



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

**UPPER PRIMARY SCHOOL**

**CURRICULUM DESIGN**

**GRADE 6**

First Published 2017

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## LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
<b>Total</b>		<b>35</b>

## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

**a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

**c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

- 3. Promote individual development and self-fulfilment**  
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- 4. Promote sound moral and religious values.**  
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equality and responsibility.**  
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**  
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**  
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

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

**By the end of the Primary Education level, 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 FOR ENGLISH**

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 learned foreign language in today's world. In Kenya, English is learned as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, mastery of English will not only enhance learning in Junior Secondary School but will also prepare the learner to communicate appropriately in the national and international arenas.

Proficiency in English is key to the realisation of the National Goals of Education, the link to the global community, and the door to the worldwide information network. For this reason, the Upper Primary School learner must be equipped with adequate oral, reading, and writing competencies in the English language. This will enable the learner to function competently in varied national and global communicative contexts.

## **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a) Listen for the main idea and specific information from a variety of print and digital texts.
- b) Speak, at the right speed, accurately, and with expression on a variety of subjects and genres.
- c) Read a variety of texts fluently, interpretively, and with comprehension for lifelong learning.
- d) Use grammatical forms to communicate ideas, opinions, and emotions appropriately in different settings.
- e) Write texts for various purposes legibly, accurately, creatively, and cohesively for self-expression.
- f) Apply Digital Literacy skills to enhance their language competency.

## SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2

Pastoral Programme and Instructions	1
<b>TOTAL</b>	<b>40</b>

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

**By the end of the Primary Education level, 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

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### **STRANDS**

1. Listening and Speaking
2. Reading
3. Grammar in Use
4. Writing

## THEMES

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

1. Child Labour
2. Cultural and Religious Celebrations
3. Etiquette - Telephone Etiquette
4. Emergency Rescue Services
5. Our Tourist Attractions
6. Jobs and Occupations -Work Ethics
7. Technology - Scientific Innovations
8. The Farm - Animal Safety and Care
9. Diseases – Lifestyle Diseases
10. Proper Use of Leisure Time
11. Sports - Indoor Games
12. Environmental Conservation
13. Money - Trade

**NB:** Although the Grade Six Curriculum Designs includes fixed phrases and phrasal verbs but these terms should not be introduced to the learner because they are too complex. The terms proverbs, similes, idioms, and metaphors may however be used. The learner could be sparingly exposed to relevant examples of similes, metaphors, fixed phrases, proverbs, idioms, and phrasal verbs.

However, these **proverbs, similes, idioms, fixed phrases, metaphors, and phrasal verbs** should be grade-appropriate. The expressions should also not be overused.

Finally, the aim of English language learning is the attainment of competency. Hence, in as much as learners will be exposed to certain terms, the emphasis of English language learning materials and assessment should be on usage rather than linguistic terms.

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## 1.0 CHILD LABOUR

### Suggested Vocabulary

an orphanage, orphan, domestic, servant, work, underage, teenager, labour, homeless, baby-sitter, trafficking, street children, children's department, children's court, exploit, chores, house help, violate, fatigue, tiredness, wages, employer, long hours, salary, income

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>1.1 Listening and Speaking</b>	<b>1.1.1 Pronunciation and Listening Comprehension  (2 Lessons)</b>	<b>By the end of the Sub strand, the learner should be able to:</b> a) select words with the target sound from an oral narrative, b) use vocabulary related to the theme in sentences correctly,	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• listen to an oral narrative from a digital device or a text read by the teacher,</li> <li>• listen for specific information such as sounds: /ɪə/ as in tears, appear, rear, clear and severe from a text,</li> <li>• listen for the main idea from a text, practise saying words with the sound /ɪə/,</li> </ul>	1. Why should you listen keenly? Why should you pronounce words accurately?

		c) use proverbs, fixed phrases, idioms, and metaphors with		
		<p>straightforward meanings in oral communication,</p> <p>d) Listen for the main idea and specific details from an oral text.</p> <p>e) Value the importance of listening attentively.</p>	<ul style="list-style-type: none"> <li>• infer the meaning of vocabulary and phrases using contextual clues,</li> <li>• answer oral questions based on listening comprehension,</li> <li>• use digital and print resources to look up the meaning and spelling of words,</li> <li>• retell the story and record the narration on a digital device, use expressions such as <i>fixed phrases</i>: play games, far away, believe it or not, do your best, burst into tears; <i>similes</i>: as hungry as a wolf, as greedy as a hyena; <i>metaphors</i>: The thief was a hyena, he was so greedy!; <i>idioms</i>: work like a dog, dog tired, work for peanuts, donkey work; <i>proverbs</i>: all</li> </ul>	

			<ul style="list-style-type: none"> <li>work and no play makes Jack a dull boy, <i>phrasal verbs</i>: beat up, agree with, put up with, cope with.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>Digital Literacy - The learner manipulates digital devices when listening to an oral narrative.</li> <li>Learning to Learn – The learner carries out activities with peers as they practise pronunciation of words.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li><b>Respect:</b> The learner interacts with information on equity as they listen to texts related to child labour.</li> </ul>				

- **Responsibility:** The learner shows accountability when listening to an oral narrative from a digital device.

**Pertinent and Contemporary Issues (PCIs):**

**Child Rights** – The learner listens and responds to texts on child labour.

**Link to other Subjects**

Vocabulary learnt on the theme of child labour

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.2 Reading</b>	<b>1.2.1 Extensive Reading (2 lessons)</b>	By the end of the Sub strand, the learner should be able to: a) select appropriate reading materials in collaboration with peers,	The learner is guided to: <ul style="list-style-type: none"> <li>• select age-appropriate reference materials from print and non-print sources,</li> <li>• read selected reference materials independently,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you select the books you read?</li> <li>2. Why do you read books?</li> </ol>

		<p>b) read a variety of materials independently for information and pleasure,</p> <p>c) use reference materials to find the required information, judge the suitability of sample extensive reading materials.</p>	<ul style="list-style-type: none"> <li>• search for information on child labour from reference materials,</li> <li>• compile a list of new words and their meaning,</li> <li>• create a crossword puzzle from the list of new words,</li> <li>• make notes on the information they have obtained.</li> </ul>	
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**Core Competencies to be Developed:**

- **Digital Literacy:** The learner uses digital technology as they select age-appropriate reference materials from digital sources.
- **Communication and Collaboration** – The learner recognises the values of others ideas when selecting appropriate reading materials in collaboration with peers.

**Values:**

- **Unity** – The learner displays team spirit as while obtaining information about child labour and sharing it with peers.
- **Respect** – The learner appreciates diverse opinions as they collaborate in material selection.

**Pertinent and Contemporary Issues (PCIs):**

**Child Rights** – The learner reads and responds to material on child labour.

**Link to other Subjects**

The skill of extensive reading is applicable when selecting reference materials in Christian Religious Education

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>1.3 Grammar in Use</b>	<b>1.3.1 Word Classes: Determiners (2 lessons)</b>	<b>By the end of the Sub strand, the learner should be able to:</b> a) identify determiners in sentences correctly, b) use determiners in sentences correctly, collaborate with	<b>The learner is guided to:</b> <ul style="list-style-type: none"><li>• identify the determiners <i>some, enough, each</i> and <i>a lot of</i> in sentences,</li><li>• complete online quizzes and exercises involving the use of <i>some, enough, each,</i> and <i>a lot of</i>,</li><li>• construct sentences using determiners,</li></ul>	1. How do we express the quantity or amount of something? Why should we give the exact amount of something?

		peers to judge the correct use of determiners in sentences.	<ul style="list-style-type: none"> <li>• make sentences using determiners from substitution tables,</li> <li>• correct the sentences constructed by a peer, work in groups and determine the correctness of a sample of sentences.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration</b> - The learner contributes to group decision making when identifying sentences featuring determiners from a print or digital text.</li> <li>• <b>Digital Literacy</b> – The learner interacts with technology when complete online quizzes and exercises involving the use of <i>some, enough, each, and a lot of</i>.</li> </ul>				
<p><b>Values:</b></p> <p><b>Social justice</b> – The learner fosters fairness by correcting the sentences constructed by a peer.  responsibility – The learner engages in assigned roles as they construct sentences using determiners.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p><b>Peace Education</b> – The learner nurtures social cohesion as they work in groups to determine the correctness of a sample of sentences</p>				
<p><b>Link to other Subjects</b></p> <p>The learner is able to relate the concept of determiners when editing their written work in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Writing	1.4.1 Guided Writing (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) record specific details on forms to convey information,</li> <li>b) design a form to provide the required information,</li> <li>c) advocate the importance of filling forms correctly.</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• discuss different types of forms they have filled in groups,</li> <li>• search for relevant sample forms from the internet, individually,</li> <li>• download relevant forms and fill them,</li> <li>• fill in the basic details, personal information, and the why details in a form,</li> <li>• design a form with basic, personal, and <b>why</b> details in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>a) Why do we fill forms?</li> <li>b) Why is it important to fill forms accurately and correctly?</li> </ul>
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and Imagination</b> – The learner gains new perspectives on how to undertake a task as they design forms.</li> <li>• <b>Digital Literacy</b> – The learner manipulates digital devices as they search, download, and fill in the relevant information in forms.</li> </ul>				



**Values:**

**Social justice** – The learner fosters fairness by correcting the sentences constructed by a peer.

**responsibility** – The learner engages in assigned roles as they construct sentences using determiners.

**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion** – The learner nurtures social cohesion as they design a form with basic, personal, and **why** details in small groups.

**Link to other Subjects**

The learner is able to relate the concept of filling to the learning of the same concept in Kiswahili.

**Assessment Rubric**

<b>Indicators levels</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Filling in details in a form	Confidently fills in all details in a form correctly	Fills in all details in a form correctly	Fills in some details in a form correctly	Has difficulty filling most details in a form

2. Designing a form	Creatively designs a form with all the required details correctly	Designs a form with all the required details correctly	Designs a form with some of the required details correctly	Has difficulty designing a form with most of the required details correctly.
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## 2.0 CULTURAL AND RELIGIOUS CELEBRATIONS

### Suggested Vocabulary

festival, culture, annual, tradition, artist, ethnic, folk dance, folksong, anniversary, reunion, homecoming, concert, circumcision, guest, eulogy, reception, hijab, Sunday best, Christmas, Easter, Good Friday, Diwali, Idd-al-Fitr, entertain

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.1 Listening</b>	<b>2.1.1 Pronunciation</b>	<b>By the end of the sub strand, the learner should be able to:</b>	<ul style="list-style-type: none"> <li>• <b>The learner is guided to:</b></li> <li>• listen to a comprehension passage of about 150 words,</li> </ul>	1. Why should you pronounce words correctly?

<b>and Speaking</b>	<b>Listening Comprehension</b>  <b>(2 lessons)</b>	a) identify proverbs from a text for effective communication, b) listen for the main idea and specific details from a text, c) use words and expressions such as similes, metaphors and proverbs containing	<ul style="list-style-type: none"> <li>• use proverbs to create a paragraph,</li> <li>• pronounce words</li> <li>• containing the sounds /l/ and /r/,</li> <li>• say tongue twisters after the teacher.</li> </ul>	2. Why do we use proverbs?
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		<p>d) selected sounds correctly, e) d) value the importance of attentive listening in communication.</p>	<ul style="list-style-type: none"><li>• Create tongue twisters containing words with the selected sounds.</li><li>• Give the meaning of new words and use them in sentences.</li><li>• Use expressions correctly, for example,<ul style="list-style-type: none"><li>- <b>metaphor:</b> peter is a giraffe. he is so tall. o <b>idiom:</b> a red letter day, kill two birds with one stone, feel at home</li><li>- <b>proverbs:</b> charity begins at home,</li><li>- <b>phrasal verb:</b> pass by, look forward to, look for, look at.</li></ul></li></ul>	
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**Core Competencies to be Developed:**

- **Self-efficacy** – The learner expresses themselves clearly as they practise pronouncing words containing the sounds /l/ and /r/.
- **Creativity and Imagination** - The learner undertakes group tasks as they use proverbs to create a paragraph in pairs or groups.

**Values**

**Responsibility** – The learner carries out assigned tasks by creating tongue twisters containing words with the selected sounds.

**Patriotism** – The learner appreciates their culture by using tongue twisters and proverbs in communication.

**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion** – The learner engages in collaborative language activities such as creating tongue twisters.

**Link to other Subjects**

The learner is able to relate the skills acquired in listening comprehension to the acquisition of listening skills in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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<p><b>2.2 Reading</b></p>	<p><b>2.2.1 Intensive Reading</b> <b>(2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) identify characters and events in a text for comprehension,</li> <li>b) predict events in a text accurately,</li> <li>c) answer factual and inferential questions correctly for comprehension,</li> <li>d) create mental images from the events in poems and stories,</li> <li>e) judge the characters or events in a story in collaboration with peers.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• read a poem or story and identify the characters and events,</li> <li>• read a story of about 500 words and predict the events then answer factual and inferential questions,</li> <li>• read a poem of not more than six stanzas in small groups,</li> <li>• Collaborate with peers to recite a poem,</li> <li>• summarise events in a story by retelling it in small groups,</li> <li>• create crossword puzzles using learnt vocabulary,</li> </ul> <p>collaborate with peers to describe characters or places in poems or stories.</p>	<ol style="list-style-type: none"> <li>1. Why do we enjoy reading stories and poems?</li> <li>2. Which stories and poems have you read?</li> </ol>
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**Core Competencies to be Developed: to be developed:**

- **Communication and Collaboration** – The learner recognises the value of others opinions as they work with peers to describe characters or events in poems and stories.
- **Creativity and Imagination** – The learner undertakes tasks that encourage artistic expression of ideas while creating crossword puzzles using learnt vocabulary.

**Values:**

- **Respect** – The learner respects the opinion of others as they collaborate with peers to recite a poem.
- **Love** – The learner shows a caring attitude as they collaborate with peers to describe characters or places in poems or stories.

**Pertinent and Contemporary Issues (PCIs):**

**Life Skills Education** –Effective communication is enhanced as the learners becomes more proficient in reading.

**Link to other Subjects**

The skill of predicting events in a story is relevant in the concept of storytelling in Religious Education

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>2.3 Grammar in Use</b>	<b>2.3.1 Word Classes: Nouns (2 lessons)</b>	<b>By the end of the sub strand, the learner should be able to:</b> a) identify concrete and abstract nouns from a text, b) use concrete and abstract nouns correctly in a variety of contexts, c) appreciate the role of concrete and abstract nouns in communication.	<b>the learner is guided to:</b> <ul style="list-style-type: none"> <li>• listen to a story, conversation or poem containing abstract nouns and concrete nouns,</li> <li>• collaborate to pick out concrete and abstract nouns from a story, conversation or poem,</li> <li>• work with peers to construct sentences using concrete and abstract nouns,</li> <li>• make sentences from a substitution table featuring concrete and abstract nouns,</li> <li>• use a laptop, tablet, computer, manila paper, notebook, among others and create a crossword puzzle or a word search, with peers,</li> </ul>	<ol style="list-style-type: none"> <li>1. Which things can you see and touch in the classroom?</li> <li>2. Which things cannot be seen or touched?</li> </ol>



			<ul style="list-style-type: none"> <li>• share the puzzle or word search through, email, other social media platforms, posters or the school notice board.</li> </ul>	
<p><b>Core Competency:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration</b> - as learners make sentences using nouns</li> <li>• <b>Digital Literacy</b> – The learner uses a laptop, tablet, computer, Manila paper, notebook, among others to create a crossword puzzle or a word search in pairs or groups.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Love</b> – The learner portrays a caring attitude as they collaborate to pick out concrete and abstract nouns from a story, conversation or poem.</li> <li>• <b>Peace</b> – The learner appreciates the importance of peers as they create a crossword puzzle or a word search.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p><b>Life Skills Education</b> - Effective communication is enhanced as the learner practises using nouns in communication.</p>				
<p><b>Link to other Subjects</b></p> <p>The skill of correct use of concrete and abstract nouns in a variety of contexts relates to the learning of nouns in Kiswahili.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.4 Writing	<b>2.4.1 Creative Writing: Narrative Compositions (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify topics and possible ideas for open ended compositions,</li> <li>b) organise ideas in a paragraph logically,</li> <li>c) create an open-ended composition on a variety of themes,</li> <li>d) judge a narrative composition for correctness of language and relevance of topic.</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• list topics and possible ideas for open-ended compositions,</li> <li>• discuss in groups ideas and experiences on a given topic,</li> <li>• write down points to guide them in the writing of an open-ended composition on cultural and religious celebrations of about <b>(160-200 words)</b>,</li> <li>• collaborate to create the first paragraph,</li> <li>• use expressions, proverbs, idioms fixed phrases, similes and metaphors appropriately in a composition,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you make your composition interesting to read?</li> <li>2. Why is it important to proofread your composition?</li> </ol>

			<ul style="list-style-type: none"><li>• complete the composition individually,</li><li>• proofread the composition and make necessary corrections.</li></ul>	
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<p><b>2.4 Writing</b></p>	<p><b>2.4.1 Creative Writing: Narrative Compositions</b>  (2 lessons)</p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) identify topics and possible ideas for open ended compositions,</li> <li>b) organise ideas in a paragraph logically,</li> <li>c) create an open-ended composition on a variety of themes,</li> <li>d) judge a narrative composition for correctness of language and relevance of topic.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• list topics and possible ideas for open-ended compositions,</li> <li>• discuss in groups ideas and experiences on a given topic,</li> <li>• write down points to guide them in the writing of an open-ended composition on cultural and religious celebrations of about <b>(160-200 words)</b>,</li> <li>• collaborate to create the first paragraph,</li> <li>• use expressions, proverbs, idioms fixed phrases, similes and metaphors appropriately in a composition,</li> <li>• complete the composition individually,</li> <li>• proofread the composition and make necessary corrections.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you make your composition interesting to read?</li> <li>2. Why is it important to proofread your composition?</li> </ol>
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			<ul style="list-style-type: none"> <li>• work with peers to critique an open-ended composition while focusing on: <ul style="list-style-type: none"> <li>- organisation of ideas (coherence)</li> <li>- creativity</li> <li>- relevance of topic</li> <li>- accuracy of language</li> <li>- (grammar, choice of words, spelling)</li> </ul> </li> <li>• Grade a composition written by peers.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and imagination</b> – The learner organises ideas as they create compositions based on a variety of themes.</li> <li>• <b>Learning to Learn</b> – The learner carries out activities with peers as they brainstorm, research and list topics and possible ideas for open ended compositions in pairs or groups.</li> </ul>				

**Values:**

- **Social Justice:** The learner fosters inclusivity and non-discrimination as they grade a composition written by peers.
- **Integrity:** The learners follows laid-down procedures when grading peer’s composition.

**Pertinent and Contemporary Issues (PCIs):**

**Cultural awareness** – The learner interacts with information on culture as they plan and write an open-ended composition on cultural and religious celebrations.

**Link to other Subjects**

The skills acquired in composition writing are relevant to the writing of essays in Social Studies.

### 3.0 ETIQUETTE - TELEPHONE

#### Suggested Vocabulary

phone, telephone, mobile, dial, cell phone, call, handset, disconnect, receive, network, signal, proper, mindful, polite, rude, voicemail, answering machine, etiquette, tone, courteous, inquire, privacy, guidelines, receiver, connect, video call

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.1 Listening and Speaking</b>	<b>3.1.1 Pronunciation and Vocabulary  (2 lessons)</b>	<b>By the end of the sub strand, the learner should be able to:</b> a) pronounce words with target sounds correctly, b) use polite words and phrases in a variety of contexts, c) use a variety of similes, proverbs, idioms and fixed	<b>The learner is guided to:</b> <ul style="list-style-type: none"><li>say words containing the sounds /æ/ and /ɜ:/,</li><li>assess your peers as they pronounce words with the target sound,</li></ul> identify polite words and phrases used in a telephone conversation,	Why should we use polite words and phrases in a conversation?

		<p>phrases in oral communication.</p> <p>d) Collaborate with peers to judge whether words or phrases have been used politely in a text.</p>	<ul style="list-style-type: none"> <li>• role-play a telephone conversation, with peers,</li> <li>• work with peers to use polite language to interrupt politely in sentences,</li> <li>• practise using expressions such as : <ul style="list-style-type: none"> <li>- <i>fixed phrase: make friends,</i></li> <li>- <i>simile: as proud as a peacock</i></li> <li>- <i>metaphor: Peter is a giraffe. He is so tall</i></li> <li>- <i>idiom: feel at home</i></li> <li>- <i>proverbs: charity begins at home</i></li> <li>- <i>phrasal verb: pass by, look for, look at.</i></li> </ul> </li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration</b> – The learners enhances clarity in speech as they practise pronouncing words with the target sounds.</li> <li>• <b>Citizenship</b> – Learner acquire the skills of engaging effectively with others as they practise the use polite language in different contexts.</li> </ul>				



<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Responsibility:</b> The learner demonstrates dependability when role-playing a telephone conversation, with peers.</li> <li>• <b>Peace:</b> The learner respects self and others when working with peers to use polite language to interrupt politely in sentences.</li> </ul>
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p><b>Life Skills</b> – Effective communication is promoted as the learners practises pronouncing words and using polite language in communication.</p>
<p><b>Link to other Subjects</b></p> <p>The skill of using polite language in a variety of contexts is relevant in the learning of harmonious living in Religious Education</p>

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>3.2 Reading</b>	<b>3.2.1 Intensive Reading (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) identify new words in a text for comprehension,</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• skim and scan a text for specific information,</li> <li>• read a text of up to 500 words on etiquette,</li> </ul>	<p>1. How do you obtain information from a text?</p>

		<p>b) answer direct and inferential questions for comprehension, infer the meaning of words, similes, proverbs, metaphors and idioms with straight forward meanings using contextual clues,</p>	<ul style="list-style-type: none"> <li>• answer direct and inferential questions,</li> <li>• use contextual clues such as: synonyms and antonyms as well as neighbouring words to infer the meaning of <i>fixed phrases, similes, metaphors, idioms, proverbs and phrasal verbs</i>,</li> <li>• use a dictionary to check the meaning of unfamiliar words,</li> </ul>	<p>2. How do you tell the meaning of unfamiliar words?</p>
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<p><b>3.2 Reading</b></p>	<p><b>3.2.1</b> <b>Intensive Reading</b> <b>(2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) identify new words b) in a text for comprehension, c) answer direct and inferential questions for comprehension, d) infer the meaning of words, similes, proverbs, metaphors and idioms with straight forward meanings using contextual clues,</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• skim and scan a text for specific information,</li> <li>• read a text of up to 500 words on etiquette,</li> <li>• answer direct and inferential questions,</li> <li>• use contextual clues such as : synonyms and antonyms as well as neighbouring words to infer the meaning of <i>fixed phrases, similes, metaphors, idioms, proverbs and phrasal verbs,</i></li> <li>• use a dictionary to check the meaning of unfamiliar words,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you obtain information from a text?</li> <li>2. How do you tell the meaning of unfamiliar words?</li> </ol>
		<p>e) advocate the need to read intensively for lifelong learning.</p>	<ul style="list-style-type: none"> <li>• collaborate to Create a crossword puzzle using vocabulary from the text in groups.</li> </ul>	

**Core Competencies to be Developed:**

- **Learning to Learn** – Learners complete tasks on time as they infer the meaning of words using contextual clues
- **Creativity and Imagination** – The learner generates ideas when creating a crossword puzzle using vocabulary from the text read.

**Values:**

**Unity** – The learner displays team spirit as they create a crossword puzzle using vocabulary from the text read.

**Respect** – The learner acquires information on how to value human dignity while reading a text on etiquette.

**Pertinent and Contemporary Issues (PCIs):**

**Social cohesion:** The learner acquires the skills of living harmoniously with others by reading texts on etiquette.

**Link to other Subjects**

The skill of intensive reading is a critical study skill as learners interact with varied texts in Pre-Technical Studies and Religious Education

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
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<p><b>Grammar in Use</b></p>	<p><b>3.3.1 Use of Correlative Conjunctions (2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) identify correlative conjunctions in an oral or written text,</p> <p>b) use correlative conjunctions correctly in oral and written communication,</p> <p>c) use the pattern show... nominal... how/where/who in sentences,</p> <p>d) acknowledge the importance of using well-formed sentences in communication.</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify the pattern : use of show... nominal... how/where/who in a text,</li> <li>• use correlative conjunctions either...or/neither...nor in sentences,</li> <li>• construct sentences using show... nominal... how/where/who,</li> <li>• fill in blanks in provided sentences to practise the use of the pattern how/where/who,</li> <li>• search for instances in which correlative conjunctions either...or/neither are used in newspapers or magazines or the internet.</li> </ul>	<p>1. Which words do we use when asking questions?</p> <p>Which words do we use to show making a choice between two things?</p>
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**Core Competencies to be Developed:**

- **Digital Literacy** – Learners search from online sources for instances in which correlative conjunctions either...or/neither are used in newspapers or magazines.
- **Creativity and Imagination** – Learners undertake tasks that encourage artistic expression of ideas as they create short dialogues using sentence patterns.

**Values:**

**Responsibility** – The learner observes safety precautions when searching on the Internet for instances in which correlative conjunctions either...or/neither are used

**Pertinent and Contemporary Issues (PCIs):**

**Life skills:** Effective communication is enhanced as the learner practices the use of correlative conjunctions.

**Link to other Subjects**

The concept of correlative conjunctions is relevant in the learning and use of conjunctions in Kiswahili.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
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<p><b>3.4 Writing</b></p>	<p><b>3.4.1 Mechanics of Writing:</b> <b>(2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) identify numerals, common abbreviations and acronyms from a text.</p> <p>b) Compose a story incorporating acronyms, abbreviations and numerals,</p> <p>c) Use similes, proverbs, metaphors and idioms with straight forward meanings in a composition,</p> <p>d) Judge correctness of abbreviations, numerals and acronyms used in a text.</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• search for numerals, common abbreviations and acronyms from the internet,</li> <li>• create a crossword puzzle featuring numerals, common abbreviations and acronyms in groups,</li> <li>• display the crossword puzzles in class for peer review,</li> <li>• use expressions such as idioms, similes and metaphors correctly,</li> <li>• compose a story of about (150-200 words) incorporating common acronyms, abbreviations, numerals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we use abbreviations and acronyms?</li> <li>2. How do we write numerals?</li> </ol>
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration</b> – The learner writes clearly and correctly a story incorporating common acronyms, abbreviations, numerals.</li> <li>• <b>Digital Literacy</b> – Learners use digital devices to search for common abbreviations and acronyms from the internet.</li> </ul>				

**Values:**

**Love** – The learner portrays a caring attitude when peer reviewing the crossword puzzles displayed in class.

**Pertinent and Contemporary Issues (PCIs):**

Peaceful co-existence – The learner nurtures harmonious living while engaging in collaborative writing tasks and displaying their work.

**Link to other Subjects**

The use of acronyms, abbreviations, numerals is critical in learning of Mathematics and Agriculture and Nutrition.

**4.0 EMERGENCY RESCUE SERVICES****Suggested Vocabulary**

red cross, ambulance, emergency, flying doctors, rescue, security, epidemic, amputate, workers, aid, stroke, unconscious, casualty, oxygen mask, hazard, precaution, prepare, critical, escape, care, intensive care unit, watch out

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
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<p><b>4.1 Listening and Speaking</b></p>	<p><b>4.1.1 Pronunciation and Vocabulary:  (2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to</b></p> <p>a) select words with the target sound from a text,</p> <p>b) use appropriate words, similes and proverbs with straight forward meanings in day-to-day communication,</p> <p>c) distinguish nouns, verbs and adjectives by</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• pronounce words containing the sound /ʊə/,</li> <li>• pronounce words with same spelling but different meanings,</li> <li>• work with peers to distinguish verbs, nouns and adjectives on the basis of stress, for example, extract/extract, perfect /perfect,</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words have the same spelling but different meaning?</li> <li>2. Why is it important to say words accurately?</li> <li>3. Why do we enjoy listening to songs and poems?</li> </ol>
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		<p>stressing syllables correctly,</p> <p>d) apply stress on content words and helping verbs for speech clarity,</p> <p>e) advocate the correct use of stress in oral communication.</p>	<ul style="list-style-type: none"><li>• work with peers to make a recording of the poetry recitation,</li><li>• sing a song on emergency rescue services and lay emphasis on content words,</li><li>• view a video of a recitation of a poem and identify the stressed words,</li><li>• make recordings as they pronounce words and read sentences while applying the stress correctly,</li></ul>	
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- Use expressions such as similes, metaphors, idioms, fixed phrases and proverbs in a written text.

Expressions may include:

*fixed phrases:* Catch fire, on fire, cause for alarm, in time, on time, lose control, all day long, all day  
*similes:* As fast as lightning, as light as a feather, as helpless as a baby, as cunning as a fox,

			<p><i>metaphors:</i> The boy was a fox. He was so cunning.</p> <p><i>proverb:</i> Prevention is better than cure, There is no smoke without fire, A stitch in time saves nine, All is well that ends well, <i>idioms :</i> Face the music, play with fire, in the nick of time, get into hot water, breakneck speed</p> <p><i>phrasal verb:</i> Care for, disagree with, end in tears, put out.</p>	
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**Core Competencies to be Developed:**

- **Communication and Collaboration** – The learner acquires the skills of speaking effectively by pronouncing words containing the target sound.
- **Digital Literacy** – The learner interacts with technology as they make recordings of songs and poetry recitations.

**Values:**

**Unity** – The learner strives to achieve a common goal while working with peers to distinguish verbs, nouns and adjectives on the basis of stress.

**Pertinent and Contemporary Issues (PCIs):**

**Health Education** - as learners interact with content related to emergency rescue services.

**Link to other Subjects**

The learner is able to relate the skill of pronouncing words correctly when learning sounds in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	4.2.1 <b>Intensive Reading: Visuals</b> <b>(2 lessons)</b>	<b>By the end of the sub strand, the learner should be able to:</b> a) predict events from visuals, b) create images from viewed, read or heard texts, c) answer direct and inferential questions	<b>The learner is guided to:</b> <ul style="list-style-type: none"><li>• read a variety of visuals related to the emergency rescue services,</li><li>• make predictions about a story based on the visuals.</li><li>• create a story from visuals and retell it,</li><li>• collaborate with peers to judge the relevance of visuals,</li></ul>	<ol style="list-style-type: none"><li>1. How can we communicate without using words?</li><li>2. What information do we obtain from pictures?</li></ol>

		correctly for comprehension, d) assess the relevance of visuals in a text.	<ul style="list-style-type: none"> <li>• watch videos, mimes or cartoons and answer questions based on the texts.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration</b> – Learners recognise the rules of engagement as they collaborate with peers to judge the relevance of visuals.</li> <li>• <b>Digital Literacy</b> – Learners use digital technology to watch videos, mimes or cartoons and answer questions based on the texts.</li> </ul>				
<p><b>Values:</b></p> <p><b>Responsibility</b> – The learner proactively learns to solve problems by working with peers to interpret visuals related to the theme.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p><b>Safety and security:</b> The learner interacts with reading texts on emergency rescue services.</p>				
<p><b>Link to other Subjects</b></p> <p>Creative Arts – The skill creating stories from visuals relates to skills of creating in Creative Arts.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.3 Grammar in Use</b>	<b>4.3.1 Word Classes: Pronouns  (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) identify relative and indefinite pronouns in a text,</p> <p>b) use relative and indefinite pronouns correctly in oral and written texts,</p> <p>c) judge the correctness of sentences featuring relative and definite pronouns from various texts.</p>	<ul style="list-style-type: none"> <li>• <b>The learner is guided to:</b></li> <li>• identify relative pronouns such as <i>‘that,’ ‘which’ ‘who,’ ‘whom,’ and ‘whose’</i> from a text,</li> <li>• construct sentences using relative pronouns,</li> <li>• complete sentences on emergency rescue services featuring relative pronouns,</li> <li>• use indefinite pronouns such as <i>anyone, anything, everybody, everyone, everything, nobody,</i></li> </ul>	<p>1. Which words do we use to refer to people or things without saying who or what they are exactly?</p>

			<p><i>somebody, and someone and each</i> from a text,</p> <ul style="list-style-type: none"> <li>• collaborate with others to judge the correctness of sentences from a sample text,</li> </ul>	
			<ul style="list-style-type: none"> <li>• Create posters, crossword puzzles or charts featuring relative and indefinite pronouns and share in class.</li> </ul>	

**Core Competencies to be Developed:**

- **Communication and Collaboration** – The learner speaks and writes with clarity as they use relative and indefinite pronouns.
- **Self-efficacy** – The learner plans efficiently as they create posters, crossword puzzles or charts featuring relative and indefinite pronouns.

**Values:**

**Love** – The learner puts the interest of others before own inters as they display their work and appreciate the projects accomplished by their peers.



**Pertinent and Contemporary Issues (PCIs):**

**Health Education** - as learners interact write sentences related to emergency rescue services, featuring relative pronouns.

**Link to other Subjects**

Correct use of relative and indefinite pronouns is relevant when completing written assignments in Social Studies.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>4.4 Writing</b>	<b>4.4.1 Functional Writing (2 lessons)</b>	<b>By the end of the sub strand, the learner should be able to</b> a) identify the key features of a formal letter, b) create a formal invitation letter	<b>The learner is guided to:</b> <ul style="list-style-type: none"><li>• go through a sample formal letter and identify its components,</li><li>• search and download samples of formal letters online,</li><li>• collaborate to plan a formal invitation letter,</li><li>• write the formal letter individually,</li></ul>	<ol style="list-style-type: none"><li>1. Which kinds of letters do you write?</li><li>2. Why do you write letters?</li></ol>

		<p>using the correct format,</p> <p>c) judge a formal letter for correctness of language and relevance.</p>	<ul style="list-style-type: none"> <li>• proofread the letter and make corrections,</li> <li>• display the letter in the classroom, noticeboard or posters,</li> <li>• upload the invitation letter online or send through email, WhatsApp, among others, to peers.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <p><b>Communication - Digital Literacy</b> – The learner accesses learning materials in digital platforms by searching for sample letters online and downloading them.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Responsibility</b> – The learner engages in assigned roles when proofreading the letter and making corrections.</li> <li>• <b>Love</b> – The learner portrays as caring attitude as they collaborate to plan a formal invitation letter.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p>				

**Online Safety:** The learner observes online safety as they upload the invitation letter online or send through email, WhatsApp, among others, to peers.

**Link to other Subjects**

The skills of writing invitation letters is related to the writing of letters in Kiswahili.

**5.0 OUR TOURIST ATTRACTIONS**

**Suggested Vocabulary**

big five, museum, attract, tour, park, warden, game park, wonder, seven wonders of the world, poach, protect, national park, game reserve, film, watch, beauty, beach, holiday, tourist, tour guide, hotel, nature walk, travel, bird watching, swimming, snake park, dance, music, mountain climbing, foreign exchange, game keeper, sun bathe,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to:	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>listen to correct pronunciation of sounds, words, and phrases</li> </ul>	1. Why should we pronounce sounds correctly?

	<b>(2 lessons)</b>	<p>a) listen for specific information and the main idea for self-expression,</p> <p>b) respond to oral questions based on the theme,</p> <p>c) use expressions such as similes, metaphors and proverbs in oral communication,</p>	<p>from the teacher, audio-visual recordings among others.</p> <ul style="list-style-type: none"> <li>• work with peers to say words and phrases with the sounds /ð / and /θ / and assist one another,</li> <li>• listen to a poem on tourist attraction sites in Kenya with various adverbial phrases such as proudly, in the park, by the river among others and recite it.</li> <li>• respond to questions on the poem,</li> </ul>	<p>What information do we obtain when we listen keenly?</p>
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<p><b>5.1 Listening and Speaking</b></p>	<p><b>5.1.1 Pronunciation and Vocabulary (2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) listen for specific information and the main idea for self-expression,</li> <li>b) respond to oral questions based on the theme,</li> <li>c) use expressions such as similes, metaphors and proverbs in oral communication,</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• listen to correct pronunciation of sounds, words, and phrases from the teacher, audio-visual recordings among others.</li> <li>• work with peers to say words and phrases with the sounds /ð / and /θ / and assist one another,</li> <li>• listen to a poem on tourist attraction sites in Kenya with various adverbial phrases such as proudly, in the park, by the river among others and recite it.</li> <li>• respond to questions on the poem,</li> </ul>	<ul style="list-style-type: none"> <li>2. Why should we pronounce sounds correctly?</li> <li>3. What information do we obtain when we listen keenly?</li> </ul>
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		<p>d) advocate the importance of listening comprehension.</p>	<ul style="list-style-type: none"> <li>• use the following expressions in sentences: <b>fixed phrases:</b> <i>Make friends, be careful, fall asleep, in future, in a hurry</i>  <b>simile:</b> <i>As brave as a lion; as blind as a bat</i> <b>metaphor:</b> <i>She is a lion. She is so brave</i>  <b>proverbs:</b> <i>Prevention is better than cure, seeing is believing, The early bird catches the worm</i>  <b>idioms:</b> <i>Sick as a dog, you are what you eat, kick the habit, let the cat out of the bag, would not hurt a fly</i> <b>phrasal verbs:</b> <i>Go away, go back, pick up, get away...the antelope got away from the lion.</i></li> </ul>	
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**Core Competencies to be Developed:**

- **Citizenship** – The learner develops interest in socio-cultural and economic activities as they interact with poems on Kenya’s tourist attraction sites.
- **Self-efficacy** – The learner shows concerted attention to detail as they use varied expressions in sentences.

**Values:**

**Social Justice** – The learner fosters non-discrimination as they assist one another to say words and phrases with the sounds /ð / and /θ /.

**Pertinent and Contemporary Issues (PCIs):**

**Patriotism** – The learner is exposed to information on our tourist attraction sites by listening to poems on the theme.

**Link to other Subjects**

The learner is able to relate the skills of pronouncing words correctly to the learning of sounds in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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<p><b>5.2 Reading</b></p>	<p><b>5.2.1 Extensive Reading: Fiction/ Non Fiction (2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) select appropriate reading materials from varied texts,</li> <li>b) read a variety of texts for enjoyment and general understanding,</li> <li>c) assess a text for appropriateness and relevance.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• preview a text by focusing on the title, author, among others (fiction/ non-fiction) 1251-1500 words),</li> <li>• collaborate to determine the appropriateness of a reading text,</li> <li>• skim texts on the theme of tourist attraction sites in Kenya to find out the general idea,</li> <li>• scan a text to find specific details such as key words,</li> <li>• select and read an appropriate reading material based on their interest.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we read a variety of materials?</li> <li>2. How do you identify the book you want to read?</li> </ol>
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<p><b>5.2 Reading</b></p>	<p><b>5.2.1 Extensive Reading: Fiction/ Non Fiction (2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) select appropriate reading materials from varied texts,</li> <li>b) read a variety of texts for enjoyment and general understanding,</li> <li>c) assess a text for appropriateness and relevance.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• preview a text by focusing on the title, author, among others (fiction/ non-fiction) 1251- 1500 words),</li> <li>• collaborate to determine the appropriateness of a reading text,</li> <li>• skim texts on the theme of tourist attraction sites in Kenya to find out the general idea,</li> <li>• scan a text to find specific details such as key words,</li> <li>• select and read an appropriate reading material based on their interest.</li> </ul>	<ol style="list-style-type: none"> <li>3. Why should we read a variety of materials?</li> <li>4. How do you identify the book you want to read?</li> </ol>
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**Core Competencies to be Developed:**

- **Learning to Learn** – The learner is motivated to learn as they interact with a variety of texts.
- **Critical Thinking and Problem Solving** – The learner solves simple problems by selecting appropriate reading texts based on their interest.

**Values:**

**Responsibility** – The learner cultivates a sense of undertaking assigned roles when selecting and reading an appropriate reading material based on their interest.

**Pertinent and Contemporary Issues (PCIs):**

**Patriotism** – The learner is exposed to information on our tourist attraction sites by reading texts on the said theme.

**Link to other Subjects**

The skill of extensive reading is appropriate in the learning and study of Agriculture and Nutrition.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>5.3</b> <b>Grammar in Use</b></p>	<p><b>5.3.1</b> <b>Adjectives</b> <b>(2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify simple, comparative and superlative forms of adjectives in print and digital texts correctly,</li> <li>b) use simple, comparative and superlative forms of adjectives in oral and written texts,</li> <li>c) acknowledge the importance of using adjectives correctly in communication.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify adjectives in print and digital texts,</li> <li>• compare items using simple, comparative and superlative forms of adjectives,</li> <li>• collaborate with peers to make a list regular and irregular adjectives,</li> <li>• create a crossword puzzle and a word search, using comparative and superlative adjectives,</li> <li>• display the completed crossword puzzle and word search on social media, posters, or charts.</li> </ul>	<ul style="list-style-type: none"> <li>1. Which words do we use to describe people, things, and places?</li> <li>2. Why do we describe people, things, and events?</li> </ul>
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Self-efficacy</b> – The learner plans efficiently when creating and displaying the crossword puzzles and word search.</li> <li>• <b>Digital Literacy</b> – The learner shares work accomplished (crossword puzzles and word search) through digital communication platforms such as social media.</li> </ul>				
<p><b>Values:</b></p>				

**Respect** – The learner respects diverse opinions when collaborating with peers to make a list of regular and irregular adjective.  
**Responsibility** –The learner cultivates a sense of undertaking assigned roles while identifying adjectives in print and digital texts.

**Pertinent and Contemporary Issues (PCIs):**

**Safety and Security** - Promoted as learner the learns about safety when interacting with animals and when they visit various tourist attraction sites.

**Link to other Subjects**

Adjectives are a key aspect in the grammar lessons in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.4 Writing	5.4.1 Creative Writing - Narrative	By the end of the sub strand, the learner should be able to:	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• identify the parts of a narrative composition,</li> </ul>	1. Why should we organise ideas in our compositions?

	<p><b>Compositions</b> <b>(2 lessons)</b></p>	<p>a) plan a narrative composition collaboratively,</p> <p>b) organise ideas coherently, clearly, and logically for writing fluency,</p> <p>c) create a narrative composition on a variety of topics.</p> <p>d) judge a narrative composition for correctness of language, relevance of the topic, and organisation of ideas.</p>	<ul style="list-style-type: none"> <li>• work with peers to plan a narrative composition of about <b>(160-200 words)</b>,</li> <li>• read sample narrative compositions with peers and critique them for: <ul style="list-style-type: none"> <li>- correctness of language</li> <li>- flow or organisation of ideas</li> <li>- relevance to the topic</li> <li>- creativity</li> </ul> </li> <li>• use the steps of the writing process to create a narrative composition of about <b>(160 -200 words)</b>, on tourist attraction sites,</li> </ul>	<p>2. How can you make your writing interesting?</p>
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			<ul style="list-style-type: none"> <li>• use appropriate <i>fixed phrases</i> such as: <i>catch fire</i>; <i>similes</i> such as: <i>as fast as lightning</i>; <i>metaphors</i> such as : <i>the boy was a fox. He was so cunning</i>; <i>proverbs</i> such as : <i>prevention is better than cure</i>; <i>idioms</i> such as <i>get into hot water</i> and <i>phrasal verbs</i> such as: <i>care for</i>.</li> </ul>	
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**Core Competencies to be Developed:**

- **Communication** – The learner develops the skills of writing clearly by following the stages of the writing process and create a narrative composition.
- **Creativity and Imagination** – developed as learners create enhanced as learner writes narrative compositions

**Values:**

- **Unity** – The learner collaborates with peers to plan a narrative composition.
- **Responsibility** – The learner cultivates a sense of undertaking assigned roles by using the steps of the writing process to create a narrative composition.

**Pertinent and Contemporary Issues (PCIs):**

**Environmental education:** The learner interacts with information on tourist attraction sites when creating a narrative composition using the steps of the writing process.

**Link to other Subjects**

The learner is able to relate the concept of the writing process to their learning in Kiswahili.

**6.0 JOBS AND OCCUPATION - WORK ETHICS****Suggested Vocabulary**

value, work, bad, virtue, upright, code, responsible, occupation, teamwork, integrity, trespass, co-worker, self-esteem, passion, smart, early, unethical, loyal, hardworking, hard work, character, corrupt, honest, reward, excel,

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>6.1 Listening and Speaking</b>	<b>6.1.1 Pronunciation and Vocabulary (3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) identify words and phrases with the sounds /f/, /v/ and /əʊ/,</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Say sounds, words, phrases, and sentences with the sounds /f/, /v/ and /əʊ/,</li> <li>• Say tongue twisters with the sounds /f/ and /v/ and /əʊ/,</li> </ul>	<p>1. Why should we pronounce sounds and words correctly?</p>

		<p>b) use vocabulary related to the theme in sentences correctly,</p> <p>c) apply stress and intonation in questions, statements, and exclamatory sentences,</p> <p>d) value the importance of stress and intonation in sentences.</p>	<ul style="list-style-type: none"> <li>• Watch a video of a dialogue on work ethics and imitate the use of stress and intonation by the speakers,</li> <li>• Recite a choral verse, with peers,</li> </ul>	<p>2. Why do we raise our voices when asking questions? How can you vary your voice to convey different meanings?</p>
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			<ul style="list-style-type: none"> <li>• sing songs featuring stress and intonation,</li> <li>• form sentences using the following expressions: <b>fixed phrases:</b> <i>Take care of, have no idea, you never know</i></li> <li><b>simile:</b> <i>As happy as king, as busy as a bee, work like a horse</i></li> <li><b>metaphor:</b> <i>Wambui is a bee. She is so busy.</i></li> <li><b>idioms:</b> <i>Lay off, hand in, take over, deal with, strike while the iron is hot, go the extra mile</i></li> <li><b>proverbs:</b> <i>Make hay while the sun shines, The sun does not wait for a king, Honesty is the best policy, Slow but sure wins the race, Jack of all trades, master of none</i></li> <li><b>phrasal verbs:</b> <i>Grow up, take over, deal with, give up, go on.</i></li> </ul>	
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**Core Competencies to be Developed:**

- Communication – The learner is able to speak clearly and effectively by saying tongue twisters with the sounds /f/ and /v/ and /əʊ/.
- Self-efficacy – The learner analyses their strengths and weakness as they form sentences using the given expressions.

**Values:**

Integrity: The learner inculcates accountability as they watch a video of a dialogue on work ethics and imitate the use of stress and intonation by the speakers.

**Pertinent and Contemporary Issues (PCIs):**

Career Guidance – The learner interacts with information on work ethics by watching a dialogue.

**Link to other Subjects**

The learner is able to relate the concept of stress and intonation to their learning in Kiswahili.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>6.2 Reading</b>	<b>6.2.1</b>	<b>By the end of the sub strand, the learner should be able to:</b>	<b>The learner is guided to:</b> <ul style="list-style-type: none"><li>• relate the title and illustrations/pictures with their personal experiences.</li></ul>	1. Why is it important to relate events in a

	<p><b>Intensive Reading: Dialogue</b> <b>(2 lessons)</b></p>	<p>a) make connections between events in the text and prior experiences,</p> <p>b) use contextual clues to infer the meaning of vocabulary such as words, proverbs, fixed phrases, similes, and phrasal verbs,</p>	<ul style="list-style-type: none"> <li>• skim a text to obtain a general idea (dialogue of about 500 words),</li> <li>• scan a text on work ethics for specific details,</li> <li>• observe the cover, pictures, and read the title to make predictions,</li> <li>• infer the meaning of unknown words, similes, metaphors and fixed phrases from context,</li> <li>• create mental images (visualise) from read, viewed, or heard text,</li> <li>• retell events in a story/dialogue in their own words,</li> </ul> <p>work with peers to make posters featuring the new words he or she has learnt,</p>	<p>story to our own experience?</p> <p>2. How can you predict what will happen in a story or passage?</p>
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		<p>c) respond to a reading text for comprehension.</p> <p>d) acknowledge the role of reading comprehension in lifelong learning.</p>	<ul style="list-style-type: none"> <li>• answer literal and inferential questions.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration – The learner reasons and shows own opinion while working with peers to make posters featuring the new words learnt.</li> <li>• Self-efficacy – The learner shows concerted attention to detail as while making posters featuring the new words he or she has learnt.</li> </ul>				
<p><b>Values:</b></p> <p>Responsibility – The learner nurtures dependability while scan a text on work ethics for specific details.</p> <p>Love – The learner respects others as they retell events in a story/dialogue in their own words.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p>				

Life skills – Effective communication is developed as learners retell the events in the story in their own words.

**Link to other Subjects**

The learner is able to relate the skills of intensive reading to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (s)
<p><b>6.3 Grammar in Use</b></p>	<p><b>6.3.1 Phrasal Quantifiers (2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) recognise phrasal quantifiers in oral and written contexts, b) use phrasal quantifiers with countable and</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• work with peers to view a video or listen to an audio text on work ethics featuring phrasal quantifiers and identify them</li> <li>• make sentences using phrasal quantifiers such as a lot of..., a</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we tell countable nouns from uncountable ones?</li> <li>2. Which words are used to show the amount of something?</li> </ol>

		<p>uncountable nouns correctly,</p> <p>judge the correctness of phrasal quantifiers in sentences.</p>	<p>pinch of... plenty of..., a number of, a crate of ...</p> <ul style="list-style-type: none"> <li>• create charts and posters using phrasal quantifiers and share them on the school notice board or social media,</li> <li>• form sentences from a substitution table.</li> </ul>	
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**Core Competencies to be Developed:**

- Communication – The learner acquires the ability to express self clearly through the use of phrasal quantifiers.
- Digital Literacy – The learner interacts with technology as they view videos featuring phrasal quantifiers or display charts on social media.

**Values:**

Integrity – The learner interacts with information on choosing to do the right thing as they interact with material on work ethics.

**Pertinent and Contemporary Issues (PCIs):**

**Career exploration** – The learner interacts with information on careers as they work with peers to view a video or listen to an audio text on work ethics featuring phrasal quantifiers.

**Link to other Subjects**

The correct use of phrasal quantifiers is relevant when handling food and nutrition in Agriculture and Nutrition.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcome</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>6.4 Writing</b>	<b>6.4.1 Creative Writing - Pictorial Compositions  (2 lessons)</b>	<b>By the end of the sub strand, the learner should be able to:</b> a) plan a composition in preparation for writing, b) use appropriate words and expressions such as	<b>The learner is guided to:</b> <ul style="list-style-type: none"><li>• collaborate to view a variety of pictures, illustrations, and other visuals in print and digital texts and discuss what is happening,</li><li>• view comic strips from newspapers and magazine columns,</li></ul>	<ol style="list-style-type: none"><li>1. How can you make others want to read your composition?</li><li>2. What information do we obtain from pictures or visuals?</li></ol>

		<p>similes, metaphors, fixed phrases, phrasal verbs and idioms in written communication, create a pictorial composition from visuals.</p>	<ul style="list-style-type: none"> <li>• use relevant: <ul style="list-style-type: none"> <li>- <i>fixed phrases: have no idea,</i></li> <li>- <i>similes: as happy as a king,</i></li> <li>- <i>metaphors: wambui is a bee.</i> <ul style="list-style-type: none"> <li>○ <i>she is so busy.</i></li> </ul> </li> <li>- <i>idioms: go the extra mile</i></li> <li>- <i>proverbs such as : the sun does not wait for a king and</i></li> <li>- <i>phrasal verbs such as grow up in a composition,</i></li> </ul> </li> <li>• collaborate to use visuals to compose a story of about <b>(160-200 words)</b>,</li> <li>• organise ideas logically, coherently, and clearly,</li> </ul>	
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		e) Judge a pictorial composition for relevance of topic, correctness of language, and creativity.	<ul style="list-style-type: none"> <li>• revise their composition by incorporating suggestions given by peers,</li> <li>• publish the composition by displaying it on the wall, charts, online, posters, and social media platforms, among others.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination – The learner undertakes tasks that encourage artistic expression by creating a story from a collection of visuals provided by the teacher.</li> <li>• Self-efficacy – Publishing compositions by displaying them on the wall, charts, online, posters, and social media platforms, among others, boosts the confidence of learners.</li> </ul>				
<p><b>Values:</b></p> <p>Respect – The learner appreciates diverse opinions as they view a variety of visuals.</p> <p>Love – The learner portrays a caring attitude when reviewing peers’ pictorial compositions.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p>				

- Life skills – Effective communication is developed as the learner organises ideas logically, coherently, and clearly while writing their compositions.

**Link to other Subjects**

The skills acquired by learners as they create pictorial compositions are related to learning of composition writing in Kiswahili.

**7.0 TECHNOLOGY: SCIENTIFIC INNOVATIONS****Suggested Vocabulary**

engineer, computer science, device, app, telephone, industrial, laboratory, evolve, architect, irrigation, electronic, wireless, digital, invent, modern, medical, advance, space, rocket, science, discover, satellite,

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
<b>7.1 Listening and Speaking</b>	<b>7.1.1 Pronunciation and Interactive Listening  (3 lessons)</b>	<b>By the end of the sub strand, the learner should be able to:</b> a) articulate sounds correctly for communication clarity, b) seek clarification during a two-way conversation to express different moods in oral contexts,	<b>The learner is guided to:</b> <ul style="list-style-type: none"> <li>• practise saying the sounds: /v/ as in, of, on, from, lot; hot, /ɔ:/ as in door, sort, short, ball, call, or among others,</li> <li>• show moods such as</li> <li>• happiness, surprise, sadness, regret, and pain, among others, when seeking clarification,</li> <li>• take turns and interrupt appropriately during conversations,</li> <li>• role-play short interviews,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you interrupt a speaker politely during a conversation?</li> <li>2. What emotions or feelings do we show on our faces when talking?</li> </ol>

		<p>c) interrupt appropriately during a conversation.</p> <p>d) use appropriate words and expressions such as similes, metaphors, proverbs among others</p> <p>e) advocate the importance of interactive listening.</p>	<ul style="list-style-type: none"> <li>• watch partial dialogues on video, the computer, tablets, and other devices and respond to questions appropriately,</li> <li>• practise using expressions such as: <ul style="list-style-type: none"> <li><i>fixed phrases: such as good at, be familiar with, little by little, long ago, a long time ago</i></li> <li><i>similes: work like magic, as easy as ABC., like a sea of knowledge, as slow as a snail, as quick as silver</i></li> <li><i>metaphors: The internet is a sea of knowledge. It has a lot of information</i></li> <li><i>idioms: To make headway, apple of my eye</i></li> <li><i>proverbs: Practice makes perfect, Necessity is the mother of invention, Live and learn, Little learning is a dangerous thing,</i></li> </ul> </li> </ul>	
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			<i>phrasal Verbs: Start over, key in, leave behind, look for, come up with.</i>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy – The learner uses digital devices while watching partial dialogues on video, the computer, and tablets, other devices and responding to questions appropriately.</li> <li>• Communication and Collaboration – The learner enhances the skill of speaking clearly and effectively as they take turns during a conversation.</li> </ul>				
<p><b>Values:</b></p> <p>Peace – The learner avoids hurting other by practicing the skills of turn taking and interrupting appropriately during conversations.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Life skills – Effective communication is developed as learners engage in role-play and retell the events in the story.</p>				
<p><b>Link to other Subjects</b></p> <p>The skill of interactive listening is relevant to the learning of listening skills in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	7.2.1 Extensive Reading: Fictional and Non-Fictional (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) select appropriate reading texts from a library,</p> <p>b) read a variety of texts for general information and enjoyment,</p> <p>acknowledge the importance of reading widely for lifelong learning.</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• select a reading text from a varied collection of materials or library,</li> <li>• preview the table of contents from a book, find the required information, and answer oral questions,</li> <li>• skim a text to obtain the gist or general idea,</li> <li>• scan a text to obtain specific information,</li> <li>• select a reading text (1251-1500 words),</li> <li>• use a dictionary to look up the meaning of unfamiliar words,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you obtain the general idea of what a text is about?</li> <li>2. Why is it important to read many books?</li> </ol>

			write a summary of a text he or she has read and share it with peers.	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn - The learner is motivated to learn by acquiring the skill of selecting and reading a variety of texts.</li> <li>• Collaboration – The learner observes the rules of engagement while sharing a summary of the text he or she has read.</li> </ul>				
<p><b>Values:</b></p> <p>Responsibility – The learner performs assigned roles by selecting a reading text from a varied collection of materials or the library.</p> <p>Respect – The learner displays patience while writing a summary of a text he or she has read and sharing it with peers.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Critical Thinking – The learner acquires the skills of critical thinking while skimming a text to obtain the gist or general idea.</p>				
<p><b>Link to other Subjects</b></p> <p>Extensive reading is necessary as learners carry out research while doing assignments and general reading in Social Studies.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.3 Grammar in Use	7.3.1 Tense: Future Continuous Tense  (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) identify sentences featuring future continuous tense in print and digital texts,</p> <p>b) use future continuous tense in oral and written contexts correctly,</p> <p>assess sentences for correctness and appropriateness of tense.</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• ask the following questions to peers: <i>What are you doing?</i> <i>What were you doing yesterday?</i> <i>What will you be doing tomorrow?</i></li> <li>• view a map, globe, list of time zones, video or pictures of animals, plants, or people and describe what will probably happen next day starting with the words, <i>they, he, and she</i>, among others,</li> <li>• talk about activities in the past, present, and future time,</li> </ul>	<ol style="list-style-type: none"> <li>1. What will you be doing next week?</li> <li>2. How do you show an action will take place tomorrow?</li> </ol>



			<p>search the internet for examples of sentences expressing continuous tense,</p> <ul style="list-style-type: none"> <li>• collaborate with peers to determine the correctness of tense in sample sentences.</li> </ul>	
			<ul style="list-style-type: none"> <li>• collaborate with peers to determine the correctness of tense in sample sentences.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration – Speaking clearly and recognising the value of others ideas are enhanced as the learner talks about activities in the past, present, and future time.</li> <li>• Self-efficacy – The learner states what they find difficult to do as they talk about activities in the past, present, and future time.</li> </ul>				
<p><b>Values:</b></p> <p>Love – The learner learns to resolve conflicts while collaborating with peers to determine the correctness of tense in sample sentences.</p>				

**Pertinent and Contemporary Issues (PCIs):**

Life skills – Effective communication is achieved as learners engage in role play and retell the events in the story.

**Link to other Subjects**

The skill of correct use of tense is critical in making presentations in Religious Education

<b>trand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>7.4 Writing</b>	<b>7.4.1 The Double Punctuation Marks (2 lessons)</b>	<b>By the end of the sub strand, the learner should be able to:</b> a) identify the comma and double quotation marks in a text, b) use the comma and the double quotation marks correctly in oral and written texts,	<b>The learner is guided to:</b> <ul style="list-style-type: none"><li>• collaborate to identify sentences in which the comma and the double quotation marks have been used,</li><li>• recite a poem on scientific innovations paying attention to the use of the comma and the double quotation marks,</li></ul>	<ol style="list-style-type: none"><li>1. Why should we punctuate our speech or writing correctly?</li><li>2. Which punctuation marks do you use frequently?</li></ol>

		collaborate with peers to determine the correct use of the comma and the double quotation marks.	<ul style="list-style-type: none"> <li>listen to an oral presentation and answer questions,</li> <li>form sentences from a substitution table,</li> <li>work with peers to construct and punctuate sentences correctly,</li> </ul> <p>create a poster or power point presentation and display the work to another group.</p>	
			<ul style="list-style-type: none"> <li>Listen to a dictation of sentences, write the sentences and punctuate them appropriately.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>Learning to Learn – The learner carries out activities with peers while creating a poster or power point presentation and displaying the work to another group.</li> <li>Self-efficacy – The learner documents successes made as they recite a poem while paying attention to the use of the comma and the double quotation marks.</li> </ul>				

**Values:**

Love – The learner learns to resolve conflicts while collaborating with peers to determine the correctness of tense in sample sentences.

**Pertinent and Contemporary Issues (PCIs):**

Information Technology – The learner recites a poem on scientific innovations paying attention to the use of the comma and the double quotation marks.

**Link to other Subjects**

The skill of correct use of tense is critical when making presentations in Religious Education

## **8.0 THE FARM – ANIMAL SAFETY AND CARE**

### **Suggested Vocabulary**

veterinary, poisonous, cruel, brand, sanctuary, adoption, orphanage, cage, inspect, helmet, pesticide, tether, endangered, die, protect, safety, danger, care, cage, suffering, clean, pet, feed, animal rights, overwork

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
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<b>8.1 Listening and Speaking</b>	<b>8.1.1 Pronunciation and Vocabulary (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) explain the difference between riddles and proverbs,</p> <p>b) pronounce sounds, words, and phrases related to the theme accurately,</p> <p>c) use words and expressions such as idioms, fixed phrases, phrasal verbs and</p>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>• search from online sources for information on the differences between riddles and proverbs and share with peers,</li> <li>• participate in a riddling session,</li> <li>• say sounds, words, idioms, and proverbs with the sounds /f/ and /ʃ/ accurately,</li> <li>• create own riddles and share them their peers,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we tell riddles and proverbs?</li> <li>2. Which are some of the proverbs you know?</li> </ol>
		<p>proverbs in varied contexts,</p> <p>d) acknowledge the importance of proverbs,</p>	<ul style="list-style-type: none"> <li>• find and use words and expressions such as: fixed phrases: <i>in good shape, at the</i></li> </ul>	

		<p>riddles, and idioms in communication.</p>	<p><i>moment, make money, one by one,</i></p> <p><i>simile: as mischievous as a monkey, as helpless as a baby, as gentle as lamb, as white as wool,</i></p> <p><i>metaphor: the girl is a lamb. she is so gentle. idioms: would not hurt a fly, curiosity killed the cat, let the cat out of the bag, kill two birds with one stone,</i></p> <p><i>proverbs: a bad workman quarrels with his tools, put all your eggs in one basket, it is no use crying over spilt milk, a barking dog never bites, a dog is a man's best friend,</i></p> <p><i>phrasal verbs: die out, care for, care about, look after, rely on.</i></p> <ul style="list-style-type: none"> <li>• use words, phrases, and proverbs in a conversation.</li> </ul>	
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**Core Competencies to be Developed:**

- Digital Literacy – Learners use digital devices to search for information on the differences between riddles and proverbs from online sources.
- Learning to Learn – Learners share ideas with peers on the differences between riddles and proverbs.

**Values:**

Respect – The learner keeps an open mind as they share ideas with peers on the differences between riddles and proverbs.  
Peace – The learner displays tolerance during the riddling session.

**Pertinent and Contemporary Issues (PCIs):**

Life skills – Critical Thinking as learners unravel the meaning of proverbs, idioms and riddles.

**Link to other Subjects:**

The concept of riddles and tongue twisters is related to the use of these genres to learn pronunciation of sounds in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
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<p><b>8.2 Reading</b></p>	<p><b>8.2.1 Fluency</b> <b>(3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) select a reading text from a collection of materials or the library,</li> <li>b) read a text at a reasonable speed for fluency,</li> <li>c) read a text accurately and with expression, acknowledge the importance of reading fluency in lifelong learning.</li> </ul>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>• obtain specific information from a text,</li> <li>• practise reading at the right speed, with peers,</li> <li>• read a text on animal safety, while observing punctuation marks correctly,</li> <li>• watch a video on reading fluency and practise the various aspects of fluency,</li> <li>• collaborate in reading a choral verse, read a paragraph, a passage, or story in turns.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we at times hesitate as we read?</li> <li>2. How can you improve your reading speed?</li> <li>3. What are some of the feelings you show when reading a story or poem?</li> <li>4.</li> </ol>
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**Core Competencies to be Developed:**

- Self-efficacy – Reading fluency is enhanced as the learner reads a text on animal safety, while observing punctuation marks.
- Digital Literacy – The learner accesses a video and practises various aspects of reading fluency.

**Values:**

Social Justice – The learner nurtures sharing of resources equitably with peers while watching a video on reading fluency.  
Unity – The learner displays team spirit while reciting the choral verse with peers.

**Pertinent and Contemporary Issues (PCIs):**

Animal welfare: The learner interacts with information on animal safety while reading a text.

**Link to other Subjects**

Reading fluency is critical when reading and appreciating reading texts in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
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<p><b>8.3 Grammar in Use</b></p>	<p><b>8.3.1 Sentence Patterns: (3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) distinguish the active and passive voice in a sample text correctly,</p> <p>b) contrast the use of some given words in sentences,</p> <p>c) use active and passive voice correctly,</p> <p>d) assess sentences for correctness on the use of active and passive voice.</p>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify sentences in the active and passive voice from a text,</li> <li>• change sentences from active to passive voice and vice-versa,</li> <li>• sort pairs of sentences and classify them into either active or passive voice categories,</li> <li>• construct sentences, related to animal safety, in the active and passive voice, type them on a computer, laptop, tablet, or mobile phone and share them through,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we say some sentences are in active or passive voice?</li> <li>2. How do we change a sentence from active to passive form?</li> </ol>
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			<p>email or other web platforms,</p> <ul style="list-style-type: none"><li>• search for more examples of sentences in the active and passive voice from the internet,</li><li>• collaborate with peers to determine the correctness of sentences.</li></ul>	
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**Core Competencies to be Developed:**

- Digital Literacy – The learner interacts with technology while searching the Web for more examples of active and passive sentences.
- Critical Thinking and Problem-Solving – The learner cultivates the skills of reasoning clearly while changing sentences from active to passive voice and vice-versa.

**Values:**

Social Justice: The learner inculcates care for animals and others as they interact with information on animal safety.

**Pertinent and Contemporary Issues (PCIs):**

Animal welfare: The learner constructs sentences, related to animal safety, in the active and passive voice.

**Link to other Subjects:**

The skill of using active and passive sentences correctly in key to the writing of minutes in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcome</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
<b>8.4 Writing</b>	<b>8.4.1 Creative Writing – Narrative Compositions</b>	<b>By the end of the sub strand, the learner should be able to:</b>	<b>The learner is guided to:</b> <ul style="list-style-type: none"><li>• collaborate to use the writing process (planning, drafting, editing, revising, and</li></ul>	1. Why is it important to plan your composition?

	<p><b>(3 lessons)</b></p>	<p>a) plan a narrative composition in preparation for writing,</p> <p>b) use proverbs, phrasal verbs and idiomatic expressions in writing,</p> <p>c) create a narrative composition based on a given theme for self-expression,</p> <p>d) judge a narrative composition for creativity, organisation of ideas, relevance of topic, and correctness.</p>	<p>publishing) and create a narrative composition <b>of about (160-200 words),</b></p> <ul style="list-style-type: none"> <li>• identify idioms, proverbs, and similes from an oral or written text,</li> <li>• use appropriate words and expressions such as fixed phrases: similes, idioms phrasal verbs and metaphors in their writing,</li> <li>• display their compositions in class, on charts, school magazine, noticeboard and blogs, among others,</li> <li>• complete a gap-filling exercise involving similes, proverbs, and idioms.</li> </ul>	<p>2. What makes a composition interesting?</p> <p>3. Why do we use idioms and proverbs in compositions?</p>
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**Core Competencies to be Developed:**

- Creativity and Imagination – The learner’s ability to come up with new ideas is enhanced while creating narrative compositions.
- Digital Literacy – The learner uses digital devices to communicate effectively while displaying his or her composition on blogs and other social media platforms.

**Values:**

Love: Care for others is nurtured as the learner collaborates with peers to use the writing process to create a narrative composition.

**Pertinent and Contemporary Issues (PCIs):**

Animal welfare – Animal safety is promoted through the theme of taking care about animals.

Creativity – The learner plans and writes a narrative composition in collaboration with peers.

**Link to other Subjects:**

Writing of narrative compositions entails skills of planning, drafting, editing, revising and publishing which are critical in essay writing in Creative Arts and Pre-Technical Studies.

Writing of narrative compositions entails skills of planning, drafting, editing, revising and publishing which are critical in essay writing in Creative Arts and Pre-Technical Studies.

## 9.0 LIFESTYLE DISEASES SUGGESTED

### Vocabulary

cancer, high blood pressure, heart disease, heart attack, obesity, overweight, diabetes, exercise, incurable, cure, allergy, treat, distress, headache, prevention, diet, lifestyle, heart disease, stroke, obesity,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Pronunciation and Speaking Fluency (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify words, phrases and sentences with the target sounds,	<ul style="list-style-type: none"> <li>• The learner is guided to:</li> <li>• say words and phrases with the sounds /eə/, /aʊ/ and /h / correctly,</li> <li>• practise saying tongue twisters with the selected sounds,</li> </ul>	1. Why should you speak accurately and without hesitations? Why should you show the right feelings when reciting a poem or telling a story?



- b) use words and expressions such as idioms, proverbs and similes related to the theme in sentences correctly,
- c) make an oral presentation related to the theme fluently,
- d) acknowledge the importance of fluency in oral communication.

- recite poems on lifestyle diseases with words which have the sounds /eə/ /aʊ/ and /h/,
- speak at the right speed,
- make short speeches on lifestyle diseases expressively, accurately and without hesitations,
- recite choral and oral verses poems and show the right facial expressions through readers' theatres,

- Use fixed phrases such as *fall sick*, *similes such as ... as right as rain*, *metaphor, for example, Kadzo is a lark. She is always happy. idioms such as fit as a fiddle, sick like a dog, proverbs such as an apple a day keeps the doctor away, , prevention is better than cure, phrasal verbs such as pass out,*
- Make short videos of the poetry recitation or narrations and share them with friends or peers.

**Core Competencies to be Developed:**

- Communication and Collaboration – The learner acquires the skill of speaking engagingly by making short videos of the poetry recitation or narration and sharing them with friends or peers.
- Self-Efficacy – The learner begins to speak more fluently and with confidence by making short speeches expressively, accurately and without hesitations.

**Values:**

- Responsibility – The learner undertakes assigned roles while delivering speeches on lifestyle disease.
- Peace –The learner displays tolerance while reciting choral verses with peers.

**Pertinent and Contemporary Issues (PCIs):**

Lifestyle diseases – The learner makes short speeches on lifestyle diseases expressively, accurately and without hesitations.

**Link to other Subjects**

Effective use of fixed expressions, proverbs and similes is related to use of these expressions in public speaking in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>9.2 Reading</b></p>	<p><b>9.2.1 Intensive Reading - fictional or non-fictional (3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) make connections between events in the text and real life experiences,</li> <li>b) create mental images from viewed, heard or read text for comprehension.</li> <li>c) respond to texts correctly for comprehension,</li> </ul>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>• predict events by studying the title, cover or pictures in a text on lifestyle diseases,</li> <li>• picture events, characters or places in their minds,</li> <li>• read texts of up to 500 words related to the selected theme,</li> <li>• connect events in a text with an occurrence in their own life or real world events,</li> <li>• use the image on the front cover to predict events in the text,</li> <li>• infer the meaning of unfamiliar words and expressions such as fixed phrases, idioms, proverbs and phrasal verbs,</li> <li>• retell the events depicted in a text in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>1. Why should we relate events in a text with real life, people or places?</li> <li>2. How can we predict what will happen in a text or story?</li> </ul>
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		e) acknowledge the importance of reading comprehension in lifelong learning.	<ul style="list-style-type: none"> <li>• answer direct and inferential questions from a variety of texts,</li> <li>• create a mind map using words in a text.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn – The learner engages in self-driven tasks as while inferring the meaning of unfamiliar words and phrases.</li> <li>• Creativity and Imagination – The learner comes up with unique and new ideas through creation of mind maps using words in a text.</li> </ul>				
<p><b>Values:</b></p> <p>Responsibility – The learner proactively solves problems by connecting events in a text with an occurrence in their own life or real world events.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Lifestyle diseases – The learner interacts with information on lifestyle diseases by reading texts on the themes.</p>				
<p><b>Link to other Subjects:</b></p> <p>The learner is able to relate the concept of creating mental images from viewed, heard or read text to the concept of drama techniques in Creative Arts.</p>				

<p><b>Link to other subjects</b> Lifestyle or non-communicable diseases are learnt in Home Science, Physical Education as well as Science and Technology</p>	<p><b>Suggested Community Service Learning Activities:</b> Learner could create poems or narratives on lifestyle disease and upload them on blogs, social media or send them through email and <i>WhatsApp</i>. They could also display them on posters, charts or noticeboards.</p>
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
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<p><b>9.3 Grammar in Use</b></p>	<p><b>9.3.1 Adverbs (3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) identify adverbs in oral and written texts.</li> <li>b) use adverbs to express different meanings correctly.</li> <li>c) judge the appropriateness of adverbs used in oral and written texts.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify the adverbs of manner, time place and frequency in a text on lifestyle diseases,</li> <li>• underline the adverbs in a passage,</li> <li>• pick out different adverbs from print texts or the internet in small groups,</li> <li>• collaborate with peers to judge the correctness of sentences featuring adverbs.</li> <li>• form sentences using adverbs,</li> <li>• create a poem or story using different types of adverbs, <ul style="list-style-type: none"> <li>• create and solve crossword puzzles using adverbs.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) How do we show where, how, when and how many times an action occurs?</li> <li>2) What are some of the words you could use to talk more about an action?</li> </ol>
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**Core Competencies to be Developed:**

- Digital Literacy - The learner uses digital devices to search for adverbs on the internet.
- Creativity and Imagination - The learner comes up with new ideas while creating crossword puzzles using adverbs.

**Values:**

**Unity** – The learner strives to achieve common goals by collaborating with peers to judge the correctness of sentences featuring adverbs.

**Responsibility** - Developed as the learner interacts with texts on lifestyle diseases and learns how to reduce the risk of contracting these diseases.

**Pertinent and Contemporary Issues (PCIs):**

**Life skills: Self-esteem** – The learner gains confidence as they practise identifying the adverbs of manner, time place and frequency in a text.

**Link to other Subjects:**

The learner is able to relate the correct use of adverbs to the learning of word classes in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>9.4</b> <b>Writing</b></p>	<p><b>9.4.1</b> <b>Punctuation:</b> <b>The Hyphen</b>  <b>(2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>identify grade appropriate hyphenated words from a written text,</li> <li>use grade appropriate hyphenated words correctly for clarity of meaning,</li> <li>judge sentences for correctness of language, and use of the hyphen.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>search for and share with peers hyphenated words such as dark-blue shirt, good-looking, goodhearted, fast-moving, anticlockwise from the internet, magazines, newspapers, textbooks or brochures,</li> <li>listen to a dictation of the following words: mother-in-law, father-in-law, sister-in-law, brother-in law and write them down,</li> <li>listen to an audio recording of the words mother-in-law, father-in-law, sister-in-law, brother-in-law and anti-clockwise and create a list,</li> <li>use words such as fastflowing, slow-moving,</li> </ul>	<p>1) Why do we punctuate texts?</p>
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			<p>open-mouthed, big eyed, sugar-free among others in sentences,</p> <ul style="list-style-type: none"><li>• hyphenate words which refer to age such as five- year-old girl, two-year-old and middle-aged man,</li><li>• use the hyphen correctly when writing numbers 21 through 99: for example,     twenty-one; ninety-nine</li><li>• work with peers to create a poster on lifestyle diseases featuring the words, mother in law, father-- in law, sister-in law, brother -in –law, anticlockwise among others.</li></ul> <p><b>Note: The learner should only be exposed to simple</b></p>	
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			<p><b>and common hyphenated words. Again, the focus should be on the usage of the words in sentences.</b></p>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Communication – Writing clearly and efficiently is promoted as the learners punctuates and hyphenates words correctly. <ul style="list-style-type: none"> <li>• Digital Literacy – The learner interacts with technological devices while viewing videos on the internet explaining how the hyphen is used.</li> </ul> </li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Social Justice – The learner fosters non-discrimination while searching for and sharing with peers hyphenated words.</li> <li>• Unity – The learner displays team spirit while working with peers to create a poster on lifestyle diseases.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Lifestyle Diseases – The learner interacts with material on lifestyle diseases while creating a posters featuring the target words.</p>				
<p><b>Link to other Subjects</b> The learner is able to relate the learning of punctuation marks (the hyphen) to correct punctuation of texts in Agriculture and Nutrition.</p>				

**10.0 PROPER USE OF LEISURE TIME****Suggested Vocabulary**

holiday, enjoy, drugs, recreation, leisure, pastime, vacation, relax, loiter, waste, squander, idle, pleasure, hobbies, bully, misconduct, stroll, insult, blackmail, exercise, sports, games, picnic

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcome</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>10.1 Listening and Speaking</b></p>	<p><b>10.1.1 Pronunciation and Interactive Listening (3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify words with the sound /h/ in an oral text,</li> <li>b) use turn taking and polite interruption during a conversation,</li> <li>c) express appropriate moods during a conversation,</li> <li>d) advocate the importance of polite interruption</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• pick out the sound /h/ as in holiday, /j/ as in jam and [eə] as in air, from an audio text,</li> <li>• listen to a text on proper use of leisure time and say words and phrases with the sound /h/,</li> <li>• take turns during short interviews, debates and discussions on grade appropriate topics,</li> <li>• interrupt appropriately during a class discussion, interview or debate,</li> </ul>	<ul style="list-style-type: none"> <li>1. Why should we take turns in a conversation?</li> <li>2. What are some of the moods/feelings we can show during a conversation?</li> </ul>
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		and turn taking in oral communication.	<ul style="list-style-type: none"> <li>perform a choral verse (about six stanzas) or conversational poem in a reader's theatre, and display various moods,</li> <li>practise using expressions such as <i>fixed phrase: kill time; simile: sleep like a log; metaphor: My mother is hawk eyed. She sees everything; proverbs: There is no time like the present, idioms: day dream, phrasal verbs: good at.</i></li> </ul>	
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**Core Competencies to be Developed:**

- Collaboration – The learner contributes to group decision making by reciting choral poems with peers.
- Self-efficacy – The learner gains confidence as he or she learns to take turns and interrupt effectively in conversations.

**Values:**

- Responsibility – The learner engages in assigned tasks as they pick out the sound /h/, /j/ and [eə] from an audio text
- Respect – The learner appreciates others while reciting choral poems with peers.

**Pertinent and Contemporary Issues (PCIs):**

Life skill – The learner is able to communicate effectively through acquisition of interactive listening skills.

**Link to other Subjects**

The learner is able to relate the skills of interactive listening to group interactions in the learning of Creative Arts.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>10.2 Reading</b></p>	<p><b>10.2.1 Intensive Reading (3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) make connections between events in a text and real life experiences,</li> <li>b) respond to a text correctly for comprehension,</li> <li>c) use contextual clues to infer the meaning of unfamiliar words and expressions such as proverbs, similes among others,</li> <li>d) acknowledge the role of reading comprehension in lifelong learning.</li> </ol>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>• preview a text (of about 500 words) on proper use of leisure time for general understanding,</li> <li>• make predictions about events in a text,</li> <li>• infer the meaning of unfamiliar words and expressions using prior knowledge and contextual clues,</li> <li>• answer direct and inferential questions orally and in writing,</li> <li>• summarise the events in the text through retelling,</li> <li>• create a crossword puzzle using the learnt vocabulary.</li> </ul>	<ol style="list-style-type: none"> <li>1) Why should we relate events in a book to our own life experiences?</li> <li>2) How can you predict the information in a book even before you read it?</li> </ol>
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**Core Competencies to be Developed:**

- Learning to Learn - The learner engages in self-driven tasks by creating a crossword puzzle using the learnt vocabulary.
- Critical Thinking and Problem-Solving – The learner solves simple problems by creating a crossword puzzle using the learnt vocabulary.

**Values:**

Integrity – The learner acquires discipline by interacting with information from a reading text on proper use of leisure time.

**Pertinent and Contemporary Issues (PCIs):**

Life skills: Decision making – The learner is equipped with decision making skills as they preview a text on proper use of leisure time.

**Link to other Subjects**

The learner is able to relate the skills of reading comprehension to the learning of reading skills in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
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<p><b>10.3 Grammar in Use</b></p>	<p><b>10.3.1 Conjunctions (3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify conjunctions in a text,</li> <li>b) use conjunctions correctly in varied contexts,</li> <li>c) judge the appropriateness of conjunctions used in sentences.</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify the conjunctions since, so, nor, yet, for, unless, although, though, in a text,</li> <li>• construct sentences on proper use of leisure time using conjunctions,</li> <li>• fill in blanks in sentences using conjunctions,</li> <li>• collaborate with peers to construct sentences using conjunctions,</li> <li>• create a crossword puzzle using conjunctions and share it with peers through posters, charts or social media.</li> </ul>	<ul style="list-style-type: none"> <li>1) Why should you write sentences correctly?</li> <li>2) How do you join two or more sentences?</li> </ul>
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**Core Competencies to be Developed:**

- Self-efficacy – The learner focuses on achieving the set tasks as they identify and use conjunctions in sentences.
- Digital Literacy – The learner observes safety precautions while sharing their crossword puzzle social media.

**Values:**

Love – The learner portrays a caring attitude while collaborating with peers to construct sentences using conjunctions

Responsibility – The learner engages in assigned tasks while using conjunctions to construct sentences.

**Pertinent and Contemporary Issues (PCIs):**

Life skills – Effective communication is enhanced through correct use of conjunctions.

Life skills: Decision making – The learner is equipped with decision making skills as they construct sentences on proper use of leisure time using conjunctions.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>10.4 Writing</b></p>	<p><b>10.4.1 Creative Writing- Descriptive Compositions (2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) use appropriate adjectives to describe a person, object or a place,</li> <li>b) plan a descriptive composition in preparation for writing,</li> <li>c) create a descriptive composition on a variety of topics,</li> <li>d) judge a descriptive composition for correctness of language, relevance to the topic, creativity and organisation of ideas.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify key points about an event such as a wedding ceremony, football match and dance, among others,</li> <li>• suggest people, events, places or objects that can be described in pairs,</li> <li>• plan a descriptive composition of about <b>(160-200 words)</b>,</li> <li>• select and use appropriate expressions such as proverbs and idioms in a composition,</li> <li>• collaborate to write the introductory paragraph of the descriptive composition,</li> <li>• complete the descriptive composition,</li> </ul>	<ol style="list-style-type: none"> <li>1) Why should you plan your composition?</li> <li>2) How do we describe objects, people or events?</li> <li>3) Which words do we use to describe people, objects or events?</li> </ol>
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			<ul style="list-style-type: none"> <li>• proofread the composition with peers,</li> <li>• display the corrected composition in the classroom or share it over the internet, email or social media.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and imagination – The learner undertakes tasks that require artistic expression of ideas while writing and editing their compositions.</li> <li>• Digital Literacy – The learner uses digital devices to share the corrected composition over the internet, email or social media.</li> </ul>				
<p><b>Values:</b></p> <p><b>Integrity</b> – The learner demonstrates reliability as they work with peers to write the introductory paragraph of the descriptive composition.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Life skills – Effective communication is developed as learners follow the writing process to write a descriptive composition.</p>				

## **11.0 SPORTS – INDOOR GAMES**

### **Suggested Vocabulary**

sports, volleyball, basketball, wrestling, gymnasium, arena, stadium, monopoly, lane, chess, court, card room, host, draw, front runner, table tennis, badminton, Olympics, netball, boxing, swimming, compete, win, hobby,

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>11.1</b> <b>Listening</b> <b>and</b> <b>Speaking</b></p>	<p><b>11.1.1</b> <b>Pronunciation and</b> <b>Vocabulary:</b> <b>audio files</b>  <b>( 3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) select sounds, words and phrases from a text for listening fluency,</p> <p>b) use words and expressions such as proverbs, phrasal verbs, among others in sentences,</p> <p>c) listen for specific details and main idea</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• listen to audio stories and pick out specific sounds, words, phrases or sentences,</li> <li>• say words with the sounds /ʊ/ and /u:/ correctly,</li> <li>• say tongue twisters with the target sounds,</li> <li>• collaborate to listen to choral poems with the sounds /ʊ/ and /u:/ and pick out words with the selected sounds,</li> <li>• interpret non-verbal cues correctly during conversations,</li> <li>• <b>practise using expressions such as <i>fixed</i></b></li> </ul>	<p>1) Why should we look at the face of people as they speak?</p> <p>2) How are audio stories different from a story book?</p>
		<p>from audio recordings, internet, radio or television programmes.</p>	<p><i>phrases: out of breath; similes: as bright as day; metaphor: Lodunga is a deer. He runs very fast. ; idioms: get a head start; proverbs: look before</i></p>	

		d) appreciate the importance of effective listening in communication.	<i>you leap and phrasal verbs such as pass round.</i>	
<b>Core Competencies to be Developed:</b>				
<ul style="list-style-type: none"> <li>• Communication – Fluent speaking is enhanced as learner says tongue twisters with the target sounds.</li> <li>• Digital Literacy - The learner uses digital devices while listening to audio stories and picking out specific sounds, words, phrases or sentences.</li> </ul>				
<b>Values:</b>				
Unity – The learner collaborates with peers while listening to choral poems and picking out words with the selected sounds. Social justice – The learner fosters fairness while working with peers to listen to choral poems.				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
Life skills – Effective communication is developed as learners engage in role-play and retell the events in the story.				
<b>Link to other Subjects</b>				
The learner is able to relate the correct use of words and expressions to the completing of written correctly in Religious Education				



<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>11.2 Reading</b></p>	<p><b>11.2.1 Intensive Reading – digital stories (2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify words, phrases and proverbs from a digital text,</li> <li>b) create mental images from viewed, heard or read text,</li> <li>c) answer direct and inferential questions correctly for comprehension,</li> <li>d) acknowledge the role of reading</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• participate in a reader’s theatre and read solo or choral poems on indoor games,</li> <li>• make predictions about a text by observing the cover or title,</li> <li>• make connections between the pictures in a text and real life situations,</li> <li>• summarise important ideas and restate them in own words,</li> <li>• retell events in a poem chronologically,</li> <li>• use contextual clues to infer the meaning of expressions such as fixed phrases,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can the pictures in a book or cover help you make predictions about the story?</li> <li>2. How are digital stories different from story books?</li> </ol>
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		comprehension in lifelong learning.	similes, metaphors, idioms, proverbs and phrasal verbs. • summarise events in a text through retelling.	
<b>Core Competencies to be Developed:</b> <ul style="list-style-type: none"> <li>• Self-efficacy –The learner engages in self-driven tasks while participating in a reader’s theatre and read solo or choral poems on indoor games.</li> <li>• Creativity and Imagination - Promoted through the creation of mental images from viewed, heard or read texts.</li> </ul>				
<b>Values:</b> <b>Unity</b> – The learner collaborates with peers retell events in a poem chronologically.				
<b>Pertinent and Contemporary Issues (PCIs):</b> Learner Support Programmes – enhanced as the learner interacts with reading texts related to indoor sports and games.				
<b>Link to other Subjects</b> The learner is able to relate intensive reading to reading of passages and other texts on Kiswahili.				

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>11.3 Grammar in Use</b></p>	<p><b>11.3.1 Interrogatives (3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify interrogatives in print or digital texts,</li> <li>b) use interrogatives correctly to express different meanings,</li> <li>c) assess the appropriateness of interrogatives used in print and digital texts.</li> </ul>	<p><b>Learners are guided to:</b></p> <ul style="list-style-type: none"> <li>• discuss in pairs or groups which among the following words are not interrogatives: whip, how, what, when, whom, why, which, whisper, where and whole,</li> <li>• practise using when clauses with present tense to show the future, for example, ‘When are you going to school?’,</li> <li>• collaborate with peers to use interrogatives in sentences correctly,</li> <li>• create lists of interrogative sentences using words related to the theme,</li> <li>• type the list using a computer, laptop or tablet in groups and display his or her work to peers.</li> </ul>	<ul style="list-style-type: none"> <li>1) How do you form questions?</li> <li>2) Why do we ask questions?</li> </ul>
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**Core Competencies to be Developed:**

- Critical Thinking and Problem-Solving – The learner solves simple problems by using when clauses with present tense to show the future.
- Creativity and Imagination – The learner undertakes tasks that help them to improve their communication skills as they use interrogatives in sentences.

**Values:**

Responsibility – The learner engages in assigned tasks as they collaborate with peers to use interrogatives in sentences.

**Pertinent and Contemporary Issues (PCIs):**

Life skills – Self-esteem is nurtured as the learner practises using interrogatives in sentences.

**Link to other Subjects**

The learner is able to relate the concept of interrogatives to their learning in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
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<b>11.4 Writing</b>	<b>11.4.1 Spelling: Synonyms and Antonyms (2 lessons)</b>	<b>By the end of the Sub strand, the learner should be able to:</b> <ol style="list-style-type: none"> <li>identify synonyms and antonyms correctly for writing fluency,</li> <li>use synonyms and antonyms correctly in sentences,</li> <li>advocate the use of a rich vocabulary in writing.</li> </ol>	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>listen/watch a video recording on in-door games and identify words with synonyms and antonyms,</li> <li>form sentences using synonyms and antonyms,</li> <li>identify synonyms and antonyms from newspapers, magazines or the internet and create a crossword puzzle,</li> <li>display their work on posters.</li> </ul>	<ol style="list-style-type: none"> <li>How do you tell the meaning of unfamiliar words?</li> <li>Which are some of the words with same or opposite meaning?</li> </ol>
<b>Core Competencies to be Developed:</b> <ul style="list-style-type: none"> <li>Learning to Learn – The learner engages in self-driven tasks as they identify synonyms and antonyms from newspapers, magazines or the internet.</li> </ul>				
<b>Values:</b>				

Love – The learner considers the interests of others as they display their work on posters.

**Pertinent and Contemporary Issues (PCIs):**

Career opportunities in sports: The learner listens/watches a video recording on in-door games and identifies words with synonyms and antonyms.

**Link to other Subjects:**

The learner is able to relate the concept of spelling (synonyms and antonyms) to their learning in Kiswahili.

**12.0 ENVIRONMENT CONSERVATION**

**Suggested Vocabulary**

conserve, preserve, restore, wildlife, nature, drought, dry, die, reforestation, safeguard, sustain, sewage, garbage, refuse, pollute, forest, gullies, recycle, soil erosion,

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>12.1 Listening and Speaking</b></p>	<p><b>12.1.1 Pronunciation and Vocabulary</b></p> <p><b>(3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) listen for specific details such as sounds words and expressions for effective oral communication,</p> <p>b) make oral presentations such as speeches accurately, with minimal</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• say words and phrases with the sounds / ʒ/ / dʒ/ correctly,</li> <li>• recite poems with words that have the sounds /ʒ/ / dʒ/,</li> <li>• <i>Listen for specific details such as:</i>  <b>fixed phrases:</b> <i>as long as, all the time, set on fire, from time to time, too bad, be in trouble;</i>  <b>simile:</b> <i>as wide as the sky, as brave as a lion, as green as grass, as clear as crystal, as clear as day, as black as soot, as pure as snow;</i> <b>metaphor:</b> <i>The man is a tortoise. He walks so slowly! Sanaipei is a lion. She is very brave;</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you speak at the right speed, accurately, and with expression?</li> <li>2. How do our faces, hands, and eyes help us communicate better?</li> </ol>
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		<p>hesitations and with expressions.</p> <p>c) use non-verbal cues appropriately to enhance fluency,</p> <p>d) judge the appropriateness of non-verbal cues in a conversation or video recordings.</p>	<p><b>idioms:</b> <i>A drop in the ocean, add fuel to the fire, beat about the bush, the grass is always greener on the other side of the fence;</i></p> <p><b>proverbs:</b> <i>Prevention is better than cure; The best things in life are free, An apple never falls far from the tree; If you want to be happy for a year, plant a garden; If you want to be happy for life, plant a tree;</i></p> <p><b>phrasal Verbs:</b> <i>clean up, cut down, die out, dry up, cut down, die out</i></p> <ul style="list-style-type: none"> <li>• speak on topics based on environmental conservation or content from other areas in class,</li> <li>• participate in mock interviews in small groups,</li> <li>• recite choral and solo verses related to the theme.</li> </ul>	
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**Core Competencies to be Developed:**

- Communication – The learner develops the skills of speaking clearly and correctly as they practise saying words and phrases with the sounds / ʒ/ / dʒ/.
- Self-efficacy – The learner masters the art of speaking fluently while practicing correct articulation of sounds.

**Values:**

Peace – The learner avoids hurting others while speaking on topics based on content from other areas in class.

Unity – The learner collaborates with peers as they make presentations in class.

**Pertinent and Contemporary Issues (PCIs):**

Environmental Conservation – The learner interacts with information on environmental conservation as they speak on topics based on environmental conservation.

**Link to other Subjects**

The learner is able to relate the concept of making oral presentations to their learning in Social Studies.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>12.2 Reading</b></p>	<p><b>12.2.1 Intensive Reading (3 lessons)</b></p>	<p><b>By the end of the Sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) identify words, phrases, and proverbs used in a song or poem,</li> <li>b) uses stress and rhythm correctly while reading lines and words in a poem or song.</li> <li>c) respond to a reading text for comprehension,</li> <li>d) advocate the importance of correct stress and rhythm in communication.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• participate in a reader’s theatre and read solo or choral poems, using correct stress,</li> <li>• sing along as a video of poetry recitation or song plays with the lyrics provided, using the correct rhythm,</li> <li>• identify words, phrases, and proverbs used in the song or poem,</li> <li>• make predictions about events in a poem on environmental conservation by observing the picture or title,</li> <li>• answer direct and inferential questions from</li> </ul>	<ol style="list-style-type: none"> <li>1) Why are songs and poems more enjoyable than reading a book?</li> <li>2) How can we tell what a story is about even before we read it?</li> </ol>
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			<p>a comprehension passage,</p> <ul style="list-style-type: none"> <li>• create mental images by viewing pictures or events in a poem or song and comparing them to real-life situations,</li> </ul>	
			<ul style="list-style-type: none"> <li>• infer the meaning of new words and expressions such as fixed phrases, proverbs, idioms, phrasal verbs and similes from the way they have been used in a text.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy - The learner plans how to carry out the reader's theatre with peers.</li> <li>• Learning to Learn - The learner shares what they have learnt by participating in a reader's theatre.</li> </ul>				
<p><b>Values:</b></p> <p>Patriotism – The learner acquires knowledge about his or her county's environment and how to conserve it for future generations as they interact with texts on environmental conservation.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Environmental Conservation – The learner makes predictions about events in a poem on environmental conservation.</p>				

Life Skills: Creative Thinking - Enhanced as the learner gives the meaning of new words in the poem from the way they have been used in the text.

**Link to other Subjects**

The learner is able to relate the skill of intensive reading to their learning in Kiswahili.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>12.3 Grammar in Use</b></p>	<p><b>12.3.1 Question Tags: (2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify tag questions from a print or digital text for information,</li> <li>b) form tag questions from verbs to be, verbs to have, verbs to do and modals,</li> <li>c) use tag questions correctly in oral and written texts,</li> <li>d) appreciate the importance of well formed sentences in communication.</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify the verbs to be, verbs to have, verbs to do and modals,</li> <li>• form tag questions using verbs to be, verbs to have, verbs to do and modals,</li> <li>• apply rules when forming tag questions, for example, a positive statement results in a negative tag question and vice versa,</li> <li>• search for examples of question tags on the web, withpeers,</li> <li>• practise using tag questions in dialogues and conversations,</li> <li>• make posters featuring tag questions and display them in class.</li> </ul>	<ul style="list-style-type: none"> <li>1) How do we form question tags?</li> <li>2) What is a question tag?</li> </ul>
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**Core Competencies to be Developed:**

- Collaboration – The learner works with peers when practicing using tag questions in dialogues and conversations.
- Digital Literacy – The learner manipulates digital devices when searching for more examples of question tags on the internet.

**Values:**

- Love – The learner portrays a caring attitude while collaborating with peers to display posters on tag questions in class.
- Respect – The learner displays patience while searching for examples of question tags on the web, with peers.

**Pertinent and Contemporary Issues (PCIs):**

Environmental Conservation: Environment Education – as the learner practises using tag questions in dialogues and conversations on the theme.

Life Skills: Creativity - as the learner forms tag questions using verbs to be, verbs to have verbs to do and modals.

**Link to other Subjects:**

The learner is able to relate the skills of using question tags to the leaning of interrogatives in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
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<p><b>12.4 Writing</b></p>	<p><b>12.4.1 Functional Writing (2 lessons)</b></p>	<p><b>By the end of the Sub strand, the learner should be able to:</b></p> <p>a) identify all the components of a personal journal,</p> <p>b) use the correct format to create a personal journal,</p> <p>c) judge the correctness sentences, relevance to the topic and the format of a personal journal.</p>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify all the components of a personal journal,</li> <li>• read a sample personal journal,</li> <li>• create a personal journal for seven days,</li> <li>• peer-edit the personal journals – different pairs exchange their journals for editing,</li> <li>• revise personal journals,</li> <li>• display the personal journals in class, on the school notice board, internet among others.</li> </ul>	<p>1) Why do we keep journals and diaries?</p> <p>2) How do you record important occasions or dates in your life?</p>
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination – The learner undertakes tasks that require artistic expression as create a personal journal for seven days.</li> <li>• Self-efficacy as the learner becomes more adept at creating personal journals.</li> </ul>				

**Values:**

Responsibility – The learners carries out assigned tasks as they create personal journals and share them with peers.

Social justice – The learner acquires a sense of sharing resources equitably as they interact with information on environmental conservation.

**Pertinent and Contemporary Issues (PCIs):**

Life skills – Effective communication is developed as learners create a personal journal for seven days.

**Link to other Subjects:**

The learner is able to relate the concept of making and keeping a journal to self-assessment when learning Social Studies.

### **13.0 MONEY - TRADE**

#### **Suggested Vocabulary**

currency, funds, stock, purchase, foreign exchange, wholesale, retail, export, product, online trade, import, deal, hawker, boutique, service, consume, tax, negotiate, credit, hike, buy, batter trade, profit, invest, save, safe, tax

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
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<p><b>13.1 Listening and Speaking</b></p>	<p><b>13.1.1 Pronunciation and Intensive Listening (3 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) identify specific sounds, words, phrases, and sentences from a text.</li> <li>b) listen to a short text and rewrite it accurately.</li> <li>c) use expressions such as similes,</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• dictate a story featuring proverbs and similes, pick them out and list them in pairs. say the sounds: /ʌ / <b>as in but</b>, /ʊ / <b>as in put</b>, [ʊə] as in tour and [eɪ] as in gate,</li> <li>• rewrite a short text in his or her own words accurately,</li> </ul>	<ul style="list-style-type: none"> <li>1) Why should we listen carefully?</li> <li>2) What messages do we obtain from similes and proverbs?</li> </ul>
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		<p>proverbs, fixed phrases idioms and metaphors in oral contexts correctly,</p> <p>d) advocate the need for attentive listening during oral comprehension.</p>	<ul style="list-style-type: none"><li>•</li><li>• read a written version of what they have listened to, predict the likely outcome of events in a listening text,</li><li>• pick out information such as amounts, dates, time, facts, characters, and the sequence of events from an oral text,</li></ul>	
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			<ul style="list-style-type: none"> <li>• <b>use expressions such as fixed phrases:</b> <i>at once, no entry, similes such as: sell like hot cakes, as happy as a hippo; metaphors such as - Chebet is a hare. She is so clever. proverbs such as A stitch in time saves nine, grow on trees, idioms such as back to square one, to cut corners and</i></li> </ul>	
			<p><b>phrasal verbs such as</b> <i>count on, give in and give back.</i></p>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration – The learner makes suggestions on improvements to be made as they rewrite the short text in own words accurately.</li> <li>• Creativity and Imagination – Artistic expression is promoted as the learner rewrites the short text in own words accurately.</li> </ul>				

**Values:**

- Unity – The learner collaborates with peers as they interact with grade-appropriate texts featuring similes and metaphors.
- Integrity – The theme of trade will enhance a sense of financial responsibility and fair trade practices.

**Pertinent and Contemporary Issues (PCIs):**

Life skills: Critical Thinking – developed as learner practises predicting the likely outcome of events in a listening text.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcome</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
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<p><b>13.2 Reading</b></p>	<p><b>13.2.1 Extensive Reading</b></p> <p><b>(2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) select appropriate reading texts from print or digital collections,</li> <li>b) read a variety of print or digital texts for enjoyment and general understanding,</li> <li>c) appreciate the importance of extensive reading in lifelong learning.</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• skim various texts to find out the general idea,</li> <li>• scan a text to find specific details such as key words,</li> <li>• read a variety of texts of about (1251 to 1500 words) newspaper, magazines, grade appropriate digital/print texts, articles,</li> <li>• collaborate with peers to establish a class library,</li> <li>• read print and non-print materials (websites and blogs) independently,</li> <li>• read newspapers, magazines poems, and class readers on trade,</li> <li>• read digital versions of newspapers and magazines for information.</li> </ul>	<ul style="list-style-type: none"> <li>1) Why do we enjoy reading some materials but not others?</li> <li>2) How do you obtain information from a newspaper, book, or magazine quickly?</li> </ul>
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**Core Competencies to be Developed:**

Self-efficacy – The learner’s confidence and self-esteem are boosted as they read increasingly difficult texts.

Digital Literacy – The learner manipulates digital devices as they read online versions of newspapers.

**Values**

Respect – The learner appreciates diverse opinions as they collaborate with peers to establish a class library.

Integrity – Accountability is developed as the learner interacts with extensive reading texts about trade.

**PCIs**

Financial Literacy – enhanced through the theme of money.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcome</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question (s)</b>
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<p><b>13.3</b> <b>Grammar in Use</b></p>	<p><b>13.3.1</b> <b>Word Classes:</b> <b>Prepositions</b> <b>(2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>a) identify prepositions correctly in oral and written texts,</li> <li>b) use prepositions correctly in varied texts,</li> <li>c) judge the appropriateness of prepositions used in various texts.</li> </ol>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify prepositions of time such as since, before, until, about, during, past directions: such as above, across, below, after agent such as by, and with instrument such as with and by,</li> <li>• collaborate with peers to create visuals demonstrating the use of various prepositions,</li> <li>• construct sentences on money and trade using prepositions,</li> <li>• create crossword puzzles using prepositions in pairs or small groups,</li> <li>• create visuals to demonstrate the use of various prepositions in sentences,</li> </ul>	<ol style="list-style-type: none"> <li>1) How do we describe where people or objects are?</li> <li>2) Which among the following words is not a preposition? (eat, please, outside, in, on, there, how, to, above)</li> </ol>
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			<ul style="list-style-type: none"> <li>work with peers to create charts or posters showing where objects are, for example, ‘The pupils are inside the classroom.’</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>Learning to Learn – The learner plans and manages time well as they collaborate with peers to create and display charts featuring prepositions.</li> <li>Digital Literacy – The learner interacts with digital devices while searching for examples of prepositions online.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Social justice – The learner displays fairness as they work with peers to create charts or posters showing where objects are.</li> <li>Integrity – The learner nurtures accountability as they construct sentences on money and trade using prepositions.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Financial literacy is developed as the learner constructs sentences based on the theme of trade.</p>				
<p><b>Link to other Subjects:</b></p> <p>The learner is able to relate the skill of correct use of prepositions to their learning in Kiswahili.</p>				

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
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<p><b>13.4 Writing</b></p>	<p><b>13.4.1</b> <b>Spelling:</b> <b>Affixes</b> <b>(2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) recognise affixes used to change the form and meaning of words,</li> <li>b) form new words using prefixes and suffixes,</li> <li>c) spell words correctly for writing fluency,</li> <li>d) determine the correctness and appropriateness of affixes used in various texts.</li> </ul>	<p><b>The learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• identify words with prefixes and suffixes and use them to create puzzles and share with peers,</li> <li>• form words using prefixes and affixes,</li> <li>• match words with their appropriate affixes (-un,-cian, sion, - tion),</li> <li>• use mind maps to generate a list of related words and change their form by adding affixes,</li> <li>• create a crossword puzzle using the words they have generated.</li> </ul>	<ul style="list-style-type: none"> <li>1) Why is it important to spell words correctly?</li> <li>2) Why is it difficult to spell some words?</li> <li>3) How can we become better at spelling?</li> </ul>
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• Self efficacy – The learner shows concerted attention to detail while forming words using prefixes and affixes.</li> <li>• Creativity and Imagination – The learner generates ideas when using mind maps to generate a list of related words.</li> </ul>				
<p><b>Values:</b></p>				

Peace is promoted as the learner collaborates with peers to edit and display their journals.

**Pertinent and Contemporary Issues (PCIs):**

**Link to other Subjects**

The learner is able to relate the skill of spelling words correctly to their editing of written work in Religious Education

**PCIs**

Financial Literacy – Learners interact with the theme on money and trade as they create mind maps and crossword puzzles.

**SUGGESTED NON-FORMAL LEARNING ACTIVITIES**

**Listening and speaking**

1.1	Narrating stories during music and drama festivals.
2.1	Sharing ideas from their extensive reading sessions during club activities such as the writer's club
	Role playing dialogues and staging skits during drama club meetings
2.2	Readers' theatres organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.

	Engage in debates to practise the use of polite words and phrases
4.1	Engaging in public speaking where knowledge stress is required
4.2	Creating and retelling stories from visuals during drama festivals
5.4	Participating in writing contests organised by the journalism club and Ministry of Education, among others
7.1	Debating club contests
8.1	Taking part in the 4K Club and Young Farmers Association to reinforce learnt vocabulary.

9.1	Preparing speeches and delivering them during the prize giving days, school assembly and extravaganzas, among others, to enhance fluency.
9.4	Taking part in activities of the writer's and journalism clubs to help learners improve their punctuation and other writing skills
12.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.
13.1	Christian Union, Catholic Action, Muslim and Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.

<b>Reading</b>	
1.2	Reading news during the morning assembly.
2.2	Reciting poems during school events such as forums involving parents and teachers
5.2	Conducting virtual tours using Google Maps and establishing the direction of various national parks using Google Maps.
5.2	Performing short plays, conversational poems or choral verses within the school or during drama festivals.
7.2	Collecting narratives from their community for a school magazine.
10.2	Acting as reporters, sports commentators or journalists during sports and games activities in school.
<b>Grammar in Use</b>	
3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competency.
12.3	Participating in clubs such as debate and journalism to enhance their communicative competency

<b>Writing</b>	
4.4	Writers Club: Functional Writing - Formal Letter- Letter of Invitation could be written to invite members from other schools.
8.4	Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent.
12.4	Spelling contests among schools.
13.4	Participation in spelling contests such as the Spelling Bee Competition could help learners improve their spelling

#### **SUGGESTED ASSESSMENT METHODS**

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

<p><b>Non-digital</b></p>	<p><b>Digital</b></p>
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- Course books
- Storybooks
- Poetry books
- Pictures and photographs
- Newspapers
- Magazines
- Junior encyclopaedia
- Journals
- Dictionaries
- Diorama
- Flash cards
- Word wheels
- Word puzzles
- Code words
- Charts and realia

- 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