



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Nurturing Every Learner's Potential

PRIMARY SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 3

First Published in 2017

Revised 2024

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ISBN:

Published and printed by Kenya Institute of Curriculum Development

Table of Contents

LESSON ALLOCATION AT LOWER PRIMARY	iv
NATIONAL GOALS OF EDUCATION	ii
ESSENCE STATEMENT.....	v
GENERAL LEARNING OUTCOMES.....	vi
STRANDS	vii
1.0 Activities at Home and at School.....	1
2.0 Sharing duties and responsibilities	10
3.0 Etiquette	20
4.0 Child rights.....	27
5.0 Occupations.....	36
6.0 Technology	45
7.0 Safety	55
8.0 Domestic animals	64
9.0 Wild animals.....	71
10.0 Festivals.....	78
11.0 Play time and games.....	88
12.0 Technology	97
13.0 Savings	105
14 .0 Talents	114
15.0 Environment.....	122
Suggested Assessment Methods	130
CSL at Early Years Education (PP1&2 and Grade 1-3).....	131
Suggested Learning Resources	133

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

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

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language in today's world. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, a solid foundation in the mastery of English must be laid in Early Years Education. This will not only enhance learning in Middle School but will also prepare the learner 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 learnt since according to Piaget, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts. Hence, the explicit learning of grammar should only

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

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

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

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

1.0 Activities at Home and at School

Suggested vocabulary

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

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

Core Competencies to be developed:

Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts and recognise words with the target letter-sound combinations.

Collaboration (Teamwork): The learner’s ability to contribute to group discussions is enhanced as they work with peers to develop a talking tree using the vocabulary learnt.

Values:

Respect is enhanced as the learner appreciates the effort of peers in constructing sentences and gives positive feedback during peer assessment.

Pertinent and contemporary issues:

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

Links to other Learning Areas:

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

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) identify words with target letter- sound combinations in a text, b) read a text accurately, at the right speed and with expression, c) realise the correspondence between spoken words and written words in various contexts.	The learner is guided to : <ul style="list-style-type: none"> • watch a video clip/listens to an audio recording/teacher model of target sounds, • pick out words containing the target letter- sound combinations: bl, br, ch, cl, from a written text, • read words with the target letter–sound combinations from either print or digital stories, • engage in timed reading of a text (90 words per minute) displaying the right emotions and feelings, with peers, • take part in word building activities using pocket charts, print and digital flash cards. 	How do we show emotions when reading a story?
<p>Core Competencies to be developed: Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts/audio recording and identify word with the target letter-sound combinations correctly. Learning to learn: The learner’s ability to develop relationships is enhanced as they engage in timed reading with peers and give feedback.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner collaborates with peers in carrying out together activities such as word building.</p>				
<p>Pertinent Contemporary Issues: Life Skills (Self-esteem): The learner’s acquires an enhanced level of self-esteem as their reading competency improves.</p>				
<p>Links to other Learning Areas: The learner uses the reading fluency skills to learn similar concept in Kiswahili Language Activities.</p>				

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) identify characters and setting in a text for comprehension, b) make predictions and anticipate possible outcomes of a story, c) use context clues to infer meanings of words in a text, d) answer simple direct and indirect questions based on a text, e) adopt talking about a text read for comprehension.	The learner is guided to: <ul style="list-style-type: none"> • look at pictures and title of a text and predict the likely order of events in a story, with peers, • read a print or digital text, related to the theme, • identify the main idea/ topic/ purpose in a text, • discuss the setting and characters in a story, with peers, • respond to direct questions by locating sentences with the answers, • answer indirect questions using prior knowledge of the target theme, • list key words or phrases related to the theme from a grade appropriate text. 	<ol style="list-style-type: none"> 1) How can we tell how a story, poem or conversation will end? 2) How can we tell where events have taken place? 3) How can we tell the characters in a story?

Core Competencies to be developed:

Communication: The learner's ability to speak engagingly is enhanced as they argue out their own point during group discussion.

Collaboration: The learner's ability to contribute to group decision making is enhanced as they value the ideas of peers and observe rules of engagement during discussions.

Values:

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

Pertinent and Contemporary Issues:

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

Links to other Learning Areas:

The learner applies the comprehension strategies in reading of texts in other Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Language Use	1.3.1 Subject-verb agreement (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise sentences with subject- verb agreement in a text, b) use subject-verb agreement to construct sentences related to the theme, c) realize the role of subject-verb agreement in communication. 	The learner is guided to : <ul style="list-style-type: none"> • read and pick out the target grammar item from a text, • list sentences featuring the grammar items from a text, • construct sentences based on pictures showing singular and plural subjects, with peers, • construct sentences using singular and plural objects at home and at school, • play a language game on subject-verb agreement. 	<ol style="list-style-type: none"> 1) What order should words follow in a sentence? 2) What makes a sentence correct?
<p>Core-competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they construct sentences with the correct subject-verb agreement. Learning to learn: The learner’s ability to develop relationships is enhanced as they play a language game on subject-verb agreement with peers.</p>				
<p>Values: Respect is enhanced as the learner waits patiently to take turns in constructing sentences using subject-verb agreement.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self- awareness): The learner’s self-awareness is developed as they construct sentences using objects at home and at school.</p>				

Link to other Learning Areas:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Writing	1.4.1 Handwriting Long words and descenders (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write long words and descenders in clear legible handwriting, c) advocate for the importance of writing clearly and legibly for effective communication.	The learner is guided to: • look at a sample text with good handwriting, • point out aspects of good handwriting in a text, • copy letter patterns of the target letter- sound combinations (bl, br, ch, cl), with peers, • copy words related to the language pattern • write words related to the theme in response to a picture prompt, • listen to a dictation on sentences using subject-verb agreement and write them,	Why should we write neatly?
<p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they write long words and descenders in clear and legible handwriting. Learning to learn: The learner’s ability to learn independently is enhanced as they practise writing clearly and legibly on their own.</p>				
<p>Link to Values: Respect is enhanced as the learner positively regards the effort of peers as they try to write clearly and legibly.</p>				

Pertinent and Contemporary Issues:

Learner Support Programme (Peer education and mentorship): The learner's ability to mentor others is enhanced as they model good handwriting to peers.

Links to other learning areas:

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

2.0 Sharing duties and responsibilities

Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.1 Listening and Speaking</p>	<p>2.1.1 Pronunciation and vocabulary (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize words with the target letter-sound combinations in words and sentences, b) pronounce the target letter-sound combinations in words and sentences, c) use the vocabulary learnt to communicate appropriately in various contexts, d) respond to simple specific three- directional instructions in oral communication, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to the teacher model or an audio recording the target letter- sound combinations (‘dr’, ‘fl’, ‘fr’ and ‘gl’) • pronounce the target letter-sound combinations by taking turns, • listen to and say tongue twisters with the target letter-sound combination, • sing simple songs or recite poems with target letter-sound combinations, • construct simple sentences with peers using the new words and give feedback to each other, • dramatise or role play sharing of 	<p>Why should we pronounce words correctly?</p>

		e) realise the role of listening attentively and correct pronunciation for effective communication.	responsibilities and duties using vocabulary learnt, • listen and respond to three directional instructions, with peers.	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to listen keenly and clearly is enhanced as they listen and respond appropriately to three directional instruction.</p> <p>Collaboration: The learner’s ability to contribute to group activity is enhanced as they participate actively in role play with peers and observes the rules of engagement.</p>				
<p>Values:</p> <p>Responsibility is enhanced as the learner engages in assigned roles and duties at home and at school.</p>				
<p>Pertinent Contemporary Issues:</p> <p>Life skills (Self-awareness): The learner’s self-awareness is enhanced as they learn about the duties at home and at school.</p>				
<p>Link to other Learning Areas:</p> <p>The learner will apply attentive listening skills in learning of other concepts in all learning areas.</p>				

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 for ease of reading, b) read a grade- appropriate text accurately, at the right speed and with expression, c) adopt reading simple, short texts in a variety of genres.	The learner is guided to: <ul style="list-style-type: none"> • watch a video or listen to an audio clip as teacher or peer models words featuring the target letter-sound combinations- ‘dr’, ‘fl’, ‘fr’ and ‘gl’, • pick out words containing the target letter-sound combinations from a written text, • engage in timed reading of a text displaying appropriate expression, with peers, • read texts of different genres paying attention to punctuation, facial expressions, pace, pitch, and volume individually, with peers. 	Why should we check our speed while reading?

Core Competencies to be developed:

Digital literacy: The learner’s ability to interact with digital devices is enhanced as they watch a video clip and pick out words with the target letter-sound combination correctly.

Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading texts of different genres accurately, at the right speed and with expressions.

Values:

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

Pertinent and Contemporary Issue PCIs:

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

Links to other learning areas:

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

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) Identify words related to the theme, b) make predictions and anticipate possible outcomes in a story for comprehension, c) use contextual clues to infer meanings of new words, d) answer direct and inferential questions for comprehension, e) adopt the reading texts for lifelong learning.	The learner is guided to: • read a printed or digital text and pick out words related to the theme, • look at pictures and title of a text and say what will happen in the story, • infer meanings of new words using contextual clues, • discuss the text with peers and locate sentences containing answers to the direct questions based on the text, • answer inferential questions based on the text read using contextual clues, • make connections between events in the text and real life experiences, • engage in a language game using the vocabulary learnt.	1. How can we tell how a story/ poem will end? 2. How can we tell where the events in a story are taking place?

Core Competencies to be developed:

Creativity and imagination: The learner's ability to make connections is enhanced as they relate the events in the texts to real life experiences.

Collaboration: Teamwork is enhanced as the learner actively participates in group discussions with peers observing the rules of engagement.

Values:

Unity: Cooperation is enhanced as the learner works collaboratively with peers in group activities.

Pertinent and Contemporary Issues:

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

Links to other learning areas:

The learner is able to apply comprehension strategies in reading of texts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Language use	2.3.1 Forms of verb ‘do’ (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify different forms of the verb ‘do’ in a print or digital text, b) use different forms of the verb ‘do’ to construct sentences for effective communication, c) realize the importance of using the different forms of the verb ‘do’ in communication.	The learner is guided to: <ul style="list-style-type: none"> • listen for the forms of verbs ‘do’ from an audio recording/ video clip or as modelled by the peers or the teacher, • construct sentences related to the theme using the different forms of the verb ‘do.’ • recite poems/sing songs about the theme, while using the different forms of the verb ‘do’,with peers, • type sentences formed using the different forms of the verb ‘do’ onto a digital device in pairs, • play a language game with peers using the different forms of the ‘verb to do.’ 	<ol style="list-style-type: none"> 1. What duties do you like doing? 2. What duties have you done this week?
<p>Core competencies to be developed:</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they use the different forms of the verb to ‘do’ to construct sentences.</p> <p>Digital literacy: The learner’s ability to interact with digital devices is enhanced as they type sentences on a digital device.</p>				
<p>Values:</p>				

Unity: Cooperation is enhanced as the learner collaborates with peers in playing language games.

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's esteem is nurtured as they use the various forms of the verb 'do' correctly in communication.

Link to other Learning Areas:

The learner is able to apply the knowledge acquired on the different forms of the verb 'do' in learning of similar concept in Kiswahili and Indigenous Languages Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.4 Writing	2.4.1 Handwriting (2 lessons)	By the end of the sub strand the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words related to the theme in clear and legible handwriting, c) realize the importance of writing correctly, clearly and legibly for different purposes.	The learner is guided to: <ul style="list-style-type: none"> • look at sample of a text with good handwriting, • identify aspects of good handwriting such as letter formation, spacing, alignment, capitalisation, • copy letter patterns of the target letter-sound combinations (dr’, fl’, fr’ and gl’),with peers, • write words related to the theme in response to a picture prompt, • listen to a dictation on sentences using various forms of the verb ‘do’ and write them. 	How do we write words?
<p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they write words related to the theme in good handwriting. Learning to learn: The learner’s ability to learn independently is enhanced as they practice writing neatly and legibly on their own.</p>				
<p>Values: Respect is enhanced as the learner appreciates the effort of peers who are struggling with handwriting and assists them.</p>				

Pertinent and Contemporary Issues:

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

Links to other learning areas:

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

3.0 Etiquette

Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.1 Listening and speaking	3.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise words with the target letter-sound combinations in a text, b) pronounce words with the target letter-sound combinations correctly, c) use vocabulary related to the theme to communicate in various contexts, d) respond to simple specific three-directional instructions in oral 	The learner is guided to: <ul style="list-style-type: none"> • identify and pronounce words and phrases with letter-sound combinations ('cr', 'pl', 'st' and 'sn') as modelled by the peers/ teacher/ audio recording, • use words which have the target letter-sound combinations to create sentences, • practise tongue twisters, rhymes or poems and pick out the target letter-sound combinations with peers, • listen to audio/video recording of a conversation on etiquette and identify words related to the 	<ol style="list-style-type: none"> 1. How do we learn new words? 2. Why should we listen attentively?

		communication, e) appreciate the importance of listening attentively for effective communication	theme, <ul style="list-style-type: none"> • respond to simple specific three-directional, • play a language game matching vocabulary learnt to pictures. 	
<p>Core Competencies to be developed: Communication: The learner’s ability to speak engagingly is enhanced as they use the polite words learnt in everyday conversations.</p>				
<p>Values: Responsibility is enhanced as the learner takes up assigned roles as they engage in activities with peers.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self- awareness): The learner’s self-awareness is enhanced as they learn words related etiquette and use them in every day communication.</p>				
<p>Link to other Learning Areas: The learner uses the skill of correct pronunciation in learning of similar concept in Kiswahili Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	3.2.1 Fluency (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 grade- appropriate text accurately, at the right speed and with expression, c) adopt reading simple, short texts in a variety of genres	The learner is guided to: <ul style="list-style-type: none">• recognise words with target letter-sound combinations ('cr' and 'pl', 'st' and 'sn') from a text,• identify words with the target letter-sound combinations,• read a text displaying the right emotions and feelings , paying attention to punctuation and tone, with peers,• engage in timed reading, with peers and give positive feedback.	Why is reading without hesitation important?
Core Competencies to be developed:				
Learning to learn: The learner's ability to develop relationships is enhanced as they engage in timed reading with peers and give positive feedback.				
Values: Unity: Cooperation is enhanced as the learner works collaboratively with peers in carrying out activities.				

Pertinent and Contemporary Issues:

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

Links to other learning areas:

The learner is able to apply the reading fluency skills acquired in learning of similar concept 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) identify the main idea, topic/purpose of the text for inference, b) retell events in a story to check understanding, c) explain sequence of events in a text, d) realize the importance of reading a variety of texts for information.	The learner is guided to: <ul style="list-style-type: none"> • read a story in print or digital form, • pick the main idea or topic in the story, • list the characters in the story, with peers, • discuss the setting of a story, with peers, • explain what happens in the beginning, middle and end of a story, • retell content of the story in a few words using the five-finger model. 	<ol style="list-style-type: none"> 1. How do we tell where events have taken place in a story? 2. How do we identify characters in a story?
Core Competencies to be developed:				
Communication: The learner's ability to speak engagingly is enhanced as they retell content of the story in a few words using the five-finger model.				
Creativity and imagination: The learner's fluency skills are enhanced as they explain the events in the story from the beginning to the end.				
Values:				
Respect is enhanced as the learner accepts diverse opinions from peers during discussions.				
Pertinent and Contemporary Issues:				
Life skills (self-esteem): The learner's self-esteem is enhanced as they creatively retell a story.				
Links to other learning areas:				
The learner applies comprehension strategies in reading of texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Language Use	3.3.1 Indefinite pronouns: (nobody, anybody, somebody) (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify indefinite pronouns in a text for effective communication, b) use indefinite pronouns to construct sentences for effective communication, c) adopt using indefinite pronouns in day-to-day communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to a story/poem/conversation read by the teacher or from digital devices, and identify the indefinite pronouns, • engage in question-and-answer dialogues using indefinite pronouns, with peers, • create sentences using indefinite pronouns, with peers, • participate in a language game involving the use of indefinite pronouns, with peers. 	How do we refer to other people without mentioning their name?
<p>Core Competencies to be developed: Communication: The learner’s ability to speak engagingly is enhanced as they use indefinite pronouns to construct sentences correctly. Collaboration (Teamwork): The learner’s ability to work as a team is enhanced as they actively participate in question-and-answer dialogues with peers using indefinite pronouns.</p>				
<p>Values: Respect is enhanced as the learner understands and appreciates the opinion of peers during group activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they as they use indefinite pronouns correctly in communication.</p>				
<p>Links to other Learning Areas: The learner is able to link the concept of indefinite pronouns to learning of similar concept in Kiswahili Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.4 Writing	3.4.1 Handwriting (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words in clear and legible handwriting, c) value the importance of writing clearly and legibly for effective communication.	The learner is guided to: • look at a sample text of good handwriting, • identify aspects of good handwriting in a text, • copy letter patterns of the target letter-sound combinations ('cr' and 'pl'; 'st' and 'sn'),with peers, • listen to a dictation on indefinite pronouns and write them, • write words related to the theme in response to a picture prompt.	Why is it important to write neatly and legibly?
<p>Core Competencies to be developed: Communication: The learner's ability to write clearly and correctly is enhanced as they write words in clear and legible handwriting. Learning to learn: The learner's ability to learn independently is enhanced as they practise writing neatly and legibly on their own.</p>				
<p>Values: Respect is enhanced as the learner appreciates the effort of peers to write clearly and legibly and assists those with writing difficulties.</p>				
<p>Pertinent and Contemporary Issues: Learner Support Programmes (Peer Education and Mentorship): The learner's ability to mentor others is enhanced as they demonstrate aspects of good handwriting to peers and assist them write correctly.</p>				
<p>Links to other Learning Areas: The learner is able to apply the handwriting skill in learning of similar concept in Kiswahili Language Activities.</p>				

4.0 Child rights

Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognize words with the target letter -sounds combinations in given words for effective communication, b) articulate the words with the target letter- sound combinations correctly, c) use new words related to the theme in relevant contexts, d) realize the importance of listening attentively and correct pronunciation for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • identify words with the target letter sound combinations: ‘wr’, ‘pr’, ‘sm’, ‘st’ from an oral text, • pronounce the target letter-sound combinations by taking turns as modelled by the peers, teacher, or audio recording, • sing simple songs or recite poems with target letter-sound combinations, with peers, • construct simple sentences with peers using the new words and give feedback, • role play issues related to child’s rights, with peers. 	Why should we pronounce words correctly?

Core Competencies to be developed:

Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts, identify words with the target letter-sound combination and pronounce the words correctly.

Collaboration: Teamwork is enhanced as the learner actively participates in constructing simple sentences with peers and giving feedback while observing the rules of engagement.

Values:

Social justice is enhanced as the learner fosters inclusivity and non-discrimination as they engage in role play on issues related to child's rights.

Pertinent Contemporary Issues :

Citizenship (Child's Rights): The learner becomes aware of their rights as they acquire information on child's rights.

Links to other Learning Areas:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	4.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter- sound combinations in preparation for reading, b) read words with the target letter -sound combinations correctly, c) value the importance of reading fluently in a variety of genres.	The learner is guided to: <ul style="list-style-type: none"> • recognise words with the sounds wr', pr' sm' and st from a text, • select words with the target letter sound combinations from a chart, • read words with target letters- sound combinations, • practise reading sentences containing decodable and non-decodable words, • engage in timed reading of a grade-appropriate text displaying the right facial expressions, feelings or emotions, • recite a choral verse related to the theme, with peers. 	1) What makes us read a story at a good speed?
<p>Core Competencies to be developed: Learning to learn: The learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words on their own.</p>				
<p>Values: Unity is developed as the learner collaborates with peers in reciting of choral verses on child's rights.</p>				

Link to Pertinent and Contemporary Issues:

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

Links to other Learning Areas:

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

Strand	Sub –strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	4.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) predict the likely outcomes in a story for comprehension, b) answer direct and indirect questions to check for understanding, c) adopt reading a variety of texts for information.	The learner is guided to: <ul style="list-style-type: none"> • observe pictures and the title of a text and say what is likely to happen in the story, with peers, • infer meanings or use contextual 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 and discuss with peers. 	1) Why do we predict what will happen in a story before reading?
<p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they write answers to comprehension questions correctly. Creativity and imagination: The learner’s ability to make connections is enhanced as they relate the events in the story to real-life experiences.</p>				
<p>Values: Respect is enhanced as the learner understands and appreciates the opinion of peers during discussions.</p>				

Link to Pertinent Contemporary Issues :

Life skills (Self-esteem): The learner's self-esteem is enhanced as they predict the likely outcomes in the story correctly.

Links to other learning Areas:

The learner is able to apply the comprehension strategies learnt in reading of texts in Kiswahili and Indigenous Language Activities.

Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4. 3 Language Use	4.3.1. Subject-verb agreement (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise sentences with subject- verb agreement in a text, b) use subject- verb agreement correctly in sentences, c) realize the importance of subject- verb agreement for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to a story, poem or conversation related to the theme and pick out sentences using subject- verb agreement, • make sentences from substitution tables, with peers, • construct sentences related to the theme using subject- verb agreement with peers and give feedbacks, • play a language game (matching subjects with appropriate verbs),with peers. 	How do we tell the number of things/people in a sentence?
Core Competencies to be developed:				
Communication: The learner’s ability to speak engagingly is enhanced as they use subject-verb agreement correctly in sentences.				
Collaboration: The learner’s ability to work as a team is enhanced as they construct sentences with peers and give feedback observing rules of engagement.				
Values: Respect is enhanced as the learner accepts diverse opinions from others during group activities.				

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is enhanced as they use the subject-verb agreement correctly in self-expression.

Link to learning Areas:

The learner is able to relate the concept of subject-verb agreement to learning of similar concept in Kiswahili and Indigenous Languages Activities

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Writing	4.4.1 Handwriting (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words related to the theme in clear and legible handwriting, c) value the importance of writing clearly and legibly for effective communication.	The learner is guided to: • look at sample of correct, clear, and legible handwriting from a text, • write words ensuring good handwriting and correct spelling, • write phrases in response to a picture prompt related to the theme, • write sentences related to the theme in good handwriting and with correct spelling.	Why do we write neatly and legibly?
Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they write words in clear and legible handwriting.				
Values: Respect is enhanced as the learner works together with peers to write neat and legible sentences.				
Pertinent and Contemporary Issues : Life skills (Self-esteem): The learner’s self-esteem is nurtured as they write neatly and legibly.				
Links to other Learning Areas: The learner is able to use the aspects of good handwriting in learning of similar concept in Kiswahili Language Activities.				

5.0 Occupations

Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise words with the target letter-sound combination in sentences, b) pronounce the target letter-sound combination in words and sentences, c) use the vocabulary learnt to communicate in various contexts, d) respond to simple specific three- directional instructions in oral communication, e) realise the importance of listening attentively, 	The learner is guided to: <ul style="list-style-type: none"> • listen to the teacher/audio recording and identify words with the target letter-sound combination: (‘sl’, ‘st’, ‘sw’, ‘sp’, ‘thr’), • pronounce words with the target letter-sound combinations, with peers, • use words with the target letter-sound combinations to create sentences, • listen to stories and identify words related to the theme, • look for the meaning of vocabulary from pictorial dictionaries and practise using them in sentences, • sing songs/ recite poems on the theme, • watch a video with content related to the theme, • role play different occupations as they record 	Why is it important to look at someone’s face as they speak to you?

		responding appropriately and understanding meanings of words in day-to-day life.	the videos, develop a talking tree using the vocabulary related to the theme, with peers, <ul style="list-style-type: none"> listen and respond to three-directional instructions. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts, recognise words with the target letter-sound combinations and pronounce the words correctly.</p> <p>Digital literacy: The learner’s ability to create with technology is enhanced as they role play different occupations and records the videos.</p>				
<p>Values:</p> <p>Unity: Cooperation is enhanced as the learner collaborates with peers to develop a talking tree using vocabulary learnt.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-awareness): The learner’s self-awareness is nurtured as they learn about different occupations.</p>				
<p>Link to other Learning Areas:</p> <p>The learner is able to apply the attentive listening skills in learning of other concepts in other learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.2 Reading	5.2.1 Fluency (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 accurately, at the right speed with expression for fluency, c) realize the role of reading fluency in learning.	The learner is guided to: <ul style="list-style-type: none"> • read words with the target letter-sound combinations(‘sl’, ‘st’, ‘sw’, ‘sp’, ‘thr’), with peers, point out words with target letter-sound combinations from a text, • engage in timed reading (90 words per minute) displaying the right emotions and feelings, • read a text paying attention to punctuation and tone, • read grade appropriate texts related to occupation in the library and share what you have read with peers. 	Why is it important to read fluently?
<p>Core Competencies to be developed: Learning to learn: The learner ability to learn independently is enhanced as they read texts on occupation and share what they have learnt with peers.</p>				
<p>Link to Values: Unity is enhanced as the learner cooperates with peers in carrying out group activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they read texts fluently.</p>				
<p>Links to other learning areas: The learner is able to apply reading fluency skills in learning of similar concept in Kiswahili Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	5.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify characters and setting in a text for comprehension, b) make predictions and anticipate possible outcomes of a story, c) use context clues to infer meanings of new words in a text, d) answer direct and indirect questions based on a text read, e) share what they have read in a text. 	The learner is guided to: <ul style="list-style-type: none"> • look at pictures and title of a text and predict the likely order of events in a story, with peers • talk about the setting and characters using a variety of clues, with peers, • infer meanings of new words in a story, • read a story and answer direct question by locating sentences containing the answers, • respond to indirect questions using context clues, • point out the main idea, topic, purpose in a text, • connect events in the story with real- life experiences. 	How do we tell what is going to happen next in a story?
<p>Core Competencies to be developed:</p> <p>Creativity and Imagination: The learner’s ability to make connections is enhanced as they relate the events in the story with real-life experiences.</p> <p>Communication: The learner’s ability to write clearly and correctly is enhanced as they write answers to comprehension questions correctly.</p>				

Values:

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

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is enhanced they answer comprehension questions correctly to show understanding.

Links to other Learning Areas:

The learner is able to apply the comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Language Use	5.3.1 Singular and plurals of irregular nouns (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify irregular nouns in a print/ digital text, b) use singular and plural forms of irregular nouns to talk about the theme for effective communication, c) realise the importance of irregular nouns in communication.	The learner is guided to: <ul style="list-style-type: none"> • pick out irregular nouns and their plural forms from a text, • form plurals of specific words taking the singular and plural forms of irregular nouns with peers, • construct sentences about the theme using the plural forms of irregular nouns, listen to a story/poem and respond to questions based on singular and plural forms of irregular nouns, • recite poems/read texts/sing songs containing plurals of irregular nouns, with peers. 	How do we talk about many things?
Core Competencies to be developed:				
Communication: The learner’s ability to speak engagingly is enhanced as they construct correct sentences using singular and plurals of irregular nouns.				
Values: Unity: Cooperation is enhanced as the learner collaborates with peers in group activities.				

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is enhanced as they use plural forms of irregular nouns correctly.

Links to other learning Areas:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.4 Writing	5.4.1 Hand writing (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise aspects of good handwriting for effective communication, b) write words in clear and legible handwriting, c) realise the importance of writing clearly and legibly for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • look at samples of texts with good handwriting, • identify aspects of good handwriting, • copy letter patterns of words with the target letter- sound combinations (‘sl’, ‘st’, ‘sw’, ‘sp’, ‘thr’),with peers, • listen to a dictation on verbs in the present and past tense and write them, • write words related to the theme in response to a picture prompt, • type words and phrases using digital devices, with peers. 	How do we write words in a sentence?
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to write clearly and correctly is enhanced as they write words in clear and legible handwriting.</p> <p>Digital literacy: The learner’s ability to create with technology is enhanced as they type words and phrases on digital devices.</p>				
<p>Values:</p> <p>Respect is enhanced as the learner appreciates the effort of peers to write correctly and assist those with writing difficulties.</p>				

Link to Pertinent and Contemporary Issues:

Learner Support Programmes (Peer Education and Mentorship): The learner's ability to mentor others is enhanced as they model good handwriting to their peers.

Links to other Learning Areas:

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

6.0 Technology

Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter -sounds combinations in given words correctly, b) pronounce the words with the target letter-sound combinations in preparation for reading, c) use vocabulary words related to the theme in relevant contexts, d) respond to simple specific three-directional instructions	The learner is guided to: <ul style="list-style-type: none"> • identify and pronounce words with letter- sound combinations sounds: (/dr/, /gr/, /shr/) as modelled by the peers/ teacher/ audio recording, • use words which have the target letter-sound combinations to create sentences, with peers, • recite alliterative words that have the sounds (/dr/, /gr/, /shr/), • listen to audio/video recording of a 	1. What words do we use to talk about technology? 2. Why is it important to pronounce words correctly?

		<p>in oral communication,</p> <p>e) realise the importance of listening attentively and correct pronunciation for effective communication.</p>	<p>conversation on technology and identify words related to the theme,</p> <ul style="list-style-type: none"> • respond to simple specific three-directional instructions, • play in a language game with peers, matching the vocabulary learnt with pictures. 	
<p>Core Competencies to be developed:</p> <p>Digital literacy: The learner’s interaction with digital devices is enhanced as they identify the basic parts of digital devices.</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they use vocabulary related to technology in communication.</p>				
<p>Values:</p> <p>Unity: Cooperation is enhanced as the learner works collaboratively with peers during language games.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured enhanced as they listen attentively and responds appropriately to instructions.</p>				
<p>Links to other Learning Areas:</p> <p>The learner uses the skill of correct pronunciation to learn similar concept in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	6.2.1 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) read a text accurately, at the right speed and with expression, c) realise the importance of reading accurately, at the right speed and with expression for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • pick out words with letter- sound combinations /dr/, /gr/, /shr/, from a chart, • blend target sounds to read words with target letter- sound combinations ,with peers • read words with letters –sound combination correctly, • read a text displaying the right facial expressions and tone, • engage in timed reading with peers taking appropriate pauses at punctuation marks, • practise reading sentences containing decodable and non-decodable words, • Participate in reader’s theatre and record what you have read in a personal journal. 	<ul style="list-style-type: none"> • How should we read? • What benefits do we get in reading?

Core competencies to be developed:

- **Learning to learn:** The learner's ability to learn independently is enhanced as they record what they have read in a personal journal.

Collaboration: Teamwork is enhanced as the learner participates actively in timed reading with peers, observing the rules of engagement.

Values:

Respect is enhanced as the learner appreciates the effort of others as they engage in timed reading and give positive feedback.

Link to Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	6.2.2 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) respond to direct and indirect questions to show comprehension, c) adopt reading pictures and texts for information.	The learner is guided to: <ul style="list-style-type: none"> • predict what will happen after discussing the title and pictures in the story, • infer meanings of new words in a text, • answer direct by locating the sentences with the answers in a story, • respond to indirect questions from a text using prior knowledge, • summarise a story/ poem/conversation and record , • talk about their own experiences in relation to the story. 	What do the pictures tell us about the story?
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to write clearly and correctly is enhanced as they write answers to comprehension questions correctly.</p> <p>Creativity and imagination: The learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story.</p>				
<p>Values:</p> <p>Peace is enhanced as the learner displays tolerance with peers when working together.</p>				

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is nurtured as they make relevant predictions about a story based on the title and pictures.

Link to other Learning Areas

The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Language activities

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Language Use	6.3.1 Future time (will/shall) (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify words that express future time/actions for effective communication, use ‘will’/‘shall’ to talk about future time/ events, value the role of ‘will’ and ‘shall’ in communicating future time/intentions. 	The learner is guided to: <ul style="list-style-type: none"> recognise sentences with words that express the future time from a text, talk about what they plan to do after school to express the future time, ask and answer questions using words that express future time, with peers, sing a song/rhyme using ‘will’ and ‘shall’, listen to story, poem or conversation read by the teacher and respond to questions using ‘will’/‘shall’. 	What will you and your classmates do at break time?
<p>Core Competencies to be developed: -</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they use ‘will’/‘shall’ correctly to talk about future time/events.</p> <p>Collaboration: Teamwork is enhanced as the learner actively participates in question and answer activity with peers using ‘shall’/‘will’.</p>				

Values:

Responsibility is enhanced as the learner takes up roles in question and answer activity with peers.

Link to Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner's self-esteem is nurtured as they use will/shall effectively in communication.

Links to other Learning Areas:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4 Writing	6.4.1 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 words related to the target theme appropriately for legibility, c) adopt writing words clearly, legibly and correctly.	Learner is guided to: <ul style="list-style-type: none"> • spell the words with the letter combinations dr, gr, shr, • fill in a crossword puzzles using words with the target letter sound combinations, • write the words related to the theme from a dictation, • make words related to the theme from jumbled letters, • copy words legibly and correctly from charts/ flash cards, • generate as many words as they can from a set of their names, with peers, • participate in a spelling bee activity with peers. 	Why is the correct spelling words important?
Core Competencies to be developed : Communication: The learner’s ability to write clearly and correctly is enhanced as they write words related to the theme correctly.				
Values: Unity: Cooperation is enhanced as the learner collaborates with peers in spelling bee and other group activities.				
Link to Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they spell words correctly.				

Link to other Learning Areas

The learner is able to link the concept of correct spelling of words to learning of similar concept in Kiswahili and Indigenous Language activities.

7.0 Safety

Suggested vocabulary

unusual, yell, dark, road, dangerous, safe, careful, help, danger, fear, risk, panic, threat, careless, report, stranger

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound combinations from an oral text, b) use new words in relevant contexts to talk about safety, c) respond to simple specific three- directional instructions in oral communication, d) realize the importance of listening attentively and correct pronunciation for effective communication.	The learner is guide to: <ul style="list-style-type: none"> • listen to a text featuring the target letter-sound combinations as modelled by the teacher, peer or from an audio recording, • Pick out and pronounce words or phrases with the target letter-sound combinations (dw , tw ,nk and sq) from the text, • use words related to the theme to talk about safety, • listen to the vocabulary used in short sentences/ short paragraphs/teacher read aloud stories and practise using it in a language game with peers, • engage in role play on stories 	<ol style="list-style-type: none"> 1. What words do we use to talk about safety? 2. Why is it important to pronounce words correctly?

			<p>related to safety, with peers</p> <ul style="list-style-type: none"> • respond to simple specific three directional instructions. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to oral text, recognise and pronounce words with the target letter-sound combinations correctly.</p> <p>Learning to learn : The learner’s ability to learn independently is enhanced as they apply the knowledge learnt by observing safety precautions</p>				
<p>Values:</p> <p>Responsibility is enhanced as the learner takes safety measures.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Socio-economic issues (Safety and security): The learner’s safety is enhanced as they learn vocabulary related to safety.</p>				
<p>The learner applies the vocabulary learnt in learning of similar concept in Environmental Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	7.2.1 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words with the target letter-sound combinations in a written text, b) read a grade-appropriate text accurately, at the right speed and with expression, c) adopt the reading of a variety of texts for reading fluency.	The learner is guided to: <ul style="list-style-type: none"> • listen to words with the target letter-sound combinations (dw, tw, nk and 'sq') from a digital device or as modeled by the teacher or peer, • identify and pronounce words and phrases with the target letter-sound combinations, • read a text, displaying the right facial expressions and tone when reading, • engage in timed reading a text (90 words per minute) taking appropriate pauses at punctuation marks, • practise reading sentences containing decodable and non-decodable words, • participate in a readers theatre with peers where you read a text, story or poem related to the theme. 	<ol style="list-style-type: none"> 1. Why is it important to read words properly? 2. What helps someone to read fluently?
<p>Core Competencies to be developed: Learning to learn: The learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words for reading fluency.</p>				

Values:

Responsibility is enhanced as learner acquires self-drive and practises reading fluently on their own.

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 Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	7.3.1 Comprehension (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the main idea in a text to show comprehension, b) make predictions about a story based on the title and pictures for comprehension, c) respond to direct and indirect questions to show comprehension, d) adopt reading pictures and texts for information.	The learner is guided to: • look at pictures and read the title of a story to make predictions of what will happen in the text, • read/ listen to a story from a digital device /as narrated by peers/teacher, • respond to direct and indirect questions from a text in short simple sentences, • get clues from the story read to answer direct and indirect questions, • identify the main idea in a story, poem or conversation on safety, with peers, • talk about their own experiences in relation to the theme and the story.	1. What do you think will happen in this story? 2. What do the pictures tell us about the story?
<p>Core Competencies to be developed: Creativity and imagination: The learner’s communication and self-expression skills are enhanced as they make relevant predictions about a story based on the title and pictures.</p>				
<p>Values: Unity is enhanced as the learner collaborates with others in group discussions.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self -esteem): The learner’s self-esteem is nurtured as they answer questions from a story to show comprehension.</p>				

Link to other Learning Areas

The learner applies 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)
7.4 Language Use	7.4.1 Conjunctions (but, because) (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the target conjunctions from a written text, b) join phrases using the target conjunctions for effective communication, c) realize the importance of communicating ideas using the conjunctions.	The learner is guided to: <ul style="list-style-type: none"> • watch video clip/role and identify sentences and phrases with the target conjunctions, • use the conjunctions ‘but’ and ‘because’ in sentences, • play a language game featuring the target conjunctions, with peers, • take part in filling in a substitution table joining phrases using the conjunctions ‘but’ and ‘because’ with peers. 	When do we use the words but/because in sentences?
Core Competencies to be developed:				
Communication: The learner’s ability to speak clearly and effectively is enhanced as they use conjunctions ‘but’ and because’ in sentences.				
Values: Social justice is enhanced as the learner fosters inclusivity and non-discrimination as they play language games with peers.				
Pertinent and Contemporary Issues:				
Life skills (Self-esteem): The learner’s self-esteem is nurtured as they communicate ideas using the target conjunctions.				
Links to other Learning Areas: The learner applies the knowledge acquired when learning similar concepts in Kiswahili and Indigenous Languages Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.4 Writing	7.4.1 Spelling (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise correct spelling of words with the target letter-sound combinations from a written text, b) write compound sentences related to safety using target conjunctions for clarity in communication, c) attempt to write clearly, and legibly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • identify words with the target letter-sound combinations(dw-, tw-, -nk, and sq-) from a text, • spell 4-6 letter words with the target letter-sound combinations from a dictation, • organise jumbled letters to make 4-6 letter words with the target letter-sound combinations, • spell 4-6 letter words related to the theme, with peers, • copy 4 -6 letter words legibly and correctly, • form words using the target letter-sound combination, with peers. 	Why should we spell words correctly?
<p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and legibly is enhanced as they write compound sentences related to safety using the target conjunctions.</p>				
<p>Values: Unity is enhanced as the learner collaborates with peers in spelling activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they spell words correctly.</p>				

Link to other Learning Areas:

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

8.0 Domestic animals

Suggested vocabulary

pasture, hay, water, donkey, goat, meat, milk, goose, cow, goats, shed, cattle, chicken, graze

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise words with the target letter-sound combinations from an oral text, b) pronounce words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) respond to simple specific three-directional instructions in oral communication, e) realize the importance of listening attentively and correct pronunciation in communication. 	The learner is guided to: <ul style="list-style-type: none"> • identify and pronounce words and phrases with the target letter-sound combinations (-ft, -ct, -lt, -rd) as modelled by peers/ teacher/audio recording, • use words which have the target letter- sound combinations to talk about caring for domestic animals, with peers, • construct sentences using the new words, • recite rhymes/ sing songs using the vocabulary related to the theme, with 	<ol style="list-style-type: none"> 1. What words do you use to talk about domestic animals? 2. Why is correct pronunciation important in speech?

			peers, <ul style="list-style-type: none"> • match vocabulary learnt to pictures and objects, • respond to specific three-directional instructions in oral communication. 	
Core Competencies to be developed: Learning to learn: The learner's self-discipline is enhanced as they collaborate with peers to recite rhymes/sing songs using the vocabulary related to the theme.				
Values: Love: Caring is enhanced as the learner acquires information on how to take care of animals.				
Pertinent and Contemporary Issues: Socio-economic issues (Animal Welfare Education): The learner acquires information on how to take care of domestic animals.				
Link to other learning areas: The learner applies the attentive listening skills to learning concepts in other learning areas.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	8.2.1 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 an oral text, b) pronounce words accurately when reading a text, c) read a grade- appropriate text accurately, at the right speed and with expression, d) realize the importance of reading fluently in effective communication.	The learner is guided to: <ul style="list-style-type: none"> • identify words with the target letter-sound combinations (- ft, -ct, -lt, -rd), • read words with the target letter-sound combinations , • read a text, displaying the right facial expressions and tone when reading, • engage in timed reading taking appropriate pauses at punctuation marks, • recite poems about caring for domestic animals, with peers, • reads sentences containing decodable and non-decodable words. • participate in a readers theatre with peers where he or she reads some lines or stanzas of a poem 	1. Why should we read fluently? 2. Why do we pause when we read?
Core competencies to be developed: Collaboration: Team work is enhanced as the learner participates in group activities observing the rules of engagement.				
Values: Peace: Care is developed as the learner displays tolerance to peers with reading difficulties during reading activities.				
Pertinent and Contemporary Issues: Socio-economic issues (Animal Welfare Education): The learner acquires information on how to take care of domestic animals as they recite poems on care of animals.				
Link to other Learning Areas: The learner applies the reading fluency skills learnt as they read texts in Kiswahili Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8. 2 Reading	8.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the sequence of events in a text show comprehension, b) make predictions about a story based on the title and picture, c) respond to direct and indirect questions about a text to show comprehension, d) realize the importance of reading fluently for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • predict what will happen in a story, based on the title and pictures in the text, • read/ listen to a story from a digital device /as narrated by peers/teacher, • get clues from the story read to answer direct and indirect questions, • answer direct and indirect questions from a text, • retell a story related to the theme, in with peers, • share their own experiences in relation to the story, with peers. 	1. What do the pictures tell us about the story? 2. What do you think will happen in the story?
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they retell a story related to the theme in their own words.</p> <p>Creativity and imagination: The learner practises making connections as they share their own</p>				

experiences in relation to the story

Values:

Unity: Cooperation is enhanced as the learner actively engages in discussions with peers on how to care for domestic animals.

Pertinent and Contemporary Issues:

Socio-Economic and Environmental issues (Animal Welfare Education): The learner acquires information on animal welfare as they read texts on how to take care of domestic animals.

Link to other Learning Areas:

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)
8.3 Language use	8.3.1 Quantifiers (some, many, no, all, any) (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish sentences with quantifiers in a written text , b) use quantifiers in sentences to talk about care for animals, c) attempt to use quantifiers in sentences to convey different meanings.	The learner is guided to: <ul style="list-style-type: none"> • identify quantifiers as used in a variety of sentences, • ask and answer questions using the quantifiers in sentences, • observe pictures related to the theme and construct sentences using quantifiers, with peers, • generate sentences from a substitution table, • type sentences with quantifier onto a digital device. 	Which words do you use to talk about things that can be counted?
<p>Core Competencies to be developed: Communication: The learner’s ability to speak clearly and effectively is enhanced as they use quantifiers in sentences. Digital literacy: The learner’s ability to create with technology is enhanced as they type sentences with quantifiers on a digital device.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner works collaboratively with peers in constructing sentences.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as the learner uses quantifiers in sentences correctly.</p>				
<p>Link to other Learning Areas: The learner links the concept of quantifiers to learning of similar concept in Kiswahili and Indigenous Language Activities.</p>				

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 words related to the theme clearly and legibly, c) adopt writing words clearly, legibly and correctly.	The learner is guided to: • spell the words with the target letter-sound combinations (-ft, -ct, -lt, -rd), • make words related to the theme from jumbled letters, with peers, • write 4-7 letter words from a dictation, • copy words legibly and correctly, • form words using letters of their names, with peers.	Why should we spell words correctly?
Core Competencies to be developed:				
Communication: The learner’s ability to write clearly and correctly is enhanced as they spell words correctly.				
Values:				
Unity: Cooperation is enhanced as the learner collaborates with peers to form words using letters of their names.				
Pertinent and Contemporary Issues:				
Life skills (Self-esteem): The learner acquires high level of self-esteem as they spell words correctly.				
Link to other Learning Areas:				
The learner links the concept of correct spelling of words to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

9.0 Wild animals

Suggested vocabulary

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

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

			<ul style="list-style-type: none"> • match vocabulary learnt to pictures, • respond to simple specific three- directional instructions. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they use the vocabulary learnt to talk about wild animals.</p>				
<p>Values:</p> <p>Integrity is enhanced as the learner exhibits fairness to peers as they play language games.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured as they interpret and responds to instructions correctly.</p>				
<p>Link to other Learning Areas:</p> <p>The learner applies the attentive listening skills and correct pronunciation of words to learning of similar concepts 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 from a written text, b) read a grade- appropriate text accurately, at the right speed and with expression, c) realize the importance of reading a variety of grade-level texts fluently.	The learner is guided to: <ul style="list-style-type: none"> recognise words with the target letter-sound combinations from a chart: (-lk, -lf, -lm, -mp), select words with the target letter-sound combinations from a chart, with peers, read sentences containing decodable and non-decodable words, engage in timed reading of a text taking appropriate pauses at punctuation marks, displaying the right facial expressions and tone, recite a poem with peers about wild animals. 	<ol style="list-style-type: none"> Why is it important to read words correctly? What makes it difficult to read well?
Core competencies to be developed:				
Learning to learn: The learner's ability to learn independently is enhanced as they practise reading texts at the right speed, displaying the right facial expressions and tone.				
Values: Responsibility is enhanced as the learner takes up role in reciting a poem with peers about wild animals.				
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 the 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)
9.2 Reading	9.2.2 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) respond to direct and indirect questions about a text to show comprehension, c) visualise characters, events, and places for comprehension, d) adopt reading pictures and texts for information.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm with peers the possible outcomes of the story based on the title and pictures, • identify the characters and setting of a story, • locate sentences in the text to respond to direct questions, • answer indirect questions from the text read using contextual clues, • develop a concept map with peers from the text read, • retell a story to peers in a few words. 	How do we tell the characters in a story?
<p>Core Competencies to be developed: Communication: The learner’s ability to speak engagingly is enhanced as they retell the story to peers in a few words. Creativity and imagination: The learner’s ability to make connections is enhanced as they predict events/outcomes of a story based on the title and pictures.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner collaborates with peers to develop a concept map from the text read.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they respond to direct and indirect questions from a text correctly.</p>				

Link to other Learning Areas:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 Language Use	9.3.1 Opposites (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the opposites of different words for effective communication, b) use opposites to construct sentences related to the theme, c) realize the role of opposites in communicating ideas.	The learner is guided to: <ul style="list-style-type: none"> • identify opposites from a group of words in a text, • tell stories about wildlife conservation using the opposites of a variety of words, with peers • construct sentences using the opposites of words related to the theme, with peers, • use opposites to respond to questions from a story, poem or a conversation, • play a language game that involves identifying opposites of different words. 	Why is it important to learn about opposites of words?
Core Competencies to be developed:				
Communication: The learner’s ability to speak engagingly is enhanced as they construct sentences using the opposites of words.				
Values: Social justice is enhanced as the learner fosters inclusivity and non-discrimination as they play language games with peers.				
Pertinent and Contemporary Issues:				
Life skills (Self-esteem): The learner’s self-esteem is nurtured as they use opposites of words in speech correctly.				
Links to other Learning Areas : The learner applies the knowledge on opposites to learning of similar concept in Kiswahili and Indigenous Language Activities.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 Writing	9.4.1 Punctuation (The comma) (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the comma in a text related to the theme, b) use the commas correctly in writing lists of items, c) adopt the use of the commas in writing.	The learner is guided to: <ul style="list-style-type: none"> • recognise commas from a text on wall charts/chalk board/ digital and print resources, • use comma correctly in writing exercises, with peers, • use commas to write lists of items/ names, with peers, • role play conversations with peers using commas, • write down some sentences using the comma to separate list of items. 	How do we decide where to pause when reading a text?
<p>Core Competencies to be developed: Collaboration: Teamwork is enhanced as the learner actively participates in role play conversations with peers observing the rules of engagement.</p>				
<p>Values: Love is enhanced as the learner portrays a caring attitude towards the peers as they work together.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is nurtured as they use the commas correctly in writing.</p>				
<p>Links to other Learning Areas: The learner links the concept of comma to learning of similar concept in Kiswahili and Indigenous Language Activities.</p>				

10.0 Festivals

Suggested vocabulary

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

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

Core Competencies to be developed:

Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to a text and point out words featuring the target-letter sound combinations.

Collaboration: Teamwork is enhanced as the learner works collaboratively with peers to develop a talking tree observing the rules of engagement.

Citizenship (Social-cultural sensitivity and awareness): The learner acquires information on the festivals and celebrations in the different communities.

Link to Values:

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

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Reading	10.2.1 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) realize the importance of reading accurately, at the right speed and with expression for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • select and read words with the target letter-sound combinations from a text: ‘mb’, ‘nt’, ‘nd’ and ‘nch’, • practise reading sentences containing decodable and non-decodable words, • engage in timed reading (at 90 words per minute) with peers, • read a text displaying the right facial expression and tone when reading, • participate in a readers theatre with peers where he or she reads some lines or stanzas of a poem. 	<ol style="list-style-type: none"> 1. Why should we read fluently? 2. How can we improve our reading speed?
<p>Core competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they practise reading texts at the right speed and with the right expressions on their own.</p>				
<p>Values: Respect is enhanced as the learner appreciates the effort of peers during timed reading and gives positive feedback.</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 in learning of texts in Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Reading	10.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) visualise characters and events in a text to show comprehension, c) adopt reading pictures and texts for information.	The learner is guided to: <ul style="list-style-type: none"> • look at the pictures, title and discuss what they think will happen in the story, • read the text answer direct questions by locating sentences in the story with the answers, • respond to indirect questions using context clues, • visualize and draw characters and events in a text with peers, • share the pictures with peers and give feedback, • talk about their own experiences in relation to the story. 	What do the pictures tell us about the story?
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they talk about their own experiences in relation to the story.</p> <p>Creativity and imagination: The learner’s communication and self-expression skills are enhanced as they visualize and draw characters and events in a text.</p>				

Values:

Respect is enhanced as the learner appreciates the pictures drawn by peers and gives positive feedback.

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

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

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

Core Competencies to be developed:

Communication: The learner’s ability to speak clearly and effectively is enhanced as they use prepositions to describe the position, location and direction of things.

Collaboration: The learner’s teamwork spirit is enhanced as they construct sentences with peers using prepositions and give feedback.

Values:

Social justice is enhanced as the learner fosters inclusivity and non-discrimination to peers as they play language games featuring prepositions.

Pertinent and Contemporary Issues:

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

Links to other Learning Areas :

The learner applies the knowledge acquired on prepositions to learning of similar concepts in Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.4 Writing	10.4.1 Punctuation (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the target punctuation marks in a text, b) use the target punctuation marks correctly in writing, c) adopt the use of punctuation marks in writing.	The learner is guided to: <ul style="list-style-type: none"> • identify the <i>capital letters, full stops, question marks and exclamation marks</i> from sample writings on wall charts/chalk board/digital or print resources, • practise using the target punctuation marks correctly in written exercises, with peers. • play games that involve placing the target punctuation marks correctly in a text, • write sentences using the target punctuation marks, • engage in role play in which target punctuation marks are used, with peers. 	<ol style="list-style-type: none"> 1. Which questions do people ask when they have been invited for a festival? 2. How do we write sentences correctly?
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to write clearly and correctly is enhanced as they use punctuation marks correctly in writing.</p> <p>Learning to learn: The learner’s self- discipline is enhanced as they practice using the target punctuation marks correctly in writing on their own.</p>				

Values:

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

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

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

11.0 Play time and games

Suggested vocabulary

games, break, kick, ankle, kind, find, field, win, toys, play, together, rough, score, attend, tired

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>11.1 Listening and Speaking</p>	<p>11.1.1 Pronunciation and Vocabulary (2 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the target letter-sound combinations in an oral text,</p> <p>b) pronounce words with the target letter-sound combinations in preparation for reading,</p> <p>c) use new words related to the theme in relevant contexts,</p> <p>d) realise the importance of using the new words in conversations for effective</p>	<p>The learners are guide to:</p> <ul style="list-style-type: none"> • identify and pronounce words and phrases with the target letter- sound combinations as modelled by the peers/ teacher or audio recording:-nkl, -pt,-nth, -nd, • listen to the new words in short sentences/ short paragraphs/ teacher read aloud stories and give their meanings, • construct sentences using the new words to talk about play time and games, • practise the new words in 	<ol style="list-style-type: none"> 1. What can we tell from people’s faces and hand movements as they talk? 2. What words do you use to talk about playtime and sports?

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.2 Reading	11.2.2 Fluency (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the target letter-sound combinations in preparation for reading in a written text, b) read a grade-appropriate text accurately, at the right speed and with expression, c) adopt reading simple short narratives for information.	The learner is guided to: <ul style="list-style-type: none"> • pick out and read aloud words with the target letter-sound combinations: -nkl, -pt,-nth, -nd from a text, • read words with letter –sound combinations correctly, • read a text, displaying the right facial expressions and tone when reading, • engage in timed reading taking appropriate pauses at punctuation marks as they read a text, • practise reading sentences containing decodable and non-decodable words, • participate in a readers theatre with peers. 	<ol style="list-style-type: none"> 1. What makes it easy to read well? 2. What helps someone to read fluently?
<p>Core competencies to be developed: Learning to learn: The learner’s self-discipline is enhanced as they read grade- appropriate texts accurately, at the right speed and with expression. <ul style="list-style-type: none"> • Collaboration: Teamwork is enhanced as the learner actively participates in a reader’s theatre with peers. </p>				

Values:

Respect is enhanced as the learner appreciates the effort of peers in reading fluently.

Pertinent and Contemporary Issues:

Life skills (Self-esteem): The learner acquires a high level of self-esteem 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)
11.2 Reading	11.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) infer meanings of new words using contextual clues, c) respond to direct and indirect questions from a text for comprehension, d) summarise information from a text for comprehension, e) adopt reading pictures and texts for information.	The learner is guided to: • look at the story title and pictures and guess what will happen in the story, • get meanings of new words using contextual clues, • respond to direct and indirect questions from a text, • retell a story, poem or conversation based on the theme with peers, • summarise the story read in one sentence. • talk about their own experiences in relation to the story. • role play scenarios in a story.	1. What do you think will happen in the story? 2. What do you think we shall learn from the story?
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they retell a story, poem or conversation using their own words.</p>				

- **Creativity and imagination:** The learner's ability to make connections is enhanced as they talk about their own experiences in relation to the story.

Values:

Responsibility: Self-drive is nurtured as the learner takes initiative to get clues from the story read to answer indirect questions.

Pertinent and Contemporary Issues:

Social-economic issues (Safety and security): The learner gains and uses information on safety during playtime and games.

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)
11.3 Language use	11.3.1 Comparatives and superlatives (-er and –est) (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise comparatives and superlatives used to describe people and things from a text, b) use comparatives and superlatives for effective communication, c) realise the importance using comparatives and superlatives to describe people, things and places. 	The learner is guided to: <ul style="list-style-type: none"> • read a story/ poem/conversation from a text book or a digital device and identify comparatives and superlatives, • identify comparatives and superlatives used in varied sentences, • talk about objects/people using superlatives and comparatives, • construct sentences using comparatives and superlatives with peers, • role play a scenario related to the theme using comparatives and superlatives, • play a language game that require the use of comparative and superlatives. 	Which words can we use when comparing ourselves with others?

Core Competencies to be developed:

Communication: The learner's ability to speak engagingly is enhanced as they use comparatives and superlatives to describe people and things.

Values:

Unity: Cooperation is enhanced as the learner collaborates with peers to play language games.

Pertinent and Contemporary Issues:

Life skills (Self -esteem): The learner's self-esteem is nurtured as they use comparatives and superlatives correctly in communication.

Link to other Learning Areas:

The learner applies the knowledge on comparatives and superlatives adjectives to learning of similar concepts in Kiswahili Languages 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 the names of the objects in pictures related to the theme, b) write names from picture prompts to demonstrate mastery of vocabulary, c) realize the importance of writing correctly	The learner is guided to: <ul style="list-style-type: none"> • name different objects in pictures provided. • respond to the prompts presented and write names of objects, • draw, colour and name the objects related to the theme, with peers, • fill in gaps using the correct words, • match pictures with their names. 	Why is it important to correctly write names of objects?
Core competencies to be developed Communication: The learner’s ability to write clearly and correctly is enhanced as they write names from picture prompts to demonstrate mastery of vocabulary.				
Values: Unity: Cooperation is enhanced as the learner collaborates with others in group activities.				
Pertinent and contemporary Issues: Life Skills (Self- esteem): The learner’s self-esteem is nurtured as they name objects correctly.				
Link to other Learning Areas: The learner uses the writing skills to write clearly and correctly in Kiswahili and Indigenous Language Activities.				

12.0 Technology

Suggested vocabulary

mobile phone, tablet, charge, power, battery, cable, keyboard, type, send, receive, delete, press, group, print

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.1 Listening and Speaking	12.1.1 Punctuation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the target letter -sound combinations in given words for effective communication, b) pronounce words with the target letter-sound combinations in preparation for reading, c) articulate vocabulary related to the theme correctly, d) use vocabulary related to the theme in relevant contexts,	The learner is guided to: <ul style="list-style-type: none"> • listen attentively for the target letter sounds combinations (gr- pr- , -ew’) in different words from an audio recording, • say words with the target letter sound combination and record using digital devices, • listen to the new words in short sentences/ short paragraphs/ teacher read aloud stories and give their meaning, • practise new words in response to picture cues, • dramarise scenarios using the vocabulary words to talk about technology 	Why should we listen attentively when other people are talking?

		e) realise the importance of listening attentively, responding appropriately for effective communication.	<ul style="list-style-type: none"> practise the new words in a language game of matching vocabulary and pictures, with peers. 	
<p>Core competencies to be developed:</p> <p>Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to oral texts, recognizes words with the target letter-sounds and pronounces them correctly.</p> <p>Digital literacy- learner’s ability to interact with digital technology is enhanced as they identify and connects parts of digital devices.</p>				
<p>Values:</p> <p>Responsibility: Accountability is enhanced as the learner practices the knowledge acquired on how to use of technology responsibly.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-esteem): The learner’s self-esteem is nurtured as they use vocabulary learnt to talk about technology.</p>				
<p>Link to other Learning Areas:</p> <p>The learner links the vocabulary learnt to learning of similar concepts in other learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.2 Reading	12.2.1 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 correctly, b) read a variety of texts containing words related to the theme accurately ,at the right speed and correct expression, c) adopt reading grade -level texts in a variety of genres.	The learner is guided to: <ul style="list-style-type: none"> • pick out words with the target letter-sound combination (gr- pr-, -ew) from print or digital stories, • read words with the target letter-sound combination, • read a text, display the right facial expressions and voice when reading, • engage in a timed reading taking appropriate pauses at punctuation marks when reading the text, • play a word ladder game involving pronunciation from audio/visual recording of words learnt. • participate in and record a readers theatre where he or she reads from a text. 	Why do we need to pronounce words correctly?

Core competencies to be developed:

Collaboration: Teamwork is enhanced as the learner collaborates with peers to play word ladder game involving pronunciation.

Digital literacy: The learner’s ability to interact with technology is enhanced as they read a text from a digital device and pick out words with target letter-sounds.

Values:

Unity: Cooperation is enhanced as the learner cooperates with others in group activities.

Pertinent and Contemporary Issues:

Learner Support Programmes (Clubs and Societies): The learner joins reader's club to practise reading fluently.

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)
12.2 Reading	12.2.1 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions on the outcomes of a story based on the theme, b) identify events in a text for comprehension, c) infer the meanings of new words as used in the text, d) answer direct and indirect questions based on a text, e) acknowledge the importance of the information they have read in the text	The learner is guided to: <ul style="list-style-type: none"> • look at pictures and title of a text and say what will happen in the story ,with peers, • talk about events in a story , • talk about the setting and the characters using picture clues, • find the meaning of new words as used in a text, • read the text and answer direct and indirect questions, • retell the story, with peers 	How can we tell where events have taken place in a story?
<p>Core competencies to be developed:</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they retell the story in their own words.</p> <p>Learning to learn: The learner’s ability to learn independently is enhanced as they are motivated to read a variety of texts for information.</p>				

Values:

Unity: cooperation is enhanced as the learner collaborates with others in group activities.

Pertinent and Contemporary Issues:

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

Link to other Learning Areas;

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

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 sentences featuring possessive pronouns in a text, b) use possessive pronouns correctly in writing, c) realize the use of possessive pronouns in communication.	The learner is guided to: <ul style="list-style-type: none"> • talk about the things that belong to them/ their parents/guardians, using possessive pronouns (mine, yours, ours, hers, his), • role play ownership of items and objects in the classroom, with peers, • construct sentences related to the theme using possessive pronouns, with peers, • ask and answer questions using the possessive pronouns, • sing songs/rhymes using the possessive pronouns, • play language games involving use of possessives. 	How do you talk about things that belong to you / other people?
<p>Core competencies to be developed: Communication: The learner’s ability to speak clearly and effectively is enhanced as they construct sentences using possessive pronouns. <ul style="list-style-type: none"> • Learning to learn: The learner’s ability to build relationships is enhanced as they role play ownership of items and objects in the classroom with peers. </p>				
<p>Values: Social justice is enhanced as the learner fosters fairness and non-discrimination to peers when playing language games.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they use possessive pronouns correctly in communication.</p>				
<p>Link to other Learning Areas: The learner links the concept of possessive pronouns to learning of similar concepts in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.4 Writing	12.4.1 Paragraphs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the general idea in jumbled sentences, b) write the sentences sequentially to form a paragraph, c) advocate for the role of writing as a part of the learning process.	The learner is guided to: <ul style="list-style-type: none"> • study the jumbled sentences to establish the idea in each • discuss the main idea conveyed in the jumbled words, • explore various possibilities with peers to get the correct order of the jumbled sentences, • re-write the jumbled sentences according to the correct order. 	Why is it important to put sentences in the correct order when writing?
<p>Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they write the sentences sequentially to form a paragraph.</p>				
<p>Values: Responsibility is enhanced as the learner take up the initiative to write sentences sequentially to form paragraphs.</p>				
<p>Pertinent and Contemporary Issues: Life-skills (Self-esteem): The learner’s esteem is enhanced as their writing skills improves.</p>				
<p>Links to other Learning Areas: The learner applies the writing skills to writing of paragraphs in Kiswahili and indigenous Language Activities.</p>				

13.0 Savings

Suggested vocabulary

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

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

Core Competencies to be developed:

Communication: The learner's ability to speak clearly and engagingly is enhanced as they use new words learnt in communication.

Values:

Peace: Love is enhanced as learner works harmoniously with peers during role plays activities.

Pertinent and Contemporary Issues:

Socio-economic issues (Financial Literacy): The learner acquires financial management skills as they learn vocabulary related to savings.

Link to other Learning areas:

The learner uses the skills of correct pronunciation of words to pronounce words in Kiswahili Language Activities.

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) read a grade-appropriate text accurately, at the right speed and with expressions, c) adopt reading fluently for comprehension.	Learner is guided to: <ul style="list-style-type: none"> • pick out words with letter- sound combinations : (-lf, -rf, spl-) from a text, • read words with letters –sound combination correctly, • engage in timed reading of a text with minimal hesitations, displaying the right facial expressions and voice, • take appropriate pauses at punctuation marks as they read a text, • practise reading sentences containing decodable and non-decodable words, • participate in reading a text in readers’ theatre with peers and record on a digital device. 	Why is it important to read at the right speed?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner’s ability to learn independently is enhanced as they read a grade-appropriate text accurately, at the right speed and with expressions, • Digital Literacy: The learner’s ability to interact with technology is enhanced as they participate in reading a text in readers’ theatre with peers and record on a digital device. 				
<p>Values: Respect is enhanced as the learner appreciates the effort of peers as they engage in timed reading and give positive feedback.</p>				

Pertinent and Contemporary Issues:

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

Links to other Learning Areas:

The learner uses the 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)
13.2 Reading	13.2.2 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) respond to direct and indirect questions about the text to show comprehension, c) summarise a text for comprehension, d) adopt reading texts for information.	The learner is guided to: <ul style="list-style-type: none"> • look at the title of the story, pictures and guess what will happen in the story, • locate sentences in the text to answer direct questions, • get clues from the story to answer indirect questions, • summarise a story, poem or conversation using a concept map with peers, • participate in a ‘five finger retell’ activity, • talk about their own experiences in relation to the story. 	How do pictures and the title of a story help us to know what will happen in the story?
<p>Core Competencies to be developed:</p> <p>Creativity and imagination: The learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story.</p> <p>Learning to learn: The learner’s ability to build relationships is enhanced as they summarise a story, poem or conversation</p>				

using a concept map with peers.

Values:

Peace: Love is nurtured as the learner displays tolerance to peers as they work together in harmony.

Pertinent and Contemporary Issues:

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

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)
13.3 Language Use	13.3.1 'Wh' questions (why, whom, how) (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify sentences containing Wh- questions from a text, b) use Wh- questions in sentences for effective communication, c) realize the role of WH- questions in seeking information.	The learner is guided to: <ul style="list-style-type: none"> • listen to recorded conversations containing the Wh- questions, • identify sentences containing Wh- questions, • engage in meaningful question and answer dialogues using of 'why', 'whom' and 'how' in with peers, • role play activities that lead to the use of of 'why', 'whom' and 'how',with peers, • answer questions of 'why', 'whom' and 'how' appropriately, • sing/recite short poems to practice the use of 'why', 'whom' and 'how'. 	Why is it important to ask questions correctly?
<p>Core Competencies to be developed: Communication: The learner's ability to speak clearly and effectively is enhanced as they engage in meaningful question and answer dialogues using Wh- questions appropriately.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner works collaboratively with peers to practise using Wh- questions.</p>				
<p>Pertinent and Contemporary Issues: Life-skills (Self-esteem): The learner acquires enhanced level of self-esteem as they gain the mastery of asking questions using the Wh- words.</p>				

Links to other Learning Areas:

The learner uses the Wh- questions to seek information through asking questions in other learning areas.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.4 Writing	13.4.1 Guided writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words related to the theme from a written text, b) write simple paragraphs related to the theme clearly, c) realize the importance of writing simple paragraphs for effective communication.	The learner is guided to: • pick out various words related to the theme from a text, • write 3-5 simple short and correct meaningful sentences in response to a prompt, • list the sentences logically in preparation for writing, with peers, • write simple sentences to form a paragraph, • use the five steps of the writing process: planning, drafting, revising, editing and writing the final piece.	1. Why should we write sentences correctly? 2. How do we form a paragraph?
<p>Core competencies to be developed: Creativity and imagination: The learner’s ability to come up with unique ideas is enhanced as they use the five steps of the writing process to write a short paragraph about the theme.</p>				
<p>Values: Responsibility: Self-drive is enhanced as the learner practises writing simple paragraphs using the five steps of the writing process.</p>				
<p>Pertinent and contemporary Issues: Life skills (Self-esteem): The learner’s self-esteem is enhanced they logically communicate ideas in paragraphs.</p>				
<p>Link to other Learning Areas: The learner uses the five steps of the writing process to write paragraphs in Kiswahili and Indigenous Language Activities.</p>				

14 .0 Talents

Suggested vocabulary

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.1 Listening and Speaking	14.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise words with the target letter- sound combinations in a text, b) pronounce words with the target letter- sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) realize the importance of listening attentively, and correct pronunciation in communication. 	The learner is guided to: <ul style="list-style-type: none"> • identify and pronounce words and phrases with the target letter-sound combinations (spr and str') as modelled by the peers/ teacher or audio recording, • use words which have the target letter combinations to talk about talent, • practise using vocabulary related to the theme in short sentences, • recite rhymes/sing songs with peers using the vocabulary related to the theme, • play language games matching vocabulary learnt to pictures and objects, 	<ol style="list-style-type: none"> 1. What words do you use to talk about talents? 2. What helps us to remember the meaning of words?

			<ul style="list-style-type: none"> listen and respond to simple specific three directional instructions. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and correctly is enhanced as they use the new words learnt to talk about talents.</p> <p>Collaboration: Teamwork is enhanced as the learner actively participates in playing language game with peers observing the rules of engagement.</p>				
<p>Values:</p> <p>Social justice is enhanced as the learner fosters inclusivity and non-discrimination to peers as they play language games.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills (Self-awareness): The learner’s self-awareness is enhanced as they become aware of their own talents.</p>				
<p>Link to other Learning Areas</p> <p>The learner applies attentive listening skills in learning of concepts in other learning areas.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.2 Reading	14.2.1 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) read a text accurately, at the right speed and with expression, c) adopt reading simple, short narratives for information.	The learner is guided to: <ul style="list-style-type: none"> • pick out and read words with target letter-sound combinations (spr and str) from a text, • read words with letter-sound combinations correctly, • read a text, display the right facial expressions and tone, • engage in timed with peers reading taking appropriate pauses at punctuation marks, • practise reading sentences containing decodable and non- decodable words.. 	What makes it easy to read well?
<p>Core competencies to be developed: Learning to learn: The learner’s ability to learn independently is enhanced as they adopt reading simple, short narratives for information.</p>				
<p>Values: Respect is enhanced as the learner appreciates the effort of peers and gives positive feedback as they engage in timed reading.</p>				
<p>Pertinent and Contemporary Issues: Life-skills (Self-esteem): The learner’s self-esteem is enhanced as their fluency in reading improves.</p>				
<p>Link to other Learning Areas: The learner applies the 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)
14.2 Reading	14.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) identify the main idea in a text for comprehension, c) infer meanings of new words from the context, d) respond to direct and indirect questions on a text for comprehension, e) adopt reading texts for information.	The learner is guided to: • predict what will happen in a story after discussing the title and pictures with peers, • identify the main idea in a text, with peers, • use contextual clues to get meanings of new words, • respond to direct and indirect questions from a text using contextual clues, • talk about own experiences in relation to a story, with peers.	What do pictures tell us about a story?
<p>Core Competencies to be developed: Creativity and imagination: The learner's communication and self-expression skills are enhanced as they talk about their own experiences in relation to the story.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner work with peers collaboratively in group activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner's self-esteem is enhanced as they answer comprehension questions correctly.</p>				

Link to other Learning Areas:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.3 Language use	14.3.1 Adverbs of manner (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify adverbs of manner in a written text in preparation for writing, b) use adverbs of manner to describe actions, c) realize the use of adverbs in writing.	The learner is guided to: <ul style="list-style-type: none"> • listen to a descriptive story, poem or conversation read by the teacher or from a digital devices and point out adverbs, • construct simple sentences about talents using verbs matched to adverbs of manner, • role play familiar situations using given verbs, with peers and describe the actions using adverbs of manner appropriately, • make sentences from a substitution table, • take part in language games that allow turn taking while using adverbs of manner. 	1. Which words do you use to talk about how things are done? 2. Why is it important to clearly describe how something is done?
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they use adverbs of manner appropriately to describe actions.</p> <p>Learning to learn: The learner’s ability to develop relationships is enhanced as they role play familiar situations using given verbs with peers and describe the actions using adverbs of manner.</p>				
<p>Link to Values:</p> <p>Respect is nurtured as the learner takes part in playing a language game with peers observing turn taking.</p>				

Pertinent and Contemporary Issues:

Life-skills (Self-esteem): The learner's self-esteem is nurtured as they improve their communication skills through use of adverbs of manner to describe actions.

Links to other Learning Areas:

The learner links the concept of adverbs to learning of similar concept in Kiswahili Language Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.1 Writing	14.4.1 Guided writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the steps of composition writing in preparation for writing, b) write a short narrative related to the theme following the five steps of the writing process, c) realize the importance of correctly writing simple paragraphs for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • pick out new words from a text, • write words picked correctly and legibly, • write 3-5 meaningful sentences using the new words in response to a prompt, • write own paragraphs of 3-5 sentences using the steps in the writing process, • write simple guided composition of about 5-10 sentences, • use the five steps of the writing process: planning, drafting, revising, editing and writing the final piece. 	How do we plan before writing a composition?
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to write clearly and legibly is enhanced as they write short narratives following the five steps of the writing process.</p> <p>Creativity and Imagination: The learner’s originality skills are enhanced as they come up with unique and new ideas and use them to write a narrative.</p>				
<p>Values:</p> <p>Responsibility is nurtured as the learner ensures that they develop organisation skills in preparation for independent writing.</p>				

Pertinent and Contemporary issues:

Life Skills (Self-esteem): The learner's acquires an enhanced level self-esteem as their writing skills improve.

Link to other Learning Areas

The learner is able to apply the five steps of the writing process when writing paragraphs in Kiswahili Language Activities.

15.0 Environment**Suggested vocabulary**

conserve, care, responsibility, natural, weather, desert, forest, destroy, dry, future, harsh, control

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.1 Listening and Speaking	15.1.1 Pronunciation and Vocabulary (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the target letter-sound combinations from a text, b) identify words related to the theme from an oral text, c) engage in meaningful conversations using new words, d) realize the importance of proper pronunciation and	The learner is guided to: <ul style="list-style-type: none"> • identify words with the target letter-sound combinations ('scr-', 'que-') from a list, • practise saying words with the target letter-sound combinations with peers, • listen to peers for correctness of pronunciation of the the target letter-sound combinations, • explore the other sounds that can combine with target sounds to make new words, 	1. How can we use sounds learnt to make new words?

		attentive listening in everyday conversations.	<ul style="list-style-type: none"> • take part in nature walk around the school and participate in a dialogue using words related to the theme, • construct sentences using the new words, • sing songs related to the theme. 	
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak clearly and effectively is enhanced as they engage in meaningful conversations on environment using new words.</p> <p>Critical thinking and problem solving: The learner’s research skills are enhanced as they think of how to take care of the environment.</p> <p>Learning to learn: The learner’s ability to learn independently is enhanced as they recreate learning experiences outside class by taking care of the environment.</p>				
<p>Values:</p> <p>Responsibility is enhanced as the learner takes up assigned roles when engaging in a dialogue with peers.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Environmental Education and Climate Change: (Nature Walk): The learner gets information on how to take care of the environment as they take part in nature walks.</p>				
<p>Link to other Learning Areas:</p> <p>The learner applies attentive listening skills acquired 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) articulate words with the target letter-sound combinations for clarity of meaning, c) read a text accurately, at the right speed and with expression, d) adopt reading simple, short narratives for information.	The learner is guided to: • select words with the target letter- sound combinations ('scr' and 'que') from a print or digital text, • pronounce words with the target letter- sound combinations, • take part in timed reading, with peers, • read narratives/poem / dialogue paying attention to pace, pitch and volume.	1. Why is it important to read words accurately? 2. What makes it easy to read well?
<p>Core Competencies to be developed: Learning to learn: The learner's self- drive is enhanced as they practise reading texts paying attention to pace, pitch and volume for fluency.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner works collaboratively with peers in timed reading activities.</p>				
<p>Pertinent and Contemporary Issues Life skills (Self -esteem): The learner's self-esteem is nurtured as they acquire reading fluency skills.</p>				
<p>Link to other learning areas: The learner applies the fluent reading skills when reading texts in Kiswahili Language activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.2 Reading	15.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) predict the outcome of a story based on available clues, b) identify the order of events or information in a text for comprehension, c) infer the meanings of new words and phrases from the context, d) answer direct and indirect questions based on a text, e) adopt reading texts for information.	The learner is guided to: <ul style="list-style-type: none"> • predict what will happen in a story, based on pictures and title of a text, with peers, • read a print or non-print story aloud, • talk about the setting and characters in a story, • discuss the plot of a story with peers, • use context clues to find the meanings of words, • locate sentences containing answers to direct questions, • answer indirect questions using contextual clues, • retell a story read, with peers. 	How do we get the meaning of new words in a story?
<p>Core Competencies to be developed: Communication: The learner’s ability to speak engagingly is enhanced as they argue out their own points during discussions with peers. Creativity and imagination: The learner’s fluency skills are enhanced as they organize ideas sequentially to retell the story they have read.</p>				

Values:

Respect is enhanced as the learner understands and appreciates the opinions of peers during discussions.

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.3 Language Use	15.3.1 Interjections of displeasure (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words that are often used to express displeasure, b) use words that express displeasure appropriately, c) value the role of interjections in communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to a descriptive story, poem or conversation read by the teacher or from a digital device and identify interjections of displeasure, • role play situations of displeasure and use the appropriate expressions/ words, • construct sentences using interjections of displeasure, • take part in a language game that allows turn taking while using interjections of displeasure. 	How do you show that you are not happy about something?
<p>Core Competencies to be developed: Communication: The learner’s ability to speak clearly and effectively is enhanced as they use appropriate interjections to express displeasure. Learning to learn: The learner’s ability to develop relationships is enhanced they take part in playing a language game with peers.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner observes turn taking during language game activities with peers.</p>				
<p>Link to Pertinent and Contemporary Issues: Life-skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they learn how to express displeasure using the appropriate interjections.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.4 Writing	15.4.1 Guided Writing (factual paragraph) (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify facts from various processes and contexts in preparation for writing, b) order the factual ideas logically for clarity of communication, c) write a paragraph using factual sentences, d) realize the use of factual texts in communication.	The learner is guided to: <ul style="list-style-type: none"> • identify facts from various processes and contexts collaboratively with peers, • list the facts logically, • make oral presentations of the facts, • select the most appropriate sentences for the pictures, • write simple sentences based on oral presentations of facts to form a paragraph. 	How do we write fluently?
Core Competencies to be developed: Creativity and Imagination: The learner’s fluency skills are enhanced as they order factual ideas logically and write a paragraph using factual sentences.				
Values: Respect is enhanced as the learner appreciates the effort of peers during oral presentations of facts and gives positive feedback.				
Pertinent and Contemporary Issues: Life-skills (Self-esteem): The learner’s self-esteem is nurtured as they write factual paragraphs clearly and correctly.				

Links to other Learning Areas:

The learner applies the skill of factual writing to learning of similar concept in Kiswahili Language Activities.

Suggested Assessment Methods

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

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

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

- Identify and develop assessment tools

2) Implementation of CSL Activity

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

beginning to the end product)

- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

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

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

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

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

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

Assessment of the CSL Activity

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

Suggested Learning Resources

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