



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

LOWER PRIMARY CURRICULUM DESIGN

ENGLISH LANGUAGE ACTIVITIES

GRADE 1

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on the review of the Early Years English Curriculum Designs (EYE). The review of the designs resonates with Kenya's regional and international obligations and was occasioned by the need to align the language curriculum in EYE with the MOE status report.

The reviewed curriculum designs will facilitate the attainment of the core competencies by providing opportunities for the identification and nurturing of every learner's potential. The focus of learning in EYE is numeracy and literacy. Hence, the need to lay a firm foundation at the earliest stage. The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubrics, pertinent and contemporary issues, values and Community Service Learning (CSL) activities. It is my hope that all Government agencies and other stakeholders in Education will use the designs to implement the Competency Based Curriculum effectively.

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PREFACE

The Ministry of Education (MoE) rolled out the first phase of the Competency Based Curriculum (CBC) in Early Years Education (EYE) in 2018. The Grade 1-3 English curriculum designs were developed in 2017 but a status report on the implementation of the languages necessitated the revision of these designs in the year 2021. EYE being the foundational stage is critical to the realisation of the Vision and Mission of the CBC as enshrined in the Sessional Paper No. I of 2019: “Towards Realising Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. “

The Sessional Paper explains the change in focus from content to nurturing every learner’s potential. Therefore, the Grade 1-3 English curriculum designs are intended to enhance development and attainment of the core competencies of CBC namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to learn and Self-efficacy. The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). Additionally, the designs offer suggested interactive learning activities and varied assessment techniques.

It is expected that the curriculum designs will guide the teacher on how to facilitate the acquisition of the desired knowledge, skills, attitudes and values in EYE. Indeed, it is my expectation that the teacher will use the designs to enliven learning.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for all levels of basic and tertiary education and training, below the university. The curriculum development process for any level involves research, benchmarking and stakeholder engagement. Through this consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). CBC is responsive to 21st Century needs as well as the aspirations of the Constitution 2010 constitution, Kenya's

Vision 2030, the East African Commission Protocol and the United Nations Sustainable Development Goals. Through funding from the Kenyan government, KICD executes its mandate in line with the Ministry of Education (MoE) directives. The Institute also receives support from development partners targeting specific programmes. The Grade 1-3 English curriculum designs have been reviewed with the support of USAID.

The Institute acknowledges the policy, resource and logistical support from the Government of Kenya, and development partners. KICD wishes to specifically thank the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education. Additionally, the institute appreciates KICD officers, teachers, officers from the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for participating in the revision of the Grade 1-3 curriculum designs. The Secretary – Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) also deserve special mention for supporting the review of these designs. Finally, we are very grateful to the KICD Council Chairperson Professor Elishiba Kimani and other council members for their consistent guidance during the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the learning of English in EYE.

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LESSON ALLOCATION FOR LOWER PRIMARY

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

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

NOTE: In Grade 1-3, there should **NOT** be explicit mention of grammatical terms such as word classes. Learners in EYE should only be exposed to short grade appropriate sentence structures during instruction and assessment. This should also be reflected in the instructional materials developed for the level. The focus of English language learning at this level should be exposure to various language forms without making reference to word classes. The learner's communicative competency can be achieved by striking a balance between interactive tasks and the implicit exposure to language forms.

STRANDS

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

Strand	Sub strand	Number of Lessons
Listening and Speaking	<ul style="list-style-type: none">● Pronunciation and vocabulary	60
	Total	60 Lessons
Reading	<ul style="list-style-type: none">● Pre-reading● Word reading● Fluency● Comprehension	8 4 10 8
	Total	30 Lessons
Language Use	Word classes	30
	Total	30 Lessons
Writing	<ul style="list-style-type: none">● Pre writing● Handwriting● Spelling● Punctuation● Guided Writing	4 6 6 4 10
	Total	30 Lessons
Total Number of Lessons		150 Lessons

NOTE:

The suggested number of lessons per Sub Strand may be less or more depending on the context.

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

1. Greetings
2. School

3. Family
4. Home
5. Time
6. Weather and our Environment
7. Hygiene
8. Parts of the Body
9. My Friends
10. Safety
11. Community Leaders
12. Living Together
13. Technology
14. Numbers
15. Conserving Resources - Do Not Waste

NOTE:

The suggested number of lessons per Sub Strand may be less or more depending on the context.

1.0 Greetings

Suggested vocabulary

Good morning, good afternoon, hello, good evening, greet, fine, how are you?

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Pronunciation and Vocabulary (4 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> pick out letters a-h and their corresponding sounds for effective communication, pronounce words with the target sounds /a:/ /æ/, / ɜ:/, / ɑ:/ /ə/ b: /b/ /k/, /s/ /d/ /e/, /i:/ // /f/ /g/ /h/ for oral fluency, use words related to greetings in everyday conversations, appreciate pronouncing the targeted sound. 	<ul style="list-style-type: none"> Learners are guided to listen to an oral text with words containing the sounds corresponding to the letters a-h on digital devices with screen readers. In pairs, guide learners to take turns to pronounce sounds a: /æ/ (cat), / ɜ:/(bird), / ɑ:/ (car) /ə/ (about) b: /b/c: /k/, s: /s/, d: /d/e: /e/ (bed), /i:/ (peel) f: /f/ g: /g/ h: /h/, as modelled by peers, the teacher or an audio recording. Learners are guide to match sounds with corresponding letters. Learners with low vision to observe and discuss the pictures/photos of people greeting one another. Learners with blindness to listen to the picture description of people greeting one another. Learners are guided to take turns in greeting one another. Learners with low vision are guided to watch videos of people greeting each other. Learners with blindness listen 	<ol style="list-style-type: none"> Why it importance to greet people? How do you greet people at different times of the day?

			<p>to audio-visual clips of people greeting each other. Provide verbal descriptions of aspects of videos that require the use of sight.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to use non-verbal cues such as eye contact, appropriate gestures and facial expressions when greeting others. Learners with blindness are guided to use non-verbal clues such as sound localisation and establishing contact and appropriate facial expressions when greeting each other. ● Learners with low vision are guided to use verbal cues such as tonal variation and nonverbal cues such as gestures when greeting others. Learners with blindness be given one on one demonstrations on tonal variation and clear verbal descriptions of the gestures when greeting others. ● Learners are guide to practice use of verbal cues when greeting others. ● Learners are guided to practice various types of greetings; such as shaking hands, patting someone on the back, fist bumping, and waving among others as they take turns. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner’s ability to recreate learning experiences outside the class is enhanced as they use vocabulary learnt to greet people at different times of the day. • Digital literacy: The learner interacts with digital with assistive technology as they observe an audio visual recording of people greeting each other.
<p>Values:</p> <ul style="list-style-type: none"> • Unity is developed as the learner watches/ listens to audio-visual clips of people greeting each other in groups. • Respect: A learner practises patience and humility with each other during turn taking as they greet.
<p>Pertinent and Contemporary Issues: Life Skills (Self-esteem): The learner’s self-esteem is nurtured as they practice different types of greetings.</p>
<p>Link to other Learning Areas: The learner is able to link the concept of greeting to learning of similar concept in Kiswahili and Indigenous Languages Activities.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Audio-visual clip • Textbooks in print and in braille • Pictures or picture descriptions of people greeting one another.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Pre-reading Letter - sound Knowledge	By the end of the sub strand, the learner should be able to: a) identify an appropriate posture for reading preparedness, b) read words containing the letters a-h for fluency,	<ul style="list-style-type: none"> • Learners with low vision are guided to select appropriate sitting position from pictures, videos and teacher’s demonstration while learners with 	<ol style="list-style-type: none"> 1. How do you sit while reading? 2. How do you position our books while reading?

	(1 Lesson)	c) value the importance of correct posture in preparation for reading.	<p>blindness select the appropriate sitting position from picture descriptions, audios and teacher's demonstration.</p> <ul style="list-style-type: none"> ● Learners are guided to individually position self and read the provided materials appropriately. ● Learners are guided to individually turn pages of a book from right to left for easy reading. ● Learners with low vision are guided to swipe under the letters with their fingers while reading while learners with blindness are guided to track braille letters using one hand while placing the other hand on the next line as they read. ● In pairs, learners with low vision pick out words with letters (a-h) from flashcards or charts while learners with blindness pick out words with letters (<i>a-h</i>) from braille cards. ● In groups, learners with low vision to match target letters with sounds they represent while learners 	
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			<p>with blindness identify the sounds represented by the letters.</p> <ul style="list-style-type: none"> ● Learners are guided to individually read 2-3 letter words containing the target sounds. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: A learner manipulates and operates digital devices with assistive technology to watch and listen to audio-visual clips. ● Communication and collaboration: A learner works together in groups expressing themselves, communicating and supporting one another. 				
<p>Values Responsibility: A learner takes care of digital devices and reading materials entrusted to them</p>				
<p>Pertinent and Contemporary Issues Life Skills (self-esteem) the learner's self-awareness is enhanced as they practice identifying the appropriate posture for reading preparedness.</p>				
<p>Link to other Learning Areas: The learner applies the letter sound knowledge acquired to read similar letters in other learning areas.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> ● Flash cards ● Charts ● Braille cards ● Audio-visual clip ● Digital devices with assistive technology ● Pictures showing different seating positions ● Descriptions of pictures showing different seating positions ● Textbooks in braille and appropriate font and colour contrast 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Language use	1.3.1 Verb ‘to be’ (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the present tense forms of the verb ‘to be’ in sentences, b) use the present tense realisations of the verb ‘to be’ to greet and introduce oneself and others, c) acknowledge the various present tense forms of the verb ‘to be’ in day-to-day communication. in day-to-day communication. 	<ul style="list-style-type: none"> ● Learners are guided to participate in language games and songs using present tense form of the verb ‘to be’. ● Learners with low vision watch while learners with blindness listen to audio-visual clips of children greeting one another and introducing themselves. Provide verbal descriptions of aspects of video that require the use of sight to the learners with blindness. ● Learners listen to their peers introduce themselves using the verb ‘to be.’ Learners with blindness are given one on one description of the non-verbal cues as peers introduce themselves using the verb ‘to be’. ● In pairs, learners are guided to introduce themselves politely using the verb ‘to be’. ● Learners are guided to individually describe themselves and other people using the verb ‘to be’. ● Learners with low vision are guided to practise various types of greetings using appropriate 	<ol style="list-style-type: none"> 1. How do we introduce ourselves? 2. How do we greet people in the morning/afternoon/evening?

			<p>language e.g., how are you? I am fine. Learners with blindness be given one on one demonstrations and clear verbal instruction to practise various types of greetings using appropriate language e.g., how are you? I am fine.</p> <ul style="list-style-type: none"> ● Learners are guided to role play various types of greetings using the verb ‘to be’. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and Collaboration: A learner uses appropriate language structure (verb ‘to be’) to describe himself/herself, and other people. Hence their ability to communicate is enhanced. ● Creativity and imagination: A learner role plays various types of greetings using the verb ‘to be’. 				
<p>Values Respect is enhanced the learner listens to one another introducing themselves in turns.</p>				
<p>Pertinent and Contemporary Issues Life skills (self- esteem). The learner’s self-esteem is nurtured as they greet and introduces themselves and others.</p>				
<p>Link to other Learning Areas The learner links the concept of present tense form of the verb ‘to be’ to learning of similar concepts in Kiswahili languages activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> ● Audio-visual clips ● Textbooks in appropriate font and colour contrast ● Braille reference materials 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Pre-Writing (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify appropriate sitting posture in preparation for writing, b) exhibit appropriate eye- hand coordination in preparation for writing (<i>for learners with low vision</i>), c) Exhibit appropriate fine muscles and tactual preparedness in preparation for writing (<i>for learners with blindness</i>), d) value the role of correct posture and positioning of materials in writing. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to study pictures on appropriate sitting posture. Learners with blindness listen to picture description on appropriate sitting posture. ● Learners with low vision watch while learners with blindness listen to an audio described video on appropriate sitting posture. ● Learners are guided to practise sitting in the right posture. ● Learners with low vision are guided to individually position the exercise book while learners with blindness be guided to fix a braille paper in the slate correctly. ● Learners with low vision are guided to individually hold pencils/ colouring materials correctly while learners with blindness are guided to position a braille paper correctly in a slate and hold the stylus correctly. ● Learners with low vision are guided to individually practice writing from the left to the right. Learners with blindness are guided to practice 	<ol style="list-style-type: none"> 1. Why is it important to sit in appropriate posture while writing? 2. How do we place our writing materials while writing?

			<p>writing from right to left when using a slate and stylus.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to join dotted lines to make letters and patterns while learners with blindness are guided to insert pegs in the respective peg boards to form letters. ● Learners with low vision are guided to individually draw and colour different shapes and letters while learners with blindness to make combination of different dots to make letters. ● Learners with low vision are guided to draw patterns and shapes, trace letters and shapes, mould letters using plasticine or clay while learners with blindness model patterns and shapes and make dots of different letters using plasticines, clay, stones or peg boards. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: A learner practises sitting in the right posture independently. ● Self-efficacy: A learner practises holding pencils, slate and stylus correctly and write from the left to the right. 				
<p>Values: Responsibility: A learner takes care of plasticine or clay, drawing and colouring materials appropriately.</p>				

Pertinent and Contemporary Issues:

Learner support programmes (clubs and societies): enhanced as the learner uses drawing, modelling and colouring skills in art clubs with peers.

Link to other Learning Areas:

Pre- writing skills are emphasised in Kiswahili and Indigenous Languages.

Suggested learning resources

- Audio-visual clips
- Plasticine or clay,
- Slate and stylus,
- Pencils,
- Braille papers,
- Textbooks in braille and in appropriate font and colour contrast.

2.0 School**Suggested vocabulary:**

School, classroom, desk, chair, table, field, gate, teacher, learner, office, head teacher, staffroom, chalkboard, book

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Pronunciation and Vocabulary (4 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words featuring the sounds /i:/, /ɪ / /aɪ/ /dʒ/, k as in /k/ /ʌ/ /m/ /n/ / v/ /ɔ:/ and /p/ in varied contexts, b) articulate the sounds /i:/, /ɪ / /aɪ/ /dʒ/, k as in /k/ /ʌ/ /m/ /n/ / v/ /ɔ:/ and /p/ for speaking	<ul style="list-style-type: none"> • Learners guided to identify the target sounds from short passages: <ul style="list-style-type: none"> - i: /i:/ (feet), /ɪ / (fit) /aɪ/ (price) - j: /dʒ/ (just) - k: /k/ - l: /l/ 	1. How can we listen attentively to others?

		<p>fluency,</p> <p>c) construct sentences using words related to the theme,</p> <p>d) value the role of listening in communication.</p> <p>e) value the role of listening in communication.</p>	<ul style="list-style-type: none"> - m: /m/ - n: /n/ - o: for example, / ɒ/ (lot), - /ɔ:/ (cot) - p: /p/. ● Learners with low vision are guided to take pictures of items during a nature walk around the school using digital devices with assistive technology and name them. Learners with blindness are guided to manipulate objects during a nature walk and take pictures of the objects using digital devices with assistive technology and name them. ● Learners are guided to use a Frayer model to discuss the meaning of words related to the theme. ● Learners are guided individually to construct sentences using words related to the theme. ● Learners are guided to sing songs and recite poems related to the theme. ● Learners are guided to play language games depicting the 	
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			school environment.	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self –Efficacy: Learner's knowledge of their school is enhanced as they sing songs and recite poems about their school. • Digital literacy: Learners' ability to create with technology is enhanced as they use tablets, mobile phones, laptops with assistive technology to take pictures of things around the school. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: A learner understands and appreciates others when they are playing language games. • Responsibility: A learner observes safety precautions during nature walk. 				
<p>Pertinent Contemporary Issues: Life skills (self-awareness): The learner’s self-awareness is nurtured as they identify the general features of their school during a nature walk.</p>				
<p>Link to other Learning Areas The learner applies the knowledge learnt on the general features of the school to learning of similar concept in Kiswahili Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Cameras or smart phones with assistive technology • Textbooks in braille and appropriate font and colour contrast 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Pre- reading (1 Lesson)	By the end of the sub strand the learner should be able to: a) identify small and capital letters from a text, b) sit appropriately in readiness for reading,	<ul style="list-style-type: none"> • In groups, guide learners with low vision to pick out small letters with their corresponding capital letters from flash cards or charts while learners with blindness are guided to pick out small letters from braille 	How should one sit when reading?

		<p>c) position reading materials in readiness for reading, d) read words featuring the letters <i>I to P</i> for fluency, e) value the need for right posture while reading.</p>	<p>cards.</p> <ul style="list-style-type: none"> • Learners are guided to match small and capital letters of the alphabet. • Learners are guided to sit appropriately in readiness for reading. • Learners are guided to identify reading materials that are correctly positioned. • Learners with low vision are guided to focus eyes on a line or a word while learners with blindness to focus the reading finger and guiding finger on a line or word. • Learners are guided to practise turning over the pages of a book from top right to left. • Learners are guided to individually track a line through finger pointing as the teacher reads letters I to P. 	
<p>Core competencies to be developed:</p>				
<p>Communication and collaboration: A learner practises teamwork during group discussions and observing rules of engagement as they observe each other's sitting posture and give feedback.</p>				
<p>Values:</p>				
<p>Responsibility: A learner takes care of the reading materials.</p>				
<p>Pertinent Contemporary Issues:</p>				
<p>Life skills: Self-awareness is enhanced as the learner practises sitting in the appropriate body posture.</p>				

Link to other Learning Areas:

The learner applies the knowledge of small and capital letters to the learning of similar concept in Kiswahili Language Activities.

Suggested learning resources

- Flash cards/braille cards
- Braille cards
- Charts in appropriate font and colour contrast/braille chart
- Appropriate reference materials in print
- Braille reference materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Language use	2.3.1 Subject-verb agreement (2 Lessons)	By the end of the sub strand the learner should be able to: a) pick out the words (<i>I, she/he, they</i>) from an oral text, b) use subject-verb agreement in statements and questions, c) acknowledge the importance of subject- verb agreement for fluency.	<ul style="list-style-type: none"> • Learners are guided to listen to a story and identify sentences with subject-verb agreement. • Learners are guide to ask each other questions using the target language pattern. • Learners are guided to engage in a dialogue using singular and plural items (I, she/he, they) Sentences, for example, <ul style="list-style-type: none"> - <i>He eats bananas.</i> - <i>They eat bananas.</i> - <i>She drives a car.</i> - <i>They drive a car.</i> - <i>I read books.</i> - <i>She reads books.</i> 	1.How do you talk about a person, an object or a place? 2.How do we talk about many people?

			<p>- <i>They read books.</i></p> <ul style="list-style-type: none"> ● Learners with low vision are guided to individually construct sentences about pictures showing singular and plural forms. Learners with blindness construct sentences about the described pictures read by the teacher. ● Learners with blindness are guided to construct sentences about actions demonstrated by peers. ● Learners are guide to recite poems featuring singular and plural forms. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration: A learner’s ability to speak clearly and effectively is nurtured as they ask questions and engage in a dialogue with peers using the target language pattern. ● Learning to learn- A learner works independently as they construct sentences showing subject-verb agreement. 				
<p>Values: Responsibility A learner ask each other questions using the target language pattern.</p>				
<p>Pertinent and Contemporary Issues: Life skills – (self-esteem): The learner’s self-awareness level is enhanced as they construct simple sentences with correct subject-verb agreement.</p>				
<p>Link to other Learning Areas: The learner applies the grammatical knowledge acquired on subject-verb agreement to the learning of similar concept in Kiswahili Language Activities.</p>				

Suggested learning resources

- Flash cards
- Braille cards
- Charts
- Appropriate reference materials in print
- Braille reference materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Writing	2.4.1 Pre-writing (2 lessons)	<ul style="list-style-type: none">• By the end of the sub strand, the learner should be able to:• describe the right sitting posture and position materials appropriately for writing readiness,• coordinate the eye and hands in preparation for writing (learners with low vision)• demonstrate tactile-kinaesthetic perception in preparation for braille touch writing (for learners with blindness),• value the importance of positioning oneself and writing materials appropriately in preparation for writing.	<ul style="list-style-type: none">• Learners to listen audio visual clips on sitting posture and discuss with peers.• Learners with low vision are guided to observe at each other's sitting posture and identify the correct posture for writing. Learners with blindness be given one on one description of sitting posture to identify the correct posture for writing.• In pairs, learners are guide to demonstrate and practise the correct body posture for writing.• Learners are guided to individually identify writing materials that are correctly positioned.• Learners are guided to individually demonstrate and practise positioning writing materials appropriately.• Learners are guided to individually write from the left to the right.• In pairs, guide learners to role play how to	<ol style="list-style-type: none">1. How do we sit when writing?2. How do we position writing materials when writing?

			use their exercise Books/braille papers well.	
Core Competencies to be developed:				
Creativity and imagination: A learner role plays how to use their exercise Books/braille papers well.				
Values:				
<ul style="list-style-type: none"> • Unity is enhanced as the learner displays team spirit as they work together during pair and group activities. • Love is enhanced as the learner shares with peers drawing and colouring materials. 				
Pertinent Contemporary Issues:				
Life skills (self-esteem) learners acquire an enhanced level of self- esteem as they learn how to sit appropriately in preparation for writing.				
Links to other Learning Areas:				
Correct body posture while writing is emphasised in Kiswahili Language Activities.				
Suggested learning resources				
<ul style="list-style-type: none"> • String beads, • Thread, • Small and big objects with different textures for sorting • Crayon, drawing books • Textbooks in braille and in appropriate font and colour contrast 				

3.0 Family

Suggested vocabulary:

father, mother, sister, brother, baby, aunt, uncle, parent, grandmother, grandfather, nephew, niece, cousin

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Pronunciation and vocabulary (4 Lessons)	By the end of the Sub strand the learner should be able to: a) link the letters q, r, s, t, u, v, w, x, y, z with their corresponding sounds, b) use words featuring the sounds /q/, /r/, /s/, /t/, /ʌ/, /v/, /w/, /x/, /y/ and /z/ for oral fluency, c) respond verbally and non-verbally simple one directional instructions, d) advocate the need for accurate pronunciation in conversations, e) value the role of correct pronunciation in conversations.	<ul style="list-style-type: none">• Learners are guided to listen to an audio visual clip and point out the sounds of the letters: q, r, s, t, u, v, w, x, y, z as modelled by the teacher.• Learners are guided to individually say the sounds /q/, /r/, /s/, /t/, /ʌ/, /v/, /w/, /x/, /y/ and /z/.• Learners with low vision are guided to view a chart featuring the letters and say the corresponding sounds while learners with blindness to say any target letter and the partner to say the corresponding sound.• Learners to role play responding to simple instructions using the new words related to the theme.• In pairs, guide learners to use dialogues/rhymes/tongue twisters/ language games/ songs to practise vocabulary related to the theme.	How can we become better listeners?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: A learner develops active listening skills as they listen to sound from oral texts and pronounce them correctly. • Self-efficacy: learner’s knowledge of their family is enhanced as they use dialogues/rhymes/tongue twisters/ language games/ songs about family.
<p>Values:</p> <ul style="list-style-type: none"> • Respect is promoted as the learner shows positive regard for self and others as they role play during the lesson.
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills (gender issues) – The learner’s sense of self awareness is increased as he or she sings rhymes, says tongue twisters and recites poems related to the theme.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Listening attentively is emphasised in Kiswahili and Indigenous Languages Activities.
<ul style="list-style-type: none"> • Suggested learning resources • Audio clips • Appropriate reference materials in print • Braille reference materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Pre reading (2 Lessons)	By the end of the sub strand, the learner should be able to: a) name the letters q, r, s, t, u, v, w, x, y, z , in preparation for reading, b) read the sounds /q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ and /z/ for fluency,	<ul style="list-style-type: none"> • Learners are guided to individually name the letters q, r, s, t, u, v, w, x, y, z and practise saying their corresponding sounds. • Learners are guided to individually articulate the target 	How do we read?

		<p>c) value the importance of accurate pronunciation in communication.</p>	<p>sounds /q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/ and /z/ and write the corresponding letter.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to model letter shapes for the target letters, while learners with blindness make braille letter shapes using thumb pins and soft boards or seeds glue and cardboards. ● Learners with low vision are guided to track print while learners with blindness track braille through finger pointing as the teacher reads. ● In groups, learners with low vision match and pair sound with their corresponding letters while learners with blindness to use braille letter cards match and pair sound with their corresponding letters. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: The learner’s ability to learn independently is enhanced as they work on their own in assigned tasks as they link the target letters to their corresponding sounds in preparation for reading. ● Creativity and Imagination: The learner’s ability to explore is enhanced as they model letter shapes for the target letters. 				
<p>Values: Unity is enhanced as the learner collaborates with peers in group and pair activities.</p>				

Pertinent and Contemporary Issues:

Life skills: (Self- esteem) learners acquire an enhanced level of esteem as they articulate the target sounds correctly and write the corresponding letter.

Link to other Learning Areas:

The learner uses the pre-reading skills to learn similar concepts in Kiswahili Language Activities.

Suggested learning resources

- Braille letter cards
- Appropriate reference materials in print
- Braille reference materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Language use	3.3.1 Pronouns (‘I, you’) (2 Lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) select the words “I”, and “you” from a text,</p> <p>b) use the pronouns “I, and “you” correctly in short sentences and other texts,</p> <p>c) value the importance of well-formed sentences in communication.</p>	<ul style="list-style-type: none"> • Learners to listen to a story and pick out the pronouns “I”, and “you”. • Learners with low vision to watch an audio-visual clip of family members talking to each other using pronouns “I”, and “you”. Learners with blindness to listen to an audio-visual clip of family members talking to each other using pronouns “I”, and “you”. • In pairs, learners are guided to use pronouns “I”, and “you” in a 	<p>How do you use the pronouns “I, and “you” to talk about yourself?</p>

			<p>conversation related to the theme.</p> <ul style="list-style-type: none"> ● Learners role play a dialogue featuring the pronouns “I”, and “you”. ● Learners are guided to talk to other people/oneself using the pronouns ‘you’/’ 1’. ● Learners sing songs, recite poems and say tongue twisters featuring the pronouns “I”, and “you”. ● Learners to role play and record conversations between family members using the pronouns “I”, and “you”. ● In pairs learners with low vision pick out the pronouns “I”, and “you”, from a text book, or children’s magazine. Learners with blindness be guided to pick out the pronouns “I”, and “you”, from a Braille material or use digital device with assistive technology to pick out the pronouns “I”, and “you”. ● Learners to answer questions related to the language structure. 	
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<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration: learner’s ability to speak is enhanced as they use facts and examples to support own opinion in a conversation using the pronouns ‘I’ and ‘you’. • Digital literacy: The learner’s ability to interact with digital devices with assistive technology to record a conversation between family members using the pronouns ‘I’ and ‘you’ during a role play.
<p>Values:</p> <ul style="list-style-type: none"> • Love: A learner understands and appreciates the other’s opinions as they work together.
<p>Pertinent and Contemporary Issues</p> <p>Life skills (self-esteem): The learner’s esteem is nurtured as they use the pronouns ‘I’ and ‘you’ to talk about members of the family.</p>
<p>Link to other Learning Areas:</p> <p>Concepts of pronouns ‘I’ and ‘you’ are learnt in Kiswahili and Indigenous languages.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Braille letter cards • Appropriate reference materials in print • Braille reference materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	3.4.1 Handwriting / Braille writing (2 Lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> • identify correctly formed letters in a text, • form lower case letters for writing 	<ul style="list-style-type: none"> • Learners with low vision view flashcards featuring well-formed letters while learners with blindness pick braille cards featuring well-formed letters. 	How do we identify lowercase letters?

		<p>fluency,</p> <ul style="list-style-type: none"> • write from left to right legibly and neatly (for learners with low vision), • write from right to left legibly and neatly (for learners with blindness), • appreciate the importance of well-formed letters in written communication. 	<ul style="list-style-type: none"> • Learners are guided to practise correct letter formation from models on the board, chart, pattern books with appropriate font and colour contrast. • In pairs, learners with blindness are guided to practise braille letter formation from models on tactile boards and charts with clearly embossed braille letters. • Learners with low vision are guided to copy lowercase letter patterns while learners with blindness to copy lowercase braille letters. • Learners with low vision to draw and label objects related to the theme while learners with blindness name objects related to the theme. • Learners with low vision to identify and name objects related to the theme. Learners with blindness be given hands on demonstrations and manipulate real objects and name objects related to the theme. • Learners with low vision are guided to practise writing lower case letters from left to right. Learners with blindness are guided to practise writing lower case letters from right to left. 	
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Core Competencies to be developed:

Learning to learn: The learner self-discipline is enhanced when practising correct letter formation and writing from left to right.

Values:

Unity is enhanced as the learner collaborates with peers to practise shaping letters correctly

Pertinent and Contemporary Issues:

Life skills (self-esteem): The learner's self-esteem is enhanced as they are able to shape or form the letters of the alphabet correctly.

Links to other Learning Areas:

The learner applies the writing skills to when writing materials in all the learning areas.

Suggested learning resources

- Models,
- Chart in appropriate font and colour contrast,
- Pattern books,
- Tactile boards and charts
- Braille letter cards
- Textbooks in print and in braille

4.0 Home**Suggested vocabulary**

hut, chair, table, mat, hen, cat, home, house, clothes, pan, cup, toilet, pot

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening	4.1.1 Pronunciation	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> • Learners to listen to the teacher or an audio on modelling of the sounds /æ/ 	1. Why should we pronounce words

and Speaking	and Vocabulary (4 Lessons)	a) articulate the sounds /æ/ /m/, /t/ /e/, for clarity in communication, b) use words with the sounds /æ/ /m/, /t/ /e/ in oral sentences, c) respond to simple specific one-directional instructions using the new words, d) appreciate the use of the vocabulary learnt in oral communication.	/m/, /t/ • /e/, and mimic pronunciation of the target sounds /æ/ /m/, /t/ /e/. • Learners are guided to individually form words featuring the sounds. • Learners are guided to individually make sentences orally using words with the target sounds. • Learners are guided to individually use the vocabulary related to the theme to construct sentences. • In groups, guide learners to role play giving each other one-directional instructions.	correctly? 2. How do we pronounce words correctly?
Core Competencies to be developed: Communication and collaboration: The learner exercises teamwork when contributing to group decision making and values other’s ideas during role play.				
Values: Respect: The learner understands and appreciates others during turn taking activity.				
Pertinent Contemporary Issues: Life skills (self-esteem) learners acquire an enhanced level of esteem as they respond appropriately to one-directional instructions.				
Links to other learning areas: The learner applies the skill of attentive listening to the learning of concepts social studies.				
Suggested learning resources <ul style="list-style-type: none"> • Audio recording • Appropriate reference materials in print • Braille reference materials 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Pre- reading (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify letters (<i>Aa; Mm; Tt; Ee</i>) in given words, b) form words using the letters <i>Aa; M m; Tt; Ee</i> , in preparation for reading, c) value the importance of letters in word formation.	<ul style="list-style-type: none"> ● Learners to listen to audio recordings of the target letters (Aa; Mm; Tt; Ee). ● Learners with low vision identify and name letters on a chart or flashcard while learners with blindness identify and name letters on braille cards. ● Learners are guided to individually listen and sort the target letters in word games. ● Learners are guided to individually practise using target letters in forming words. ● In pairs, learners match and pair the target letters with their corresponding sounds. 	How can you form words using letters Aa; Mm; Tt; or Ee?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner’s ability to exercise teamwork is enhanced as they contribute to group decisions while playing word games. ● Learning to learn: The learner’s ability to learn independently is enhanced as they practise using target letters in forming words and complete the task at the right time. 				
<p>Values Respect: A learner shows positive regard to others as they work together.</p>				

Pertinent contemporary Issues

Life skills: (self-esteem) Learner's esteem is enhanced as the learner forms words correctly in preparation for reading.

Link to other learning areas.

Reading is relevant to all learning areas as the learner is prepared to read across the curriculum.

Suggested learning resources

- Chart/Braille charts
- Flash cards
- Braille cards
- Audio recording
- Appropriate reference materials in print
- Braille reference materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Language use	4.3.1 Singular and plurals (add -s and -es) (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify singular and plural nouns which require addition of -s and -es, b) use singular and plural nouns which require an addition of -s and -es, c) appreciate the importance of using singular and plural nouns for effective oral	<ul style="list-style-type: none"> • Learners are guide to discuss about objects at home in their singular and plural forms. • Learners with low vision study and group pictures of items found at home in columns of one and many while learners with blindness to group real objects found at home in columns of one and many. • Learners with low vision draw and 	How do we show that an item is one or many?

		communication.	<p>colour pictures of objects found at home and indicate number while learners with blindness names the objects found at home and gives number.</p> <ul style="list-style-type: none"> • In groups, learners to recite and record poems containing singular and plural nouns. 	
<p>Core Competencies to be developed: Digital literacy- The learner’s ability to create with technology is enhanced as they recite and record poems containing singular and plural nouns.</p>				
<p>Values: Responsibility is enhanced as learners take different roles in group activities.</p>				
<p>Pertinent Contemporary Issues: Citizenship-social cohesion is enhanced as learners work together in groups cooperatively.</p>				
<p>Link to other learning areas: The learner applies the knowledge on singular and plural nouns to learning of similar concept in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Braille letter cards • Textbooks in braille and in appropriate font and colour contrast • Realia 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Handwriting / Braille writing (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify the letters <i>Aa Mm, Tt, Ee</i> in their small or capital forms, form the letters <i>Aa Mm, Tt, Ee</i> in their correct shape and size (for learners with low vision), form braille letters <i>Aa Mm, Tt, Ee</i> which are clearly well embossed and aligned (for learners with blindness), write from left to right for lifelong learning, value the role of legible handwriting in written communication. 	<ul style="list-style-type: none"> Learners with low vision to copy capital and small letter patterns for target letters while learners with blindness copy the small letters: Aa, Mm, Tt, Ee. Learners with low vision are guided to correct letter formation of target letters from models on the board/chart/pattern books while learners with blindness vision are guided to correct letter formation of target letters from braille chart, books braille or braille letter cards. Learners with low vision are guided to individually practise writing 3-4 letter words from left to right while learners with blindness are guided to practise writing 3-4 letter words from right to left. In pairs, guide learners with low vision to watch video while learners with blindness listen to an audio clip on formation of target letters. 	How do we write clearly and neatly?

Core Competencies to be developed:

Digital literacy- The learner's ability to use digital devices with assistive technology is enhanced as they use the internet to connect and watch or listen to videos on formation of target letters and practise forming the letters.

Values:

Unity is enhanced as the learner displays team spirit as they work together.

Pertinent and Contemporary Issues:

Life skills (self-esteem): The learner enhances levels of self-esteem as they use neat and legible handwriting in writing

Links to other Learning Areas:

The learner uses correct letter formation as they write materials in other learning areas.

Suggested learning resources

- Braille letter cards,
- Audio video clip,
- Textbooks in braille and in appropriate font and colour contrast,

5.0 Time**Suggested vocabulary**

morning, afternoon, evening, night, day, late, early, yesterday, tomorrow, soon, now, break time, lunch time

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation and Vocabulary (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds (/s/, /l/, /i/, /p/) in a text, b) use words with the sounds (/s/, /l/,	<ul style="list-style-type: none"> • Learners to listen to modelling of the sounds Ss, Ll, Ii, Pp and mimic. • Learners with low vision to watch videos depicting different times of 	Why is it important to face the person you are talking to?

		<p><i>/i, /p/</i>) in sentences,</p> <p>c) Use facial expressions, eye contact and gestures appropriately during</p> <p>d) conversations (for learners with low vision),</p> <p>e) use tonal variations and body movements (for learners with blindness),</p> <p>f) appreciate the role of accurate pronunciation and nonverbal cues in communication.</p>	<p>the day, while learners with blindness listen to audio clips depicting different times of the day.</p> <ul style="list-style-type: none"> • In groups, learners are guided to role play activities done at different times of the day using words related to the theme. • Learners to sing songs about time. • Learners with low vision are guided to watch while learners with blindness listen to audio-visual clips of people taking part in a conversation about time. • Learners with low vision to interpret different facial expressions. Learners with blindness are given one on one demonstration on gestures/ body movement and tonal variations and are guided to interpret them. 	
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Core competencies to be developed:

- Communication and collaboration– The learner’s ability to exercise teamwork is enhanced as they recognize the value of other’s ideas in role play activities.
- Digital literacy- The learner connect using digital devices with assistive technology by using the internet to watch or listen to videos depicting different times of the day and other social media sites and applications.

<p>Values: Respect is achieved as the learner appreciates diverse opinions from others during conversations.</p>
<p>Pertinent and Contemporary Issues: Life skills (self -esteem) learner’s self- esteem is enhanced as they take turns in conversations for effective communication.</p>
<p>Link to other learning areas: The learner applies information on time to the learning of similar concept of time in Kiswahili Language Activities.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Braille letter cards • Audio, video clip • Textbooks in braille and in appropriate font and colour contrast.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Pre- reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) match the letters (<i>S, L, I, P</i>) and their corresponding sounds for reading preparedness, b) read simple 3 - 4 letter words featuring the letters (<i>S, L, I, P</i>) for effective reading, c) appreciate the role of	<ul style="list-style-type: none"> • Learners with low vision to engage in letter matching activities using pocket charts/digital flash cards/ charts/flash cards while learners with blindness to engage in letter matching activities using braille charts and braille letter cards. • Learners with low vision to recognise letters of the alphabet: (Ss, Ll, Ii, Pp), while learners with blindness recognize the target small letters of alphabet. 	1. Why is it important to learn sounds?

		letter- sound correspondence for reading preparedness.	<ul style="list-style-type: none"> • Learners are guided to individually match target letters to their corresponding sounds. • In pairs, learners are guided to play a fishing game by identifying specific sounds. • Learners are guided to individually read simple 3-4 letter words made up of the target letters and letters learnt previously. • Learners with low vision to cite while learners with blindness read words encountered in a story. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: A learner’s team work spirit is enhanced as they contribute to group decision making by recognizing the value of other’s ideas during group activities. • Digital literacy: A learner’s ability to interact with digital devices with assistive technology is enhanced as they engage in letter matching activities in digital format. 				
<p>Values: Unity is enhanced as the learner strives to achieve common goals in group and pair activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (self-esteem) learner’s esteem is nurtured as they develop confidence in their reading competency</p>				
<p>Links to other learning areas: Reading skills facilitate knowledge acquisition in all learning areas.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Braille letter cards • Textbooks in braille and in appropriate font and colour contrast. • charts/digital flash cards/ charts/flash cards, • Textbooks in print and in braille 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Language Use	5.3.1 Present Simple Tense (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words in the present simple tense in given sentences, b) use present tense forms to talk about routine or daily activities, c) appreciate the use of present simple tense to talk about routine activities.	<ul style="list-style-type: none"> • Learners with low vision to watch while learners with blindness to listen to an audio-visual clip on children participating in routine activities and talk about the activities using present simple tense. • Learners are guided to individually respond to questions based on daily routines. • Learners to report what he or she does at home. • Learners are guided to individually respond to simple questions demonstrating the use of present simple tense in talking about routine activities. • Learners to repeat sentences containing present simple tense from a story, poem or conversation they have listened to. 	How do you spend your morning to evening?
<p>Core competencies to be developed: Digital literacy- The learner’s ability to interact with digital devices with assistive technology is enhanced as they watch and listen to a video on children participating in routine activities and talk about the activities using present simple tense.</p>				
<p>Values: Respect is developed as the learner appreciates and understands others as they talk about their routine activities.</p>				

Pertinent and Contemporary Issues:

Life skills (self-esteem)- learners acquire an enhanced level of self-esteem as they apply present tense forms to talk about time and sequence of routine or daily activities.

Link to other Learning Areas:

Learners discuss activities taking place at different times of the day in Environmental Activities.

Suggested learning resources

- Braille letter cards
- Audio, video clip
- Textbooks in braille and in appropriate font and colour contrast.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Writing	5.4.1 <ul style="list-style-type: none"> • Handwriting/ Braille writing • (2 Lessons) 	<ul style="list-style-type: none"> • By the end of the sub strand, the learner should be able to: • identify the letters Ss, Ll, Ii, Pp in their small or capital forms, • form the letters Ss, Ll, Ii, Pp in their correct shape and size, • value the role of legible handwriting in written communication. 	<ul style="list-style-type: none"> • Learners with low vision to copy capital and small letter patterns for target letters (Ss, Ll, Ii, Pp) as learners with blindness copy capital and small letters in braille. • Learners are guided to individually practise correct letter formation from models on the board/ charts/pattern books, braille letter cards. • Learners with low vision are guided to draw and label objects while learners 	1. How can we tell letters are correctly written?

			<p>with blindness manipulate and describe objects related to theme.</p> <ul style="list-style-type: none"> • Learners are guided to individually practise writing letters and words from left to right. • In pairs, guide learners with low vision to play language games involving the shaping of letters while learners with blindness practise reading embossed alphabet. • Learners with low vision to sort out small letters and capital letters and write them separately while learners with blindness practise placing dot 6 in front of the letters to be capitalised. 	
<p>Core Competencies to be developed: Learning to learn- The learner’s ability to build relationships is promoted as they play language games with peers involving the shaping or marking of letters.</p>				
<p>Values: Unity is enhanced as the learner collaborates with others during language game activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (self -esteem): Learner acquires high level of self-esteem as they write legibly for effective communication.</p>				
<p>Links to other Learning Areas: The learner applies the writing legibly and neatly or make dots in all learning areas.</p>				

Suggested learning resources

- Braille letter cards,
- Slate and stylus,
- Audio, video clip,
- Textbooks in braille and in appropriate font and colour contrast.

6.0 Weather and Our Environment**Suggested Vocabulary:**

sun, shine, rain, clouds, blow, wind, grow, cut, grass, cloudy, windy, sunny, rainy

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Pronunciation and Vocabulary (4 lessons)	a) By the end of the sub strand, the learner should be able to: b) identify words featuring the sounds /f/, /n/ /h/ / v/ and / ɔ:/ from an oral text, c) pronounce words with the sounds /f/, /n/ /h/ / v/ and / ɔ:/ for oral fluency, d) responding to simple specific one- directional instructions using new words, e) appreciate the need for correct pronunciation in communication.	<ul style="list-style-type: none"> • Learners to listen to an audio text containing the target sounds: /f/, /n/ /h/ / v/ and / ɔ:/ and identify words with the target sounds. • Learners are guided to individually to say the target sounds as modelled by peers/ teacher / audio recording. • Learners use a Frayer model to discuss the meaning of words with the target sounds in sentences. • Learners to recite rhymes/sing songs about weather. • Learners to listen to a story related the theme and discuss the story using the new words. • Learners are guided to role play 	How do we show we are listening when someone is talking to us?

			<p>responding to simple instructions related to the theme, using appropriate eye contact and facial expressions. Learners with blindness are given one on one demonstration of various facial expressions and clear verbal descriptions.</p>	
<p>Core competencies to be developed Communication and collaboration -The learner’s listening skills are enhanced as the learner listens and responds to simple instructions in a role play.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner displays team spirit in group and pair activities.</p>				
<p>Pertinent and Contemporary Issues Social cohesion is enhanced as the learners work collaboratively in group or pair activities</p>				
<p>Link to other learning areas Attentive listening is emphasised in Kiswahili and Indigenous Language activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Braille letter cards, • Audio, video clip, • Textbooks in braille and in appropriate font and colour contrast. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Word Reading (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds /f/, /n/ /h/ /v/ and / / ə:/ in preparation for reading, b) pronounce words with the target sounds accurately for fluency, c) value the role of fluency in lifelong learning.	<ul style="list-style-type: none"> • Learners are guided to individually identify words with the sounds: /f/, /n/ /h/ /v/ and / / ə:/. • Learners with low vision are guided to select words with the target sounds from a chart while learners with blindness to select words with the target sounds from a braille chart. • Learners are guided to individually read words including words with target letter sounds. • Learners are guided to read words about weather and the environment with minimal hesitations. • Learners are guided to individually practise reading sentences containing decodable words. 	How do we ensure we pronounce words clearly?

<p>Core competencies to be developed: Learning to learn: learning independently is enhanced as the learner works on their own as they practise reading decodable words.</p>
<p>Values: Peace: A learner displays tolerance during group and pair work.</p>
<p>Pertinent and Contemporary Issues Social cohesion is enhanced as the learner collaborates with others to practise reading the words.</p>
<p>Link to other learning areas Word reading is also emphasised in Kiswahili Language and Indigenous Language Activities.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Braille letter cards, • Audio, video clip, • Textbooks in braille and in appropriate font and colour contrast.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Language Use	6.3.1 Present continuous tense (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify ongoing activities in and out of school, b) use the present continuous tense to describe on-going activities related to weather	<ul style="list-style-type: none"> • Learners are guided to individually identify and name the activities going on in the school compound. • Learners to recite poems/sing songs featuring the present continuous tense. 	Why do we use present continuous tense?

		<p>and the environment, c) appreciate communicating ideas using the present continuous tense in communication.</p>	<ul style="list-style-type: none"> • Learners are guided to individually answer questions about ongoing activities related to the theme, in pairs or groups. • Learners to listen to a story with present continuous tense. • Learners are guided to individually to retell portions of a short story in the present continuous tense, for example, <i>'the hare was going....'</i> • In pairs, learners are guided to role play events using the present continuous tense with peers. 	
<p>Core Competencies to be developed: Communication and collaboration – Learner’s team work spirit is enhanced as they contribute to group decisions as they retell short stories using the present continuous tense.</p>				
<p>Values: Unity: Cooperation is enhanced as the learner strives to achieve a common goal as they role play events using the present continuous tense.</p>				
<p>Pertinent and Contemporary Issues: Education for Sustainable Development - Environmental Education is enhanced as the learner asks and answers questions about the weather.</p>				
<p>Links to other learning areas: The present continuous tense is a key feature in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested learning resource</p> <ul style="list-style-type: none"> • Audio, video clip, • Textbooks in braille and in appropriate font and colour contrast. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Spelling (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) select words featuring the letters Ff, Hh, Nn, Oo, in written texts,</p> <p>b) spell 3-5 letter words featuring the letters Ff, Hh, Nn, Oo, for writing fluency,</p> <p>c) appreciate the need for correct spelling in written communication.</p>	<ul style="list-style-type: none"> • Learners with low vision are guided to identify words featuring the target capital and small letters while learners with blindness identify words featuring capital and small letters in braille: Ff, Hh, Nn, Oo. • Learners are guided to write words dictated by the teacher, peer or an audio recording. • Learners with low vision are guided to copy a list of sentences from their books featuring the target words. Learners with blindness are guided to write a list of sentences from their braille books featuring the target words. • In pairs, learners are to play games using digital devices with assistive technology such as word searches. • Learners with low vision to create a poster featuring the target words while learners with blindness create an embossed braille chart featuring the target words. 	<p>Why is it important to spelling words correctly?</p>
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: A learner’s self- discipline is enhanced as they are motivated to practise correct letter formation. • Creativity and Imagination-Learners explore first hand experiences in order to use them to create a poster/braille chart featuring the target sounds. 				

Values:

Responsibility: A learner takes up assigned roles in group/pair work activities.

Pertinent and Contemporary Issues

Life skills (self-esteem): The learner's self-esteem is enhanced as they spell word words dictated by a teacher or peers correctly.

Link to other learning areas

Language: All Learning Areas require legible handwriting/braille writing.

Suggested learning resources

- Audio, video clip
- Textbooks in braille and in appropriate font and colour contrast.

7.0 Hygiene**Suggested vocabulary:**

Ill, wash, soap, clean, water, dirty, food, sick, toilet, cold, towel, handkerchief, bath, shower

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Pronunciation and Vocabulary (4 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds /b/, /r/, /u/ and /g/in a text, b) pronounce words with the sounds /b/, /r/, /u/ and /g/ in preparation for reading, c) use new word featuring the target sounds in short sentences, d) value the need of listening attentively .	<ul style="list-style-type: none"> • Learners are guided to listen to an audio recording/clip about hygiene. • Learners with low vision are guided to pick out words which have the sounds /b/, /r/, /u/ and /g/. Learners with blindness to write words which have the sounds /b/, /r/, /u/ and /g/. • Learners to recite alliterative words that have the target sounds as modelled by the peers/ teacher or 	How do we learn to speak?

			<p>audio record/clip.</p> <ul style="list-style-type: none"> • Learners with low vision to observe pictures from a story while learners with blindness read picture descriptions, and say the meaning of words related to the theme. • Learners with low vision to practise matching vocabulary learnt to pictures and objects and provided clues while learners with blindness to match vocabulary learnt to realia/tactile objects, picture descriptions and provided clues. • Learners are guided to recite rhymes and sing songs, with peers. 	
<p>Core competencies to be developed Digital literacy- A learner uses digital devices with assistive technology to listen to audio recordings/clips on information on hygiene and identify words related to the theme.</p>				
<p>Values: Unity: A learner shows respect for each other's opinion during turn taking while working in groups.</p>				

Pertinent and Contemporary Issues:

Education for Sustainable Development (ESD) - Health Education as learners talk about hygiene.

Link to other learning areas

The learner applies information on hygiene to learning of similar concept in Environmental activities.

Suggested learning resources

- Audio, video clips,
- Textbooks in braille and in appropriate font and colour contrast.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Word Reading (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds /b/, /r/ /u/ and /g/ and their corresponding letters for reading competency, b) read decodable and non-decodable words featuring the target sounds for fluency, c) value the importance of word reading for effective communication.	<ul style="list-style-type: none"> • Learners are guided to individually identify the sounds corresponding to the letters, Bb, Rr, Uu, Gg. • Learners are guided to identify and read decodable and non- decodable words with the sounds /b/, /r/ /u/ and /g/. • Learners to listen to an audio recording containing decodable and non-decodable words. • Learners with low vision to practise reading decodable and non-decodable words on a word wall while learners with blindness to practise reading decodable and non- 	How do we read non decodable words correctly?

			decodable words on braille cards. <ul style="list-style-type: none"> Learners are guided to read words related to the theme. 	
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Core competencies to be developed:

Learning to learn: A learner's self- discipline is enhanced as they practise reading non-decodable words independently.

Values:

Unity: A learner collaborates with others in pair or in group activities.

Pertinent and Contemporary Issues:

Health education (personal hygiene): A learner acquires relevant information on hygiene.

Link to other learning areas

The learner applies the word reading skills to comprehend reading texts in all learning areas including Kiswahili and Indigenous Language Activities.

Suggested learning resources

- Audio, video clips
- Textbooks in print and in braille

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Language Use	7.3.1 Simple past tense (adding -ed/- d) (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with -ed/ and -d from a written text, b) use simple past tense to discuss	<ul style="list-style-type: none"> Learners are guided to make sentences using simple past tense ending with -ed; -d, to talk about hygiene, change the following words to simple past: <i>brush (brushed)</i>, 	How did you keep the compound clean last week?

		<p>activities they carried out in the past,</p> <p>c) value the need to use the correct tense when conveying information.</p>	<p><i>polish (polished) clean (cleaned) wash (washed).</i></p> <ul style="list-style-type: none"> • Learners are guided to write short sentences using the words: <i>(brush, polish, clean, wash or any other grade appropriate word related to the theme, for example, I brush my teeth every day. I clean my cup every day. I polish my shoes every day. I wash my handkerchief every day.</i> • Learners are guided individually to <i>rewrite the above in the past tense.</i> • Learners are guided individually to read out sentences with simple past tense from a story, poem or conversation, for example, <i>'I washed my shirt yesterday. I cleaned my cup yesterday. I brushed my teeth yesterday.</i> • Learners are guided to create a story to talk about an event in the past. For example, <i>'Yesterday, I went to a party. I ate a banana and a cake. I saw many people. We sang many songs. Then, I went home. I was very happy.'</i> • In pairs, learners are guided to play a game <i>'tense scavenger hunt'</i>: <i>scan a paragraph of about 4</i> 	
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			<p><i>short lines. Look for examples of the simple past tense. Highlight the words in simple past Make a master list with help from the whole class to make sure no one missed any words.</i></p>	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn- Learning independently is enhanced as the learners practise using verbs in simple past tense to express what they did in the past. • Communication and collaboration – Learner’s ability to communicate clearly is enhanced as they use appropriate language structure to respond to questions related to the theme. 				
<p>Values: Respect: Learners appreciate each other’s opinion as they engage in language games.</p>				
<p>Pertinent and Contemporary Issues Life skills (self-esteem): Learner’s esteem is nurtured as they use simple past tense confidently in day- to -day communication.</p>				
<p>Link to other learning areas Comparative expressions of simple past tense are emphasised in Kiswahili Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Audio, video clip • Textbooks in braille and appropriate font and colour contrast 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Writing	7.4.1 Spelling (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise words with the letters Bb, Rr, Uu, Gg in written texts,</p> <p>b) form the letters Bb, Rr, Uu, Gg appropriately with reference to shape and size (for learners with low vision),</p> <p>c) form letters Bb, Rr, Uu, Gg with well formed, well-spaced, well aligned and clearly embossed braille dots (for learners with blindness),</p> <p>d) spell 3-5 letter words with the sounds /b/, /r/, /u/, /g / correctly for writing fluency</p> <p>e) acknowledge the role of proper spelling in written communication.</p>	<ul style="list-style-type: none"> • Learners are guided to individually pick out words related to the target letters. • Learners with low vision to practise correct letter formation from models drawn on the board, charts or pattern books with appropriate font and colour contrast while learners with blindness be guide to practise correct Braille letter formation using slate and stylus by copying words written on braille charts / cards or short sentences from their textbooks. • Learners are guided to differentiate neat handwriting/braille writing from untidy ones. • In pairs, guide learners with low vision to practise writing letters Bb, Rr, Uu, Gg neatly from the left to the right while learners with blindness practise writing letters Bb, Rr, Uu, Gg neatly for right to the left. • Learners with low vision are guided to draw and label objects while learners with blindness manipulate and describe the objects. 	Why should our handwriting be neat?

Core Competencies to be developed:

Learning to learn- Learner's self-discipline is enhanced as they are motivated to practise correct letter formation and writing words related to target sounds.

Values:

Responsibility: A learner takes different roles while engaging in pair activities.

Pertinent and Contemporary Issues:

Life skills (self-esteem) –Learners acquire an enhanced level of self-esteem as they write legibly.

Link to other Learning Areas:

All Learning Areas require proper spelling and good handwriting/braille writing.

Suggested learning resources

- Audio, video clip,
- Wall charts/braille charts/pattern books,
- Objects,
- Textbooks in braille and in appropriate font and colour contrast.

8.0 Parts of the Body**Suggested vocabulary**

Head, hand, leg, eye, ear, nose, neck, finger, mouth, hair, teeth, toes, knee

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Pronunciation and Vocabulary (4 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the sounds (/k/, /d/ and /w/) from an audio text, b) pronounce words with the sounds (/k/, /d/ and /w/) accurately for communication clarity, c) use words featuring the sounds (/k/, /d/ and /w/) but related to the	<ul style="list-style-type: none"> • Learners are guided to listen to an audio recording of words featuring the target sounds (/k/, /d/ and /w/) or words modelled by the peers or teacher. • Learners are guided to individually pronounce the sounds by taking turns. • Learners with low vision are guided to match vocabulary to pictures and objects while learners with blindness 	Why should we say words and sounds correctly?

		<p>theme in relevant contexts,</p> <p>d) value the role of accurate pronunciation in oral fluency.</p>	<p>are guided to match vocabulary to objects or picture descriptions.</p> <ul style="list-style-type: none"> • Learners to recite poems featuring the target sounds, • Learners are guided to individually construct sentences using vocabulary related to the theme. • Learners are guided to recite rhymes, sing songs, with peers. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: Learning independently is enhanced as the learner work on their own to practise matching vocabulary to pictures or picture descriptions. • Communication and collaboration: The learner’s ability to speak clearly and effectively is developed as they use new words learnt in relevant contexts. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: A learner appreciates other’s opinions in group/pair work. • Responsibility: A learner works in pairs or groups to accomplish certain tasks. 				
<p>Pertinent and Contemporary Issues:</p> <p>Self-awareness: A learner develops knowledge about the parts of their body.</p>				
<p>Link to other Learning Areas</p> <p>The learner uses the pronunciation skills to learn similar concept in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Audio recording • Textbooks in print and in braille 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Fluency (2 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the sounds /k/, /d/ and /w/ in preparation for reading,</p> <p>b) read a grade- appropriate text at the right speed and with minimal hesitations,</p> <p>c) display the right feelings or emotions when reading a text,</p> <p>d) appreciate the importance of reading fluency in lifelong learning.</p>	<ul style="list-style-type: none"> • Learners are guided to point out words with the sounds /k/, /d/ and /w/ from braille or print cards. • Learners are guided to read 3-4 letter words including words with letters ‘c, d, w’ in a text. • Learners with low vision are guided to engage in timed reading 30 words per minute while learners with blindness 20 words per minute. • Learners are guided to practise reading sentences containing decodable and non-decodable words. • Learners are guided to participate in a reader’s theatre where he or she reads some lines or stanzas of a poem. • Learners with low vision display the right facial expressions and tone when reading. Learners with blindness are given one on one demonstration and clear verbal description of the facial expressions. • Learners to individually read a text with minimal hesitations. 	<ol style="list-style-type: none"> 1. Why is it important to read at the right speed? 2. Why is it important to show the right feelings and expressions when reading a text?

<p>Core Competencies to be developed Learning to learn: A learner’s self-discipline is enhanced as they get motivation to form 3 to 4 letter words using the letters taught.</p>
<p>Values:</p> <ul style="list-style-type: none"> • Love: Caring is developed as the learner positively regards self and others. • Unity: Cooperation is developed as learners strive to achieve a common goal in group tasks.
<p>Pertinent and Contemporary Issues: Life skills (self-awareness): A learner self- awareness is nurtured as they acquire information about parts of the body.</p>
<p>Link to other Learning Areas The learner applies reading fluency skills when reading materials in other learning areas.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Audio, video clip • Short poems in print and in braille • Stopwatches/ for timed reading • Textbooks in print and in braille

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Language use	8.3.1 Demonstrative (<i>this, that, these and those</i>) (2 lessons)	By the end of the sub strand, the learner should be able to: a) select the words, <i>this, that, these and those</i> from a text, b) use the words <i>this, that, these, those</i> in sentences,	<ul style="list-style-type: none"> • Learners to use demonstratives in singular and plural to talk about objects identified. • Learners with low vision to use flash cards with the words, <i>this, that, these and those</i> and ask one 	How do we tell that an item is one or many in a sentence?

		<p>c) appreciate the importance of the words <i>this, that, these and those</i> in oral and written communication.</p>	<p>another questions as they point at objects while learners with blindness to use braille cards and point at parts of the body.</p> <ul style="list-style-type: none"> • Learners be guided to use demonstratives to talk about near or far objects. • Learners to recite a poem featuring the new words with demonstratives. • Learners to sing songs, or play games about parts of the body. 	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy – Learner’s knowledge of who they are is enhanced as they point at parts of the body and describe them using demonstratives. • Communication and collaboration: The learner’s ability to write clearly and effectively is enhanced as they use demonstratives to talk about near or far objects.
<p>Values: Unity: A learner participates collaboratively in tasks such as singing, playing games among others.</p>
<p>Pertinent and Contemporary Issues: Life skills (self-esteem): Learner’s esteem is enhanced as the learner expresses self effectively through singing and playing games.</p>
<p>Links to other Learning Areas: The learner uses knowledge of demonstratives to learn concepts in Kiswahili and Indigenous Language Activities.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Short poems in print and in braille • Textbooks in print and in braille • Flash and braille cards

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	8.4.1 Spelling (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) select words with the letters <i>Cc, Dd and Ww</i>, in a written text,</p> <p>b) spell words with the letters <i>Cc, Dd and Ww</i>, for writing fluency,</p>	<ul style="list-style-type: none"> • Learners be guide to select words with the letters <i>Cc, Dd and Ww</i>. • Learners with low vision be guide to individually spell the words with the letters <i>Cc, Dd and Ww</i>, make words related to parts of the body from jumbled letters. Learners with blindness are guided to write the words with the letters <i>Cc, Dd and</i> 	<ol style="list-style-type: none"> 1. Why is it important to spell words correctly? 2. How can we write legibly and neatly?

		<p>c) value the importance of correct spelling in written communication.</p>	<p>Ww, make words related to parts of the body.</p> <ul style="list-style-type: none"> • Learners are guided to individually spell words dictated by a peer, teacher or audio recording. • Learners to select words with the letters 'c', 'd' and 'w'. • Learners be guided to individually spell the words with the letters 'c', 'd' and 'w'. • Learners to make words related to parts of the body from jumbled letters. • Learners are guided to individually write the words and read aloud. • Learners are guided to individually copy words legibly and correctly. • Learners are guided to form words using the letters of their names individually, in pairs or in groups. 	
<p>Core competencies to be developed: Creativity and Imagination – Learner’s decision making ability is enhanced as they make words from jumbled letters and complete words on a jig saw.</p>				
<p>Values: Responsibility: Hard work is enhanced as the learner engages in assigned roles and duties in their groups.</p>				
<p>Pertinent and Contemporary Issues Life skills (self-esteem).Learners acquire high level enhanced self-esteem as they spell words correctly.</p>				

Link to other Learning Areas:

The learner applies the knowledge acquired to spell words correctly in other learning areas.

Suggested learning resources

- Audio, video clip,
- Textbooks in appropriate font and colour contrast and in braille,

9.0 My Friends**Suggested vocabulary**

kind, caring, loving, funny, friendly, close, play, trust, like, share, enjoy, peer, visit

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Pronunciation and Vocabulary (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds /k/, /j/, /l/ and /s/ from written texts, b) pronounce words with the sounds /k/, /j/, /l/ and /s/ for oral fluency, c) use vocabulary related to the theme in oral sentences, d) value the role of vocabulary in communication.	<ul style="list-style-type: none"> • Learners are guided to say the target sounds: /k/, /j/, /l/ and /s/ as modelled by peers, teacher or audio recording. • Learners are guided to say the sounds /k/, /j/, /l/ and /s/ and their corresponding letters from flashcards or charts while learners with blindness to say the sounds and their corresponding letters from braille cards. 	Why should we say sounds and words correctly?

			<ul style="list-style-type: none"> • Learners to recite rhyming words with the target sounds. • Learners are guided to use words with the target sounds to talk about their friends. • Learners are guided to listen to an audio recording on friendship. • Learners are guided to use vocabulary related to the theme in dialogues, • Learners to role play events related to the theme. • Learners are guided to sing songs related to friends. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn- Learning independently is enhanced as they get motivated to perfect the pronunciation of various sounds. • Digital literacy- Learner’s ability to interact with technology is enhanced as they listen to an audio recording and mimic the sounds. 				
<p>Values: Unity: Cooperation is enhanced as they collaborate with each other as they sing and recite poems related to friends.</p>				
<p>Pertinent and Contemporary Issues: Self-awareness – Learner’s self –awareness is nurtured as they acquire knowledge about their friends.</p>				
<p>Link to other Learning Areas The learners uses the acquired pronunciation skills to express themselves fully when learning concept in other all learning areas.</p>				

Suggested learning resources

- Audio recording,
- Braille charts,
- Songs,
- Textbooks in print and in braille

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.1 Fluency (1 lesson)	By the end of the sub strand, the learner should be able to: a) select the sounds /k/, /j/ and /l/ and words with the target sounds from a text, b) read a text with the sounds /k/, /j/ and /l/, accurately, at the right speed and with expression, c) acknowledge the need for fluency in lifelong learning.	<ul style="list-style-type: none">• Learners are guided to identify words with the sounds /k/, /j/ and /l/.• Learners with low vision are guided to select words with the target sounds from a chart while learners with blindness are guided to select words with target sounds from braille chart.• Learners with low vision to engage in timed reading (25 words per minute) while learners with blindness 20 words per minute.• Learners with low vision to display the right facial expressions when reading, individually while learners with blindness be given one on one demonstration and clear verbal	<ol style="list-style-type: none">1. How do we show our emotions and feelings when reading?2. How do we read accurately at the right speed?

			<p>instruction to display right facial expressions when reading.</p> <ul style="list-style-type: none"> ● Learners are guide to pause appropriately and avoid hesitations while reading. ● Learners to recite poems relevant to the theme. ● Learners to participate in a readers' theatre where he or she reads some lines or stanzas of a poem. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: A learner's information and communication skills are enhanced as they learn about friendship as a basis for social cohesion and demonstrates interest in interacting with others. ● Communication and collaboration: The learner's ability to speak clearly and effectively is enhanced as they pronounce words correctly when reading a text. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: A learner understands and appreciates the importance of friendship. ● Unity: A learner takes turns in performing activities and in conversation. 				
<p>Pertinent and Contemporary Issues: Citizenship (social cohesion): A learner learn about social relationships.</p>				
<p>Link to other Learning Areas: The learner uses reading fluency skills when reading words in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> ● Wall charts/braille charts, ● Stopwatch for timing reading, ● Textbooks in braille and in appropriate font and colour contrast. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Language use	9.3.1 Common and proper nouns (2 lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> • identify people, things or places around them by name, common and proper nouns from texts, • use words referring to the names of people, things or places common and proper nouns in short sentences, • appreciate the importance of identifying objects, places or things by name. 	<ul style="list-style-type: none"> • Learners are guided to single out common and proper nouns from a text. • Learners are guided to individually name items in the classroom. • Learners to talk about their friends using common and proper nouns. • Learners to talk about what their friends like using common and proper nouns. • Learners with low vision are guided to fill in blank spaces using common and proper nouns. Learners with blindness complete sentences using common and proper nouns. 	<ol style="list-style-type: none"> 1. Why is it important to refer to people and places by their names? 2. How do we identify Common and proper nouns from written or oral sentences?
<p>Core Competencies to be developed: Communication and collaboration: A learner’s speaking skills are enhanced as the learner contributes to group discussion and recognizes the value of other’s ideas.</p>				
<p>Values: Love: A learner appreciates friendship Respect: A learner understands and appreciate each other.</p>				
<p>Pertinent and Contemporary Issues: Life skills (Self-esteem): The learner’s sense of self-esteem is reinforced as they use proper nouns correctly.</p>				

Links to other Learning Areas:

The learner applies the knowledge on common and proper nouns to learning of similar concepts in Kiswahili Language activities.

Suggested learning resources

Textbooks in braille and in appropriate font and colour contrast

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.4 Writing	9.4.1 Punctuation (capital letters and the full stop) (2 Lessons)	By the end of the sub strand, the learner should be able to: - a) identify capital letters, small letters and the full stop in a text, b) write the capital and small letters of the alphabet correctly, c) use capital letters appropriately when writing the names of people and places, d) acknowledge the need for proper punctuation in written communication.	<ul style="list-style-type: none"> • Learners with low vision are guided to observe a display of correctly written text containing capital and small letters while learners with blindness to read braille written texts containing small letters. • Learners are guided to point out capital letters, small letters and the full stop in a text. • Learners are guided to individually use capital and small letters correctly when writing proper nouns. • Learners are guided to practise writing their names/names of their friends starting with capital letters. 	Why do we use capital letters?

Core Competencies to be developed:

- Learning to learn- The learner's ability to learn independently is developed as they practise writing their names/names of their friends starting with capital letters.
- Communication and collaboration: The learner's ability to write clearly improves as they use capital letters and the full stop correctly.

Values:

Unity: Cooperation is enhanced as learners work in groups collaboratively.

Pertinent and Contemporary Issues:

Life skills (self-esteem): A learner's esteem is nurtured as they use target punctuation correctly in writing.

Link to other Learning Areas:

The learner applies knowledge about capital letters and the full stop when learning concepts in learning areas in other learning areas.

Suggested learning resources

- Textbooks in appropriate print and colour contrast
- Braille reference materials
- Audio recording
- Digital devices with assistive technology

10.0 Safety**Suggested Vocabulary**

Safe, danger, needle, bottle, stones ,pain, hurt, blood ,hot ,thorn ,first aid ,lock, door, ambulance, steep, play, toy, cart

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.1 Listening and Speaking	10.1.1 Pronunciation and vocabulary (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds /æ/ /ɔ:/ /i:/ /u:/ /ɔɪ/ /eɪ/ for oral fluency, b) pronounce the words with the sounds /æ/ /ɔ:/ /i:/ /u:/ /ɔɪ/ /eɪ/ for speech clarity, c) use words related to the theme in oral sentences, d) value the importance of varied vocabulary in communication.	<ul style="list-style-type: none"> ● Learners are guided to listen to the target sounds as modelled by peers, teacher or audio recording. ● Learners are guided to individually say words with the vowel sounds and diphthongs: <ul style="list-style-type: none"> ○ /æ/ as in heart ○ /ɔ:/ as in thought ○ /i:/ as in feet ○ /u:/ as in pool ○ /ɔɪ/ as in boy ○ /eɪ/ as in day ● Learners to play word family games containing the target sounds. ● Learners with low vision are guided to observe picture while learners with blindness listen to picture description on clues to explain the meaning of new words related to safety. ● Learners are guided to play video games on digital devices 	<ol style="list-style-type: none"> 1. Why is it important to pronounce words with clarity? 2. How can we ensure we are safe when doing activities at home or at school?

			<p>with assistive technology related to the theme.</p> <ul style="list-style-type: none"> • Learners are guided to individually respond to simple questions and instructions about safety. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Learning to learn: The learner’s ability to learn independently is developed as they practise pronouncing words that contain target sounds. • Communication and collaboration: The learner’s ability to speak clearly and effectively is promoted as they pronounce words with the target sounds correctly. 				
<p>Values: Unity: A learner works collaboratively in groups and show respect for each other’s opinions.</p>				
<p>Link to other Learning Areas The learner applies the skills of correct pronunciation to the learning of similar concept in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio recording • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	10.2.1 Fluency (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the sounds (a:/, /o:/, /i:/, /u:/, /oi/ and /ei/), for fluency,</p>	<ul style="list-style-type: none"> • Learners are guided to individually identify and read words with the target sounds (a:/, /o:/, /i:/, /u:/, /oi/ and /ei/). • Learners with low vision are 	<ol style="list-style-type: none"> 1. Why is it important to read at a moderate speed? 2. How can we make reading more

		b) read a text accurately, at the right speed and with expression for fluency, c) realize the importance of fluency in lifelong learning.	guided to track print through finger pointing while learners with blindness track braille through finger touching observing punctuation as the teacher reads. <ul style="list-style-type: none"> ● Learners with low vision are guided to engage in timed reading 30 words per minute while learners with blindness 20 words per minute displaying the correct expressions and observing punctuations. ● Learners are guided to practise reading sentences containing decodable and non-decodable words. 	enjoyable?
Core competencies to be developed: Learning to learn: A learner’s ability to read independently is enhanced as they practise reading sentences with the target sounds.				
Values: Responsibility: A learner engages actively in activities to excel in reading fluently.				
Pertinent and Contemporary Issues: Life skills (self-esteem): The learner acquires an enhanced level of self-esteem as they acquire reading fluency skills.				
Link to other Learning Areas: The learners apply reading fluency skills when reading words in all learning areas.				

Suggested learning resources

- Textbooks in print and in braille
- Audio recording
- Digital devices with assistive technology.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 Language use	10.3.1 Simple prepositions (in, on, under, between, behind, in front, inside, outside) (2 lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> ● select the words (<i>in, on, under, between, behind, in front, inside, outside</i>) from a text, ● use the words (<i>in, on, under, between, behind, in front, inside and outside</i>) in short sentences, ● value the need for well-formed sentences in communication. 	<ul style="list-style-type: none"> ● In group, learners are guided to discuss where different objects are found at home. ● Learners with low vision are guided to describe positions of various items as displayed in the classroom. Learners with blindness are guided to manipulate the items displayed and describe their position in the classroom. ● Learners with low vision to engage in a hide and seek game to locate their peers. Learners with blindness are guided to engage in a hide and seek game to locate their peers. ● Learners to play digital games based on prepositions on digital devices with assistive technology. ● Learners are guided to individually construct sentences 	How do we tell where objects are?

			featuring target prepositions in a story, poem or conversation. <ul style="list-style-type: none"> • Learners to role play situations related to the theme involving use of target prepositions. 	
Core Competencies to be developed: Digital literacy: A learner plays digital games based on prepositions on digital devices with assistive technology.				
Values: <ul style="list-style-type: none"> • Unity: Cooperation is developed as learners collaborate and take up assigned roles games. • Social justice: Fairness is enhanced learners accord each other equal opportunities in sharing roles. 				
Pertinent and Contemporary Issues: Environmental awareness. A learner identifies object in their surroundings.				
Links to other Learning Areas: Learner applies knowledge of prepositions to the learning of Kiswahili Language activities, Environmental Education.				
Suggested learning resources <ul style="list-style-type: none"> • Textbooks in print and in braille • Digital games • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Writing	10.4.1 Punctuation (capital letters and question marks) (2 lessons)	By the end of the sub strand, the learner should be able to: - <ul style="list-style-type: none"> • identify capital letters and question marks in text, • use capital and question marks in sentences correctly, • acknowledge the need to use capital letters and question marks for writing. 	<ul style="list-style-type: none"> • Learners with low vision to identify capital letters and question marks in a written print text with appropriate font and colour contrast. Learners with blindness to identify capital letters and question marks in a written braille text. • Learners are guided to individually punctuate sentences using capital letters and question marks. • Learners are guided to individually use capital letters and question marks in sentences related to the theme. 	How do we use the punctuation marks?
<p>Core Competencies to be developed: Learning to learn- Learning independently is enhanced as they practise how to use the target punctuation correctly in writing.</p>				
<p>Values: Unity: Cooperation is enhanced as learners work collaboratively in groups.</p>				
<p>Pertinent and Contemporary Issues: Life skills (self-esteem) – Learners acquire a high level of self-esteem as they punctuate their writing correctly.</p>				
<p>Link to other Learning Areas: The learner applies the knowledge of punctuations in learning of Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio recording • Digital devices with assistive technology 				

11.0 Community Leaders

Suggested vocabulary

Chief, leader, group leader, head teacher, pastor, Imam, guide, advise,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.1 Listening And Speaking	11.1.1 Pronunciation And Vocabulary (4 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none">pick out the sounds: / ʃ/, /tʃ/, /θ/, /ð/, from a text,pronounce words with the sounds: / ʃ/, /tʃ/, /θ/, /ð/, correctly for clarity of speech,use the vocabulary learnt in relevant contexts,value appropriate pronunciation for clarity in communication.	<ul style="list-style-type: none">Learners to listen to an oral text read by the teacher or from a digital <i>device with assistive technology</i> containing the target sounds: / ʃ/, /tʃ/, /θ/, /ð/.Learners are guided to individually practise sound discrimination.Learners are guided to pick out the target vocabulary as used in short sentences/short paragraphs/teacher read-aloud story.Learners to infer the meaning of new words from stories, dialogues, and role plays, and make sentences using new words learnt.Learners with low vision to practise pronouncing words in response to picture cues while	<ol style="list-style-type: none">How can we use sounds to make new words?How do we learn to pronounce words correctly?

			<p>learners with blindness practise pronouncing words in response to picture descriptions or leading clues with peers.</p> <ul style="list-style-type: none"> • Learners recite poems/ rhymes/ tongue twisters using words with the target sounds. 	
<p>Core Competencies to be developed: Learning to learn: A learner’s self- discipline is enhanced as they are motivated to practise appropriate pronunciation to discriminate sounds in words.</p>				
<p>Values: Respect: as learners works with peers while playing a game of swapping flash cards to make new words.</p>				
<p>Pertinent and contemporary issues: Life skills (Self-esteem): The learner acquires enhanced level of self-esteem as they pronounce words correctly.</p>				
<p>Link to other Learning Areas: Vocabulary is emphasised in Kiswahili and Indigenous Languages.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio recording • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	11.2.1 Fluency (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target sounds correctly,</p> <p>b) read sentences in a text accurately, at the right speed and with expression for effective communication,</p> <p>c) appreciate the importance of fluency in reading.</p>	<ul style="list-style-type: none"> • Learners are guided to listen to short audio clips of paragraphs containing words with the target sounds: /f/, /tʃ/ /θ/, /ð/. • Learners are guided to read words with the target sounds adhering to the correct pronunciation. • Learner with low vision to watch while learners with blindness to listen to audio-visual clip on reading target sounds fluently. • Learners are guided to individually, read simple sentences in the story aloud paying attention to the punctuation. • Learners take part in timed-reading competitions. • Learners are guided to recite poems/ rhymes related to the theme. 	Why is proper articulation of sounds important?
<p>Core competencies to be developed: Communication and collaboration – learner’s speaking skills are enhanced as they take part in timed-reading competitions collaboratively.</p>				
<p>Values: Respect: the learner understands and appreciates others during reading competitions.</p>				

Pertinent and contemporary issues:

- Citizenship (social cohesion) - Learners work collaboratively while taking part in timed-reading competitions.
- Learner support programmes (clubs and society) - Learners recite poems in reading clubs.

Link to other learning areas

The learner's capacity to read and understand concepts in other learning areas is greatly improved as they become more fluent in reading.

Suggested learning resources

- Textbooks in print and in braille
- Audio recording
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	11.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) make predictions about a story related to the theme in preparation for reading, b) respond to direct and indirect questions for comprehension, c) value the importance of comprehension in lifelong learning.	<ul style="list-style-type: none"> • Learners with low vision to observe and discuss the pictures while learners with blindness discuss the picture description and the title, and make predictions. • Learners with low vision are guided to individually read words with the target sounds in a text while learners with blindness read words with the target sounds in a text of about 40 words. • Learners to take turns to read simple sentences in the story aloud, paying attention to the punctuation. • Learners are guided to individually answer comprehension questions. 	How can you predict the events in a story?

Core competencies to be developed

Creativity and Imagination: A learners practice making connections as they predict what will happen in a story based on the title and the pictures or picture descriptions.

Values:

Respect: Patience is developed as the learner displays patience with each other as they take turns in reading.

Suggested learning resources

- Textbooks in print and in braille
- Audio recording
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question)
11.3 Language Use	11.3.1 Adjectives (2 lessons)	By the end of the sub strand, the learner should be able to: a) state words which describe people, places or things for clarity, b) use describing words to talk about people, places and objects, c) appreciate the need to describe people, places and objects for communicative efficacy.	<ul style="list-style-type: none"> • Learners with low vision observe objects in the classroom and attach appropriate adjectives to them while learners with blindness interact with and name objects in the classroom and attach appropriate adjectives to them. • Learners with low vision to observe and discuss about objects in a picture/photograph by using correct adjectives while 	How do we talk about people, things or places?

			<p>learners with blindness are guided to discuss about objects in pictures/ photography descriptions, or realia they have manipulated by using correct adjectives.</p> <ul style="list-style-type: none"> • In pairs, learner is guided to engage in language games containing base forms of one and two- syllable adjectives. • Learners are guided to sing songs/rhymes, recite poems that use adjectives. 	
<p>Core Competencies to be developed: Learning to learn- A learner’s self-discipline is enhanced as they are motivated to use adjectives to describe objects and people for effective communication.</p>				
<p>Values: Unity: A learner shows team spirit during language games.</p>				
<p>Pertinent and Contemporary Issues: Life skills – (self-esteem) a learner's esteem is enhanced as they describe objects using adjectives correctly.</p>				
<p>Links to other Learning Areas: The learner applies knowledge about adjectives to talk about things in detail in Kiswahili and Indigenous Language activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio recording • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Writing	11.4.1 Guided Writing (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) infer what the pictures in a text talk about, b) use 4-6 letter words in short sentences, c) appreciate the importance of writing fluency in lifelong learning. 	<ul style="list-style-type: none"> ● Learners with low vision observe and discuss pictures with peers, while learners with blindness are guided in pairs to discuss picture descriptions provided by the teacher. ● Learners with low vision to engage in spelling games with words related to the theme and picture prompts while learners with blindness use picture descriptions in preparation for writing. ● Learners with low vision are guided to observe and create sentences from pictures, while learners with blindness use picture descriptions to create sentences. ● Learners with low vision to match pictures with sentences while learners with blindness to match picture descriptions with sentences. ● Learners with low vision to fill in gaps in sentences correctly while learners with blindness to use words to complete sentences correctly. 	<p>How do pictures or picture descriptions help us to write an essay?</p>

<p>Core Competencies to be developed: Creativity and Imagination: A learner’s ability to explore is enhanced as they create sentences from pictures or picture descriptions.</p>
<p>Values: Unity: Cooperation is enhanced as the learner work in groups collaboratively.</p>
<p>Pertinent and Contemporary Issues: Life skills (self-esteem) learner’s self-esteem is enhanced as they express oneself effectively through writing.</p>
<p>Links to other Learning Areas: The learner uses the writing skills acquired to write concepts in learning areas such as creative activities, environmental activities among others.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio recording • Digital devices with assistive technology

12.0 Living Together				
Suggested vocabulary share, respect, together, love, care, living, me , us, his , hers, unity, peace, harmony				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.1 Listening and Speaking	12.1.1 Pronunciation and Vocabulary (4 lessons)	By the end of the sub strand, the learner should be able to: a) state the words with the sounds /e /, / i:/ and / eə / from an audio text, b) articulate the sounds /e /, / i:/	<ul style="list-style-type: none"> • Learners are guided to listen to an audio recording/ read aloud passage and identify words with the sounds: /e /, / i:/, / eə /. • Learners are guided to individually practise sound 	<ol style="list-style-type: none"> 1. How would you know if someone is listening to you? 2. How do we learn to pronounce words correctly?

		<p>and /eə/ words for speech clarity,</p> <p>c) use vocabulary related to the theme in sentences,</p> <p>d) appreciate the importance of proper pronunciation in oral communication..</p>	<p>discrimination using minimal pairs.</p> <ul style="list-style-type: none"> • Learners are guided to recite poems/ rhymes/ tongue twisters using words with the target sounds observing turn taking rules. • Learners are guided to individually pick out the new words as used in short sentences/short paragraphs/teacher read- aloud stories. • Learners with low vision are guided to practise pronouncing words in response to picture cues or clues provided while learners with blindness are guided to practise pronouncing words in response to picture descriptions or clues provided. • Learners are guided to individually construct simple sentences using new words. • Learners are guided to respond to simple one-directional instructions orally or by using appropriate gestures. 	
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<p>Core Competencies to be developed: Learning to learn: A learner self-discipline is enhanced as they collaboratively practise using vocabulary learnt to express their own ideas.</p>
<p>Values: Respect: patience is enhanced as the learner accepts diverse opinions from others in group activities.</p>
<p>Pertinent and Contemporary Issues: Citizenship (social cohesion) is enhanced as the learner practices living together in harmony.</p>
<p>Link to other Learning Areas Attentive listening and knowledge of vocabulary will help learners in all learning areas.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio recording • Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.1 Fluency (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify words with the target sounds in a text, b) read sentences in a text accurately, at the right speed and with expression for effective communication,	<ul style="list-style-type: none"> • Learners are guided to listen to audio recording of short paragraphs and point out words with the target sounds: /e /, / i:/, /ea/, /i:/. • Learners are guided to individually read words with the target sounds correctly. 	How do we read fluently?

		c) appreciate the importance of fluency in reading.	<ul style="list-style-type: none"> • Learners are guided to read simple sentences in a story aloud paying attention to the punctuation. • Learners are guided to take part in timed-reading of a text of about displaying the right expressions. • Learners are guided to recite poems/ rhymes related to the theme. 	
<p>Core Competencies to be developed: Communication and collaboration- A learner's team work spirit is enhanced as they collaborate with others to recite poems/rhymes to gain fluency in reading.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Cooperation is enhanced as the learner work in groups and prepare to recite poems collaboratively • Responsibility: Hard work is developed as learners engage effectively in assigned roles and duties during group activities. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills (self-esteem) learner acquires high level of self-esteem, this is expressed during group activities as they recite poems. • Learner Support Programmes (clubs and societies) - enhanced as the learner practises time reading in reading clubs. 				
<p>Link to other Learning Areas The learner applies reading fluency as they read texts in Kiswahili Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio recording • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.1 Comprehension (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) make predictions about a story related to the theme based on the title and picture (for learners with low vision),</p> <p>b) make predictions about a story related to the theme based on the title and picture descriptions (for learners with blindness),</p> <p>c) read words that have the target sounds in a text related to the theme,</p> <p>d) respond to direct and indirect questions from a text to show comprehension,</p> <p>e) appreciate reading pictures and texts for enjoyment and information.</p>	<ul style="list-style-type: none"> • Learners with low vision are guided to make predictions of what will happen after observing and discussing the title and pictures while learners with blindness make predictions of what will happen after reading and discussing the title and picture descriptions in the text. • Learners are guided to read a story and identify words that have the sounds: /e - /, /i:/, / eə /, / with their meaning. • In pairs, learners are guided share their own experiences in relation to the story with peers. • Learners are guided to respond to direct and indirect questions from a text in print/braille using contextual clues. • In pairs, learners are guided to role play, with peers the events from a story. 	<ol style="list-style-type: none"> 1. How do we read fluently? 2. How can you tell that someone has understood a story?
<p>Core Competencies to be developed: Creativity and imagination-The learner practices making connections as they talk about their own experiences in relation to the story.</p>				

<p>Values:</p> <ul style="list-style-type: none"> • Respect: A learner accommodates the views of their peers as they share in groups about their own experiences in relation to the story, with peers. • Responsibility: Hard work is enhanced as the learner engages in assigned roles and duties during role play.
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life-skills (effective communication) is enhanced as learner improves their communication skills through role play. • Citizenship (social cohesion) as learners applies knowledge gained from the theme on living together in their day to day life.
<p>Link to other Learning Areas Comprehension is necessary for learning across the curriculum.</p>
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio recording • Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
12.3 Language Use	12.3.1 Use of possessives (my, our, her, his, their, its) (2 lessons)	By the end of the sub strand, the learner should be able to: a) pick out the words (my, our, her, his, their, its) from a text, b) use the words (my, our, her, his, their, its) to show ownership of things	<ul style="list-style-type: none"> • Learners with low vision are guide to identify objects in the classroom and attach appropriate possessives to each while learners with blindness to be provided realia to interact with using their tactual skills and attach appropriate possessives to each. • Learners are guided to ask questions whose responses will include possessives such as: 	<ol style="list-style-type: none"> 1. How can we use words to show that something belongs to you or to another person? 2. Why is it important to use possessives

		belonging to self and others, c) appreciate the importance of showing ownership appropriately in communication.	(my pen, his book) with peers. <ul style="list-style-type: none"> • In groups, learners are guided to engage in a role play to show ownership of various items. • Learners are guided to pick out possessives from a text. • Learners are guided to use possessives in phrases and sentences to illustrate ownership. 	correctly?
Core Competencies to be developed: Learning to learn-The learner develops relationships as they carry out an activity of showing assertiveness when referring to what belongs to them with peers.				
Values: Responsibility: Accountability is developed as the learner endeavours to respect other people’s property when learning about possession.				
Pertinent and Contemporary Issues: Life skills (self-awareness) is nurtured as they learn self-awareness in relation to possession.				
Link to other Learning Areas: The learner links the concept of possessives pronouns to learning of similar concept in Kiswahili and Indigenous Language Activities.				
Suggested learning resources <ul style="list-style-type: none"> • Textbooks in appropriate print • Braille reference materials • Audio recording • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	12.4.1 Guided Writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) make a list of words of things in the surroundings, b) write words, phrases and short sentences, related to the theme legibly and neatly, c) realise the importance of legibility and neatness in written communication.	<ul style="list-style-type: none"> ● Learners with low vision to be guided to match pictures with words while learners with blindness are guided to match picture descriptions and words. ● Learners are guided to pick out correct words that can be used to fill in gaps in sentences appropriately. ● Learners are guided to use the words provided to fill in gaps correctly in given sentences. ● Learners are guided to write short sentences using prompts. 	Why is it important to writing clearly and legibly?
<p>Core Competencies to be developed: Creativity and Imagination- A learner’s ability to explore is enhanced as they recognize and use the correct word to fill in the gaps in simple sentences.</p>				
<p>Values Responsibility: Self-drive is enhanced as the learner observes/ listens to and responds to prompts appropriately.</p>				
<p>Pertinent and contemporary issues Citizenship-(social cohesion) is nurtured as learners work collaboratively to match the pictures/picture descriptions with the words.</p>				
<p>Link to other Learning Areas: The learner applies the skill of guided writing to present information in all learning areas.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> ● Textbooks in appropriate print ● Braille reference material 				

13.0 Technology

Suggested vocabulary

mobile phone, call, battery, text, message, smartphone, airtime, balance, photograph, selfie, games, music, charge

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.1 Listening and Speaking</p>	<p>13.1.1 Pronunciation and Vocabulary (4 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the sounds /ʊ/ and / eɪ / in words,</p> <p>b) say words with the target sounds accurately to discriminate the sounds,</p> <p>c) use the vocabulary learnt in short sentences,</p> <p>d) value the need for varied vocabulary for clarity in speech and writing.</p>	<ul style="list-style-type: none"> • Learners be guide to listen to audio-visual recording of print or digital text containing the target sounds: <ul style="list-style-type: none"> • /ʊ/ and / eɪ / (pay, wait) • Learners are guided to practise sound discrimination. • Learners be guided to pick out the target vocabulary as used in short sentences/short. paragraphs/teacher read-aloud stories • Learners are guided to individually infer the meaning of new words from stories, dialogues, and role plays. • Learners are guided to individually construct simple sentences using new words learnt. • Learners with low vision be guided to practise pronouncing words in 	<p>Why is it important to pronouncing words correctly?</p>

			<p>response to picture while learners with blindness practise pronouncing words in response to picture description cues.</p> <ul style="list-style-type: none"> • Learners use digital devices with assistive technology to record themselves. • In pairs, learners are guided to recite poems/ rhymes/ tongue twisters using words with the target sounds. 	
<p>Core Competencies to be developed: Digital literacy- A learner interacts with digital devices with assistive technology to record word pronunciations.</p>				
<p>Values Responsibility: Accountability is enhanced as they handle digital devices carefully to record their response.</p>				
<p>Pertinent and Contemporary Issues: Life skills - (self-esteem) learner's esteem is nurtured as they actively participate in interactive group activities.</p>				
<p>Link to other Learning Areas: The learner applies the vocabulary learnt to learn similar concepts on technology in other learning areas.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in print and in braille • Audio-visual recording • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	13.2.2 Comprehension (2 lessons)	By the end of the sub strand, the learner should be able to: a) Use title and picture to make predictions about the story, b) use context clues to infer the meanings of unfamiliar words, c) respond to direct and indirect questions from a text to show comprehension, d) appreciate reading for enjoyment and information.	<ul style="list-style-type: none"> • Learners with low vision to discuss about the title and pictures of a story while learners with blindness discuss about the title and picture description. • Learners are guided to make predictions of where the action could be happening. • Learners are guided to read a text (about 60 words) aloud. • Learners are guided to infer the meanings of words using contextual clues and share with their peers. • Learners are guided guide learners to answer comprehension questions related to the theme. 	<ol style="list-style-type: none"> 1. How are pictures/picture description important in a story? 2. How does the title and the pictures/picture descriptions help in making predictions about a story?
<p>Core competencies to be developed Creative and problem solving- A learner practices making connections as they predict what could be happening in the story.</p>				
<p>Values: Respect: Acceptance is enhanced as the learner appreciates others’ opinions during group activities.</p>				
<p>Pertinent and Contemporary Issues: Life skills (self -esteem) - A learner acquires an enhanced level of self-esteem as they use analytical skills to make predictions of a story.</p>				
<p>Link to other Learning Areas: The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.</p>				

Suggested learning resources

- Textbooks in appropriate print
- Braille reference material

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 Language Use	13.3.1 Yes/ No questions (with, can, may, will) (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify Yes/No questions, with <i>can, may</i> and <i>will</i> from a text, b) respond to Yes/No questions using <i>can, may</i> and <i>will</i> , for clarity in communication, c) appreciate the use of <i>can, may</i> and <i>will</i> to seek information.	<ul style="list-style-type: none">• Learners are guided to use songs/short poems to practise the use of Yes/No questions with <i>can, may</i> and <i>will</i>.• Learners are guided to point out questions which require a YES/NO response from a written text.• Learners are guided to ask and answer Yes/No questions related to the theme using <i>can, may</i> and <i>will</i>, in pairs/small groups.• Learners are guided to restate sentence structures containing Yes/No questions from a story, poem or conversation they have listened to.• Learners are guided to role play activities that will elicit use of <i>can, may</i> and <i>will</i>.	How do you ask your friends for help?

Core Competencies to be developed:

Communication and collaboration- learner's speaking clearly and effectively is enhanced as they practise asking Yes/No questions with peers.

Values

Love: Hospitality is enhanced as the learner shows respect to the others during group activities.

Suggested learning resources

- Textbooks in print and in braille
- Audio recording
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4 Writing	13.4.1 Guided Writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the correct form of words to be used in writing simple sentences, b) rearrange words to form simple sentences for fluency in writing, c) appreciate the importance of writing correct and meaningful sentences to express meaning.	<ul style="list-style-type: none"> • Learners are guided to write the correct words with the target sounds from a dictation. • Learners are guided to play a sentence- building drill game using the correct form of words. • Learners with low vision are guided to match pictures with the correct sentences while learners with blindness match picture descriptions with the correct sentences. • Learners are guided to rearrange jumbled words to form simple sentences. 	How do we make a sentence correct?

			<ul style="list-style-type: none"> Learners are guided to individually form simple sentences related to the theme (3-5 sentences). 	
<p>Core Competencies to be developed: Communication and collaboration-learner's team work spirit is enhanced as the learner plays sentence building drills collaboratively with peers.</p>				
<p>Values: Unity: cooperation is enhanced as the learner works collaboratively with others in groups.</p>				
<p>Pertinent and Contemporary Issues: Life skills-(self -esteem) learner's esteem is enhanced as they use correct and meaningful sentences</p>				
<p>Link to other Learning Areas: The learner uses the writing skills acquired to write sentences in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> Textbooks in print and in braille Audio recording Digital devices with assistive technology 				

14.0 Numbers**Suggested vocabulary**

Count, colour, size, number, value, shape, once, age, page, change, nice, twice,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.1 Listening and Speaking	14.1.1 Pronunciation and Vocabulary (4 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise the target sounds · /dʒ/, /s/, /ŋ/ used in words for effective communication,</p> <p>b) articulate the words with sounds · /dʒ/, /s/, /ŋ/ in oral communication,</p> <p>c) use the vocabulary for oral communication in relevant contexts,</p> <p>d) advocate for appropriate use of correct pronunciation in communication.</p>	<ul style="list-style-type: none"> • Learners are guided to listen to a variety of words, songs, poems and stories with the sounds: /dʒ/, /s/, /ŋ/. • Learners are guided to individually practise pronouncing the target sounds in mouth- position models demonstrated by the teacher or an audio visual clip. • Learners with low vision are guided to individually practise pronouncing words in response to picture cues while learner with blindness are guided to individually practise pronouncing words in response to picture description cues. • Learners are guided to individually use the vocabulary learnt to construct simple sentences. • Learners sing songs/chants using words related to the theme. 	<ol style="list-style-type: none"> 1. How do we pronounce words correctly? 2. Why is it important to learning new words?

Core Competencies to be developed:

Digital literacy-A learner uses technology when practising mouth positioning in pronunciation from an audio-visual clip.

Values:

Unity: cooperation is enhanced as the learner works together with peers on specific tasks.

Pertinent and Contemporary Issues:

Life skills- (self -esteem) learner's self-esteem is enhanced by using correct pronunciation of words in communication.

Links to other Learning Areas:

The learner uses the pronunciation skills to learn similar concept in Kiswahili and Indigenous Language Activities.

Suggested learning resources

- Textbooks in appropriate print
- Braille reference materials
- Audio-visual clips
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.1 Fluency (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words with the target sounds in preparation for reading,</p> <p>b) read sentences in a text accurately, at the right speed and with expression for fluency,</p> <p>c) realise the role of fluency in reading.</p>	<ul style="list-style-type: none"> ● Learners are guided to identify and read words with the sounds /dʒ/, /s/, /ŋ/ from an online text. Learners use digital devices with assistive technology to read words with sounds /dʒ/, /s/, /ŋ/. ● Learners are guided to practise reading a text containing words with the target letter sounds adhering to the correct pronunciation. ● Learners are guided to practise reading sentences containing decodable and non- decodable words. ● Learners with low vision are guided to engages in timed reading displaying the right facial expressions and emotions. Learners with blindness be give one on one demonstration and clear verbal description to engages in timed reading displaying the right facial expressions and emotion. ● Learners are guided to participate in a reader’s theatre 	How do you pronounce words with the sounds ʒ/ , /s/ , /ŋ/ ?

			where he or she reads some lines or stanzas of a poem.	
<p>Core Competencies to be developed: Learning to learn-A learner learns independently as they practise reading sentences containing decodable and non- decodable words for reading fluency.</p>				
<p>Values: Responsibility-Inclusion is enhanced as the learner offers guidance during reading activities to those with difficulties.</p>				
<p>Pertinent and Contemporary Issues: Learner Support Programmes (Peer Education and mentorship) - Learners assist each other to read fluently.</p>				
<p>Link to other Learning Areas The leaner uses the reading fluency skills to read texts Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in appropriate print • Braille reference materials • Audio recording • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.2 Comprehension (1 lesson)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) make predictions about a story based on the title and picture (for low vision),</p> <p>b) make predictions about a story based on the title and picture descriptions (for learners with blindness),</p> <p>c) read words that have the target sounds in a text related to the theme,</p> <p>d) respond to direct and indirect questions from a text to show comprehension,</p> <p>e) appreciate reading pictures or picture descriptions and texts for enjoyment and information.</p>	<ul style="list-style-type: none"> • Learners with low vision are guided to discuss the title and pictures, while learners with blindness discuss pictures descriptions in the text and make predictions of what will happen. • Learners are guided to read a story and identify words that have the sounds /dʒ/, /s/, /ŋ/. • Learners are guided to read simple stories or passages aloud. • Learners are guided to talk about their own experiences in relation to the story, with peers. • Learners with low vision are guided to respond to direct and indirect questions from a print text with appropriate font and colour contrast, while learners with blindness to respond to direct and indirect questions from braille text. • Learners are guided to role play, with peers, the events from a story read. 	How can we tell that someone has understood a story?
<p>Core competencies to be developed: Creativity and Imagination- A learner practices making connections with peers as they talk about their own experiences in relation to the story.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Cooperation is enhanced as they work collaboratively in groups. • Respect: A learner appreciates other's opinions during group activities. 				

Pertinent and Contemporary Issues:

Life skills (creative and critical thinking skills) are enhanced as the learner uses analytical skills to make predictions.

Link to other Learning Areas:

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

Suggested learning resources

- Textbooks in appropriate print
- Braille reference materials
- Audio recording
- Digital devices with assistive technology

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Language Use	14.3.1 Adverbs of Place (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the adverbs of place in sentences to show awareness, b) use adverbs of place to describe the position of objects and people for effective communication, c) appreciate the proper use of adverbs of place to describe	<ul style="list-style-type: none"> • Learners with low vision are guided to identify different positions of things in the classroom while learners with blindness be given one on one support and clear verbal description different positions of things in the classroom to walk around the classroom and identify positions of real objects in the classroom by sense of touch. • Learners are guided to individually point out the adverbs of place in sentences. • Learners are guided to individually practise using adverbs of place to construct sentences 	<ol style="list-style-type: none"> 1. How do we identify different positions of things in the classroom? 2. How do we identify an adverb of place from a sentence?

		the position of objects and people in the environment.	describing objects in the classroom. <ul style="list-style-type: none"> Learners are guided to sing songs, role play and recite poems related to the theme. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to learn- learner’s independent learning is enhanced as they practise using adverbs of place in sentences to complete the task in time. Communication and collaboration: The learner’s ability to speak clearly and correctly is enhanced as they use adverbs of place to describe the position of objects and people. 				
<p>Values: Responsibility: Accountability is enhanced as the learner keeps classroom objects in the right places.</p>				
<p>Pertinent and Contemporary Issues Life skills (self –esteem) learner’s esteem is enhanced as they use the knowledge of adverbs of place to describe the position of objects and people.</p>				
<p>Link to other Learning Areas: The learner uses the knowledge on adverbs to learn similar concept in Kiswahili Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> Textbooks in appropriate print Braille reference materials Audio recording Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Writing	14.4.1 Guided Writing (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise words related to the theme in simple sentences, b) write simple meaningful sentences as guided for effective communication, c) appreciate the importance of writing for effective communication.	<ul style="list-style-type: none"> ● Learners are guided to individually to identify the target vocabulary in sentences. ● Learners are guided to write simple meaningful sentences of more than 5 words. ● In pairs, learners are guided to practise writing sentences from a substitution table. ● Learners are guided to individually fill in gaps / complete sentences using correct words. ● Learners are guided to form simple meaningful sentences in relation to the theme. 	<ol style="list-style-type: none"> 1. Why is it important to writing meaningful sentences? 2. How can you write easy and clear sentences?
<p>Core Competencies to be developed: Creativity and Imagination –learner’s ability to explore is enhanced as they practise writing sentences from a substitution table.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Cooperation is enhanced as the learner works collaboratively with others in groups. ● Communication and collaboration: The learner’s ability to write clearly and correctly is enhanced as they write simple meaningful sentences. 				
<p>Pertinent and contemporary issues: Life-skills - (self-esteem) a learner's esteem is nurtured as they write correct sentences for effective communication.</p>				
<p>Link to other learning areas: The learner uses the writing skills to write correct sentences in other learning areas.</p>				

Suggested learning resources

- Textbooks in print
- Braille reference materials
- Audio recording
- Digital devices with assistive technology

15.0 Conserving Resources**Suggested vocabulary:**

waste, save, careful, share, close, switch off, spare, dustbin, re-use

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.1 Listening and Speaking	15.1.1 Pronunciation and vocabulary (4 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify the target sounds in an oral text, articulate words with the target sounds correctly to discriminate sounds, use the vocabulary learnt in relevant contexts. appreciate the role of vocabulary in communication. 	<ul style="list-style-type: none"> • Learners are guided to listen to and pronounce words with the target sounds: /l/, / s/, /r/ as modelled by the teacher or audio recording. • Learners are guided to practise sound discrimination. • Learners are guided to use the vocabulary relevant to the theme in short sentences. • Learners are guided to play language games to practise use of new words. 	How do we sound /l/, / s/, /r/?

			<ul style="list-style-type: none"> Learners are guided to recite rhymes, sing songs and say tongue twisters with the target sounds. 	
Values Respect: Acceptance is developed as the learner accepts diverse opinions from others during group discussions.				
Pertinent and Contemporary Issues: Socio-economic and Environmental (sustainable consumption) -A learner is sensitised on avoiding wastage and uses things at home in the right way.				
Link to other Learning Areas Socio-economic issues (Environmental Education and climate change):- A learner is sensitised on avoiding wastage and uses resources at home in the right way.				
Suggested learning resources <ul style="list-style-type: none"> Textbooks in appropriate print Braille reference materials Audio recording 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	15.2.1 Fluency (1 lesson)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify words with the target sounds accurately, read sentences in a text accurately, at the right speed and with expression 	<ul style="list-style-type: none"> Learners are guided to identify words with the sounds /l/, / s/, /r/ from a text. Learners are guided to read a text containing words with the target letters sounds adhering to the correct pronunciation. 	How can you be able to read words correctly and in the right speed?

		<p>for effective communication,</p> <p>c) appreciate the importance of fluency in reading.</p>	<ul style="list-style-type: none"> ● Learners are guided to practise reading sentences containing decodable and non- decodable words, in small groups. ● Learners are guided to engage in timed reading displaying the right facial expressions and tone. ● In pairs, learners are guided to participate in a readers theatre where he or she reads some lines or stanzas of a poem. 	
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Core Competencies to be developed:

- Learning to learn- Learners' self-discipline is enhanced as they practise reading sentences containing decodable and non- decodable words.
- Self-efficacy- is enhanced as the learner develops fluent reading skills.

Values:

Integrity (discipline): A learner's discipline is enhanced as they utilise resources prudently.

Pertinent and Contemporary Issues:

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

Link to other Learning Areas

The learner uses fluency skills to read fluently in Kiswahili Language Activities.

Suggested learning resources

- Textbooks in print and in braille
- Audio recording

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	15.2.2 Comprehension (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify words that have the target sounds in a text related to the theme, b) make predictions about a story using the title and the pictures (for learners with low vision), c) make predictions about a story using the title and the picture descriptions and title (for learners with blindness), d) respond to direct and indirect questions from a text to show comprehension, e) appreciate reading pictures or picture descriptions and texts for enjoyment and information. 	<ul style="list-style-type: none"> ● Learners are guided to individually read simple sentences aloud while paying attention to new words and correct pronunciation of words with sounds: /l/, /r/, /s/. ● Learners with low vision are guided to discuss the title and the pictures of the story. Learners with blindness discuss picture descriptions and title to make predictions. ● Learners with low vision are guided to read a text of about 60 words while learners with blindness read a text of about 45 words. ● Learners are guided to infer the meanings of new words using contextual clues. ● Learners are guided to answer direct and indirect questions using contextual clues. ● Learners with low vision draw pictures to show what is happening in the story while learners with blindness describe 	<ol style="list-style-type: none"> 1. Why are pictures / picture descriptions important in a story? 2. How can we make predictions about a story?

			<p>what is happening in the story in simple short sentences.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to read a text or view pictures for enjoyment and information while learners with blindness read a text and picture descriptions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving- A learner answers direct and indirect questions using contextual clues, • Creativity and imagination- A learner with low vision draws pictures and learners with blindness to show what is happening in the story. 				
<p>Values: Unity (cooperation): A learner works collaboratively with others in groups.</p>				
<p>Pertinent and Contemporary Issues: Socio-economic issues (Environmental Education and climate change): A learner is sensitized on how to use resources properly.</p>				
<p>Link to other Learning Areas: The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> • Textbooks in appropriate print • Braille reference materials • Audio recording • Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Language Use	15.3.1 Interjections of surprise (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify words showing surprise from a text,</p> <p>b) use words showing surprise in a simple sentence,</p> <p>c) appreciate the use of interjections of surprise in day to day communication.</p>	<ul style="list-style-type: none"> ● Learners are guided to listen to a short dialogue from an audio recording containing interjections of surprise. ● Learners are guided to repeat sentence structures containing interjections of surprise from a story, poem or conversation they have listened to online or from audio clips. ● Learners are guided to individually respond appropriately to interjections of surprise as modelled. ● Learners with low vision search for emoji showing surprise while learners with blindness use digital devices with assistive technology to search for dialogue, narratives or poem with interjections of surprise. ● Learners with low vision are guided to practise making different familiar faces showing surprise while learners with blindness be given one on one demonstration, clear verbal 	<ol style="list-style-type: none"> 1. How can you tell that someone is surprised? 2. Why is it important to use words of surprise?

			<p>descriptions and tonal variations to practise making different familiar faces showing surprise.</p> <ul style="list-style-type: none"> ● Learners are guided to individually construct sentences using interjections of surprise. ● Learners are guided to recite rhymes and poems related to the theme using interjections of surprise. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy-A learner interacts with digital devices with assistive technologies to search for emojis showing surprise. ● Creativity and imagination-A learner makes different familiar faces showing surprise. 				
<p>Values: Respect (acceptance) a learner understands and appreciates others during group activities.</p>				
<p>Pertinent and contemporary issues: Life skills– (effective communication): A learners uses interjections correctly in communication.</p>				
<p>Link to other learning Areas: The learner uses the knowledge of interjections of surprise to learn similar concept in Kiswahili Language and Indigenous Language Activities.</p>				
<p>Suggested learning resources</p> <ul style="list-style-type: none"> ● Textbooks in appropriate print ● Braille reference materials ● Audio recording ● Digital devices with assistive technology 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Writing	15.4.1 Guided Writing (2 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Pick out words describing people, things and places from a text,</p> <p>b) Create a list of word describing people, things and places,</p> <p>c) Write sentences of not more than five 5 words related to the theme.</p> <p>d) appreciate the importance of writing correct and meaningful sentences to express meaning.</p>	<ul style="list-style-type: none"> • Learners are guided to circle words showing colour, height, feelings, smell, tastes among others. • Learners are guided to copy sentences featuring common describing words. • Learners are guided to identify the target vocabulary in sentences. • Learners are guided to write meaningful sentences not more than 5 words related to the theme. • Learners with low vision are guided to fill in gaps while learners with blindness to complete sentences related to the theme. • Learners are guided to make simple meaningful sentences in relation to the theme. 	How do we describe people and places?
<p>Core Competencies to be developed: Critical thinking and problem solving- A learner matches pictures/picture descriptions with correct sentences.</p>				
<p>Values: Unity (cooperation): A learner displays team spirit during group activities.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills (effective communication) –A learner expresses himself/herself creatively in writing. 				

Link to other areas:

The learner applies writing skills to write correctly in other learning areas.

Suggested learning resources

- Textbooks in appropriate print
- Braille reference materials
- Audio recording
- Digital devices with assistive technology

Suggested Assessment Rubric

Strand	Sub Strand	Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
LISTENING	Attentive listening	Ability to listen attentively without any distraction.	Maintains meaningful eye-contact, sits upright, nods, takes notes, responds to oral questions correctly and asks questions for clarity	Maintains eye contact, sits upright, nods and takes notes while listening.	Either maintains eye contact or sits upright or takes notes while listening.	Yawns, looks out, and has to be prompted to listen because of a short concentration span.
SPEAKING	Pronunciation.	Ability to pronounce words correctly	Pronounces words correctly, applies correct stress patterns, uses appropriate intonation for effective communication in varied oral contexts.	Pronounces words correctly	Either pronounces words correctly or applies stress patterns on words correctly or	Mispronounces all words

READING	Fluency (speed, accuracy)	Ability to read 30 words per minute with speed and accuracy.	Reads more than 30 words per minute with accuracy, speed and expressively.	Reads 30 words per minute with accuracy and speed	Reads about 20 words per minute slowly but accurately	Reads about 10 words per minute slowly and inaccurately
	Comprehension	Ability to read a text and explain its meaning	Reads a text and explains its meaning with examples	Reads the text and explains its meaning	Reads the text and explains part of the meaning	Reads the text only
LANGUAGE USE	Word classes (Nouns, Pronouns, Verbs, Adjectives, Conjunctions)	Ability to use simple language structures for effective communication	Uses simple and complex language structures for effective communication and information	Uses simple language structures for effective communication	Uses simple language structures but does not communicate clearly	Uses simple language structures with difficulty.
WRITING	Handwriting	Ability form letters in terms of shape and size correctly for effective communication	Forms letters in terms of shape and size correctly and legibly for effective communication	Forms letters in terms of shape and size correctly for effective communication	Forms some letters in terms of shape and size incorrectly	Forms all letters in terms of shape and size incorrectly
	Punctuation (Capital letters, question mark and full stop)	Ability to use capital letters, question marks and full stops correctly for effective communication	Uses capital letters, question marks and full stops correctly in varied contexts for effective communication.	Uses capital letters, question marks and full stops correctly for effective communication	Uses any 2 of the punctuations correctly.	Uses only 1 of the punctuations correctly.
	Guided Writing	Ability to write complete sentences for effective communication	Writes varied complete sentences for effective communication in varied contexts	Writes complete sentences for effective communication	Writes complete sentences but only a few communicate effectively	Writes incomplete sentences

Suggested Non Formal Learning Activities

Listening and speaking	
1.1	Participation in poetry recitations during music and drama festivals.
2.1	Readers' theatres organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.
6.1	Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency.
7.1	Debating club contests
8.1	Taking part in the 4K club and young farmers association to reinforce learnt vocabulary.
13.1	Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.
11.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.
Reading	
1.2	Reading news during the morning assembly.
3.2	Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps.
4.2	Collecting narratives from their community for a school magazine.
5.2	Performing short plays, conversational poems or choral verses within the school or during drama festivals.
12.2	Acting as reporters, sports commentators or journalists during sports and games activities in school.
Grammar	
3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competency.
Writing	
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.

Suggested Assessment Methods

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

Suggested Learning Resources

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