



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRE PRIMARY SCHOOL CURRICULUM DESIGN

LANGUAGE ACTIVITIES

PRE PRIMARY 2

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

Revised 2024

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ISBN:

Published and printed by Kenya Institute of Curriculum Development

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NATIONAL GOALS OF EDUCATION

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

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

3. **Promote individual development and self-fulfilment**

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Promote positive attitude towards good health and environmental protection

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

LESSON ALLOCATION FOR PRE-PRIMARY (PP1 – PP2)

Activity Learning Area	No of Lessons
Language Activities	5
Mathematical Activities	5
Creative Activities	6
Environmental	5
Religious Activities	3
Pastoral /Religious Instruction Programme	1
Total	25

Note:

The time allocated for each activity area is **30 minutes**.

GENERAL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION

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

- a) demonstrate basic pre literacy and pre numeracy skills for learning,
- b) apply creative and critical thinking skills in problem solving,
- c) practice appropriate etiquette for interpersonal relationships,
- d) explore the immediate environment for learning and enjoyment,
- e) demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development,
- f) demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living,
- g) develop interests, talents and character for positive contribution to the society.

ESSENCE STATEMENT

Language Activities for learners with visual impairment is a learning area that provides learners with visual impairment with opportunities to build on communicative skills acquired at home as they transit to formal learning. Introduction to pre literacy activities facilitate the young learner's build a firm foundation for oral and written communication skills. The aim of the learning area is to develop the learner's with visual impairment pre literacy and literacy skills which include listening and speaking, pre reading and reading, pre writing and writing. The skills include aspects such as telling and retelling stories, listening comprehension, book care and handling, scribbling, colouring, letter articulation of letter sounds, letter names, syllables and three letter words.

Language activities are predominantly learned through the communicative language learning approach. Learners with visual impairment will also be given opportunities to develop pre literacy skills through play-based learning, task-based learning and project-based learning. Learning will take place through interesting, engaging and age-appropriate experiences such as playing, singing, chanting rhymes, reciting poems and modelling. The skills in language acquired at the end of Pre-Primary level prepare the learner with visual impairment to seamlessly transit to primary education.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) develop appropriate listening skills from varied experiences to enrich their ability to communicate,
- b) express own opinions, ideas and feelings creatively, freely and confidently using basic vocabulary in varied situations as they appreciate others,
- c) participate in conversations using appropriate verbal and non-verbal language in their everyday experiences,
- d) articulate letter sounds correctly in preparation for reading,
- e) articulate syllables correctly in preparation for reading,
- f) articulate letter sounds and syllables correctly forming three letter words in preparation for reading,
- g) develop appropriate reading readiness skills in varied learning experiences,
- h) apply appropriate writing readiness skills in varied learning experiences.

THEMES

In the PP2 Language Activities Curriculum, the four language skills (two in one making the three skills) are presented through themes. The following themes will facilitate the learning of Language Activities in context:

1. Greetings and Farewell

- Commonly used greetings
- Time related greetings

2. Our neighbourhood

- Work done by our neighbours
- Things in our neighbourhood
 - hospital/health centres/dispensaries
 - structures
 - shops / kiosks / markets
 - animals
 - physical features
 - plants

3. Our school

- Our teacher(s)
- People in our school
- Our school compound
- Buildings in our school
- Way/road to our school

4. Our market

- Things found in the market
- Buying and selling
- People found at the market

5. Animals

- Domestic animals
- Wild animals
- Importance/use of animals

6. Weather conditions

- Sunny
- Cloudy
- Rainy
- Windy

7. Water

- Sources of water
- Uses of water
- Storage of water

8. Time

- Telling time through daily routine
- Days of the week
- Popular public holidays

9. Transport

- By foot
- By bicycles
- By boat/ship
- By motorcycles
- By animals
- By motor vehicles
- By railway

- By aeroplane

STRANDS

1. Listening and Speaking
2. Reading
3. Writing

SUMMARY OF STRANDS AND SUB STRANDS

Themes	Strands	Sub Strands	Suggested Number of Lessons
1.0 Greetings and Farewell	1.0 Listening and Speaking	1.1. Greetings and farewell	3
		1.2 Time related greetings and farewell	2
	2.0 Reading	2.1 Reading readiness	3
	3.0 Writing	3.1 Writing readiness	2
2.0 Our Neighbourhood	1.0 Listening and Speaking	1.1 Listening for comprehension	2
		1.2 News telling	2
	2.0 Reading	2.1 Book handling	2
		2.2 Reading readiness	2
		2.3 Letter recognition	8
	3.0 Writing	3.1 Letter writing	6
		3.2 Writing practice	2
3.0 Our School	1.0 Listening and Speaking	1.1 Active Listening	2
		1.2 Self-expression	2
	2.0 Reading	2.1 Print awareness	3
		2.2 Reading syllables (<i>ba - bu, da - du</i>)	2
	3.0 Writing	3.1 Drawing and colouring pictures	1
		3.2 Writing syllables (<i>ba - bu, da - du</i>)	2
4.0 Our Market	1.0 Listening and Speaking	1.1 Polite language	2
		1.2 Passing information	2

	2.0 Reading	2.1 Visual discrimination	3
		2.2 Letter-sound correspondence	4
		2.3 Reading syllables	2
	3.0 Writing	3.1 Eye-hand coordination	2
		3.2 Writing letters of the alphabet	2
		3.3 Writing syllables (<i>fa-fu, ha-hu</i>)	3
5.0 Animals	1.0 Listening and Speaking	1.1 Auditory discrimination	2
		1.2 Audience awareness	2
	2.0 Reading	2.1 Visual memory	3
		2.2 Reading syllables (<i>ja-ju, la-lu</i>)	2
	3.0 Writing	3.1 Pattern writing	2
		3.2 Writing syllables (<i>ja-ju, la-lu</i>)	2
6. Weather conditions	1.0 Listening and Speaking	1.1 Auditory memory	2
		1.2 Reporting skills	2
	2.0 Reading	2.1 Visual discrimination	3
		2.2 Reading syllables (<i>ma-mu, pa-pu</i>)	3
	3.0 Writing	3.1 Recording skills	2
		3.2 Writing syllables (<i>ma-mu, pa-pu</i>)	2
7.0 Water	1.0 Listening and Speaking	1.1 Naming	3

		1.2 Articulation of letter sounds	2
	2.0 Reading	2.1 Picture reading	1
		2.2 Reading syllables (<i>ra-ru, ta-tu</i>)	2
		2.3 Word formation	5
	3.0 Writing	3.1 Hand writing	5
		3.2 Writing syllables (<i>ra-ru, ta-tu</i>)	2
8.0 Time	1.0 Listening and Speaking	1.1 News telling	5
		1.2 Passing information	4
		1.3 Story telling	4
	2.0 Reading	2.1 Reading syllables (<i>va-vu, za-zu</i>),	2
		2.2 Reading three letter words	2
	3.0 Writing	3.1 Writing three letter words	2
	9.0 Transport	1.0 Listening and Speaking	1.1 Naming
1.2 News tellin			4
2.0 Reading		2.1 Picture reading	2
3.0 Writing		3.1 Drawing and colouring pictures	3
		3.2 Writing practice	5
Total number of Lessons			150

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

1.0 GREETINGS AND FAREWELL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Greetings and farewell.	<p>By the end of the sub strand the learner should be able to:</p> <p>a) tell why we greet people in our day-to-day life,</p> <p>b) use greetings correctly while interacting,</p> <p>c) use farewell words and gestures in social interactions,</p> <p>d) appreciate use of greetings and bidding of farewell in daily interactions.</p>	<ul style="list-style-type: none"> ● Learners are guided to tell why we greet each other as we interact. ● Learners are guided to role play initiating and responding to greetings as people interact. Learners with blindness be given hands on demonstration and clear verbal instructions to guide them on the use of gestures. ● Learners with low vision listen to an audio clip of people greeting or watch a video clip on people greeting or read pictures of people greeting and bidding farewell. Learners with blindness listen to an audio clip on people greeting, listen to a video clip on people greeting or 	<ol style="list-style-type: none"> 1. Why do people greet others? 2. How do you greet people at different times?

			<p>listen to picture description on people greeting and bidding farewell. Provide verbal description on aspects of video that require use of sight.</p> <ul style="list-style-type: none"> ● Learners are guided to tell words we use to greet different people (family members, visitors, teachers, school mates, friends, younger, same age and older people) using appropriate words. ● In pairs or groups, learners collaboratively practise bidding farewell using words and gestures. ● Learners recite poems on greetings and bidding farewell. ● Learners sing time related songs on greetings and with reference to different farewell relationships (teacher, mother, peers, visitors). 	
Core competencies:				

- Creativity and imagination: a learner initiates and responds to greetings while role playing greetings and bidding of farewell.
- Communication and collaboration: a learners collaboratively practise greeting and responding to one another's greetings.

Values:

- Unity: a learner together with others cooperate while practising bidding of farewell using words and gestures.
- Respect: a learner is guided to tell the words used to greet different ages of people thus showing humility to the older people as they use the right greeting towards them.

Pertinent and Contemporary Issue(s):

Interpersonal relationship: a learner shows concern by greeting one another in the role play and bidding each other farewell in the practice.

Link to other Activity Areas:

Greeting and bidding farewell is done to show concern and for social relations. This relates to Religious Education where values are taught that help maintain social relations.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures/picture description

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Time related greetings and farewell	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify time related greetings used in interactions, b) use time related greetings while interacting with people, c) bid farewell correctly in relation to time, d) appreciate the use of greetings and bidding of farewell in daily interactions. 	<ul style="list-style-type: none"> ● Learners are guided to tell different words used to greet one another at different times of the day. ● Learners with low vision are guided to read pictures or watch a video clip on people greeting and bidding farewell at different times of the day. Learners with blindness are guided to listen to picture descriptions or listen to a video clip on people greeting and bidding farewell at different times of the day. ● In pairs or groups, learners collaboratively practise greetings used at different times of the day. 	<ol style="list-style-type: none"> 1. How do we greet people at different times of the day? 2. How do you bid each other farewell at different times of the day?

			<ul style="list-style-type: none"> ● Learners practise bidding farewell at different times of the day. ● Learners be guided to role play greeting and bidding farewell at different times of the day (good morning, good afternoon, good evening). ● Learners sing songs on time related greetings and bidding farewell using words and gestures. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner together with others collaboratively practise and role play time related greetings and bidding of farewell. ● Self-efficacy: a learner joyfully and fearlessly sings songs on time related greetings and bidding of farewell using words and gestures. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner practises learned greetings to get to understand the essence of human dignity. ● Unity: a learner co-operates with others to role play greetings. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner maintains love, peace and unity by showing concern on how others are doing through the role play on greetings.</p>				

Link to other Activity Areas:

Mathematics Activities where a learner learns about time and different activities related to time while in language, relates time with greetings and farewell.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading readiness	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify texts and pictures from books or any other surface – for learners with low vision, b) identify texts and pictures from books or any other surface – for learners with low vision, c) identify braille texts and picture description from braille books – for learners with blindness, 	<ul style="list-style-type: none"> ● Learners with low vision are guided to interact with books with text and pictures while learners with blindness are guided to interact with braille books with braille text and picture description. ● Learners with low vision are guided to open books and read from left to right while learners with blindness to open braille books and read from left to right. ● Learners with low vision are guided to turn pages of a book from right to left. Learners with 	How do you turn the pages of a book to read?

		<p>d) read texts and pictures from the left to the right of a page – for learners with low vision,</p> <p>e) read braille texts or picture description from the left to the right of a page – for learners with blindness,</p> <p>f) turn pages from right to left in readiness for reading,</p> <p>g) demonstrate good care of own books,</p> <p>h) enjoy reading pictures and texts from different materials.</p>	<p>blindness are guided to turn pages of a braille book from right to left.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to role play covering books while learners with blindness are guided to check the spiral and fix the cover firmly to protect the book. ● Learners with low vision are guided to role play arranging books on shelves, bags and tables. Learners with blindness be given hands on demonstration and verbal instructions on how to arrange books on shelves, bags and tables. ● Learners with low vision are guided to read pictures from different materials: appropriate print books, charts, digital devices with assistive technology, boards. Learners with blindness are guided to 	
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			<p>listen to description of pictures from different materials: braille books, braille charts, digital devices with assistive technology, boards.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to read letter sounds from charts written in appropriate print in turns while learners with blindness are guided to read letter sounds from braille chart in turns. ● Learners are guided to read letters of the alphabet from charts written in both braille and appropriate print. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner with others talk and listen to one another in the role play on arranging books on shelves as a way of caring for the books. ● Imagination and creativity: a learner while role playing covering of books, comes up with ideas on how best to do it. 				

Values:

- Unity: a learner works equitably with others to achieve a common goal of role playing arranging books on shelves, bags and table.
- Social justice: a learner works with fairness with others as they share roles on who to do what in the arrangement of books on the shelves, bags and tables.

Pertinent and Contemporary Issue(s):

Social cohesion: a learners work together as a team in the role plays in an effort to maintain relations.

Link to other Activity Areas.

Book care is a book handling skill necessary in all Activity Areas, it therefore cuts across Activity Areas.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures
- Braille books
- Braille paper
- Shelves
- Bags
- Tables

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Writing readiness	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify writing materials (surfaces and tools) in preparation for writing, b) hold a writing tool properly in preparation for writing, c) turn pages from right to left in preparation for writing for learners with low vision, d) take pleasure in pre writing activities in and out of school. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to mention writing surfaces such as appropriate print books, ground, boards, tools such as pencils, sticks, chinks, colours while learners with blindness are guided to mention writing materials such as braille papers, slates and stylus, braille machine. ● Learners are guided to practice holding a writing tool properly. ● Learners with low vision is guided to turn pages from right to left when writing while learners with blindness are guided to fix and clip the braille paper to keep it firmly fixed in the slate when writing. ● In pairs or groups, learners with low vision collaboratively write patterns from left to right while learners with blindness write patterns using slate and stylus from right to left. 	<ol style="list-style-type: none"> 1. How do you prepare for writing? 2. Why should you hold the writing tool properly when writing?

			<ul style="list-style-type: none"> ● Learners with low vision freely draw pictures of choice while learners with blindness freely model items or objects of choice. ● Learners with low vision colour pictures in books. Learners with blindness make patterns using slate and stylus without skipping a line. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Learning to learn: a learner persists in holding a writing tool properly and turning pages from right to left preparing for reading and writing. ● Creativity and Imagination: a learner interacts with appropriate print and braille materials and acquires new ideas on how to hold writing tools in preparation for writing. 				
<p>Values:</p> <p>Responsibility: a learner learns to hold a writing tool and write with resilience.</p> <p>Integrity: a learner shows accountability in commitment to freely draw pictures or model objects of choice.</p>				
<p>Pertinent and Contemporary Issue(s):</p> <p>Social cohesion: a learner collaboratively works with others to make patterns.</p>				
<p>Link to other Activity Areas.</p> <p>Linked to all other activity areas as a learner has to learn how to turn pages every time while writing.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology 				

- Video clip
- Pictures/picture descriptions
- Books/braille books
- Boards/pegboards
- Slates and stylus
- Pencils
- Sticks
- Chalks
- Colours

2.0 OUR NEIGHBOURHOOD				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Listening for comprehension	<p>By the end of the sub strand the learner should be able to:</p> <p>a) tell why we should listen attentively when one is talking,</p> <p>b) listen to information for comprehension,</p> <p>c) answer questions from the listening experience,</p> <p>d) take pleasure in activities that involve listening and speaking.</p>	<ul style="list-style-type: none"> ● Learners are guided to listen to a story about things in the neighbourhood from the teacher or a digital device with assistive technology. ● Learners are guided to retell the story. ● Individually, learners are guided to answer oral questions from the story. ● In groups, learners tell stories about things in the neighbourhood in and out of the school. ● Learners recite poems on things found in the neighbourhood (houses, roads, people, plants). 	<ol style="list-style-type: none"> 1. How do you prepare to listen to a story? 2. Why do you learn about things in the neighbourhood?
Core Competencies:				

- Communication and collaboration: a learner listens to the stories and answers questions collaboratively with others.
- Critical thinking and problem solving: a learner objectively answers questions from the story about things in the neighbourhood.

Values:

Unity: a learner co-operates with others in groups to answer questions on the story told.

Pertinent and Contemporary Issues(s):

Social cohesion: a learner collaboratively listens to and retells stories about things in the neighbourhood.

Link to other Activity Areas:

Listening for comprehension is a skill that closely relates to moral values and discipline so as to benefit from oral instructions. Such values are taught in Religious Education.

Suggested learning resources:

- Digital devices with assistive technology
- Appropriate print reference materials
- Braille reference books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 News telling	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) describe happenings as they occur in brief, b) tell and retell news and verbal messages to communicate things that have happened, c) take pleasure in passing verbal messages. 	<ul style="list-style-type: none"> ● Learners are guided to explain different happenings or events sequentially. ● Learners are guided to listen to news from the teacher or pre-recorded news from a digital device with assistive technology using simplified language. ● In pairs or groups, learners collaboratively tell and re-tell news in turns. ● Learners are guided to talk about the importance of neighbours. ● Learners tell news on happenings in the neighbourhood about people or events. ● Learners tell news on things observed during a nature walk in their neighbourhood. ● Learners sing songs related to things found in the neighbourhood. 	<ol style="list-style-type: none"> 1. Why do you listen to news? 2. How do you listen to news?

Core Competencies:

- Communication and collaboration: a learner tells, retells and listens to news about happenings in the neighbourhood.
- Self-efficacy: a learner confidently tell news on things observed during a nature walk in their neighbourhood.

Values

- Love: a learner accepts and respects others' ideas as they tell news.
- Respect: a learner appreciates opinions of others while telling news.

Pertinent and Contemporary Issue(s)

Social cohesion: a learner with others talk about the importance of neighbours as they live together in harmony.

Link to other Activity Areas:

Environmental activities: Learners learns about people and the environment they live in, as they tell news on happenings in the environment.

Suggested learning resources:

- Digital devices with assistive technology
- Appropriate print reference materials
- Braille reference books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Book handling <i>Braille book handling</i>	By the end of the sub strand the learner should be able to: a) describe ways of caring for books for sustainability, b) demonstrate book handling skills in and out of school, c) demonstrate ability to arrange books properly, d) take pleasure in book handling and storage activities.	<ul style="list-style-type: none"> ● Learners with low vision are guided to talk about ways of caring for books. Learners with blindness are guided to talk about ways of caring for braille books. ● Learners with low vision are guided to role play covering books collaboratively while learners with blindness is guided to fix firmly the spiral to keep the braille book in shape. ● Learners with low vision observe pictures of well-arranged books on shelves or tables while learners with blindness are guided to touch and explore in order to recognize the arrangement of books on the shelves or tables. ● Learners with low vision is guided to arrange books in bags 	<ol style="list-style-type: none"> 1. How do you take care of our books? 2. How do you hold our books when reading?

			<p>while learners with blindness are given hands on demonstration to arrange books in bags.</p> <ul style="list-style-type: none"> ● Learner are guided to arrange and store books properly and collaboratively. Learners with blindness be given hands on demonstration to arrange the books on how to arrange books. ● Learners with low vision practise arranging books top side up in shelves or book corner while learner with blindness practice arranging braille books top side up vertically in shelves or book corner. ● Learners practise dusting of books with nose covered where there is dust. ● Learners wash hands after dusting books. 	
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			<ul style="list-style-type: none"> ● Learners sing songs as they arrange books on shelves, in bags or on tables. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner learns different ways of covering and caring for books in preparation for reading. ● Self-efficacy: a learner role plays assertively on covering of books as a way of caring for them. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: a learners co-operate as they role play covering of books. ● Responsibility: a learner is accountable for taking care of own books by applying the learned ways of book care. 				
<p>Pertinent and Contemporary Issue(s): Health related issues awareness is enhanced as a learner washes hands and covers the nose to keep off dust when dusting and arranging books.</p>				
<p>Link to other Activity Areas: Book care is a necessary skill across Activity Areas as learners prepare to read and write, it therefore links to all.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Video clip ● Pictures ● Appropriate print books ● Braille books ● Shelves tables ● Bags 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading readiness	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) recognize pictures of things found in the neighbourhood - for learners with low vision. b) recognize pictures of things found in the neighbourhood by listening to description of pictures - for learners with blindness. c) interpret familiar pictures correctly, - for learners with low vision d) interpret familiar pictures correctly by listening to description of pictures - for learners with blindness e) chant rhymes on letter sounds and letter names, f) enjoy participating in pre-reading activities, 	<ul style="list-style-type: none"> ● Learners with low vision are guided to identify pictures of things found in the neighbourhood from the writing board, charts, appropriate print books, flash cards or digital devices with assistive technology (neighbours, buildings, domestic animals, utensils, rivers, roads, play grounds, trees, market), Learners with blindness are guided to identify things found in the neighbourhood by manipulating real objects, or description of pictures on writing board, braille charts, braille books, braille cards or digital devices with assistive technology(neighbours, buildings, domestic animals, utensils, rivers, roads, play grounds, trees, market). ● In groups or pairs learners with low vision talk about the pictures, 	<ol style="list-style-type: none"> 1. Why should you know things near your school? 2. Why do you learn letter sounds?

			<p>real objects collaboratively, while learners with blindness listen to description of pictures and manipulate real objects and talk about them.</p> <ul style="list-style-type: none"> ● Learners with low vision read letters of the alphabet in groups and as individuals from charts and flashcards while learners with blindness read letters of the alphabet in groups and as individuals from braille charts and braille books or braille cards. ● Learners read letter sounds in pairs and as individuals from charts or appropriate print books. Learners read letter sounds in pairs and as individuals from braille charts or braille books. ● Learners chant rhymes on letter sounds and letter names. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner identifies pictures descriptions or pictures of things found in the neighbourhood by recalling and generating ideas. ● Self-efficacy: a learner chants rhymes on letter sounds and letter names assertively in class. 				

Values:

- Social justice: a learner together with others share braille charts and flash cards or braille cards with unity and without discrimination.
- Unity: a learner works harmoniously with others in reading aloud letter sounds.

Pertinent and Contemporary Issue(s):

Environmental awareness: a learner's identification of pictures and naming of things found near the school is an indicator of environmental awareness.

Link to other Activity Areas:

Environmental Activities as a learner reads pictures of things found in the neighbourhood like animals.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures
- Flash cards/braille cards
- Books with appropriate font size and colour contrast/braille books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Letter recognition	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different letter names in and out of class, b) differentiate between upper case and lower case letters of the alphabet, c) match upper case and lower case letters of the alphabet, d) take pleasure in chanting rhymes on letter names. 	<ul style="list-style-type: none"> ● Learners are guided to listen to an audio clip on letter names or read letter names from the board. ● Learners are guided to recall letter names learned. ● Learners with low vision are guided to read letters of the alphabet from charts, appropriate print books, flash cards while learners with blindness are guided to read letters of the alphabet from braille charts, braille books, and braille cards. ● Learners are guided to match upper case and lower-case letters. ● Learners visit a learning corner with a variety of jumbled letters 	<ol style="list-style-type: none"> 1. How do you read letter sounds? 2. Why should you learn letter sounds?

			<p>in different cases written in both braille and print and identify each letter name.</p> <ul style="list-style-type: none"> ● Learners with low vision play letter memory games like fishing game using letter flash cards written in print. Learners with blindness play letter memory games like fishing game using letter braille cards. ● Learners chant rhymes collaboratively on letter names. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner recalls previously learned letter names. ● Digital literacy: a learner listens to an audio clip on letter names. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner chants the letter sounds together with others and accept others as they work together. ● Responsibility: a learner is diligently engaged in assigned roles and duties of chanting letter names. 				
<p>Pertinent and Contemporary Issue(s)</p> <p>Social cohesion: a learner works together with others in group work to achieve a common goal (chanting and playing a fishing game).</p>				
<p>Link to other Activity Areas:</p>				

Chanting of rhymes on letter names is linked singing of songs in Creative Activities.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Video clip
- Charts/braille charts
- Books braille books
- Flashcards/braille cards

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Letter writing	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify letters of the alphabet in both lower and upper case, b) write letters of the alphabet in lower case, c) write letters of the alphabet in upper case, d) match in writing lower case and upper case letters, e) enjoy activities related to writing of letters of the alphabet. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to read letters of the alphabet in lower case form charts, appropriate print books, digital device with assistive technology. Learners with blindness are guided to read letters of the alphabet in lower case form braille charts, braille books and digital device with assistive technology. ● Learners with low vision are guided to read letters of the alphabet in upper case from charts, appropriate print books, digital device with assistive technology, while learner with blindness guided to read letters of the alphabet in upper case from braille charts, braille books, digital device with assistive technology. ● Learners with low vision are guided to write letters of the alphabet in the air, while learners with blindness are guided to place pegs on pegboards to form letters of the alphabet. 	<ol style="list-style-type: none"> 1. How do you tell whether a letter is upper case or lower case? 2. Why do you learn about letters in lower case and upper case?

			<ul style="list-style-type: none">● Learners with low vision are guided to write letters of the alphabet in lower case on different materials: appropriate print books, ground, board, digital device with assistive technology, while learners with blindness are guided to write letters of the alphabet in lower case on different materials: braille paper, or digital device assistive technology.● Learners write letters of the alphabet in upper case on different materials.● Learners match in writing lower case and upper-case letters.● Learners with low vision are guided to model letters of the alphabet in groups using clay, dough or plasticine. Learners with blindness are guided to form letters of the alphabet in groups using pins and soft boards.● Learners clear working area and wash hands with soap and clean water.	
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			<ul style="list-style-type: none"> ● Learners display work done for peer assessment. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Learning to learn: a learner persists to learn about letter creating and learns that letters of the alphabet can be written in both lower and upper case and can be modelled. ● Creativity and imagination: a learner writes letters of the alphabet in the air imaginatively with the picture in mind of how the letter looks on a book. 				
<p>Values: Integrity: a learner shows accountability in commitment to complete tasks given (writing and matching of letters).</p>				
<p>Pertinent and Contemporary Issue(s): Personal hygiene: a learner washes hands with clean water and soap after a modeling activity.</p>				
<p>Link to other Activity Areas. Letter writing relates to Creative Activities as the learner models the letters of the alphabet.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Video clip ● Pegboards ● Flash cards/ braille cards ● Dough ● Clay ● Plasticine ● Soap and clean water 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing practice	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify letters of the alphabet from texts, b) write correctly and neatly letters of the alphabet, c) make patterns using letters of the alphabet, d) take pleasure in activities related to writing of letters of the alphabet. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to read the letters of the alphabet from appropriate print books, charts, board, digital device with assistive technology, while learner with blindness are guided to read the letters of the alphabet from braille books, braille charts, digital device with assistive technology. ● Learners with low vision are guided to colour letters of the alphabet within borders while learners with blindness are guided to write letters of the alphabet in braille without skipping line and with appropriate spacing. ● Learners with low vision are guided to write letters of the alphabet in lower case on appropriate print books, digital devices with assistive technology while learners with blindness are guided to write letters of the alphabet in lower 	<ol style="list-style-type: none"> 1. How do you make patterns in braille or in print? 2. How do you write neatly in braille or in print?

			<p>case on braille papers of digital devices with assistive technology.</p> <ul style="list-style-type: none"> ● Learners with low vision write letters of the alphabet in upper case on appropriate print books, digital devices with assistive technology. Learners with blindness write letters of the alphabet in upper case on braille books, digital devices with assistive technology. ● Learners with low vision are guided to make letter patterns on different surfaces collaboratively and as individuals while learners with low vision are guided to make letter patterns on different surfaces collaboratively and as individuals. ● Learners with low vision are guided to model letters of the alphabet collaboratively, while learners with blindness are guided to use pins and soft board to form letters of the alphabet collaboratively. ● Learners tidy up the working space and clean hands after modelling. 	
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			<ul style="list-style-type: none"> ● Learners display the work done written and modelled. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Self-efficacy: a learner performs different activities in letter writing (modelling, colouring, and writing) and confidently displays work done. ● Digital literacy: a learner writes letters of the alphabet in lower case and upper case on a mobile phone, tablet or lap top. 				
<p>Values</p> <ul style="list-style-type: none"> ● Social justice: a learner exercises freedom to express self and equity on sharing resources as they model and colour. ● Peace: a learner together with others resolve differences responsibly that may occur when working together in making patterns. 				
<p>Pertinent and Contemporary Issue(s): Personal hygiene: a learner clears the working space and washes hands after the modelling experiences.</p>				
<p>Link to other Learning Areas: Creative Activities, a learner colours letters of the alphabet within borders while practising to write. Colouring is a mostly done experience in Creative Arts.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Video clip ● Pins and soft board ● Soap and clean water 				

3.0 OUR SCHOOL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Active listening	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) tell why we listen attentively when being addressed, b) pay attention to conversations in and out of school, c) respond to simple instructions appropriately in and out of school, d) enjoy participating in conversations. 	<ul style="list-style-type: none"> ● Learners are guided to tell reasons why we listen attentively when being talked to. ● Learners are guided to tell stories and poems while others listen, ● Learners are guided to re-tell stories told by the teacher and other learners. ● Learners are guided to view and listen to short clips and imitate the conversation, provide verbal description on aspects of the video clips that require use of sight. ● Learners listen to simple instructions and respond. ● Learners take turns in conversations. ● Learners view recorded clips of their own conversations as they are appreciated and corrected, 	<ol style="list-style-type: none"> 1. How do you carry out a conversation? 2. Why do people respond to instructions?

			<p>provided verbal description on aspects of the video that require use of sight.</p> <ul style="list-style-type: none"> • Learners participate in verbal games, poems and songs that involve turn taking. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner listens attentively and responds to conversations, stories and simple instructions. • Self-efficacy: a learner participates in conversations and in responding to simple instructions. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: a learner with others practice patience and take turns in conversations. • Unity: a learner works together in performing the given task, conversation. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner works in unity with others in telling stories, viewing clips and participating in verbal games among other experiences.</p>				
<p>Link to other Activity Areas: Active listening links to all the other Activity Areas where it is required from the side of learners so as to benefit from daily instructions.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Digital devices with assistive technology • Video clip • Audio clips 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Self expression	By the end of the sub strand the learner should be able to; a) express own needs and ideas verbally in and out of school, b) use appropriate vocabulary to express own needs and ideas in and out of school, c) actively participate in activities on self-expression.	<ul style="list-style-type: none"> ● Learners are guided to express own needs (what they require), ideas and thoughts freely. ● Learners are guided to tell news or talk about what they are doing during school activities (reading, writing, colouring). ● Learners be engaged in short discussions and answering of simple questions. ● In pairs and small group, learners to tell news and stories on school activities. ● Learners sing songs about their school needs. 	<ol style="list-style-type: none"> 1. How do you inform others about yourself? 2. How do you tell others when you are in need?
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner uses vocabulary to express their needs and ideas and tells news as others listen. ● Self-efficacy: a learner expresses self with confidence in discussions and answering of questions. 				
<p>Values:</p>				

- Respect: a learner with the others take turns in telling news or talking about what is done in school and stories.
- Unity: a learner works together with others in harmony to perform assigned roles (discussions).

Pertinent and Contemporary Issue(s):

Social cohesion: a learner works amicably with others in telling news and stories.

Link to other Activity Areas:

Creative Activities the as learner sings songs related to expression of school needs.

Suggested learning resources:

- Digital devices with assistive technology
- Books/braille books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Print awareness	<p>By the end of the sub strand the learner should be able to;</p> <p>a) recognise pictures related to school – for learners with low vision</p> <p>b) listen to the description of the and recognise pictures related to school – for learners with blindness,</p> <p>c) demonstrate awareness of print existence in and out of school,</p> <p>d) show interest in reading in and out of school.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to read pictures on things found in the school and talk about them, while learners with blindness are guided to listen to description of pictures on things found in the school and talk about them. ● In pairs or groups, learners with low vision collaboratively read picture stories to each other and appreciate one another, while learners with blindness collaboratively read picture stories to each other and appreciate one another. ● Learners with low vision read pictures on safe things to do in school, while learners with blindness read pictures on safe things to do in school. ● Learners with low vision read pictures on safe and unsafe places in school, while learners with blindness listen to 	<p>Why do we enjoy reading pictures?</p>

			<p>description of pictures on safe and unsafe places in school.</p> <ul style="list-style-type: none"> ● Learners with low vision read pictures, letter sounds and names of letters of the alphabet from different materials. While learners with blindness listen to picture description, letter sounds and names of letters of the alphabet from either the teacher or a digital device with assistive technology. ● Learners with low vision play games on identification of pictures, letter sound and letters of the alphabet. Learners with blindness listen to picture description and play games on identification of pictures, letter sound and letters of the alphabet. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and communication: a learner with others read pictures and picture stories collaboratively. ● Self-efficacy: a learner correctly identifies pictures and is appreciated by others. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner with other learners take turns in talking about pictures related to school. ● Unity: a learner works together in talking about the pictures. 				

Pertinent and Contemporary Issue(s):

Child Safety and security: a learner identifies safe and unsafe places in school and this helps avoid playing around the unsafe ones while in school.

Link to other Activity Areas:

Environmental Activities as the learner reads pictures of different things found within the school environment.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures
- Books/braille books
- Flashcards/braille cards

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Writing syllables (<i>ba - bu, da-du</i>)	<p>By the end of the sub strand the learner should be able to;</p> <p>a) join two sounds to read syllables in and out of class (ba-bu, da-du),</p> <p>b) demonstrate ability to read syllables in and out of class,</p> <p>c) enjoy participating in activities that involve reading of syllables.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to read letter sounds from a chart with appropriate print, writing board, appropriate print book or digital device with assistive technology. ● Learners are guided to join 2 sounds, a consonant and a vowel to make syllables. ● Learners are guided to blend sounds to make syllables, example; ba be bi bo bu, da de di do du. ● Learners read and master syllables. ● Learners practise reading syllables collaboratively as they correct one another (peer teaching). ● Learners with low vision are guided to play games on syllables like a fishing game using flash cards with syllables. While learners with blindness are guided to play games on syllables like a 	How can you read letter sounds while in and out of school?

			fishing game using braille flash cards with syllables.	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-efficacy is enhanced as a learner gains confidence in reading syllables. ● Learning to learn: a learner persists in learning to join sounds to make syllables. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: a learner with the others in class correct each other positively as they make syllables. ● Responsibility: a learner teaches one another on how to read syllables. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner works harmoniously with others to achieve a common goal in reading syllables.</p>				
<p>Link to other Activity Areas: Reading syllables links to all other Activity Areas where reading of words and sentences is involved.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Video clip ● Chart/braille chart ● Writing board/pegboard ● Book/braille books 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0. Writing	3.1 Drawing and colouring pictures 3.2 modelling and colouring	By the end of the sub strand the learner should be able to; a) identify pictures of objects within the school environment – for learners with low vision, b) identify pictures of objects by listening to description of picture of objects within the school environment – for learners with blindness, c) draw different objects within the school environment – for learners with low vision, d) model different objects within the school environment – for learners with blindness, e) colour the drawings using different colours.	<ul style="list-style-type: none"> ● Learners are guided to name things found within the school. ● Learners with low vision are guided to read pictures of things found within the school while learners with blindness are guided to listen description of pictures of things found within the school. ● Learners with low vision are guided to draw pictures of things found within the school environment, while learners with blindness are guided to model things found within the school environment. ● Learners with low vision are guided to colour the drawings while sharing the colour pencils, while learners with blindness are guided to colour modelled objects or other items while sharing the materials for modelling. Learners are paired with sighted guide to help in dividing portions to be coloured and choosing colours to use. 	Why is school environment relevant to us?

		<p>f) colour the modelled objects using different colours – for learners with blindness,</p> <p>g) show excitement in drawing activities.</p>	<ul style="list-style-type: none"> ● Learners are guided to model different things found in school and share the modelling materials. ● Learners wash hands after modelling. ● Learners display the work done for peer assessment and for enhancement of self-efficacy. ● Learners sing songs/recite poems in groups related to the things found in the school. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Creativity and imagination: a learner creatively draws and colours things found within the school environment. ● Self-efficacy: a learner without assistance draws and colours pictures of things found within school and displays the pictures for others to see. 				

Values:

- Unity: a learner shares drawing and colouring tools with others in the class.
- Peace: a learner practises patience in sharing the available drawing and colouring tools.

Pertinent and Contemporary Issue(s):

Personal hygiene awareness: a learner washes hands with clean water and soap after modelling things found within the school environment.

Link to other Activity Areas:

Environmental Activities as a learner names things found in the school environment.

Creative Activities as a learner draws, colours and models different things found within the school.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures
- Plasticine
- Clay
- Dough

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing syllables <i>(ba - bu, da-du)</i>	By the end of the sub strand the learner should be able to: a) identify syllables from texts, b) demonstrate ability to write syllables properly in and out of class (ba-bu, da-du), c) participate in writing syllables with excitement.	<ul style="list-style-type: none"> ● Learners with low vision read the already learned syllables from charts with appropriate print, appropriate print books, flash cards, a writing board or a digital device with assistive technology (ba-bu, da-du) while learners with blindness read the already learned syllables from braille charts, braille books, braille cards, or a digital device with assistive device (ba-bu, da-du). ● Learners with low vision write the syllables in the air while learners with blindness place pegs on pegboards to form the syllables. ● Learners join sounds to make syllables in writing (consonants and vowels) collaboratively. 	<ol style="list-style-type: none"> 1. How do we sit when writing? 2. Why do you write syllables?

			<ul style="list-style-type: none"> ● Learners with low vision model learned syllables, while learners with blindness use pin and softboard to form learned syllables. ● Learners wash hands with clean water and soap after modelling. ● Learners with low vision colour the learned syllables while learners with blindness fix papers firmly in slates and stylus and write the learned syllables ensuring that they are spaced appropriately and without skipping lines. ● Learners make patterns using syllables. ● Learners display work written and modelled. ● Learners chant rhymes on syllables. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner joins letter sounds to write the syllables appropriately. 				

<ul style="list-style-type: none"> ● Creativity and Imagination: a learner draws and colours syllables using own creative ideas. 	
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner works with others in harmony while modelling and colouring syllables. ● Social justice: a learner ensures fairness in sharing of the drawing, modelling and colouring items. 	
<p>Pertinent and Contemporary Issue(s):</p> <p>Personal hygiene awareness: a learner washes hands with clean water and soap after the colouring and modelling experiences.</p>	
<p>Link to other Activity Areas: :</p> <p>Creative Activities where a learner engages in colouring and modelling activities in the same way they model and colour syllables.</p>	
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Charts/braille charts ● Books/braille books, ● flash cards/braille cards 	

4.0 OUR MARKET

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Polite language	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify polite words used to appreciate, apologise and make requests, b) use appropriate vocabulary when making requests, apologising and appreciating (please, excuse me, may I, sorry), c) advocate for use of polite language in social interactions. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to watch a role play or video clip of people using polite language (please, excuse me, may I and I am sorry) where applicable, while learners with blindness are guided to listen to a role play or video clip of people using polite language (please, excuse me, may I and I am sorry) where applicable. Provide verbal description of video aspects that that require use of sight. ● Learners with low vision are guided to identify words used in polite language from the role play, video clip watched/story told while learners with blindness are guided to identify words used in polite language from 	<ol style="list-style-type: none"> 1. How do you request for something? 2. How do you show that we are sorry?

			<p>the role play, video clip listened to/story told.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to role play buying and selling with negotiation of prices using polite language (bargaining for better prices of items) provide verbal description of the aspects that require use of sight. ● Learners listen to a story from the teacher on use of polite language. ● Learners construct simple sentences in turns using polite language. ● Learners sing songs related to market. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner converses with others in a role play on buying and selling while using polite language. ● Self- efficacy: a learner without fear constructs simple sentences using polite language. 				
<p>Value:</p> <ul style="list-style-type: none"> ● Responsibility: a learner engages in assigned roles as a buyer or a seller while role playing. ● Respect: A learner interacts with others while taking turns in constructing simple sentences using polite language. 				

Pertinent and Contemporary Issue(s):

Financial literacy: a learner learns to negotiate for lower prices of items while role playing buying and selling.

Link to other Activity Areas:

Use of polite language links to moral values in Religious Education (CRE) where learners learn and practise moral values like requesting, apologising and requesting.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Shop accessories

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Passing information	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe a market using simple language, b) engage in conversations related to the market practices to pass information, c) take pleasure in passing verbal messages through conversations. 	<ul style="list-style-type: none"> ● Learners talk about a market, what it is and what happens there. ● Learners with low vision are guided to read pictures from charts, books, magazines on people in the market while learners with blindness are guided to listen to description of pictures from charts, books, magazines on people in the market. ● Learners with low vision are guided to watch a video clip on people buying and selling in the market while learners with low vision are guided to listen to a video clip on people buying and selling in the market. ● Learners are guide to collect packaging containers for different items and 	<p>Why do we buy and sell things at the market?</p>

			<p>arrange/display in the shop corner (containers, sachets), learners with blindness be paired with sighted peers during the activity.</p> <ul style="list-style-type: none"> ● Learners tell short stories about people found in the market. ● Learners talk about things bought and sold in the market. ● Learners role play conversations between buyer and seller while in the shop corner. Provide verbal description of aspects that require use of sight during the activity. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner participates in a role play as a buyer or seller with talking and listening experiences. ● Creativity and imagination: a learner collects different materials and using own ideas arranges them at the market corner in the classroom. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner takes turns in the conversation with others in role playing buying and selling. ● Unity: a learner in groups tells stories about market and listens to one another. 				

Pertinent and Contemporary Issue(s):

Financial literacy: a learner role plays buying and selling at the shop corner exhibiting such skills like bargaining or negotiation.

Link to other Activity Areas:

Buying and selling activities relate to counting in Mathematics Activities where money in different currencies is counted.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures
- Charts/braille charts
- Books/braille books
- Magazines
- Shop accessories

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Visual discrimination	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify pictures of different items sold in the market, - for learners with low vision.</p> <p>b) Listens to description of identifies pictures of different items sold in the market, - for learners with blindness.</p> <p>c) demonstrate awareness of similarities in pictures of things found in the market - for learners with low vision.</p> <p>d) demonstrate awareness of similarities in pictures of pictures of things found in the market by listening to description - for learners with blindness.</p> <p>e) demonstrate awareness of differences in pictures of</p>	<ul style="list-style-type: none"> ● Learners with low vision watch a video clip on things found in the market and people buying and selling, while learners with listen to a video clip on things found in the market and people buying and selling. ● Learners observe pictures of things found in the market and people in the market buying and selling while learners with blindness be paired with their sighted peers during the activity. ● Learners sort pictures of different things found in the market while learners with blindness be paired with their sighted peers during the activity. ● Learners with low vision are guided to use pictures, to tell similarities in things found in the market: size, colour, shape while learners with blindness is guided to use pictures description and manipulation of real 	<ol style="list-style-type: none"> 1. Why do you go to the market? 2. Why do we buy things from the market?

		<p>things found in the market – for learners with low vision.</p> <p>f) demonstrate awareness of differences in pictures of things found in the market – for learners with blindness by listening to picture description.</p> <p>g) actively participate in picture reading activities.</p>	<p>objects, to tell similarities in things found in the market: size, colour, shape.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to use pictures, tell differences in things found in the market: size, colour, shape while learners with low vision is guided to use pictures description and manipulation of real objects to tell differences in things found in the market: size, colour, shape. ● Learners identify pictures of dirty or rotten items sold in the market that we should not buy for safety and health reasons while learners with blindness listens to listens to picture description and identifies pictures of dirty or rotten items sold in the market that we should not buy for safety and health reasons. ● Learners sing songs related to activities taking place in the market. 	
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Core competencies:

- Critical thinking and problem solving: a learner objectively points out differences and similarities of things found in the market from the pictures read.
- Communication and collaboration: a learner with others talk and listen to each other about similarities and differences in things found in the market.

Values:

- Responsibility: a learner demonstrates diligence with the awareness of things in the market that can be sold and bought.
- Patriotism: a learner gets to understand more about their market and appreciate things from the market.

Pertinent and Contemporary Issue(s):

Health issues awareness: a learner learns to take precaution when buying items at the market so as not to buy the dirty or rotten food items that could be harmful to health.

Link to other Activity Areas:

Sorting and grouping in Mathematics Activities as a learner sorts pictures of different things found in the market.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures
- Market accessories

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Letter-sound correspondence	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify letters of the alphabet by name, b) identify letter sounds from a variety of texts, c) match letter names and letter sounds appropriately, d) participate in chanting rhymes on letter names and letter sounds. 	<ul style="list-style-type: none"> ● Learners with low vision watch an animated clip-on letter names and letter sounds while learners with blindness listen to an animated clip-on letter names and letter sounds. ● Learners are guided to identify letters from appropriate print books, charts, boards, flash cards, digital device with assistive technology while learners with blindness are guided to identify letters from braille books, braille charts, braille cards, digital device with assistive technology. ● Learners with low vision read letter sounds in turns from a chart, appropriate print books, boards, flash cards, digital device with assistive technology, while learners with blindness read letter sounds in 	<p>Why do we learn letter sounds?</p>

			<p>turns from a braille chart, braille books, braille cards, digital device with assistive technology.</p> <ul style="list-style-type: none"> • In groups or in pairs, learners chant rhymes on letter names and letter sounds in turns and collaboratively in the right order. (Letter a, sound /a /, Letter b, sound /b/...). 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: a learner brings out the difference between letter names and letter sounds when chanting rhymes. • Self-efficacy: a learner confidently identifies letters of the alphabet in class. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: a learner takes turns with others to read letter sounds. • Peace: a learner works in harmony with others in groups to chant rhymes on letter names and sounds. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner works together with others to chant letter names and letter sounds.</p>				
<p>Link to other Activity Areas: Chanting of rhymes links to Creative Activities and Religious Activities (CRE) as a learner chants rhymes in a tune related to songs. Most of the Music and CRE learning experiences are about singing.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Digital devices with assistive technology 				

- Video clip
- Books/braille books
- Charts/braille charts
- Flash cards/braille cards

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Reading syllables	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify syllables from a variety of texts,</p> <p>b) read syllables by joining two letter sounds; fa-fu, ha-hu</p> <p>c) chant rhymes related to syllables,</p> <p>d) enjoy chanting rhymes related to syllables reading.</p>	<ul style="list-style-type: none"> ● Learners listen to recorded syllables from a digital device with assistive technology. ● Learners are guided to identify written letter sounds. ● Learners are guided to join two sounds to form syllables. ● Learners are guided to read the syllables fa fe fi fo fu ga ge gi go gu ha he hi ho hu on flash cards, books, charts, writing board, digital device, ● Learners chant rhymes on letter sounds collaboratively and as individuals while the others listen to and appreciate the effort by clapping. ● Learners play games related to letter sounds and syllables using flash cards. 	How do you read letter sounds?

Core competencies:

- Critical thinking and problem solving: a learner objectively puts together two different sounds to form syllables.
- Self-efficacy: a learner individually chants letter sounds appropriately while others listen to and appreciate the effort by clapping.

Values:

- Respect: a learner takes turns with others to chant letters of the alphabet and read syllables.
- Unity: a learner works collaboratively with others as a team in chanting letter sounds.
- Love: a learner appreciates the effort of others by clapping.

Pertinent and Contemporary Issue(s):

Social cohesion: a learner harmoniously works with others to achieve common targets (reading letters and syllables).

Link to other Activity Areas:

In all the other Activity Areas, reading of syllables and words is a skill necessary for preparation in writing in the curriculum.

Suggested learning resources:

- Digital devices with assistive technology
- Flash cards/braille cards

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Eye-hand coordination	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) describe how to move eyes and hands when writing – for learner with low vision.</p> <p>b) describe how to move the index finger and the stylus when writing – for learner with blindness.</p> <p>c) demonstrate eye-hand coordination when writing on different surfaces for learners with low vision.</p> <p>d) demonstrate ability to use index finger to guide the point of stylus when writing on different surfaces for learners with blindness.</p> <p>e) desire to participate in activities that involve eye-hand coordination for appropriate writing.</p> <p>f) desire to participate in activities that involve index</p>	<ul style="list-style-type: none"> ● Learners with low vision tell how we move eyes and hands when writing while learners with blindness tell how we move the index finger to guide the point of stylus when writing. ● Learners with low vision practise writing letters on floor, on a writing board, on air, on appropriate print books, a digital device with assistive technology while learners with blindness practise writing letters on pegboards, on braille papers and digital device with assistive technology. ● Learners with low vision colour letters of the alphabet, while learners with blindness write letters of the alphabet in braille paper or peg boards. ● Learners with low vision colour pictures of things found in the market. Learners with blindness 	<p>1. How do you write letters of the alphabet?</p> <p>2. why should you be keen when writing?</p>

		<p>finger and stylus coordination for appropriate writing.</p>	<p>model some things found in the market.</p> <ul style="list-style-type: none"> ● Learners with low vision model letters of the alphabet and things found in the market using clay, plasticine, dough. Learners with blindness write letters of the alphabet on braille papers or using pegs and pegboards and model things found in the market using clay, plasticine, dough. ● Learners wash hands after modelling, ● Learners with low vision paint and appropriate print letters of the alphabet and wash hands, while learners with blindness write letters of the alphabet on braille paper and stick the paper on soft board and wash hands. ● Learners with low vision trace letters of the alphabet, while learners with blindness write the letters of the alphabet in braille. ● Learners with low vision practise fixing letter puzzles 	
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			<p>collaboratively to enhance eye-hand coordination. Learners with blindness practise writing letters of the alphabet for mastery of index finger to guide the pressing of dots in appropriate line.</p> <ul style="list-style-type: none"> ● Learners display work done. ● Learners play digital games on letters of the alphabet that involve the manipulation of a digital device. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-efficacy: a learner is internally motivated while displaying for the others to see coloured letters and pictures, modelled letters and items found in the market, painted letters, traced letters and fixed puzzles. ● Creativity and imagination: a learner explores and discovers new ways of modelling the letters of the alphabet. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: a learner diligently colours, models, paints, traces and fixes puzzles as assigned by the teacher. ● Respect: a learner practices patience while fixing puzzles with others to form letters. 				
<p>Pertinent and Contemporary Issue(s): Personal hygiene awareness: a learner acknowledges washing of hands after modelling and painting activities for health purposes.</p>				
<p>Link to other subjects: Creative Activities where learners model different objects in the same way they model letters of the alphabet.</p>				

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Clay, plasticine, dough
- Letter puzzles
- Pins and soft board

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing letters of the alphabet	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify the letters of the alphabet in the right sequence, b) write letters of the alphabet in the lower case (small letters), c) write letters of the alphabet in upper case (capital letters), d) match letters of the alphabet (lower and upper case), e) value exercises related to writing letters of the alphabet. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to read letters of the alphabet from appropriate print book, chart, board, cards and/or from a digital device with assistive technology while learner with blindness is guided to read letters of the alphabet from a braille book, braille chart, pegboard, braille cards and/or from a digital device with assistive technology. ● Learners with low vision are guided to trace letters of alphabet in both cases while learner with blindness is guided to write letters of alphabet in both cases. ● Learners are guided to copy letters of alphabet in both cases. ● Learners practice writing letters of the alphabet using a digital device with assistive technology. ● In pairs or groups, learners make patterns using letters of the alphabet collaboratively. 	How do you prepare for writing?

			<ul style="list-style-type: none"> ● Learners match letters of the alphabet in writing (lower and upper case). ● Learners with low vision model letters of alphabet in both cases while learners with low vision use pins and soft board to form letters of alphabet in both cases. ● Learners display their work to the class. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Creativity and imagination: a learner explores different ways of colouring, modelling, painting, tracing and displaying their work. ● Self-efficacy: a learner expresses self-awareness by performing all the different tasks given (tracing, copying, modelling and painting) with motivation and without assistance. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner appreciates diverse opinions of others as they agree while making patterns using letters of the alphabet. ● Responsibility: a learner works hard to colour, model, write and match letters of the alphabet. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learners work together in groups to model, trace, write and make patterns on letters.</p>				
<p>Link to other Activity Areas: Matching lower case and upper case letters links to Mathematics Activities where the learner matches numbers with objects.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Video clip ● Pictures 				

- Book/braille book,
- Chart/braille chart,
- Board,
- Flash cards/braille cards

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Writing syllables (<i>fa-fu, ha-hu</i>)	By the end of the sub strand, the learner should be able to: a) join sounds to form syllables (fa – fu, ga – gu, ha – hu), b) demonstrate ability to write syllables independently, c) participate continuously in activities that involve writing of syllables.	<ul style="list-style-type: none"> ● Learners with low vision are guided to read syllables from a chart, appropriate print book, flash cards, board or a digital device with assistive devices. Learners with blindness are guided to read syllables from a chart, braille book, braille cards, board or a digital device with assistive devices. ● Learners are guided to engage in blending sounds to make syllables (fa fe fi fo fu, ga ge gi go gu, ha he hi ho hu). ● In pairs or groups, learners practice writing syllables collaboratively on the writing board. 	<ol style="list-style-type: none"> 1. How do you identify syllable from words? 2. How do you write syllables?

			<ul style="list-style-type: none"> ● Learners are guided to write syllables on a digital device with assistive technology where applicable. ● Learners are guided to write syllables on own books while reading aloud each syllable. ● Learners with low vision practice writing activities of learned syllables on flashcards while learners with blindness practice writing activities of learned syllables on braille cards. ● Learners compete in syllable writing games while encouraging fairness in winning and accepting in losing. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner reflects on each sound while joining them to write syllables on flashcards and books. ● Digital literacy: a learner interacts with digital technology to write syllables on a digital device. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: a learner cooperates with others in writing syllables on the writing board. ● Responsibility: a learner demonstrates resilience in writing syllables on the different writing surfaces. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: A learner works collaboratively with others to write syllables on the board.</p>				
<p>Link to other Activity Areas: In all the other Activity Areas, reading of syllables and words is a skill in the curriculum and so relates to all writing activities in other Activity Areas.</p>				

Suggested learning resources:

- Digital devices with assistive technology
- Book/braille book,
- Chart/braille chart,
- Board,
- Cards/braille cards

5.0 ANIMALS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Auditory discrimination	<p>By the end of the sub strand the learner should be able to ;</p> <p>a) identify letter sounds from a variety of texts,</p> <p>b) distinguish closely related letter sounds when articulated,</p> <p>c) imitate familiar sounds made by different animals kept at home,</p> <p>d) develop interest in listening to sounds in the environment.</p>	<ul style="list-style-type: none"> ● Learner is guided to listen to letter sounds articulation from the teacher or an audio recording/video clip, provide verbal description of the video aspects that require use of sight. ● Learners are guided to articulate or read letter sounds correctly, ● Learners are guided to articulate closely related letter sounds as demonstrated: /p/ and /b/, /t/ and /d/, /k/ and /c/, /l/ and /r/, /f/ and /v/, /s/ and /z/, /w/ and /y/, /k/ and /q/. ● Learners play letter sound games collaboratively encouraging one another. 	How do you differentiate letter sounds?

			<ul style="list-style-type: none"> ● Learners listen to an audio clip on sounds produced by different animals. ● Learners listen to sounds made by animals during a nature walk around the school neighbourhood and talk about happy sounds and distress sounds from the animals. ● Learners imitate sounds made by animals. ● Learners sing songs and recite poems on sounds made by animals. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner reasons logically to distinguish between the sounds made by different animals. ● Self-efficacy: a learner correctly identifies and assertively imitates sounds made by animals. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: a learner consistently recites poems on sounds made by animals for mastery. ● Unity: a learner embraces others as they collaboratively play letter sound games. 				
<p>Pertinent and Contemporary Issue(s):</p>				

Animal welfare education: a learner distinguishes sounds from animals that show happiness, distress, hunger and pain as they move around during the nature walk and listen to sounds made by animals.

Link to other Activity Areas:

Discriminating sounds of animals in the environment link to the concept of animals kept at home in Environmental Activities.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Audio clip

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Audience awareness	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) explain when to speak loudly when addressing audience, b) explain when to speak softly when speaking to audience, c) exhibit audience awareness when communicating, d) participate actively and audibly in speaking activities to convey message to others. 	<ul style="list-style-type: none"> ● Learners be guided to say when one is supposed to speak loudly when passing a message. ● Learners are guided to say when one is supposed to speak softly when passing a message. ● Learners give reasons why some people may speak softly even when talking to many people (sickness, shyness, fear, low self-esteem). ● Learners listen to the teacher or a recorded clip telling a story on the importance of animals (what animals give us). ● Learners re-tell the stories audibly and with clarity while being recorded for replay. ● Learners listen to the recorded pieces of their own clip. ● Learners react to the recorded clip in reference to audience awareness. 	<ol style="list-style-type: none"> 1. How should we speak to be heard? 2. How do the animals kept at home help us?

Core competencies:

- Learning to learn: a learner persists in re-telling stories told by the teacher or from the audio clip on importance of animals and reciting poems on animals kept at home.
- Communication and collaboration: a learner develops listening skills as they listen keenly and actively to stories from the teacher or clip so as to retell the same.

Values:

- Responsibility: a learner demonstrates resilience in listening to stories and takes upon self to retell the story to other learners.
- Respect: a learner practices patience with others and takes turn in retelling stories.

Pertinent and Contemporary Issue(s):

Animal welfare Education: a learner's imitation of different animal sounds that communicate distress, hunger, pain and satisfaction helps take action when caring for animals.

Link to other Activity Areas:

Imitating sounds of animals in the environment link to animals kept at home in Environmental Activities.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Audio clip

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Visual memory	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) recall letters of the alphabet in and out of class, b) demonstrate ability to recognise pictures of wild animals – for learners with low vision c) demonstrate ability to listen to picture description and recognise pictures of wild animals – for learners with blindness. d) participate actively in activities that involve recalling. 	<ul style="list-style-type: none"> ● Learners visit a learning corner within the class to observe different objects. ● Learners settle back to seats and mention the objects observed. ● Learners with low vision are guided to read loudly and correctly letters of the alphabet from charts, books with appropriate font size and colour contrast or digital devices with assistive technology to test their memory on the same while learner with blindness are guided to read loudly and correctly letters of the alphabet from braille charts, braille books or digital devices with assistive devices to test their memory on the same. ● Learners chant letters of the alphabet collaboratively in the absence of a chart or writings of the same. 	How can wild animals be dangerous?

			<ul style="list-style-type: none"> ● Learners tell names of wild animals observed during a visit to game park, watched on media or seen on pictures collaboratively. ● Learners get involved in visual memory games like a fishing game on animals drawn on flashcards. Learners with blindness are paired with sighted peers to help in identifying the animals drawn. ● Learners play letter memory games. Learners with blindness are paired with sighted peers to help in identifying the letters. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner applies the vocabulary and creativity used in storytelling to retell the stories. ● Self-efficacy: a learner is self-motivated while correctly identifying names of wild animals observed during a visit to Game Park, watched or listened to on media or seen or read on pictures. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: a learner cooperates and interacts positively with others in recalling names of the wild animals. ● Responsibility: a learner demonstrates excellence in retelling told stories. 				

Pertinent and Contemporary Issue(s):

Social cohesion: a learner values togetherness while collaborating in identifying names of wild animals observed during a visit to game park.

Link to other Activity Areas:

Names of wild animals identified link to wild animals learned in Environmental Activities.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Book/braille book,
- Chart/braille chart,
- Board,
- Cards/braille cards

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading syllables (ja-ju, la-lu)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recall syllables learned earlier,</p> <p>b) join sounds to read syllables (ja-ju, ka-ku and la- lu),</p> <p>c) perform activities that involve reading of syllables.</p>	<ul style="list-style-type: none"> ● Learners with low vision is guided to watch video clip or listen to a recording on reading of syllables while learners with blindness is guided to listen to a video clip or listen to a recording on reading of syllables. ● Learners revise read syllables. ● Learners join sounds to form syllables (ja-ju, ka-ku and la- lu). ● Learners blend sounds to read syllables ...ja, ka, la. ● In groups or in pairs practise reading syllables collaboratively with some guiding others. ● Learners chant rhymes on syllables. ● Learners get involved in a variety of activities to practice reading syllables. 	Why do you learn syllables?
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner articulates correctly sounds and blends them to form syllables with peers. ● Learning to learn: a learner persists in joining sounds to form syllables. 				

Values:

- Responsibility: a learner demonstrates hard work while practising to read syllables.
- Unity: a learner cooperates with peers as they practice reading syllables collaboratively.

Pertinent and Contemporary Issue(s):

Effective communication: a learner practices to articulate syllables correctly as they chant syllables' rhymes.

Link to other Activity Areas:

Chanting of rhymes on syllables links to singing of songs in Creative Activities.

Suggested learning resources:

- Digital devices with assistive technology
- Slates and styluses
- Books with appropriate font size and colour contrast
- Braille books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Pattern writing	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify letter patterns written on different surfaces,</p> <p>b) write simple letter patterns on different surfaces (air, books, ground, board),</p> <p>c) take pleasure in pattern writing activities in and out of class.</p>	<ul style="list-style-type: none"> ● Learners are guided to read letters of the alphabet. ● In pairs or groups learners recite the letters of the alphabet collaboratively taking turns. ● Learners with low vision observe a demonstration on how to write a pattern while learners with blindness are given hands demonstration of how to write patterns in braille. ● Learners are guided to hold a writing tool appropriately. ● Learners are guided to copy simple patterns. ● Learners practise writing simple patterns by joining letters of the alphabet. ● Learners compete on the speed of writing patterns. ● Learners display patterns written in print or in braille. 	<ol style="list-style-type: none"> 1. How do you make patterns? 2. Why do you make patterns?

Core competencies:

- Communication and collaboration: a learner recites clearly and correctly the letters of the alphabet with peers while taking turns.
- Self-efficacy: a learner assertively displays patterns written with confidence for others in the class to see.

Values:

- Respect: a learner waits patiently to recite letters of the alphabet in turns.
- Responsibility: a learner demonstrates determination while competing on the speed of writing patterns.

Pertinent and Contemporary Issue(s):

Social cohesion: a learner works in pattern making with others and becomes aware on the need to cooperate with others.

Link to other Activity Areas:

Making patterns using letters of the alphabet links to pattern making using shapes in Mathematics and pattern making in Creative Activities too.

Suggested learning resources:

- Digital devices with assistive technology
- Book/braille book,
- Chart/braille chart,
- Board,
- Cards/braille cards

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing syllables <i>(ja-ju, la-lu)</i>	By the end of the sub strand the learner should be able to: a) identify syllables from a variety of texts, b) demonstrate ability to write syllables properly in and out of class (ja-ju, la-lu) c) show excitement in using basic writing tools to write syllables.	<ul style="list-style-type: none"> ● Learners are guided to write letters of the alphabet. ● Learners with low vision are guided to join dots to make syllables while learners with blindness are guided to place pegs on the pegboard to form syllables. ● Learners are guided to copy syllables properly in and out of class. ● Learners with low vision write syllables on the board and on books while learners with blindness write syllables on the braille paper and on pegboards. ● Learners make patterns using syllables. ● Learners with low vision model syllables while sharing the modelling materials (plasticine and or clay) while learners with blindness use pegs or pins to form syllables on the pegboard or soft boards while sharing the materials (pegs and or pins). ● Learners practise writing syllables on digital devices with assistive technology where 	<ol style="list-style-type: none"> 1. Why do we write syllables? 2. How do you write syllables?

			<p>applicable, others write on board, or pegboards, books or braille paper, cards and board.</p> <ul style="list-style-type: none"> ● Learners display work done both in braille and in print. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Digital literacy: a learner uses digital devices with assistive technology to write syllables. ● Self-efficacy: a learner confidently displays work done on syllables. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: a learner demonstrates fairness while with others as they share the modelling materials. ● Responsibility: a learner demonstrates hard work while engaging in assigned role of writing syllables. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner interacts with others in activities while writing syllables and even as they share writing tools.</p>				
<p>Link to other Activity Areas: Writing of syllables linked to all other activity areas as the learner has to learn how to write sounds, syllables, words and sentences gradually across the curriculum.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Writing board ● Pegs and pegboard ● Slate and stylus ● Books with appropriate font size and colour contrast ● Braille paper 				

6.0 WEATHER CONDITIONS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Auditory memory	By the end of the sub strand the learner should be able to: a) recall letter sounds and syllables in and out of class, b) demonstrate ability to recognize sounds associated with different weather conditions, c) desire to participate in activities that involve recognition of sounds.	<ul style="list-style-type: none"> ● Learners are guided to recognise letters of the alphabet. ● Learners are guided to identify syllables. ● Learners listen to the teacher presenting letter sounds and syllables. ● Learners listen to audio clips on letter sounds and syllables. ● Learners imitate sounds and syllables in turns as presented by the teacher or/and audio clips. ● Learners with low vision are guided to watch a video clip on sounds associated with rainy and windy weather conditions. Learners with blindness listen to a video clip on sounds associated with rainy and windy weather conditions. 	How do you choose activities to do when it is windy?

			<ul style="list-style-type: none"> ● Learners role play windy and rainy weather conditions producing sounds associated with the two. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner listens attentively to the teacher presenting letter sounds and syllables and in response articulate the same by chanting collaboratively. ● Self-efficacy: a learner is motivated when reading aloud letter sounds and syllables as the others listen. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner works amicably with others in class taking positively opinions of others. ● Peace: a learner works with others with care and harmony as they take turns in chanting letter rhymes collaboratively. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner gets to interact with the others as they chant rhymes together.</p>				
<p>Link to other Activity Areas: Recalling and chanting different letter sounds rhymes links to Creative Activities where the learner recalls songs and poems</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Video clip ● Audio clip 				

Strand	Sub strand	Specific learning outcome	Suggested Learning Experience	Suggested Key Inquiry Question(s).
1.0 Listening and Speaking	1.2 Reporting skills	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) name different weather conditions, b) report orally the weather conditions observed, c) express appreciation of reporting incidences or happenings. 	<ul style="list-style-type: none"> ● Learners are guided to name different weather conditions. ● Learners take a nature walk outside classroom to observe weather while learners with blindness are paired with their sighted peers during the activity to guide them and give verbal description of aspects that require use of sight. ● Learners are guided to talk about the observed weather conditions in turns. ● Learners with low vision watch a video clip/read pictures on the effect of different weather conditions-rainy, windy, sunny, calm while learners with blindness listen to a video clip or listen to picture description on the effect of different weather conditions-rainy, windy, sunny, and calm. ● Learners report the weather conditions observed from the clip or pictures or picture descriptions. ● Learners identify different activities done under different weather conditions. 	<ol style="list-style-type: none"> 1. How is the weather today? 2. How do you dress in different weather conditions?

			<ul style="list-style-type: none"> ● Learners identify negative effects of weather conditions. ● Learners role play a rainy day learner carrying umbrellas. ● Learners sing songs related to different weather conditions. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Learning to learn: a learner takes a nature walk, observes the weather condition and persistently discovers more from the environment about weather. ● Communication and collaboration: a learner role plays a rainy day carrying umbrellas while in communication with others. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: a learner practices the importance of covering self with an umbrella when rainy during the role play. ● Unity: a learner learns to cooperate as they take turns to report observation findings after the nature walk. 				
<p>Pertinent and Contemporary Issue(s): Tolerance: a learner acquires the life skill of patience as they walk around and observe the weather condition during nature walk.</p>				
<p>Link to other Activity Areas: Reporting skills link to Environmental Activities where a learner observes weather during the nature walk and role plays use of umbrella on a rainy day.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Video clip ● Audio clip ● Pictures 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Visual discrimination	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different pictures of weather symbols – for learners with low vision b) identify different weather symbols from description of pictures– for learners with low vision, c) match and pair pictures of weather symbols and activities taking place – for learners with low vision d) match and pair description of pictures of weather symbols and activities taking place- for learners with blindness. e) enjoy participating in activities that involve 	<ul style="list-style-type: none"> ● Learners with low vision view pictures depicting different weather conditions from a digital device with assistive technology, flash cards or charts and appropriate print books collaboratively while learner with blindness listen to description of pictures depicting different weather conditions from a digital device with assistive technology, or from the teacher or peers collaboratively. ● Learners with low vision talk about the pictures of different weather conditions collaboratively while learners with blindness listen to description of picture of different weather conditions and talk about the collaboratively. 	<ol style="list-style-type: none"> 1. How can you describe the weather today? 2. How do you dress on a hot day?

		<p>differentiating objects based on what is observed.</p>	<ul style="list-style-type: none"> ● Learners with low vision identify pictures of different clothes worn during different weather conditions while learners with blindness listen to picture description and identify pictures of different clothes worn during different weather conditions. ● Learners are guided to tell why they dress differently in different weather conditions. ● Learners with low vision match and pair pictures of weather symbols with activities taking place while learners with blindness match and pair description of pictures of weather symbols with activities taking place. ● Learners recite poems on weather conditions. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner objectively matches and pairs pictures of weather symbols and activities taking place. ● Self-efficacy: a learner with confidence discusses the pictures observed on different weather conditions as the others listen. 				
<p>Values:</p>				

- Integrity: a learner works with others with honesty and discipline as they view weather pictures and talk about them.
- Social justice: a learner shares learning resources such as picture flash cards, picture books and charts equitably.

Pertinent and Contemporary Issue(s):

Preventive health awareness: a learner learns that we should dress warm clothes during cold weather conditions and light clothes on a sunny day to avoid illness.

Link to other Activity Areas:

Environmental activities where the learner draws pictures on symbols of weather.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures
- Clothes
- Weather symbols

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading syllables (<i>ma-mu, pa-pu</i>)	By the end of the sub strand the learner should be able to: a) recall the syllables learned earlier, b) join letter sounds to form syllables (ma-mu, na-nu and pa-pu), c) demonstrate ability to read syllables (ma-mu, na-nu and pa-pu), d) enjoy performing activities that involve reading of syllables.	<ul style="list-style-type: none"> ● Learners are guided to read aloud syllables learned. ● Learners with low vision view video clip / listen to audio clip on reading of syllables while learner with blindness listen to a video clip / listen to audio clip on reading of syllables. ● Learners re-read syllables viewed and listened to. ● Learners are guided to join letter sounds to form syllables. ● Learners are guided to blend letter sounds to read syllables e.g ma, na, pa. ● Learners practise reading syllables collaboratively. ● Learners chant rhymes on syllables collaboratively. 	How do you form syllables?
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Learning to learn: a learner explores more on reading of syllables with persistence. 				

- Self-efficacy: a learner reads syllables correctly, independently and with confidence.

Values:

- Responsibility: a learner with resilience reads the syllables presented.
- Unity: a learner with others chant rhymes on syllables cooperatively.

Pertinent and Contemporary Issue(s):

Social cohesion: a learner works collaboratively with others in practising reading syllables.

Link to other Activity Areas:

Chanting of rhymes on syllables links to singing of songs in Creative Activities.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Audio clip

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Recording skills	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) observe different weather conditions during the day - for learner with low vision, b) listen to the description and observe weather conditions during the during the day - for learner with blindness c) tell difference between weather conditions observed, d) record observed weather conditions in a simple weather chart, e) desire to participate in activities involving reporting or recording observations. 	<ul style="list-style-type: none"> ● Learners with low vision observe different weather conditions outside the classroom, on a video clip or from pictures while learners with blindness listen to the description from peers or teacher and observe different weather conditions outside the classroom, on a video clip or from pictures. ● Learners are guided to talk about different weather conditions and their differences. ● Learners with low vision are guided to read symbols of different weather conditions while learners with blindness listen to description of symbols of different weather conditions. ● Learners engage on a weather recording project for a week where they observe different weather conditions daily and with consultation record on a simple weather chart 	How do you dress on a rainy day?

			<p>using symbols. The chart should be recorded in the morning and in the afternoon daily. Learners with blindness are paired with sighted peers during the activity to give description of aspects that require use of sight. Recordings to be done both in print and braille.</p> <ul style="list-style-type: none"> ● Learners display the recorded weather chart both in print and braille at the end of the week for self, teacher and peer assessment. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner objectively records the weather chart on a daily basis after observation. ● Self-efficacy: a learner confidently displays the recorded weather chart for others to view and peer assess. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: a learner works cooperatively with others to record the weather chart. ● Responsibility: a learner records the weather chart persistently for a week. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner interacts with others where they do consultation in recording observed weather.</p>				
<p>Link to other Activity Areas: Recording observed weather is linked to Environmental Activities where a learner learns about weather symbols.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Video clip 				

- Pictures
- Books with appropriate font size and colour contrast
- Braille reference materials
- Braille paper
- Chart/braille chart

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing syllables (<i>ma-mu, pa-pu</i>)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) recognise syllables from a variety of texts (ma-mu, na-nu and pa-pu),</p> <p>b) write syllables neatly in and out of class.</p> <p>c) enjoy using basic tools for writing syllables in and out of school.</p>	<ul style="list-style-type: none"> ● Learners with low vision identify syllables from different materials; appropriate print books, charts, digital devices with assistive technology while learners with blindness identify syllables from different materials; braille books, braille charts, digital devices with assistive technology. ● Learners with low vision are guided to copy syllables in braille papers. ● Learners with low vision are guided to independently write syllables on the board and on books while learners with blindness are guided to independently write syllables on the pegboard and on braille paper. ● In pairs or groups, learners collaboratively make patterns using syllables. 	<ol style="list-style-type: none"> 1. How do we sit when writing? 2. How do you write syllables?

			<ul style="list-style-type: none"> ● Learners display in the classroom work done both in braille and in print. ● Learners with low vision practise writing syllables on digital devices with assistive technology where applicable, write on board, ground, appropriate print books, flash cards and board. Learners with blindness practise writing syllables on digital devices with assistive technology. where applicable, write on pegboard, braille papers. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Digital literacy: a learner practices writing syllables on ICT devices with assistive technology by using technology. ● Self-efficacy: a learner assertively displays in the classroom work done on syllables. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner works in humility with others in making patterns using syllables. ● Responsibility: a learner writes syllables diligently on ICT devices. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner interacts with others while displaying work done on syllable writing.</p>				
<p>Link to other Activity Areas: The learner models syllable patterns which relates to modelling in Creative activities.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology 				

- Books/braille books
- Charts / braille charts
- Writing boards
- Pegboard
- Braille paper
- Slate and stylus
- Cards/ braille cards

7.0 WATER				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Naming	<p>By the end of the sub strand the learner should be able to;</p> <p>a) identify different places and ways of getting water,</p> <p>b) mention different containers for storing water,</p> <p>c) demonstrate awareness of uses of water in our daily lives,</p> <p>d) appreciate the importance of water in our daily lives.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to watch a video clip related to different sources of water while learners with blindness are guided to listen to a video clip related to different sources of water. ● Learners are guided to mention different ways and places of getting water (sources). ● Learners are guided to talk about safety precautions surrounding water sources. ● Learners are guided to observe containers for storing water during a nature walk (water tank, pots, jerricans, buckets, drums) while learners with blindness are paired with sighted peers and given containers to manipulate. 	How do we use water at home?

			<ul style="list-style-type: none"> ● Learners are guided to name different containers used for storing water. ● Learners are guided to talk about uses of water. ● Learners are guided to role play uses of water (cooking, drinking, and washing). ● Learners are guided to recite poems on uses to water. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner explains different places and ways of getting water as others listen keenly and actively. ● Critical thinking and problem solving: a learner creatively demonstrates how we use water at home as they role play. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: a learner demonstrates hard work while role playing uses of water. ● Respect: a learner practises patience while taking turns in talking about sources of water. 				
<p>Pertinent and Contemporary Issues: Disaster Risk Reduction awareness: a learner is cautioned to keep off dangerous water sources for safety.</p>				
<p>Link to other Activity Areas: Water sources and uses link to Environmental Activities where a learner learns about water sources, uses, storage and even rain under elements of weather.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology 				

- Video clip
- Water containers
- Kitchen utensils

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Articulation of letter sounds	<p>By the end of the sub strand the learner should be able to;</p> <p>a) say letter sounds in and out of school (a-z),</p> <p>b) demonstrate awareness of letter sound correspondence in and out of class,</p> <p>c) enjoy activities relating to articulation of letters of the alphabet.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to view and listen to letter sounds from audio or video clips that enhance letter sound articulation while learner with blindness is guided to touch and identify letter sounds from a braille book and listen to letter sounds from audio or video clips that enhance letter sound articulation. ● Learners with low vision in turns, say the letter sounds from charts/ and flashcards/. Learners with blindness in turns, say the letter sounds from/braille charts and/braille cards. ● Learners are guided to collaboratively match letter sounds with corresponding names of objects whose name begin with the letter sound (a for apple, b for boy). 	<p>How do you differentiate letter sounds that are similar?</p>

			<ul style="list-style-type: none"> • Learners chant rhymes on letter sounds. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: a learner correctly articulates letter sounds and as a team matches letter sounds with corresponding object names beginning with the letter sound. • Self-efficacy: a learner assertively chants rhymes on letter sounds in class. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: a learner demonstrates patience while taking turns in articulating the letter sounds. • Integrity: a learner demonstrates discipline while chanting rhymes on letter sounds with others in class. 				
<p>Pertinent and Contemporary Issue(s): Effective communication: a learner correctly articulates letter sounds in preparation for reading of words.</p>				
<p>Link to other Activity Areas: Articulation of letter sounds links to all Activity Areas since effective pronunciation is important across the curriculum.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Digital devices with assistive technology • Books/braille books • Charts/braille charts • Flashcards/braille cards 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Picture reading	<p>By the end of the sub strand the learner should be able to;</p> <p>a) name activities that involve uses of water,</p> <p>b) demonstrate ability to interpret illustrated uses of water,</p> <p>c) show excitement in activities related to picture reading.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to view a video clip/observe picture on different uses of water where applicable while learners with low vision are guided to listen to a video clip/listen to a description of pictures on different uses of water where applicable. ● Learners are guided to talk about different uses of water mentioning activities where water is used (cooking, bathing, washing, drinking, farming). ● Learners observe uses of water during a nature walk in the school neighbourhood while learners with blindness be paired with their sighted peers during the activity. ● In pairs or groups, learners with low vision collaboratively read pictures illustrating on uses of water on charts, appropriate print books while helping one another interpret correctly. Learners 	How do you use water at home?

			<p>with blindness read picture descriptions on uses of water on braille charts or braille books.</p> <ul style="list-style-type: none"> ● Learners are guided to role play uses of water (pretend to cook, drink, wash, brush teeth wash handkerchief, bath while learners with blindness be paired with their sighted peers during the activity. ● Learners sing songs, recite poems on uses of water. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Learning to learn: a learner persists and pursues in observing pictures to acquire new information about uses of water. ● Critical thinking and problem solving: a learner correctly interprets illustrations related to uses of water. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: a learner demonstrates love to one another while working together to interpret pictures on uses of water. ● Responsibility: a learner demonstrates self-drive while role playing uses of water at home. 				
<p>Pertinent and Contemporary Issue(s): Health related awareness: a learner is enlightened on uses of water for personal hygiene as they role play bathing, washing handkerchief and brushing of teeth.</p>				
<p>Link to other Activity areas: Interpreting pictures illustrating uses of water link to drawing and colouring of pictures on uses of water in Art and craft (Creative Activities).</p>				

Suggested learning resources:

- Digital devices with assistive technology
- Pictures
- Video clip
- Kitchen utensils

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2.Reading syllables (ra-ru, ta-tu)	By the end of the sub strand the learner should be able to; a) recall the syllables already learned, b) demonstrate ability to read syllables in and out of class (ra – ru, sa – su, ta – tu), c) appreciate the use of syllables in daily communication.	<ul style="list-style-type: none">● Learners are guided to listen to an audio clip on reading of syllables.● Learners re-read syllables already learned.● Learners join sounds to form new syllables (ra – ru, sa – su, ta – tu).● Learners blend sounds to make syllables - ra, re, ri ,ro, ru.● In pairs or groups learners read syllables collaboratively and individually.● Learners practice reading syllables collaboratively.● Learners chant rhymes on syllables.	How do you differentiate syllables when reading?

<p>Core competencies:</p> <ul style="list-style-type: none"> ● Self-efficacy: a learner assertively reads the syllables individually in class. ● Communication and collaboration: a learner listens to and correctly articulates the syllables collaborating with others. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: a learner engages in assigned roles of reading syllables. ● Respect: a learner demonstrates patience with others in class as they take turns in reading syllables. 				
<p>Pertinent and Contemporary Issue(s): Effective communication: a learner articulates syllables effectively in communication while interacting.</p>				
<p>Link to other Activity Areas: Reading of syllables is a skill that cuts across all other Activity Areas as the learner has to read sounds and syllables that make words for comprehension.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Audio clip ● Appropriate print books ● Braille books 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Word formation	<p>By the end of the sub strand the learner should be able to;</p> <p>a) identify syllables and sounds in preparation for reading words,</p> <p>b) blend syllables and sounds to form three letter words in and out of school,</p> <p>c) read three letter words in and out of school,</p> <p>d) appreciate activities that involve reading of three letter words in and out of school.</p>	<ul style="list-style-type: none"> ● Learners are guided to listen to audio clips on word formation where syllables and sounds are joined and read out. ● Learners with low vision are guided to read sounds and syllables from charts, books and other materials with appropriate font size and colour contrast while learners with blindness from braille charts or braille books. ● Learners are guided to blend syllables and sounds to form three words orally, example ca +t =cat pe+g =peg po + t =pot. ● Learners are guided to read three letter words. ● Learners practice reading three letter words collaboratively. 	<ol style="list-style-type: none"> 1. How do you read words? 2. Why do we read words?

			<ul style="list-style-type: none"> ● Learners play games in forming three letter words. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner reasons on how to join syllables and letter sounds to form 3 letter words. ● Self-efficacy: a learner boldly plays games in forming three letter words. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: a learner without seeking assistance forms three letter words. ● Social justice: a learner practices equity by allowing each other an opportunity to read sounds and syllables from charts, books and other materials. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner learns to work amicably with others and avoid conflicts even as they practice reading three letter words.</p>				
<p>Link to other Activity Areas: Word formation is a prerequisite for reading and writing and so cuts across all the other Activity Areas in the curriculum.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Audio clips ● Books with appropriate font size and colour contrast ● Braille books 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	<p data-bbox="382 307 548 375">3.1 Hand writing</p> <p data-bbox="382 417 548 526">3.2 Writing neatly in braille</p>	<p data-bbox="575 307 993 375">By the end of the sub strand the learner should be able to;</p> <p data-bbox="575 381 993 491">a) recognise different sounds and syllables from a variety of text,</p> <p data-bbox="575 496 993 606">b) write letters, syllables and three letter words neatly and legibly,</p> <p data-bbox="575 611 993 721">c) enjoy doing activities related to hand writing – for learners with low vision,</p> <p data-bbox="575 727 993 886">d) enjoy doing activities related to writing braille neatly – for learners with blindness,</p>	<ul data-bbox="1025 307 1572 1170" style="list-style-type: none"> <li data-bbox="1025 307 1572 496">● Learners with low vision are guided to explain how a good hand writing should be while learners with blindness are guided to explain how writing braille neatly should be. <li data-bbox="1025 502 1572 853">● Learners with low vision are guided to observe charts and appropriate print books with good hand writing where letters are well shaped, arranged and of good size while learners with blindness are guided to manipulate braille books, braille charts with neatly written braille where letters are well spaced and aligned. <li data-bbox="1025 858 1572 1170">● Learners with low vision are guided to observe the shaping of letters from a digital device with assistive technology while learners with blindness are guided to observe the spacing and alignment of letters from a digital device with assistive technology. 	<p data-bbox="1599 307 1837 375">Why should you write neatly?</p>

			<ul style="list-style-type: none"> ● Learner with low vision is guided to read syllables from any available source; digital device with assistive technology, books, charts. Learner with blindness is guided to read syllables from any available source; digital device with assistive technology, braille books, braille charts. ● Learners with low vision are guided to read three letter words from any available source; digital device with assistive technology, books, charts. Learners with blindness are guided to read three letter words from any available source; digital device with assistive technology, braille books/, braille charts. ● In pairs or groups, learners practise writing letters, syllables and three letter words neatly and legibly collaboratively and later individually; bat, tab, mat, bet, met, pet. 	
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			<ul style="list-style-type: none"> • Learners display written words in both print and braille for others to read. • Learners are guided to blend sounds and read them aloud as they write them down in books/braille paper. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Self –efficacy: a learner confidently writes and assertively displays written three letter words. • Creativity and imagination: a learner skilfully blends syllables and letter sounds to read three letter words. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: a learner demonstrates resilience in writing three letter words. • Unity: a learner interacts with others in striving to achieve the common goal of writing three letter words. 				
<p>Pertinent and Contemporary Issue(s): Effective communication: a learner practises writing neatly three letter words for readability purpose.</p>				
<p>Link to other Activity Areas: Good hand writing is a skill necessary in all other Activity Areas for easy reading and comprehension.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> • Digital devices with assistive technology • Books • Pencils • Braille paper • Slate and stylus 				

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s).
3.0 Writing	3.2 Writing syllables	<p>By the end of the sub strand the learner should be able to:</p> <p>a) write syllables in and out of class (ra-ru, sa-su and ta-tu),</p> <p>b) demonstrate ability to write syllables in and out of class,</p> <p>c) show excitement in using basic tools for writing activities in and out of class.</p>	<ul style="list-style-type: none"> ● Learners are guided to write letters of the alphabet. ● Learners are guided to copy syllables already learned properly. ● Learners with low vision is guided to write syllables on different surfaces: the board, charts, ground and on appropriate print books while learners with blindness is guided to write syllables on braille paper, digital device with assistive technology or using pegs and pegboards. ● Learners practise writing syllables on digital device with assistive technology where applicable. ● Learners make patterns using syllables. ● Learners display work done in both braille and print. 	<ol style="list-style-type: none"> 1. Why do you prepare to write syllables? 2. Why do we write syllables?

			<ul style="list-style-type: none"> ● In pairs or groups, learners collaboratively chant rhymes on syllables as they write them. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Digital literacy: a learner uses digital devices with assistive technology to write syllables. ● Self-efficacy: a learner with confidence displays patterns written using syllables. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner works in harmony to chant rhymes on syllables as they write them in books. ● Responsibility: a learner independently writes syllables in books. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner positively interacts with others in activities while writing syllables, chanting rhymes and even as they share the writing tools.</p>				
<p>Link to other Activity Areas: Writing skills are necessary in all other Activity Areas for effective communication.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Books with appropriate font size and colour contrast. ● Braille books ● Braille paper ● Slate and stylus ● Pencils 				

8.0 TIME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 News telling	<p>By the end of the sub strand the learner should be able to:</p> <p>a) tell news on daily happenings with ease,</p> <p>b) narrate events as they happen in a sequence to communicate order and time,</p> <p>c) enjoy contributing in learning experiences that involve narration of happenings.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to watch a video clip indicating activities done at different times of the day while learners with low vision is guided to listen to a video clip indicating activities done at different times of the day. ● Learners with low vision observe and talk about pictures showing activities done at different times of the day while learners with blindness listen to picture description and talk about pictures showing activities done at different times of the day. ● Learners talk about different activities we do every day from morning to evening: waking up, taking breakfast, preparing for 	<ol style="list-style-type: none"> 1. Why do you prepare yourself before coming to school? 2. How do you spend your day when not in school?

			<p>school, going to school, break time, lunch, evening, sleeping).</p> <ul style="list-style-type: none"> ● In groups or pairs, learners narrate in turns the day's happenings, like what they did before coming to school and what they will do after school. ● Learners sing songs related to time. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner audibly and correctly articulates words in sentences while talking about different activities we do every day from morning to evening. ● Self-efficacy: a learner with confidence narrates the day's happenings, like what they did before coming to school and what they will do after school. ● Critical thinking and problem solving: a learner recalls and narrates the order or routine of daily activities. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: a learner demonstrates self-discipline through talking about different activities we do every day from morning to evening for this will help do the right thing at the right time. ● Respect: a learner practices patience and takes turns with others when narrating the day's happenings. 				
<p>Pertinent and Contemporary Issue(s): Interpersonal relationship: a learner maintains a positive relationship with the others as they narrate to each other the day's happenings thus maintaining order.</p>				
<p>Link to other Activity Areas:</p>				

Telling news about time links to measurement of time in Mathematics Activities where the learner measures time through daily routine.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures
- Books with appropriate font size and colour contrast
- Braille books
- Braille paper
- Slate and stylus
- Pencils

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Passing information	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify vocabulary related to time (morning, evening, yesterday, today, tomorrow),</p> <p>b) use time related vocabulary to make simple sentences,</p> <p>c) narrate stories of daily happenings,</p> <p>d) value the importance of passing information for communication.</p>	<ul style="list-style-type: none"> ● Learners with low are guided to watch a video clip on daily routine, listen to audio clip on stories of time while learners with low are guided to listen to a video clip on daily routine, listen to audio clip on stories of time. ● Learners are guided to identify and talk about activities related to time using periods, like morning and evening, days like yesterday and tomorrow. ● In pairs or in groups, learners take turns to make simple sentences using time vocabulary like today, yesterday, tomorrow, morning, evening. ● Learners peer review sentences made by others in class. ● Learners role play activities done at different times of the day. 	<ol style="list-style-type: none"> 1. How do you spend your time in school? 2. Why should you spend your time well at in school or at home?

			<ul style="list-style-type: none"> ● Learners tell stories about chores that take place at home before coming to school, at school and in the evening. ● Learners sing songs related to time. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner listens attentively to sentences constructed by peers using time related words and comments on how correct they are. ● Critical thinking and problem solving: a learner recalls happenings so as to pass information on what happened previously (yesterday, in the morning). 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner together with others patiently take turns while making sentences that depict time. ● Peace: a learner demonstrates responsibility by telling stories about chores that take place at home before coming to school, at school and in the evening. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner, together with others role play activities done at different times of the day.</p>				
<p>Link to other Activity Areas: Singing songs to pass information on time links to Creative Activities where the learner sings songs related to time and daily routine.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Books with appropriate font size and colour contrast ● Braille books ● Braille paper ● Slate and stylus ● Pencils 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Story telling	<p>By the end of the sub strand the learner should be able to;</p> <p>(a) mention common public holidays celebrated in Kenya,</p> <p>(b) identify days of the week,</p> <p>(c) role play activities done on different days of the week,</p> <p>(d) appreciate celebration of various public holidays.</p>	<ul style="list-style-type: none"> ● Learners are guided to identify common religious and national public holidays based on the learners’ religion: <ul style="list-style-type: none"> ▪ Christians - Christmas, Easter and mashujaa. ▪ Muslims - Id ul Fitr and Mashujaa, ▪ Hindus - Diwali and Mashujaa, ● Learners with low vision are guided to watch a short video clip on people celebrating on a public holiday while learner with is guided to listen to a short video clip on people celebrating on a public holiday. ● Learners are guided to tell stories on how the public holidays are celebrated. ● Learners are guided to role play religious public holidays. ● Learners role play Mashujaa day and any other public holiday they are familiar with. 	<ol style="list-style-type: none"> 1. Why do you like celebrating some days in your life? 2. How do you spend your worship day?

			<ul style="list-style-type: none"> ● Learners are guided to identify days of week (Sunday –Saturday). ● Learners are guided to tell stories on different days of the week. ● In pairs or groups, learners collaboratively role play activities done on different days of the week (market, school, church / mosque). ● Learners sing songs related to Mashujaa Day. ● Learners sing songs related to days of the week. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Citizenship: a learner demonstrates joy and happiness in celebrating Mashujaa Day in the role play which is a sign of patriotism and citizenship. ● Communication and collaboration: a learner tells stories on how public holidays are celebrated while others listen. ● Creativity and imagination: a learner expresses own ideas and imaginations while role playing activities done on different days of the week. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: a learner demonstrates love to others as they role play activities done on different days of the week. ● Patriotism: a learner demonstrates loyalty to own country by role playing what happens on Mashujaa day, (raising of flag, dances, and President’s speech). 				
<p>Pertinent and Contemporary Issue(s):</p>				

Human rights awareness: a learner demonstrates awareness of human rights while role playing activities that take place on Mashujaa Day.

Link to other Activity Areas:

Religious Education as a learner learns about religious public holidays, their meaning and celebration.

Environmental Activities where the learner learns about public holidays.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Books with appropriate font size and colour contrast
- Braille paper
- Slate and stylus
- Pencils

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading syllables	By the end of the sub strand the learner should be able to: a) recall syllables learned earlier in and out of class, b) identify syllables in and out of class (va-vu, za-zu), c) blend sounds to form syllables, d) discover activities that involve reading of syllables.	<ul style="list-style-type: none"> ● Learners are guided to read syllables from charts, books or digital devices with assistive technology while learners with blindness is guided to read syllables from braille charts, braille books or digital devices with assistive technology. ● Learners are guided to recite syllables. ● Learners are guided to blend sounds to form syllables e g, ta, pa, da ma. ● Learners are guided to read syllables (va-vu, wa-wu, za-zu) in and out of class. ● Learners are guided to read the syllables collaboratively. ● Learners are guided to chant rhymes on syllables collaboratively. 	<ol style="list-style-type: none"> 1. How do we make syllables? 2. How do we form three letter words?
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self -efficacy: a learner assertively reads syllables with accuracy in class. 				

- Learning to learn: a learner persists in and pursues reading syllables correctly.

Values:

- Unity: a learner together with others chant rhymes on syllables in unison.
- Integrity: a learner with others practice fairness when taking turns in blending sounds and reading syllables.

Pertinent and Contemporary Issue(s):

- Effective communication: Reading of syllables is a skill that prepares learners to communicate by way of writing.

Link to other Activity Areas:

Reading across the other Learning Areas require blending of sounds to form syllables, syllables to form words, words to form sentences and later paragraphs. Syllables reading is necessary in all Activity Areas.

Suggested learning resources:

- Digital devices with assistive technology
- Books with appropriate font size and colour contrast
- Braille books
- Charts/braille charts

Strand	Sub strand	Specific learning outcome	Suggested Learning Experience	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading three letter words	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify syllables and sounds for reading purpose,</p> <p>b) blend syllables and sounds to form three letter words in and out of class,</p> <p>c) read three letter words in and out of school,</p> <p>d) appreciate activities that involve reading of three letter words in and out of class.</p>	<ul style="list-style-type: none"> ● Learners are guided to listen to an audio clip with syllables. ● Learners with low vision are guided to read syllables and sounds from charts, books and other materials while learners with blindness are guided to read syllables and sounds from braille charts, braille books and other materials written in braille. ● In turns, learners are guided to blend syllables and sounds to form three words example run, bat, sit, cat, bat. ● Learner is guided to read three letter words. ● Learners practise reading three letter words collaboratively. 	Why is it important to know how to read?
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Self –efficacy: a learner reads syllables accurately and independently. ● Learning to learn: a learner persists and pursues reading syllables correctly. 				

Values:

- Unity: a learner together with others practise reading three letter words.
- Integrity: a learner exercises discipline in taking turns as they blend sounds and read syllables.

Pertinent and Contemporary Issue(s):

Effective communication: Reading of syllables is a skill that prepares learners to communicate by way of writing.

Link to other Activity Areas:

Ability to read is necessary in every Activity Area and so the skill to read cuts across all other Activity Areas.

Suggested learning resources:

- Digital devices with assistive technology
- Books with appropriate font size and colour contrast
- Braille books
- Charts/braille charts

Strand	Sub strand	Specific learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Writing three letter words	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) join syllables and sounds to form three letter words, b) read three letter words in and out of school, c) read three letter words in and out of school, d) appreciate activities that involve reading and writing of three letter words. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to read three letter words from a chart or digital device with assistive technology while learners with blindness to are guided to read three letter words from a braille chart or digital device with assistive technology. ● Learners are guided to blend syllables and sounds to read three letter words from different materials, (cat, run, bag, pen, set). ● Learners are guided to join syllables and sounds to write three letter words with sharing of writing tools with the others (pencils, erasers, braille papers digital device with assistive technology). ● Learners write three letter words by arranging cards/braille cards of syllables and sounds on a pocket chart. 	<p>Why is it important to know how to write?</p>

			<ul style="list-style-type: none"> ● Learners display work done both in print and braille. ● Learners with low vision practise writing three letter words on digital devices with assistive technology or on board, ground, appropriate print books, cards while learners with blindness practise writing three letter words on digital devices with assistive technology or on pegboard, braille books, braille cards. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Digital literacy: a learner uses technology to write three letter words on ICT devices. ● Self-efficacy: a learner confidently displays work done on writing of three letter words. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: a learner works in humility with others while writing three letter words. ● Responsibility: a learner writes three letter words persistently. 				
<p>Pertinent and Contemporary Issue(s): Social cohesion: a learner interacts with others in activities related to writing three letter words by sharing writing tools.</p>				
<p>Link to other Activity Areas: Writing skills are necessary in all other Activity Areas for effective communication thus linking to all other Activity Areas.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology ● Chart/braille chart ● Books/braille books 				

- Pegboard
- Cards/braille cards

9.0 TRANSPORT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Naming	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different means of transport, b) tell commonly used means of transport within the environment, c) describe the movement of different means of transport, d) enjoy imitating the movement of different means of transport. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to view a video clip on different means of transport or read pictures from cards, appropriate print books, charts on means of transport while learners with blindness is guided to listen to a video clip on different means of transport or listen to picture description of pictures from braille cards, braille books, charts on means of transport. ● In pairs or groups, learners collaboratively talk about different means of transport in relation to viewed/listened to video clip, or read pictures/ listened to description of pictures. ● Learners are guided to name means of transport commonly used within the environment (cars, bicycles, tuk tuk, 	<ol style="list-style-type: none"> 1. How do we go to school and back home? 2. How do people move from one place to another?

			<p>SGR/train, motorcycles, aeroplanes, donkeys, carts, by foot-walking).</p> <ul style="list-style-type: none"> ● Learners listen to different sounds made by different means of transport from the environment while on a nature walk within the school. ● Learners are guided to imitate sounds made by different means of transport. ● Learners are guided to talk about safe practices when using different means of transport for example walking along the road, travelling by a car/bus. ● Learners sing songs, recite poems and/or chant rhymes related to different means of transport. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner together with others collaboratively talk about different means of transport. ● Learning to learn: a learner pursues and persists to acquire more information on various means of transport. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: a learner interacts with others to name and imitate sounds made by different means of transport. ● Patriotism: a learner becomes aware of the different means of transport within their environment/country and this develops the learner's love towards own country. 				
<p>Pertinent and Contemporary Issue(s): Safety and security issues: a learner is made to understand the need for being careful while using any means of transport to avoid accidents.</p>				

Link to other Learning Areas:

Listening to and imitating different means of transport is linked to Environmental activities where the learner listens to different sources of sounds within the environment.

Suggested learning resources:

- Digital devices with assistive technology
- Video clip
- Pictures
- Cards/braille cards
- Books/braille books
- Chart/braille chart

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 News telling	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) tell news on experiences of travelling using different means of transport, b) tell short stories on means of transport observed on the way to school, c) demonstrate ability to report incidences / happenings in a sequential manner, d) appreciate singing songs on different means of transport. 	<ul style="list-style-type: none"> ● Learners listen to short stories from a peer, teacher or parent on what to do or not to do when walking along the road and when boarding a vehicle. ● In pairs or groups, learners are guided to repeat the told do's and don'ts in turns. ● Learners are guided to give stories of their travelling experience to a place using one of the means of transport, what they saw and how they felt. ● Learners are guided to give a report on different means of transport seen on the way to school. ● Learners sing songs and recite poems related to different means of transport. 	<ol style="list-style-type: none"> 1. How do people move from one place to another? 2. How do you choose your means of transport?
<p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: a learner interacts with others while telling news and talking about different means of transport. 				

- Critical thinking and problem solving: a learner pays attention to stories about what to do and not to do when walking along the road or boarding a vehicle and retells them in class.

Values:

- Unity: a learner cooperates with others when singing songs and reciting poems related to different means of transport.
- Responsibility: a learner is cautioned to observe road safety precaution when walking along the road, boarding a vehicle and alighting from a vehicle.

Pertinent and Contemporary Issue(s):

Social cohesion: a learner sings songs and recites poems together with others in relation to different means of transport.

Link to other Activity Areas: a learner sings songs and recites poems related to different means of transport and this links to singing experiences in Creative Arts.

Suggested learning resources:

- Digital devices with assistive technology
- Books with appropriate font size and colour contrast
- Braille books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Picture reading	<p>By the end of the sub strand the learner should be able to:</p> <p>a) name pictures of different means of transport – for learners with low vision,</p> <p>b) name pictures with description of different means of transport – for learners with blindness.</p> <p>c) tell difference between various means of transport,</p> <p>d) match pictures of people working in the transport sector with the different means of transport – for learners with low vision,</p> <p>e) match pictures description of people working in the transport sector with the different means of transport,</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to read pictures on different means of transport on charts, appropriate print books or digital devices with assistive technology while learners with blindness are guided to listen to description of pictures on different means of transport on braille charts, braille books or digital devices with assistive technology. ● Learners are guided to tell the differences between various means of transport. Examples air, road, railway line, water, foot paths. ● Learners are guided to identify people with uniform and different protective working clothes in the transport sector examples, driver, captain, pilot, tout, cyclist, motorbike rider. 	<ol style="list-style-type: none"> 1. How can we use the road safely? 2. Why do you use different means of transport.

		<p>f) enjoy participating in picture reading experiences in preparation for text reading.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to match pictures of people with the means of transport they work for, example, a public/bus/matatu driver and the bus or matatu/van while learners with blindness is guided to match description of pictures of people with the means of transport they work for, example, a public/bus/matatu driver and the bus or matatu/van. ● Learners play games on picture identification. ● Learners with low vision play a fishing game on flashing of pictures with people or means of transport. Learners with learners with blindness be given time to listen to the picture description. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner works on identifying pictures of different means of transport correctly. ● Self-efficacy: a learner matches pictures of different means of transport and the people involved correctly and independently. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: a learner reads and matches pictures correctly and diligently. ● Unity: a learner works with others with agreement and harmoniously to match pictures. 				

Pertinent and Contemporary Issue(s):

Social cohesion: a learner works with others in matching pictures and playing games harmoniously.

Link to other Activity Areas:

A learner matches pictures of people in the transport sector with different means of transport in the same way they match numbers in Mathematics Activities.

Suggested learning resources:

- Digital devices with assistive technology
- Cards/braille cards
- Books/braille books
- Flash cards/braille cards

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>3.0 Writing</p>	<p>3.1 Drawing and colouring of pictures different means of transport</p> <p>3.2 modelling and colouring of described means of transport</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify pictures on different means of transport – for learners with low vision,</p> <p>b) identify pictures description on different means of transport - for learners blindness,</p> <p>c) draw pictures of different means of transport – for learner with low vision,</p> <p>d) model different means of transport described in the pictures - for learners with blindness,</p> <p>e) colour drawn pictures appropriately and realistically – for learners with low vision,</p> <p>f) colour modeled means of transport described in the pictures appropriately and realistically – for learners with blindness,</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to read pictures on different means of transport on charts, appropriate print books, board and on digital devices with assistive technology while learners with blindness are guided to listen to description of pictures on different means of transport on braille charts, braille books, and on digital devices with assistive technology. ● Learners with low vision are guided to draw pictures on different means of transport while sharing drawing resources such as pencils, erasers while learners with blindness are guided to model described pictures on different means of transport while sharing modelling resources such as plasticine, clay. ● Learners with low vision are guided to colour drawn pictures on means of transport: buses, van, cars, bicycles, aeroplane, donkey, carts, motorbike, while learners with blindness are 	<p>1. How do you colour pictures?</p> <p>2. Why should you be keen when colouring?</p>
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		<p>g) enjoy participating in drawing and colouring activities - for learners with low vision.</p> <p>h) enjoy participating in drawing and colouring activities – for learners with blindness.</p>	<p>guided to colour modelled described pictures on means of transport: buses, van, cars, bicycles, aeroplane, donkey, carts, and motorbike.</p> <p>Learners are paired with sighted or the teacher guide to help in dividing portions of the object to be coloured to be coloured and choosing colours to use.</p> <ul style="list-style-type: none"> ● Learners are guided and cautioned to avoid eating crayons or colour pencils, plasticine, clay, brushes or putting erasers and other writing tools in the mouth or nose for safety purposes. ● In pairs or groups learners collaboratively model cars, ship, bicycle, vans, buses. ● Learners display drawn, coloured and modelled work. ● Learners sing songs as they colour or model different means of transport. 	
Core Competencies:				

- Creativity and imagination: a learner, together with other, using own ideas collaboratively model cars, ship, bicycles, buses, cars.
- Learning to learn: a learner learns to model different means of transport with several trials towards perfection.

Values:

- Peace: a learner works collaboratively with others, co-operating and agreeing on issues while modelling.
- Love: a learner works with others while drawing and colouring sharing materials as a sign of caring for one another.

Pertinent and Contemporary Issue(s):

Child security and safety: a learner works with caution not to put writing and colouring materials and tools in the mouth or nose for safety.

Link to other Activity Areas: Picture colouring links to Creative Activities where learners create or draw pictures and colour them.

Suggested learning resources:

- Digital devices with assistive technology
- Pictures
- Cards/braille cards
- Books/braille books
- Chart/braille chart
- Plasticine
- Clay
- Paper mache

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing practice	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) recall letters of the alphabet in the right sequence, b) write syllables by joining consonants and vowels, c) write patterns using syllables, d) form three letter words using syllables and sounds, e) show excitement in writing activities in and out of class. 	<ul style="list-style-type: none"> ● Learners are guided to read letters of the alphabet in upper case and lower case. ● Learners are guided to read letter sounds and syllables in groups and pairs. ● Learners with low vision are guided to write letters and syllables on appropriate print books while learners with blindness are guided to write letters and syllables on braille papers. ● Learners are guided to write the letters in upper and lower case on a digital device with assistive technology. ● In pairs or groups, learners collaboratively and individually join syllables and sounds and make 3 letter words. ● Learners are guided to make patterns using syllables. ● Learners write the patterns repeatedly. 	<p>How do you create a three letter word?</p>

			<ul style="list-style-type: none"> ● Learners with low vision model letters of the alphabet while learners with blindness use pins and soft board to form letters of the alphabet. ● Learners clear the working area and wash hands with soap and water. ● Learners chant rhymes on letter sounds in turns while writing. ● Learners display in class work done. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-efficacy: a learner correctly and confidently reads and writes three letter words by joining syllables and sounds and displays in class work done. ● Critical thinking and problem solving: a learner differentiates between lower and upper case, letters while writing them down in books. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: a learner chants rhymes on letter sounds while working with others and sharing the opportunity to do so equitably. ● Integrity: a learner writes own work even in the absence of teacher with honesty and accountability. 				
<p>Pertinent and Contemporary Issue(s): Personal hygiene awareness: a learner clears the working area and washes hands with soap and water.</p>				
<p>Link to other Activity Areas: Pattern writing links to Creative Activities where the learners make different patterns.</p>				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technology 				

- Clay/plasticine
- Pins and soft board
- Slate and stylus
- Braille paper
- Books with appropriate font size and colour contrast

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	Indicator				
Greetings and farewell	Ability to use four appropriate vocabulary when greeting and bidding farewell in respect to time.	Uses four appropriate vocabulary when greeting and bidding farewell in respect to time.	Uses three appropriate vocabulary when greeting and bidding farewell in respect to time.	Uses two appropriate vocabulary when greeting and bidding farewell in respect to time.	Uses one appropriate vocabulary when greeting and bidding farewell in respect to time.
Listening for comprehension	Ability to comprehend oral information and answer questions correctly from the listening experiences.	Comprehends oral information and answers all questions from the listening experiences.	Comprehends oral information and answers questions from the listening experiences.	Comprehends oral information but answers most of questions from the listening experiences.	Comprehends oral information but answers a few questions from the listening experiences.
News telling	Ability to tell and retell news to communicate things that have happened in a sequence.	Tells and retells news accurately and fluently to communicate things that have happened in a sequence.	Tells and retells news to communicate things that have happened in a sequence.	Attempts to tell and retell news to communicate things that have happened in a sequence although lacks fluency.	Tells and retells news to communicate things that have happened in a sequence only when guided but lacks fluency.

Active listening	Ability to pay attention to conversations and respond appropriately to simple instructions.	pays attention to conversations and appropriately responds to all simple instructions.	Pays attention to conversations and responds appropriately to simple instructions.	pays attention to conversations and sometimes does not appropriately respond to simple instructions.	pays attention to conversations and mostly responds inappropriately to simple instructions.
Self-expression	Ability to express own needs and ideas using the appropriate vocabulary.	Expresses own needs and ideas using all the appropriate vocabulary.	Expresses own needs and ideas using the appropriate vocabulary.	Expresses own needs and ideas mostly using the appropriate vocabulary.	Expresses own needs and ideas rarely using the appropriate vocabulary.
Polite language	Ability to identify and use vocabulary depicting polite language.	Identifies and always correctly uses vocabulary depicting polite language.	Identifies and uses vocabulary depicting polite language.	Identifies but rarely uses vocabulary depicting polite language.	Exhibits challenge in both identification and usage of vocabulary that depict polite language.
Passing information	Ability to describe different things using simple language and pass information accurately through conversations.	Explicitly describes different things using simple language and passes information accurately through conversations.	Describes different things using simple language and passes information accurately through conversations.	Partially describes different things using simple language and passes information accurately through conversations.	Describes different things using simple language and passes information accurately through conversations

					only when assisted.
Auditory discrimination	Ability to distinguish between closely related letter sounds, identify and imitate familiar sounds of animals kept at home.	With details distinguishes between closely related letter sounds, identifies and accurately imitates familiar sounds of animals kept at home.	Distinguishes between closely related letter sounds, identifies and imitates familiar sounds of animals kept at home.	Attempts to distinguish between closely related letter sounds, identifies and imitates familiar sounds of animals kept at home though not always accurately.	Distinguishes between closely related letter sounds, identifies and imitates familiar sounds of animals kept at home only when assisted.
Audience awareness	Ability to exhibit audience awareness when communicating.	Consistently exhibits audience awareness when communicating.	Exhibits audience awareness when communicating.	Occasionally exhibits audience awareness when communicating.	Rarely exhibits audience awareness when communicating.
Auditory memory	Ability to recall letter sounds and syllables and demonstrate recognition of sounds associated with different weather conditions.	Perfectly recalls letter sounds and syllables and demonstrates recognition of sounds associated with different weather conditions.	Recalls letter sounds and syllables and demonstrates recognition of sounds associated with different weather conditions.	Attempts to recall letter sounds and syllables and demonstrate recognition of sounds associated with different weather conditions.	Recalls letter sounds and syllables and demonstrates recognition of sounds associated with different weather conditions with a lot of prompting.

Naming	Ability to use the right vocabulary in conversations. (e.g, -water: use right names for water containers, -transport: use the right transport related words).	Consistently uses the right vocabulary in conversations.	Uses the right vocabulary in conversations.	Occasionally uses the right vocabulary in conversations.	Rarely uses the right vocabulary in conversations.
Articulation of letter sounds	Ability to recognise letters of the alphabet, their sounds, syllables and demonstrate awareness of letter sound correspondence.	Excellently recognises letters of the alphabet, their sounds, and syllables and demonstrates awareness of letter sound correspondence.	Recognises letters of the alphabet, their sounds, and syllables and demonstrate awareness of letter sound correspondence.	Attempts to recognise letters of the alphabet, their sounds, and syllables and demonstrates awareness of letter sound correspondence though with some challenges.	With a lot of assistance recognises letters of the alphabet, their sounds, and syllables and with much prompting demonstrate awareness of letter sound correspondence.

STRAND: READING

	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
	Indicator				
Reading readiness	Ability to read texts and pictures from left to the right of a page and turn pages from right to left in readiness for reading.	Reads text and pictures as expected from left to the right of a page and carefully turns pages one by one from right to left in readiness for reading.	Reads text and pictures from left to the right of a page and turns pages from right to left in readiness for reading.	Does one of the two; either reads text and pictures from left to the right of a page but exhibits a challenge in turning pages from right to left in readiness for reading or vice versa.	Reads text and pictures from left to the right of a page and turns pages from right to left in readiness for reading only when given a lot of assistance.
Book handling	Ability to take care of books in different ways in readiness for reading (arranging well in bags, tables,	Takes care of books in different ways in preparation for reading.	Takes care of books in different ways in readiness for reading.	Occasionally takes care of books in different ways in preparation for reading.	Rarely takes care of books in different ways in readiness for reading.

	lockers, shelves, handling them carefully, requesting for them to be covered).				
Picture reading	Ability to recognise and interpret correctly pictures of familiar things in readiness for reading.	Recognises and interprets correctly with details pictures of familiar things in readiness for reading.	Recognises and interprets correctly pictures of familiar things in readiness for reading.	Recognises but exhibits challenges in interpret correctly pictures of familiar things in readiness for reading.	Identifies and interprets correctly pictures of familiar things in readiness for reading only when greatly assisted.
Letter recognition	Ability to identify letters of the alphabet and correctly match the lower and upper case.	With an ease identifies letters of the alphabet and correctly matches the lower and upper case.	Identifies letters of the alphabet and correctly matches the lower and upper case.	Identifies letters of the alphabet but struggles with the correct matching of the lower and upper case.	Exhibits challenge in both identifying letters of the alphabet and correctly matching the lower and upper case.
Reading syllables	Ability to join sounds to form syllables in preparation for reading.	Correctly joins sounds to form syllables and even three letter words in preparation for reading.	Joins sounds to form syllables in preparation for reading.	Attempts to join sounds to form syllables in preparation for reading.	Reads one sound after the other but finds it difficult to blend two sounds and form syllables in

					preparation for reading.
Visual discrimination	Ability to identify and point out similarities and differences on pictures and other objects.	Identifies and with a lot of clarity points out similarities and differences on pictures and other objects.	Identifies and points out similarities and differences on pictures and other objects.	Identifies but exhibits a challenge in pointing out similarities and differences on pictures and other objects.	Identifies and points out similarities and differences on pictures and other objects only when assisted.
Letter-sound correspondence	Ability to identify letter names and letter sounds and match the letters and sounds.	Correctly identifies letter names and letter sounds and matches the letters and sounds with an ease.	Identifies letter names and letter sounds and matches the letters and sounds.	Identifies letter names and letter sounds but incorrectly matches some letters and sounds.	Identifies some letter names and letter sounds matches the letters and sounds when greatly assisted.
Word formation (three letter words)	Ability to join sounds and syllables and blend to read three letter words.	Joins sounds and syllables and correctly blends them to read three letter words with an ease.	Joins sounds and syllables and blends to read three letter words.	Joins sounds and syllables but finds it difficult to blend some and read three letter words.	Finds it difficult to join sounds and syllables and blend to read three letter words even with assistance.
Visual memory	Ability to relate and differentiate things in the environment	Relates and differentiates things in the environment with	Relates and differentiates things in the environment	Relates and differentiates things in the environment using	Exhibits a great challenge in relating and differentiating things in the

	using observable features.	clear details using observable features.	using observable features.	observable features but sometimes without clarity.	environment using observable features.
Visual discrimination	Ability to match and pair pictures using observable characteristics (size, shape, colour, use)	Consistently matches and pairs pictures correctly using observable characteristics.	Matches and pairs pictures using observable characteristics.	Occasionally correctly matches and pairs pictures using observable characteristics.	Rarely correctly matches and pairs pictures using observable characteristics.

STRAND: WRITING

	Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Writing readiness	Ability to hold a writing tool properly and turn pages from right to left in preparation for writing.	Holds a writing tool properly and firmly and carefully turns pages from right to left in preparation for writing	Holds a writing tool properly and turns pages from right to left in preparation for writing.	Holds a writing tool properly but has a challenge in turning pages from right to left (or vice versa) in preparation for writing.	Holds a writing tool properly and turns pages from right to left in preparation for writing only with the hand held.
Letter writing	Ability to write letters of the alphabet correctly and in the right sequence.	Writes letters of the alphabet correctly, neatly, legibly and in the right sequence.	Writes letters of the alphabet correctly and in the right sequence.	Writes letters of the alphabet correctly but not in the right sequence.	Writes letters of the alphabet correctly and in the right sequence only with great assistance.
Writing practice	Ability to write letters of the alphabet in both lower case and upper case and	Writes letters of the alphabet in both cases correctly and neatly, and creatively makes letter patterns.	Writes letters of the alphabet in both cases and makes letter patterns.	Writes letters of the alphabet in lower case but exhibits challenge in writing of upper case or vice versa.	Exhibits challenge in writing letters of the alphabet in both lower case and upper case and even

	make letter patterns.			Makes letter patterns.	in making letter patterns.
Drawing and colouring pictures	Ability to draw different objects within the environment and colour appropriately.	Skilfully draws different objects within the environment and colours the drawings realistically and appropriately.	Draws different objects within the environment and colours the drawings appropriately.	Draws different objects within the environment but does not colour the drawings appropriately.	Attempts to draw different objects within the environment but inappropriately colour them.
Writing syllables	Ability to join sounds and write syllables.	Consistently joins sounds and writes syllables.	Joins sounds and writes syllables.	Occasionally joins sounds and writes syllables.	Rarely joins sounds and writes syllables.
Word formation (Forming three letter words)	Ability to join syllables and sounds to form three letter words.	Objectively joins syllables and sounds to form three letter words.	Joins syllables and sounds to form three letter words.	Attempts to join syllables and sounds to form three letter words.	Exhibits challenge in joining syllables and sounds to form three letter words.
Pattern writing/making	Ability to write patterns using letters and syllables.	Creatively writes patterns using letters and syllables.	Writes patterns using letters and syllables.	Tries to write patterns using letters and syllables.	Writes patterns using letters and syllables only with great assistance.
Eye-hand coordination	Ability to demonstrate eye-hand coordination when writing.	Every time demonstrates eye-hand coordination when writing.	Demonstrates eye-hand coordination when writing.	Sometimes demonstrates eye-hand coordination when writing.	Seldom demonstrates eye-hand coordination when writing.

Recording skills	Ability to observe objects and conditions and record the observations using pictures.	Keenly observes objects and conditions and correctly records the observations using pictures.	Observes objects and conditions and records the observations using pictures.	Observes objects and conditions but experiences a challenge in recording the observations using pictures.	Experiences challenge in observing objects and conditions and recording the observations using pictures.
Handwriting	Ability to write letters, syllables and three letter words neatly and legibly.	Consistently writes letters, syllables and three letter words neatly and legibly.	Writes letters, syllables and three letter words neatly and legibly.	Occasionally writes letters, syllables and three letter words neatly and legibly.	Rarely writes letters, syllables and three letter words neatly and legibly.
Neat Braille Writing	Ability to write letters, syllables and three letter words neatly and legibly in braille.	Consistently writes letters, syllables and three letter words neatly and legibly in braille.	Writes letters, syllables and three letter words neatly and legibly in braille.	Occasionally writes letters, syllables and three letter words neatly and legibly in braille.	Rarely writes letters, syllables and three letter words neatly and legibly in braille.

APPENDIX 1: COMMUNITY SERVICE LEARNING (CSL) AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) **Implementation of CSL Activity**

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

3) **Reflection on the CSL Activity**

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

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

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

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

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

ASSESSMENT OF THE CSL ACTIVITY

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

APPENDIX 2: SUGGESTED ASSESSMENT METHODS FOR THE DIFFERENT LANGUAGE SKILLS

Listening and Speaking Skills	Reading Skills	Writing Skills
Chanting rhymes	Oral interviews	Teacher-made tests
Singing songs	Reading aloud	Peer assessment
Reciting poems	Question and answer	Self-assessment
Playing conversational games	Teacher-made tests	Portfolio
Role play	Learner portfolios	Assessment rubric
Oral interviews	Peer assessment	Checklists
Dialogues	Self-assessment	Rating scales
Teacher-made tests	<ul style="list-style-type: none"> ● Rating scales 	
Peer Assessment	<ul style="list-style-type: none"> ● Checklists 	
Self-assessment	<ul style="list-style-type: none"> ● Assessment rubric 	
Fluency tests		
<ul style="list-style-type: none"> ● Articulation tests 		
<ul style="list-style-type: none"> ● Assessment rubric 		
<ul style="list-style-type: none"> ● Checklists 		
<ul style="list-style-type: none"> ● Rating scales 		

APPENDIX 3: SUGGESTED LEARNING RESOURCES

Non-Digital	Digital
Course books	Pictures and photographs
Pictures and photographs	Electronic and digital devices (mobile phone, laptops, tablets, computers, projectors, radios, televisions)
Flash cards	Flashcards
Charts	Charts
Realia	Video clips (Animated and non-animated)
Letter jigsaw puzzles	Audio-visual resources
Picture puzzles	Radio programmes
Recorded poems and rhymes	Web resources (example, kec- Kenya education cloud)
Recorded songs	
Learning corners	

Letter cut-outs	
Book covers, shelves, boxes, bags	
Puppets	
Clay/plasticine/dough for modelling	
crayons	
Colour pencils	
Colouring books	
costumes	
masks	
Letter boards	
Pocket charts	
Paint and brushes	