemporary Issues:**

**Life skills (Self-esteem):** The learner’s self-esteem is nurtured as they use regular and comparative adjectives effectively in communication.

**Link to other Learning Areas:**

The learner uses the knowledge on adjectives to learning of similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.4 Writing	11.4.1 Guided Writing (2 lessons)	By the end of the Sub strand , the learner should be able to: a) recognise different words learnt in the theme in preparation for writing, b) write simple sentences using words related to the theme, c) create simple sentences using comparative and superlative forms, d) realise the importance of creating simple sentences correctly for effective communication.	The learner is guided to: • write down words related to the theme from dictation, • write sentences using the words learnt from prompts, with peers, • practise writing meaningful sentences. • create sentences using regular comparatives and superlatives adjectives, share with peers and give feedback.	1. Why is it important to construct sentences correctly? 2. Why is it important to write clearly and legibly?
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to write clearly and correctly is enhanced as they create simple sentences using adjectives.  <b>Learning to learn:</b> The learner’s ability to learn independently is enhanced as they practise writing meaningful sentences on their own.</p>				
<p><b>Values:</b>  <b>Respect</b> is enhanced as the learner appreciates the work of peers as they create sentences and give positive feedback.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Life Skills (Self-esteem):</b> The learner’s self-esteem is nurtured they create meaningful sentences.</p>				
<p><b>Link to other Learning Areas:</b>  The learner uses the writing skills to write clearly and correctly in other learning areas.</p>				

## 12.0 Technology

### Suggested vocabulary

mobile phone, tablet, charge, charger, power, battery, cable, keyboard, type, send, receive, delete, error, switch off, switch on, press,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>12.1</b> <b>Listening and Speaking</b>	<b>12.1.1</b> <b>Pronunciation and vocabulary</b>  <b>(2 lessons)</b>	By the end of the Sub strand , the learner should be able to: a) identify words with the target letter-sound combinations in an oral text, b) articulate words with the target letter-sound combinations correctly, c) recognise words related to the theme for effective communication, d) use words related to the theme in everyday	The learner is guided to: <ul style="list-style-type: none"> <li>• listen attentively for the target letter-sound combinations from video clips or audio recordings,</li> <li>• pick out words with the target letter-sound combinations,                             <ul style="list-style-type: none"> <li>- ‘gr’ as grass, green</li> <li>- ‘pr’ as in print, press</li> <li>- / ɔɪ / as in oil, point</li> <li>- / u: / as in p o o l , spoon</li> <li>- / ʊ/ as in put</li> </ul> </li> <li>• practise pronouncing words with the target letter-sound combinations,</li> <li>• listen to a story on technology, say words related to the theme correctly as modelled by the teacher, peers or audio recording,</li> </ul>	Why should we pronounce words correctly?

		<p>communication, e) realize the importance of correct pronunciation in language learning.</p>	<ul style="list-style-type: none"> <li>• practice pronunciation of word related to the theme in response to picture cues with peers,</li> <li>• talk about appropriate use of technology,</li> <li>• construct simple sentences using the words related to the theme,</li> <li>• role play using words related to the theme</li> </ul>	
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to listen keenly and actively is enhanced as they listen for words with the target letter-sound combinations and pronounce them correctly.  <b>Digital Literacy (Digital Citizenship):</b> The learner’s digital citizenship is enhanced as they talk about appropriate use of technology.</p>				
<p><b>Values:</b>  <b>Responsibility</b> is enhanced as the learner takes up roles during role play activities with peers using words related to technology.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Life skills: (Self-esteem):</b> The learner’s self-esteem is nurtured as they use vocabulary learnt in communication.</p>				
<p><b>Link to other Learning Areas:</b>  The learner applies the skill of correct pronunciation of words when reading words in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>12.2 Reading</b>	<b>12.2.1 Fluency</b> <b>(2 lessons)</b>	<p>By the end of the Sub strand , the learner should be able to:</p> <p>a) identify words with target letter-sound combinations in preparation for reading,</p> <p>b) pronounce words related to the theme accurately for information clarity,</p> <p>c) read a text related to the theme at the right speed displaying the right emotions and feelings,</p> <p>d) realize the importance reading in lifelong learning.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• point out and read words with letter-sound combinations: ‘gr-’, ‘pr-’, /ɔɪ /, / u:/, /ʊ/: from either print or digital stories,</li> <li>• take turns to read at an appropriate speed as modelled by the teacher or peers,</li> <li>• recite poems using the correct expressions (tonal variation, facial expressions and gestures),</li> <li>• read texts with words related to the theme using an appropriate speed and correct expressions,</li> <li>• play a word-ladder game involving pronunciation from audio/ audio-visual recording of words learnt.</li> </ul>	<ol style="list-style-type: none"> <li>1. What should we do to improve our reading speed?</li> <li>2. Why should we show the right feelings when reading a text?</li> </ol>

**Core Competencies to be developed:**

**Communication:** The learner's ability to speak engagingly is enhanced as they pronounce words correctly for information clarity.

**Collaboration:** Teamwork is enhanced as the learner recognizes the value of peers and observes the rules of engagement as they play word ladder games.

**Values:**

**Integrity** is developed as the learner fosters fairness to peers as they play word ladder games.

**Pertinent and Contemporary Issues:**

**Life skills (Self-esteem):** The learner's self-esteem is nurtured as their reading fluency skills improve.

**Link to other Learning Areas:**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.2 Reading	12.2.1 Comprehension  (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the characters in a text for comprehension, b) make predictions on the outcomes of a story based on the pictures and the title, c) answer direct and indirect questions based on a text, d) infer the meaning of new words as used in the text, e) adopt reading a variety of texts for information.	The learner is guided to: <ul style="list-style-type: none"> <li>• observe pictures and title of a text and talk about what will happen in the story with peers,</li> <li>• read the story aloud in turns with peers,</li> <li>• talk about and describe the characters in a text,</li> <li>• talk about the setting of a story,</li> <li>• find the meaning of new words as used in the text,</li> <li>• locate sentences containing answers to direct questions from a text and answer the questions,</li> <li>• interact with the text to answer indirect questions using contextual clues,</li> <li>• retell a story they have read using the ‘five finger’ retell model.</li> </ul>	<ol style="list-style-type: none"> <li>1. What makes a story interesting?</li> <li>2. How can we tell where events have taken place?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they retell the story they have read clearly and effectively.</p> <p><b>Collaboration:</b> Teamwork is enhanced as the learner contributes to group discussions with peers observing the rules of engagement.</p>				



**Values:**

**Respect** is enhanced as the learner appreciates the opinions of others during group discussions.

**Pertinent and Contemporary Issues:**

**Life skills (self-esteem):** The learner's self-esteem is nurtured as they answer comprehension questions correctly.

**Link to other Learning Areas:**

The learner uses the comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.3 Language Use	12.3.1 Possessive Pronouns  (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the correct use of possessive pronouns in a text, b) use possessive pronouns in sentences, c) adopt the use of possessive pronouns in day- to- day communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• Read a text/dialogue and talk about the things that belong to them/ their parents/guardians, using possessive pronouns (<b>mine, yours, ours, hers, his</b>),</li> <li>• role play ownership of items and objects in the classroom,</li> <li>• construct sentences using possessive pronouns based on the role play with peers,</li> <li>• ask and answer questions that prompt responses containing possessive pronouns,</li> <li>• fill in blank spaces in sentences using possessive pronouns,</li> <li>• sing songs/rhymes using the possessive pronouns.</li> </ul>	How do you talk about things that belong to other people?
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to speak clearly and effectively is enhanced as they use possessive pronouns correctly in communication.</p>				
<p><b>Values:</b>  <b>Responsibility</b> is enhanced as the learner takes up roles during role play activities with peers to show ownership of items.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Life skills (Self-esteem):</b> The learner’s self-esteem is nurtured as they use possessive pronouns correctly in day- to- day conversations.</p>				
<p><b>Link to other Learning Areas:</b>  The learner relates the concept of possessive pronouns to learning of similar concepts in Kiswahili and Indigenous Languages Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.4 Writing	12.4.1 Guided Writing (2 lessons)	By the end of the sub strand the learner should be able to: a) identify names of objects in pictures related to the theme in preparation for writing, b) write names from picture prompts to demonstrate mastery of vocabulary related to the theme, c) create sentences from picture prompts for effective communication, d) realise the importance of writing correct names of objects for clarity in communication.	The learner is guided to: • observe pictures on print or digital device with peers, • name objects in different pictures provided, • respond to the prompts presented and write names of objects correctly, • match pictures with their names, • fill in gaps using the correct words, • draw and name pictures of objects related to the theme • write sentences to describe the objects in the pictures, and share with peers.	Why is it important to write sentences correctly
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to write clearly and correctly is enhanced as they write correct sentences to describe objects in the pictures.</p>				
<p><b>Values:</b>  <b>Respect</b> is enhanced as the learner appreciates the work of others during peer assessment of the sentences they have written and gives positive feedback.</p>				

**Pertinent and contemporary Issues:**

**Life Skills (Self-esteem):** The learner's self-esteem is enhanced as they create sentences from picture prompts.

**Link to other Learning Areas:**

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

### 13.0 Cultural Activities

**Suggested vocabulary**

wedding, dance, party, marry, songs, poems, birthday, vows, smile, smart, celebrate, present, enjoy, happy

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<p><b>13.1</b> <b>Listening and Speaking</b></p>	<p><b>13.1.1</b> <b>Pronunciation and Vocabulary</b>  (2 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify words with the target letter-sound combinations in oral texts,</p> <p>b) articulate the words with the target letter-sound combinations,</p> <p>c) recognise new words related to the theme correctly,</p> <p>d) use the new words in sentences,</p> <p>e) realise the importance of correct use of vocabulary in various contexts.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to a teacher read- aloud text/ audio clips with target letter- sound combinations:               <ul style="list-style-type: none"> <li>- tr as in tree, trap</li> <li>- letter combination sm as in smile</li> <li>- /tʃ/ as in catch, fetch, watch</li> <li>- aʊ / as in out; /aʊ/ as in bow, now</li> <li>- /j:/ as in ewe, new</li> </ul> </li> <li>• point out words with the target sound combinations from conversations,</li> <li>• practise saying words with the target letter-sound combinations,</li> <li>• respond to instructions given by the teacher or peers,</li> <li>• construct simple sentences using the new words,</li> <li>• listen to other learners say their simple sentences using the new words and give feedback.</li> </ul>	<p>Why should we listen attentively when other people are talking?</p>

<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to listen keenly and actively is enhanced as they listen for words and pronounce them correctly.</p> <p><b>Collaboration:</b> Teamwork is enhanced as the learner collaborates with others and observes rule of engagement as they perform activities together.</p>
<p><b>Values:</b></p> <p><b>Respect</b> is enhanced as the learner appreciates the work of others during peer assessment of the simple sentences they have constructed.</p>
<p><b>Pertinent and Contemporary Issues:</b></p> <p><b>Life skills (Self-esteem):</b> The learner’s self-esteem is enhanced as they master the skill of listening attentively and correct pronunciation.</p>
<p><b>Link to other Learning Areas:</b></p> <p>The learner applies attentive listening skill when learning concepts in other learning areas.</p>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.2 Reading	13.2.1 Fluency (2 lessons)	By the end of the sub strand the learner should be able to: a) identify words with the target letter-sound combinations in a text, b) pronounce words with the target letter- sound combinations accurately, c) read a grade- appropriate text accurately, at the right speed and with expression, d) adopt reading grade- level texts in a variety of genres.	The learner is guided to: <ul style="list-style-type: none"> <li>• single out words with the the target letter-sound combinations from print/digital stories: ‘tr’, ‘sm’, /tʃ/, /aʊ/, /aʊ/, /j:/,</li> <li>• pronounce words with the letter-sound combinations,</li> <li>• read texts with words related to the theme,</li> <li>• engage in timed reading of a text displaying the right expressions,</li> <li>• play word ladder games to practise correct pronunciation with peers,</li> <li>• recite a poem for fluency.</li> </ul>	Why should we read fluently?

**Core Competencies to be developed:**

**Collaboration:** Teamwork is enhanced as the learner collaboratively plays word ladder game with peers to practise correct pronunciation.

**Values:**

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

**Pertinent and Contemporary Issues:**

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

**Link to other Learning Areas:**

The learner applies reading fluency skills when reading texts in Kiswahili Language Activities.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>13.2</b> <b>Reading</b>	<b>13.2.2</b> <b>Comprehension</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to: a) predict the likely outcomes of a story related to the theme using picture cues and the title, b) identify the characters and events in a text for comprehension, c) infer the meaning of new words as used in the text, d) answer simple direct and indirect questions based on a text, e) adopt talking about a text they have read.	The learner is guided to: <ul style="list-style-type: none"> <li>• observe pictures and the title of a text and say what is likely to happen in the story,</li> <li>• recognise the setting and characters in a story, using clues from pictures and the text</li> <li>• use context clues to find the meaning of words,</li> <li>• locate sentences containing answers to direct questions,</li> <li>• answer indirect questions from a text with peers,</li> <li>• retell a story with peers.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we tell how a story/ poem or conversation will end?</li> <li>2. How can we tell where events are taking place in tory/ poem?</li> </ol>
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they retell the story clearly and effectively in their</p>				

own words.

**Citizenship (National and cultural identity):** The learner develops a sense of identity after learning about cultural activities.

**Values:**

**Patriotism** is enhanced as the learner becomes aware of their culture and appreciates the diverse cultures in our country.

**Pertinent and Contemporary Issues:**

Life skills (Self-esteem): The learner's self-esteem is enhanced as they develop a sense of belonging to their culture.

**Link to other Learning Areas:**

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.3 Language Use	13.3.1 Wh-questions (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise Wh-words used to ask questions from a written text, b) use Wh-words to ask questions related to the theme, c) adopt the use of Wh-words to seek information.	The learner is guided to: • ask questions beginning with: <i>what, where, when,</i> and <i>who</i> appropriately, • engage in meaningful question and answer dialogues using wh-words with peers, • role play activities that lead to the use of Wh-words to ask questions, • sing songs / recite short poems to practise the use of Wh- questions.	How do we ask for information?
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they engage in meaningful question and answer dialogues using Wh-words with peers.</p>				
<p><b>Values:</b>  <b>Unity</b> is enhanced as the learner takes turns during dialogues with peers.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Life skills (Self-esteem):</b> The learner’s self-esteem is nurtured as they gain the mastery of asking questions using Wh- words.</p>				
<p><b>Link to other Learning Areas:</b>  The learner uses the Wh- words to seek information in other learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>13.4 Writing</b>	<b>13.4.1 Guided Writing (2 lessons)</b>	By the end of the sub strand the learner should be able to: a) recognise the correct order of words or phrases in a sentence, b) rearrange jumbled words or phrases into meaningful sentences, c) realise the importance of ordering words or phrases to form correct sentences.	The learner is guided to: • talk about the correct way of ordering the jumbled words, in pairs or in groups, • reorganise the jumbled words to form simple sentences paying attention to punctuation ( <b>4-6 sentences</b> ), • work with peers to assess each other’s simple sentences. • take turns in playing games with jumbled words to form meaningful sentences with peers.	1. What makes a correct sentence?
<b>Core Competencies to be developed:</b> <b>Communication:</b> The learner’s ability to write clearly and legibly is enhanced as they rearrange jumbled words or phrases into meaningful sentences.				
<b>Values:</b> <b>Unity:</b> The learner’s cooperation skills are enhanced as they work collaboratively with peers.				
<b>Pertinent and Contemporary Issues:</b> <b>Life skills (Self-esteem):</b> The learner’s esteem is enhanced as they form meaningful sentences.				
<b>Link to other Learning Areas:</b> The learner uses the skill of writing words in their correct order in sentences to write clearly and correctly in other learning areas.				

## 14.0 Child Labour

### Suggested Vocabulary

work, duty, abuse, pain, overwork, mistreat, injure, tired, labour, heavy, domestic, rest

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>14.1 Listening and Speaking</b>	<b>14.1.1 Pronunciation and Vocabulary (2 lessons)</b>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify words with the target letter- sound combinations in an oral text,</p> <p>b) pronounce words with the target letter- sound combinations accurately,</p> <p>c) use the new words related to the theme in simple sentences,</p> <p>d) respond to specific simple two- directional instructions in oral communication,</p> <p>realise the importance of listening attentively for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• select words with the target letter-sound combinations as modelled by the teacher, peers or audio recording:               <ul style="list-style-type: none"> <li>- /k/ as in quiet</li> <li>- ‘sn’ as sneeze</li> <li>- ‘sp’ as in split, spread, speak</li> <li>- /u/ as in cook</li> </ul> </li> <li>• say the words with the target letter-sound combinations correctly,</li> <li>• play language games involving the target letter-sound combinations,</li> <li>• articulate the new words,</li> <li>• construct simple sentences using the new words,</li> <li>• listen to instructions by the teacher , without interrupting,</li> <li>• discuss the instructions given by the</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we listen attentively when somebody is talking to us?</li> <li>2. What is likely to happen if we don’t listen carefully to instructions?</li> </ol>

			teacher with peers for understanding, <ul style="list-style-type: none"> <li>• respond to instructions given by the teacher/peers.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> The learner’s ability to listen keenly and actively is enhanced as they listen for words with the target sounds and pronounce them correctly.				
<b>Values:</b>				
<b>Unity:</b> The learner’s ability to cooperate with others is enhanced as they work collaboratively with peers.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Citizenship (Social cohesion):</b> The learner’s interpersonal skills are enhanced as they interact harmoniously with peers				
<b>Link to other Learning Areas:</b>				
The learner applies attentive listening skills to learning of concepts in other learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>14.2 Reading</b>	<b>14.2.1 Fluency (2 lessons)</b>	By the end of the sub strand the learner should be able to: a) identify words with target letter-sound combinations in preparation for reading , b) pronounce words accurately when reading a text, c) read a grade- appropriate text text accurately, at the right speed and with expression, d) realize the importance of reading fluently for lifelong learning.	The learner is guided to: • identify words with target letter-sound combinations: ‘sn-’, ‘sp-’ /k/, /u/ , from a print or digital text, • read words with the target letter-sound combinations • read words related to the theme in pairs and individually, • take turns in timed -reading, • display the right tonal variations and pause appropriately when reading, • recite poems for fluency.	1. How can we improve our fluency in reading? 2. Why should we pronounce words correctly?
<p><b>Core Competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they display the right tonal variation and display the right expressions when reading.</p>				
<p><b>Values:</b>  <b>Unity</b> is developed as the learner observes turn taking during timed reading with peers.</p>				
<p><b>Pertinent and Contemporary issues:</b>  <b>Life skills (Self-esteem):</b> The learner’s self-esteem is enhanced as they display the right expressions when reading.</p>				
<p><b>Link to other Learning Areas:</b>  The learner applies the reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>14.2 Reading</b>	<b>14.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand the learner should be able to: a) make predictions and anticipate likely outcomes of a story, b) identify the setting of a story for comprehension, c) infer the meanings of new words using contextual clues, d) answer direct and indirect questions based on a text, e) adopt talking about a text read to deepen understanding.	The learner is guided to: • observe pictures and the title of a text and say what is likely to happen in the story, in pairs, • talk about the setting and characters in a text, • read a text at an appropriate speed, • infer the meanings of words as used in a text with peers, • answer direct by locating sentences with the answers, • respond to indirect questions using contextual clues, • make connections between the story and real life experiences.	1. Why is it important to be keen as we read? 2. How can we tell that someone has understood what he/she has read?
<b>Core Competencies to be developed:</b>				
<b>Creativity and imagination:</b> The learner's ability to make connections is enhanced as they relate the events in the story to real life experiences.				
<b>Citizenship</b> (Child's rights): The learner becomes aware of their rights as they read texts related to child labour.				
<b>Values:</b>				
<b>Unity:</b> The learner's ability to cooperate with peers is enhanced as they work collaboratively with peers.				
<b>Pertinent and Contemporary Issues:</b>				
Life skills (Self-awareness): The learner self-awareness is enhanced as they become aware of their rights.				
<b>Link to other Learning Areas:</b>				
The learner applies reading comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>14.3 Language Use</b>	<b>14.3.1 Adverbs of time  (2 lessons)</b>	By the end of the sub strand the learner should be able to: a) identify adverbs of time used in a written text, b) use adverbs of time to construct sentences, c) realise the use of adverbs of time for self-expression.	The learner is guided to: <ul style="list-style-type: none"> <li>• recognise adverbs of time (<i>soon, late, now, today, tomorrow, early, morning, afternoon</i>) in a text,</li> <li>• construct sentences using adverbs of time,</li> <li>• engage in meaningful question- and- answer dialogues using adverbs of time,</li> <li>• role play a conversation on child labour using adverbs of time,</li> <li>• fill in blank spaces in sentences using appropriate adverbs,</li> <li>• sing / recite short poems/rhymes to practise the use of adverbs of time.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we usually do at different times of the day?</li> <li>2. Why is it important to set time for doing things?</li> </ol>
<p><b>Core competencies to be developed:</b>  <b>Communication:</b> The learner’s ability to speak clearly and effectively is enhanced as they engage in meaningful question and answer dialogue using adverbs of time.  <b>Learning to learn:</b> The learner’s ability to develop relationships is enhanced as they role play a conversation with peers on child labour.</p>				
<p><b>Values:</b>  <b>Responsibility</b> is enhanced as the learner takes up roles during role play of a conversation on child labour with peers.</p>				

**Pertinent and contemporary issues:**

**Life skills (Self-esteem):** The learner's esteem is enhanced as they use adverbs of time correctly to construct sentences.

**Link to other Learning Areas**

The learner links the concept of adverbs of time to learning of similar concepts in Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.4 Writing	14.4.1 Guided  Writing  (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise the correct order of words or phrases in a sentence, b) rearrange jumbled words or phrases into meaningful sentences, c) realise the importance of ordering words or phrases to form correct sentences.	The learner is guided to: • talk about the correct way of ordering the jumbled words, in pairs or in groups, • reorganise the jumbled words to form simple sentences paying attention to punctuation (4-6 sentences), • work with peers to assess each other's simple sentences, • take turns in playing games with jumbled words to form meaningful sentences with peers.	Why is it important to write clearly and legibly?
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> The learner's ability to write clearly and correctly is enhanced as they rearrange jumbled words or phrases into meaningful sentences.				
<b>Learning to learn:</b> The learner's ability to learn independently is enhanced as they practise writing sentences on their own				
<b>Values:</b>				
<b>Respect</b> is enhanced as the learner appreciates the work of peers and gives positive feedback as they engage in peer assessment of simple sentences.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Life skills (Self-esteem):</b> The learner's self-esteem is nurtured as they form meaningful sentences from jumbled words.				
<b>Link to other Learning Areas:</b> The learner uses the correct order of words when writing sentences in other learning areas.				

### 15.0 Caring for others

**Suggested vocabulary**

care, listen, special, help, love, sick, kind, nice, old, hungry, friend, hurt, neighbour, poor

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>15.1 Listening and Speaking</b>	<b>15.1.1 Pronunciation and vocabulary</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to: a) identify words with the target letter- sound combinations in an oral text, b) pronounce words with the target letter- sound combinations accurately in oral communication, c) construct sentences using vocabulary related to the theme, d) respond to specific two-directional instructions in oral communication, e) realise the importance of listening attentively for effective communication.	The learner is guided to: <ul style="list-style-type: none"> <li>• identify words with the letter- sound combinations as modelled by the teacher, peers or audio recordings,                             <ul style="list-style-type: none"> <li>- ‘scr-’ as in scream,</li> <li>- ‘spr-’ as in sprain</li> <li>- ‘str-’ as in street,</li> <li>- ‘sw-’ as in sweat</li> <li>- ‘st-’ as in stay, step, stop</li> </ul> </li> <li>• articulate words with the target letter-sound combinations,</li> <li>• pronounce the new words with peers,</li> <li>• practise using the vocabulary in sentences with peers,</li> <li>• listen and respond to instructions, without interrupting as modelled by the teacher,</li> </ul>	Why should we pronounce words correctly?

			<ul style="list-style-type: none"> <li>role play simple two- directional instructions, play games such as ‘chain whisper’, ‘Simon says’ with peers,</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <p><b>Communication:</b> The learner’s ability to listen keenly and effectively is enhanced as they listen to oral texts and identify words with the target letter-sound combination.</p>				
<p><b>Values:</b></p> <p>Responsibility is enhanced as the learner takes up roles as they engage in activities with peers.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p><b>Learner Support Programmes (Peer Education and Mentorship):</b> The learner’s interpersonal skills are enhanced as the learner helps peers to pronounce words correctly.</p>				
<p><b>Link to other Learning Areas:</b></p> <p>The learner applies attentive listening skills to learning of concepts in other learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.2 Reading	15.2.1 Fluency  (2 lessons)	By the end of the sub strand the learner should be able to: a) identify words with the target letter- sound combinations in a text, b) pronounce words with the target sounds accurately for clarity of speech, c) read a grade appropriate text related to the theme at the right speed displaying the right facial expressions, d) adopt reading grade - level texts in a variety of genres.	The learner is guided to: <ul style="list-style-type: none"> <li>• pick out words with the target letter-sound combinations from a text: ‘st-’ ‘sw-’,<i>spr</i>, <i>scr-</i>,</li> <li>• read words with the letter-sound combinations from either print or digital stories,</li> <li>• read texts with words related to the theme with peers,</li> <li>• pronounce words correctly while reading,</li> <li>• engage in timed-reading varying tone to express emotions when reading,</li> <li>• recite poems for fluency.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we become better readers?</li> <li>2. How can we express emotions while reading?</li> </ol>
<b>Core Competencies to be developed:</b>				
<b>Learning to learn:</b> The learner’s self-discipline is enhanced as they practise reading texts at the right speed and with the right expressions on their own.				
<b>Values:</b>				
<b>Unity</b> is enhanced as the learner collaborates with peers as they engage in timed reading.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Life skills</b> (Self-esteem): The learner’s self-esteem is nurtured as they read fluently.				
<b>Link to other Learning Areas:</b>				
The learner applies reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>15.2 Reading</b>	<b>15.2.2 Comprehension</b>  (2 lessons)	By the end of the sub strand the learner should be able to: a) predict the likely outcomes of a story using picture cues and the title, b) identify the characters and events in a text for comprehension, c) infer the meaning of new words as used in a text, d) answer direct and indirect questions for comprehension, e) adopt talking about a text they have read.	The learner is guided to: • observe pictures and the title of a text and say what is likely to happen in the story, in pairs, • read a text and identify the setting and characters with peers, • use context clues to find the meaning of new words, • answer direct question by locating sentences containing the answers, • respond to indirect questions using context clues, • connect events in the story with real- life experiences,	1. How can we know the meanings of new words in a story? 2. Why is it important to know where the events in a story happen?
<b>Core competencies to be developed:</b> <b>Creativity and imagination:</b> The learner’s ability to make connections is enhanced they connect the events in the story with real life experiences.				
<b>Values:</b> <b>Love</b> is enhanced as the learner reads materials about caring for others and portrays a caring attitude to peers.				
<b>Pertinent Contemporary Issues:</b> <b>Life skills (Self-esteem):</b> The learner’s self-esteem is enhanced as they answer comprehension questions correctly.				
<b>Link to other Learning Areas:</b> The learner applies the reading comprehension strategies when reading texts in Kiswahili Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>15.3</b> <b>Language Use</b>	<b>15.3.1</b> <b>Imperatives</b> (commands)  <b>Interjections of excitement/joy</b>  <b>(2 lessons)</b>	By the end of the sub strand the learner should be able to: a) identify commands in a written text, b) respond to specific commands to show understanding, c) use commands appropriately in simple sentences, d) use interjections of excitement in sentences appropriately, e) realise the use of imperatives and interjections in day-to-day communication,	The learner is guided to: <ul style="list-style-type: none"> <li>• point out commands after listening to an audio recording of a short dialogue,</li> <li>• distinguish the target imperatives in oral sentences,</li> <li>• practise using commands with peers,</li> <li>• practise the use of commands in role play,</li> <li>• play games that involve responding to commands,</li> <li>• pick out interjections of excitement in an oral text,</li> <li>• use interjections of excitement correctly in conversations.</li> </ul>	1. What commands do we give to each other? 2. When do use interjections of excitement/joy?
<b>Core Competencies to be developed:</b>				
<b>Communication:</b> The learner’s ability to speak engagingly is enhanced as they speak clearly and effectively using imperatives.				
<b>Learning to learn:</b> The learner develops relationship as they play language games harmoniously with peers.				
<b>Values:</b>				
<b>Responsibility</b> is enhanced as the learner takes up roles as they play language games with peers.				
<b>Pertinent and Contemporary Issues:</b>				
<b>Life Skills</b> (Self-esteem): The learner’s self-esteem is nurtured as they use interjections of excitement correctly.				



**Link to other Learning Areas:**

The learner relates the concept of interjections and imperatives to learning of similar concept in Kiswahili and Indigenous Languages Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>15.4 Writing</b>	<b>15.4.1 Guided Writing (2 lessons)</b>	By the end of the sub strand the learner should be able to: a) recognise the correct punctuation marks to be used in preparation for writing, b) write well-punctuated sentences related to the theme, c) realise the importance of writing correct short sentences for communication.	The learner is guided to: • point out the different punctuation marks used in a variety of sentences, • punctuate sentences correctly, • practise writing short sentences related to the theme from a substitution table, • respond to picture prompts and write sentences (not more than 7 words) related to the theme.	1. How do we prepare for writing? 2. What makes it easy to write a good sentence?
<b>Core Competencies to be developed:</b> <b>Communication:</b> The learner's ability to write clearly and correctly is enhanced as they write well-punctuated sentences.				
<b>Values:</b> <b>Responsibility</b> is enhanced as learner works diligently to write well-punctuated sentences.				
<b>Pertinent and Contemporary Issues:</b> <b>Life skills (Self-esteem):</b> The learner's self-esteem is nurtured as they write well-punctuated sentences.				
<b>Link to other Learning Areas:</b> The learner uses punctuation marks to punctuate sentences correctly in Kiswahili and Indigenous Language Activities.				

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

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

#### **Steps in carrying out the integrated CSL activity**

##### **1) Preparation**

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

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

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

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

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

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

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

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

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

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

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

### Suggested Assessment Methods

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

## Suggested Learning Resources

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