

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ENGLISH LANGUAGE ACTIVITIES

GRADE 1, 2 & 3

First Published in 2017

Revised 2024

All rights reserve. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-43-083-7

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

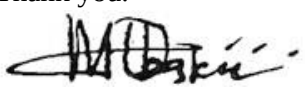
The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

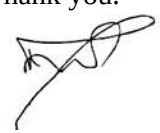
Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY STATE DEPARTMENT FOR
EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

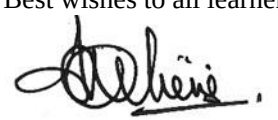
The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



PROF. CHARLES O. ONG'ONDO, PhD., MBS.
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Table of Contents

PREFACE IV
ACKNOWLEDGEMENT V
NATIONAL GOALS OF EDUCATION VII
LESSON ALLOCATION AT LOWER PRIMARY IX
LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION IX
ENGLISH LANGUAGE ACTIVITIES CURRICULUM DESIGN GRADE 1 1
GRADE 1 ENGLISH ESSENCE STATEMENT 2
SUBJECT GENERAL LEARNING OUTCOMES 2
ENGLISH LANGUAGE ACTIVITIES CURRICULUM DESIGN GRADE 2 82
GRADE 2 ENGLISH ESSENCE STATEMENT 83
SUBJECT GENERAL LEARNING OUTCOMES 83
ENGLISH LANGUAGE ACTIVITIES CURRICULUM DESIGN GRADE 3 174
ENGLISH GRADE 3 ESSENCE STATEMENT 175
SUBJECT GENERAL LEARNING OUTCOMES 175

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

ii) Promote the social, economic, technological and industrial needs for national development.

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

iii) Promote individual development and self-fulfilment.

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv) Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v) **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

vi) **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

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

LESSON ALLOCATION AT LOWER PRIMARY

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

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

a) use verbal and or non-verbal cues to convey information in varied contexts.
b) demonstrate mastery of number concepts to solve problems in day to day life.
c) use appropriate social skills, moral and religious values to positively impact the society.
d) develop individual talents and interests for self-efficacy.
e) make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) devise innovative strategies for environmental conservation and sustainability.
g) apply digital literacy skills for learning and enjoyment.
h) appreciate the country's rich and diverse cultural heritage for harmonious living.

ENGLISH LANGUAGE ACTIVITIES CURRICULUM DESIGN GRADE 1

GRADE 1 ENGLISH ESSENCE STATEMENT

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four onwards. Therefore, a solid foundation in English must be laid in Early Years Education. This foundation will not only enhance learning in Middle School but will also prepare the learner for future engagements in national and international arenas. Consequently, the learner must be exposed to targeted interactive tasks in the four language skills and grammar to become a proficient user of English by the end of Grade Three. Additionally, the learner is expected to progressively demonstrate the expected range of competencies. Deliberate focus on each of the four language skills and grammar is essential, even though the interrelatedness between the language skills must be considered. It is important to noted that grammar in Early Years Education should be learnt implicitly. According to Piaget's theory, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts in the formative years. Therefore, explicit grammar learning should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. The learner will be exposed to grammatical structures implicitly.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

NOTE: In Grade 1-3, there should be no explicit mention of grammatical terms such as word classes. Learners in Early Years Education should only be exposed to short, grade-appropriate sentence structures during instruction and assessment. This should also be reflected in the instructional materials developed for the level. The focus of English language learning at this level should be exposure to various language forms without reference to word classes. The learner's communicative competency can be achieved by striking a balance between interactive tasks and implicit exposure to language forms.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Number of Lessons
Listening and Speaking	• Pronunciation and vocabulary	60 Lessons
	Total	**60 Lessons**
Reading	• Pre-reading • Word Reading • Fluency • Comprehension	6 Lessons 4 Lessons 12 Lessons 8 Lessons
	Total	**30 Lessons**
Language Use	• Word classes • Tense • Sentences	22 Lessons 6 lessons 2 Lessons
	Total	**30 Lessons**
Writing	• Pre Writing • Handwriting • Spelling • Punctuation • Guided Writing	4 Lessons 6 Lessons 6 Lessons 4 Lessons 10 Lessons
	Total	**30 Lessons**
Total Number of Lessons		**150 Lessons**

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

THEME 1.0: GREETINGS				
SUGGESTED VOCABULARY: greet, good morning, good afternoon, hello, good evening, fine, how are you?				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.1 Listening and Speaking	**1.1.1 Pronunciation and vocabulary** ***(4 Lessons)*** • *Target letters a-h* • *Target sounds a-h* • *Vocabulary building*	By the end of the Sub Strand, the learner should be able to: a) pick out the letters **a-h** and their corresponding sounds for effective communication, b) pronounce words with the sounds **/a:/, /æ/, / ɜ:/, /ɑ:/, /ə/, /b:/, /b/, /k/, /s/, /d/, /e/, /i:/, /f/ /g/, /h/** for oral fluency, c) use words related to greetings in everyday conversations, d) appreciate the role of greetings in diverse contexts.	The learner is guided to: • listen to an oral text with words containing the sounds corresponding to the letters **a-h**, • take turns to pronounce sounds **/a:/, /æ/, / ɜ:/, /ɑ:/, /ə/, /b:/, /b/, /k/, /s/, /d/, /e/, /i:/, /f/ /g/, /h/** as modelled by peers, the teacher or an audio recording, • match sounds with corresponding letters, • talk about pictures/photos of people greeting one another, • watch videos of people greeting each other, • use non-verbal cues such as eye contact, appropriate gestures, and facial expressions when greeting others, • practise various types of greetings such as shaking hands, patting someone on the back, fist bumping, waving, among others as they take turns.	1. Why do we greet people? 2. How do we greet people at different times of the day?
Core Competencies to be developed: **Learning to learn:** The learner's ability to recreate learning experiences outside the class is enhanced as they use the vocabulary learnt to greet people at different times of the day.				
Values: • **Unity:** This is developed as the learner works jointly with peers to talk about pictures/photos of people greeting one another. • **Respect:** This is developed as the learner practises patience with each other during turn taking as they greet.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they practise different types of greetings.				
Link to other Learning Areas: The learner can link the concept of greetings to learning of similar concepts in Kiswahili and Indigenous Languages Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	**1.2.1 Pre-reading** ***(1 lesson)*** • *Target Letters a-h* • *Reading posture*	By the end of the Sub Strand, the learner should be able to**:** a) identify an appropriate posture for reading preparedness, b) read words containing the letters ***(a-h)*** for fluency, c) realise the importance of correct posture in preparation for reading.	The learner is guided to: • select the appropriate sitting position from pictures, videos and teacher's demonstration, • position self and reading materials appropriately, • turn the pages of a book from right to left for easy reading, • track print through finger reading, • pick out words with letters ***(a-h)*** from flashcards or charts, • match target letters with the sounds they represent, • read 2-3 letter words containing the target sounds.	1. How do we sit while reading? 2. How do we position our books while reading?
Core Competencies to be developed: **Learning to learn:** The learner's ability to learn independently is nurtured as they practise reading words containing the target letters on their own.				
Values: **Responsibility:** This is developed as the learner takes care of reading materials entrusted to them.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-awareness): The learner's self-awareness is enhanced as they practise identifying the appropriate posture for reading preparedness.				
Link to other Learning Areas: The learner applies the letter-sound knowledge acquired when reading materials in all other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 **Language use**	**1.3.1** **Verb 'to be'- Present Tense** ***(2 lessons)*** • *Am* • *Are* • *Is*	By the end of the Sub Strand, the learner should be able to: a) identify the present tense forms of the verbs 'to be' ***am, is, are*** in sentences, b) use the present tense realisations of the verbs 'to be' ***am, is*** and ***are*** to greet and introduce oneself and others, c) acknowledge the importance of using correct tense in communication.	The learner is guided to: • participate in language games and songs using the present tense form of the verbs 'to be' - *am, is, are*, • watch videos of children greeting one another and introducing themselves, • observe as peers introduce themselves using the verb 'to be'- *am, is, are*, • introduce himself/herself politely using the verb 'to be' - *am, is, are*, • describe himself/herself, and other people using the verb 'to be' - *am, is, are*, • practise various types of greetings using appropriate language e.g., how are you? I am fine, • role play various types of greetings and introduction using the verb 'to be' - *am, is, are.*	How do we greet people in the morning/afternoon/ evening?

Core Competencies to be developed:

- **Communication and collaboration**: The learner's ability to speak clearly and effectively is enhanced as they use the present tense realisations of the verb 'to be', *am, is, are* to greet and introduce themselves and others.
- **Learning to Learn**: The learner's ability to acquire self-discipline is enhanced as they are motivated to learn and practise introducing themselves and others using the verb 'to be', *am, is, are*.

Values:
Respect: This is enhanced as the learner understands and appreciates the role of greetings in interaction.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner's self-esteem is nurtured as they greet and introduce themselves and others.

Link to other Learning Areas:
The learner links the concept of present tense form of the verb 'to be' to learning of similar concepts in Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	**1.4.1 Pre-writing** ***(2 lessons)*** • *Sitting posture* • *Eye-hand coordination*	By the end of the Sub Strand, the learner should be able to: a) recognise the appropriate sitting posture in preparation for writing, b) exhibit appropriate eye-hand coordination for writing preparedness, c) realise the role of correct posture and eye-hand coordination in writing.	The learner is guided to: • look at pictures and watch videos on appropriate sitting posture, • practise sitting in the right posture, • position an exercise book correctly, • hold pencils/ colouring materials correctly, • work with peers to write the target letters from left to right, • join dotted lines to make letters and patterns, • colour different shapes and letters, • draw patterns and shapes, trace letters and shapes or mould letters with plasticine or clay.	1. Why is it important to sit properly when writing? 2. How do we place our books when writing?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is promoted as they practise appropriate sitting posture and eye-hand coordination in preparation for writing.				
Values: **Responsibility**: Self-drive is nurtured as the learner practises holding pencils or colouring materials correctly and writing from left to right.				
Pertinent and Contemporary Issues (PCIs): **Learner Support Programmes (Clubs and Societies)**: The learner uses the skills acquired to draw and colour items during art clubs.				
Link to other Learning Areas: The learner uses the pre-writing skills learnt to practise writing clearly in other learning areas.				

THEME 2.0: SCHOOL				
SUGGESTED VOCABULARY: school, classroom, desk, chair, table, field, gate, teacher, learner, office, head teacher, staffroom, chalkboard, book				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.1 Listening and Speaking	**2.1.1 Pronunciation and Vocabulary** ***(4 Lessons)*** • *Target letter i-p* • *Target sounds i-p* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) identify words featuring the sounds */i:/, /ɪ / /aɪ/ /ʤ/, k as in /k/ /l/ /m/ /n/ /ɒ/ /ɔ:/ and /p/* in varied contexts, b) articulate the sounds */i:/, /ɪ / /aɪ/ /ʤ/, k as in /k/ /l//m/ /n/ / ɒ/ /ɔ:/ and /p/* for speaking fluency, c) make sentences using words related to the theme, d) value the role of listening in communication.	The learner is guided to: • identify the sounds /i:/ (feet), /ɪ / (fit) /aɪ/ (price), **j:** /ʤ/ (just), **k:** /k/, **l:** /l/, **m:** /m/, **n:** /n/, **o:** for example, / ɒ/ (lot), /ɔ:/ (cot), **p:** /p/, • take pictures of items during a nature walk around the school and name them, • use the Frayer model to discuss the meaning of words related to the theme, • make sentences using the learnt words, • sing songs and recite poems featuring the learnt words, • play language games using the learnt sounds and words.	1. Which words do we use to talk about school? 2. How can we listen attentively to others?

Core competencies to be developed:

- **Communication:** The learner's ability to speak clearly and effectively is developed as they use the learnt words to talk about school.
- **Digital Literacy**: The learner is empowered to create using technology as they use digital gadgets to take pictures of items during a nature walk around the school.

Values:

- **Respect:** This is enhanced as the learner understands and appreciates peers during language game activities.
- **Responsibility:** This is enhanced as the learner observes safety precautions during nature walks.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-awareness): The learner's self-awareness is nurtured as they identify the general features in their school during a nature walk.

Link to other Learning Areas:

The learner applies the knowledge learnt on the general features of the school to learning similar concepts in Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 **Reading**	**2.2.1** **Pre-reading** ***(1 lesson)*** • *Small and capital letters* • *Positioning reading materials* • *Sitting posture*	By the end of the Sub Strand, the learner should be able to: a) identify small and capital letters from a text, b) position reading materials and sit appropriately while reading, c) read words featuring the letters ***I to P*** for fluency, d) value the need for the right posture while reading.	The learner is guided to: • pick out small letters from flashcards or charts, • match small and capital letters, • focus eyes on a line or word while reading, • track print through finger pointing as the teacher reads letters I to P, • view pictures and videos on reading posture, • use flashcards to form words with the letters *I to P,* • simulate the appropriate sitting posture while working with peers, • role play the correct positioning of reading materials, • practise turning over the pages of a book from right to left.	Why should one sit appropriately when reading?
Core Competencies to be developed: **Collaboration**: Teamwork is nurtured as the learner collaboratively works with peers to demonstrate and practise to position reading materials appropriately.				
Values: **Responsibility**: This is developed as the learner takes care of the reading materials.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's self-awareness is enhanced as they recognise the appropriate sitting posture.				
Link to other Learning Areas: The learner applies the knowledge of small and capital letters to the learning of similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Language use	**2.3.1 Verbs 'to do'- Present form** **2.3.2 Subjective Pronouns- Singular** ***(2 lessons)*** • *Do, does* • *I/he/she/it*	By the end of the Sub Strand the learner should be able to: a) pick out the words verbs 'to do' (**do, does**) and subjective pronouns ***(I, she/he, it)*** from an oral text, b) use the subjective pronouns ***(I, she/he, it)*** and the verb 'to do' ***(*****does and do**) in sentences, c) acknowledge the need for well-formed sentences in communication.	The learner is guided to: • ask each other questions using the target language pattern, • listen to a story related to the theme, • pick out the words **do, does, I, he/she, it** from the text, • form sentences with the words d**o** and **does** from a substitution table, • use the words (**I, she/he, it)** in sentences, for example, - ***He eats bananas.*** - ***She drives a car.*** - ***I read books.*** - ***She reads books.*** • view pictures and form sentences with the target language patterns, • make charts and posters showing the words (**do, does, I, he/she, it**) and display them, • recite poems featuring the present tense form of the verb 'to do' (**do** and **does**).	1. How do you talk about a person, an object, or a place? 2. How do we talk about many people?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and effectively is nurtured as they use the verb 'to do' and the words **I, he, she,** and **it** in sentences.				
Values: **Responsibility**: This is developed as the learner takes up assigned roles when making charts and posters showing the target language patterns.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's self-awareness level is enhanced as they read texts about the school.				
Link to other Learning Areas: The learner applies the knowledge acquired on subject-verb agreement to the learning of similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Writing	**2.4.1 Pre-writing** ***(2 lessons)*** • *Sitting posture* • *Eye-hand coordination* • *Positioning materials*	By the end of the Sub Strand, the learner should be able to: a) describe the right sitting posture and position materials appropriately for writing readiness, b) coordinate the eye and hands in preparation for writing, c) value the need for the right posture and appropriate positioning of writing materials in learning.	The learner is guided to: • observe a series of pictures and pick out the right sitting posture with peers, • simulate the positioning of writing materials and the right sitting posture, • select well-positioned writing materials from a chart, • practise writing from the left to the right, • draw and colour different shapes using appropriate sitting posture and material positioning, • role play on how to use their exercise books well.	1. How do we sit when writing? 2. How do we write?
Core Competencies to be developed: **Collaboration:** Teamwork is developed as the learner works collaboratively with peers to simulate the right body posture and positioning of materials.				
Values: **Love:** This is enhanced as the learner works harmoniously with peers during drawing and colouring of different shapes.				
Pertinent and Contemporary Issues (PCIs): **Life skills (Self-awareness):** The learner gains self-awareness as they learn how to sit appropriately in preparation for writing.				
Link to other Learning Areas: The learner is able to adopt the correct body posture and positioning of materials while writing in all other learning areas.				

THEME 3.0: FAMILY				
SUGGESTED VOCABULARY: father, mother, sister, brother, baby, aunt, uncle, parent, grandmother, grandfather, nephew, niece, cousin				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.1 Listening and Speaking	**3.1.1 Pronunciation and vocabulary** ***(4 lessons)*** • *Target letters and sounds q-z* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) link the letters **q, r, s, t, u, v, w, x, y, z** with their corresponding sounds, b) use words featuring the sounds ***/q/, /r/, /s/, / t /, /ʌ /, /v/, /w/, /x/, /y/*** and */z/* in words for oral fluency, c) respond verbally and non-verbally to simple one-directional instructions, d) advocate for accurate pronunciation in oral conversations.	The learner is guided to: • listen and point out the sounds of the letters: **q, r, s, t, /ʌ/ (u)** as in cup**, v, w, x, y, z** as modelled, • work with peers to say the sounds ***/q/, /r/, /s/, t, /ʌ /, /v/, /w/, /x/, /y/*** and */z* /, • view a chart featuring the letters and say the corresponding sounds, • work jointly to repeat words with the target sounds from an oral text, • role play simple instructions with peers, • sing rhymes, say tongue twisters and poems featuring the target sounds.	1. How can we become better listeners?
Core Competencies to be developed: • **Communication:** The learner's ability to listen keenly and actively is developed as they listen keenly and repeat words with the target sounds from an oral text**.** • **Self-efficacy:** The learner's knowledge of their family is enhanced as they sing rhymes, say tongue twisters and poems with target sounds about family members.				
Values: **Respect**: This is promoted as the learner shows positive regard for self and others when role playing simple instructions with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's sense of self-awareness is increased as they sing rhymes, say tongue twisters and recite poems related to the theme.				
Link to other Learning Areas: The learner is able to apply the skill of listening attentively to their learning in Kiswahili and Indigenous Languages Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 **Reading**	**3.2.1** **Pre-reading** ***(2 lessons)*** • *Target letters q-z*	By the end of the Sub Strand, the learner should be able to: a) name the letters **q, r, s, t, u, v, w, x, y, z** articulately, b) read the sounds **/q/ /r/ /s/ /t/ /u/ /v/ /w/ /x/ /y/** and **/z/** for fluency, c) value the importance of accurate pronunciation in communication.	The learner is guided to: • name the letters **q, r, s, t, u, v, w, x, y, z,** • say the consonant sounds **/q/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/,** • say the vowel sound **/u/,** • team up to articulate the target sounds and write their corresponding letter, • model letter shapes for the target letters, • track print through finger-pointing as the teacher reads, • work jointly to match and pair sounds with their corresponding letters.	Why should we learn how to read?

Core Competencies to be developed:

- **Learning to Learn:** The learner's ability to learn independently is promoted as they link the target letters to their corresponding sounds on their own in preparation for reading.
- **Creativity and Imagination:** The learner's ability to explore new ideas is enhanced as they model letter shapes for the target letters.

Values:
Unity: This is enhanced as the learner collaborates with peers to articulate the target sounds and write their corresponding letter.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they articulate the target sounds correctly and write their corresponding letters.

Link to other Learning Areas:
The learner is able to apply the pre-reading skills to learn similar concepts in Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 **Language use**	**3.3.1** **Verb 'to have' – present form** **3.3.2 Objective Pronouns- Singular** ***(2 lessons)*** • *Have, had* • *Me, her/him, it*	By the end of the Sub Strand, the learner should be able to: a) select the present form of the verb 'to have' (***have, has)*** and the objective pronouns (***me, her/him, it***) from a text, b) use the present form of the verb 'to have' (***have, has)*** and the objective pronouns (***me, her/him, it***) in varied contexts, c) value the importance of well-formed sentences in communication.	The learner is guided to: • listen to a story and pick out the present forms of the verb 'to have' (***have, has)***, • listen to a story and pick out the objective pronouns (***me, her/him, it***), • work with peers to form sentences featuring the present forms of the verb 'to have' (***have, has***) from a substitution table, • make sentences using the objective pronouns (***me, her/him, it***), • role play a dialogue featuring the present forms of the verb 'to have' (***have, has)*** and the objective pronouns (***me, her/him, it***), • sing songs, recite poems and say tongue twisters featuring the present forms of the verb 'to have' (***have, has)*** and the objective pronouns (***me, her/him, it***), • pick out the present forms of the verb 'to have' (***have, has)*** and the objective pronouns (***me, her/him, it***) from a textbook, or children's magazine.	Which words do you use to talk about the things you have?
Core Competencies to be developed: • **Creativity and imagination:** The learner's ability to explore new ways of doing things is nurtured as they sing songs, recite poems and say tongue twisters featuring the target language pattern. • **Critical thinking and problem solving:** The learner's ability to think logically is enhanced as they form sentences featuring the present forms of the verb 'to have' (***have, has***) from a substitution table.				

Values: **Love**: This is enhanced as the learner understands and appreciates peer's input during the role play activity.
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's self-awareness is enhanced as they learn about family members from texts they interact with.
Link to other Learning Areas: The learner applies the knowledge of verbs and pronouns to their learning of similar concept in Kiswahili and Indigenous languages Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 **Writing**	**3.4.1** **Handwriting** ***(2 lessons)*** • *Letters of the alphabet* • *Legibility and neatness*	By the end of the Sub Strand, the learner should be able to**:** a) identify correctly formed letters of the alphabet in a text, b) form lower case letters for writing fluency, c) write from left to right legibly and neatly, d) appreciate the importance of well-formed letters in written communication.	The learner is guided to: • view flashcards featuring well-formed letters of the alphabet, • team up to sort out flashcards showing the letters of the alphabet in correct sequence, • practise correct letter formation from models on the board, charts and pattern books, • copy lowercase letter patterns neatly and legibly, • work with peers to write lower case letters from left to right, • work jointly to display their neatly written work in their portfolios.	Why is neat handwriting important?
Core Competencies to be developed: **Learning to Learn:** The learner's self-discipline is enhanced as they are motivated to practise correct letter writing from left to right.				
Values: **Unity:** This is enhanced as the learner teams up with peers to sort out flashcards showing the letters of the alphabet in correct sequence.				
Pertinent and Contemporary Issues (PCIs): **Life skills (Self-esteem):** The learner's self-esteem is enhanced as they shape the letters of the alphabet correctly.				
Link to other Learning Areas: The learner is able to apply their acquired writing skills to write neatly and legibly in all the learning areas.				

THEME 4.0: HOME				
SUGGESTED VOCABULARY: hut, chair, table, mat, hen, cat, home, house, clothes, pan, cup, toilet, pot, parents, help, gate				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
4.1 Listening and Speaking	**4.1.1 Pronunciation and Vocabulary** ***(4 lessons)*** • *Target letters and sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) articulate the sounds /æ/ /m/, /t/ /e/ for clarity in communication, b) use words with the sounds /æ/ /m/, /t/ /e/ in oral sentences, c) respond to simple specific one-directional instructions using the new words, d) adopt using vocabulary learnt in oral communication.	The learner is guided to: • say the sounds /æ/ /m/, /t/ as modelled by the teacher, peers or from an audio recording, • form words featuring the target sounds, • display the words formed on flashcards, • make sentences orally using words with the target sounds, • team up to role play giving and receiving of instructions, • take turns to read flashcards featuring words with the target sounds.	Why should we pronounce words correctly?
Core Competencies to be developed: • **Communication:** The learner's ability to listen keenly and actively is enhanced as they say the target sounds as modelled by the teacher, peers or from an audio recording**.** • **Collaboration:** Teamwork is developed as the learner actively teams up with peers to role play giving and receiving of instructions.				
Values: **Responsibility**: This is enhanced as the learner takes up assigned roles when taking turns to read flashcards featuring words with the target sounds.				
Pertinent and Contemporary Issues (PCIs): **Environmental awareness:** This is promoted as the learner acquires vocabulary related to theme on home.				
Link to other Learning Areas: The learner is able to apply the vocabulary learnt from the theme to their learning in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 **Reading**	**4.2.1** **Pre-reading** ***(2 lessons)*** • *Target letters*	By the end of the Sub Strand, the learner should be able to: a) identify the letters ***Aa, Mm, Tt*** and ***Ee*** in given words, b) form words using the letters ***Aa, Mm, Tt*** and ***Ee*** in preparation for reading, c) realise the importance of letters in word formation.	The learner is guided to: • read out the letters ***Aa, Mm, Tt*** and ***Ee*** from a chart, • point out and name the letters on a chart or flashcards, • form words using flashcards with the target letters ***Aa, Mm, Tt*** and ***Ee***, • fill in blank spaces using the target letters to form words, • team up to play word games to sort the target letters, • work with others to match the target letters with their corresponding sounds.	Why do we learn letters?
Core Competencies to be developed: • **Collaboration**: Learner's ability to exercise teamwork is developed as they work jointly to match the target letters with their corresponding sounds. • **Learning to learn:** Learners' ability to learn independently is promoted as they practise using target letters to form words.				
Values **Respect:** This is nurtured as the learner appreciates contributions from peers when playing word games to sort the target letters.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's self-esteem is enhanced as they form words correctly in preparation for reading.				
Link to other learning areas: The learner is able to apply reading skills when reading texts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 **Language use**	**4.3.1** **Singular and plurals** (adding -s and -es) ***(2 lessons*)** • *Regular nouns:* *Adding –s* *Adding -es*	By the end of the Sub Strand, the learner should be able to: a) identify singular nouns which require the addition of -s or -es to form plural, b) form plural nouns from their singular forms by adding -s or -es, c) appreciate the importance of using singular and plural nouns correctly in communication.	The learner is guided to: • talk about objects at home in their singular and plural forms, • work jointly to group pictures of items found at home in columns of 'one' and 'many', • draw pictures of objects found at home, colour them and indicate the number, • sing songs and rhymes featuring the singular and plural forms of nouns, • work jointly to record the songs and rhymes as they recite them, • work with others to match a given set of words with their singular or plural forms on flashcards.	What objects are found at home?

Core Competencies to be developed:

- **Creativity and imagination:** The learner's ability to creatively present ideas is enhanced as they sing songs and rhymes featuring the singular and plural forms of nouns**.**
- **Digital Literacy:** The learner's ability to create with technology is enhanced as they record their songs and rhymes featuring the target language pattern.

Values:
Peace: This is enhanced as the learner works harmoniously with peers to group pictures of items found at home in columns of 'one' and 'many'.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-awareness): The learner's self-esteem is enhanced as they use singular and plural forms of nouns in language correctly.

Link to other Learning Areas:
The learner applies the knowledge of singular and plural forms of nouns to learning of counting in Mathematics Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	**4.4.1 Handwriting** ***(2 lessons)*** • *Target letters of the Alphabet* • *Neatness and legibility*	By the end of the Sub Strand, the learner should be able to: a) identify the letters ***Aa, Mm, Tt*** and ***Ee*** in lower case and upper case, b) form the letters ***Aa, Mm, Tt*** and ***Ee*** in their correct shapes and sizes, c) write from left to right for lifelong learning, d) appreciate the role of legible handwriting in written communication.	The learner is guided to: • copy capital and small letter patterns of the letters ***Aa, Mm, Tt*** and ***Ee,*** • form the letters ***Aa, Mm, Tt*** and ***Ee*** from models such as boards/charts/pattern books, • select the letters ***Aa, Mm, Tt*** and ***Ee*** from flashcards, • work with peers to write 3-4 letter words from left to right, • match flashcards with upper case and lower case of the letters ***Aa, Mm, Tt*** and ***Ee***, • watch videos on the formation of the target letters.	Why should we shape letters correctly?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and correctly is nurtured as they form letters using correct shapes and sizes.				
Values: **Unity:** This is developed as the learner works collaboratively with peers to practise writing 3-4 letter words from left to right.				
Pertinent and Contemporary Issues (PCIs): **Life skills (Self-esteem):** The learner acquires an improved level of self-esteem as they form letters correctly.				
Link to other Learning Areas: The learner is able to use correct letter formation learnt when writing texts in other learning areas.				

THEME 5.0: TIME				
SUGGESTED VOCABULARY: morning, afternoon, evening, night, day, late, early, yesterday, tomorrow, soon, now, break time, lunchtime				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
5.1 Listening and Speaking	**5.1.1 Pronunciation and Vocabulary** ***(4 lessons)*** • *Target letters and sounds* • *Non-verbal cues*	By the end of the Sub Strand, the learner should be able to: a) identify words with the sounds ***(/s/, /l/, /i /, /p/)*** in a text, b) use words with the sounds ***(/s/, /l/, /i /, /p/)*** in sentences, c) use facial expressions, eye contact and gestures appropriately during conversations, d) appreciate the role of accurate pronunciation and non-verbal cues in communication.	The learner is guided to: • listen to a story or poem featuring words with the **/s/, /l/, /i /, /p/** sounds, • pick out the words with the sounds **/s/, /l/, / i /, /p/,** • say the sounds **/s/, /l/, /i /, /p/** as modelled from an audio recording, peer or the teacher, • make sentences using words with the target letters, • role play activities done at different times of the day, • sing songs and recite poems about time, • watch a video or live performance of a story and say what the eye contact or the facial expressions mean, • retell the story and show appropriate eye contact and facial expressions.	What things do we do at different times of the day?
Core Competencies to be developed: • **Creativity and imagination:** The learner's ability to explore new ways of presenting ideas is inculcated as they retell stories and show appropriate eye contact and facial expressions**.** • **Digital Literacy:** The learner's ability to connect with technology is promoted as they watch a video or live performance of a story and say what the eye contact or the facial expressions mean.				
Values: **Responsibility:** This is enhanced as the learner takes up assigned roles during role play activities with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's self-esteem is enhanced as they use new words learnt to talk about different times of the day.				
Link to other Learning Areas: The learner applies information on time to their learning of similar concepts of time in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 **Reading**	**5.2.1** **Pre- reading** ***(2 lessons)*** • *Target letters and sounds*	By the end of the Sub Strand, the learner should be able to: a) match the letters ***S, L, I*** and ***P*** to their corresponding sounds for reading preparedness, b) read simple 3 - 4 letter words featuring the letters ***S, L, I*** and ***P*** for effective reading, c) appreciate the role of letter-sound knowledge in reading.	The learner is guided to: • match letters and sounds using pocket charts/ digital flashcards/ charts, • identify the letters S, L, I and P from a chart, • say the sounds ***/s/, /l/, /i/*** and ***/p/*** and pick a flashcard with the corresponding letter, • team up to play a fishing game to identify specific sounds with peers, • read simple 3-4 letter words made up of the target letters.	What things do you do every morning?
Core Competencies to be developed: **Collaboration:** Teamwork is developed as the learner collaborates with peers to play a fishing game to identify specific sounds.				
Values: **Social Justice:** This is enhanced as the learner fosters fairness and non-discrimination to peers as they accord peers equal opportunities to play the language game.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner acquires an improved level of self-esteem as they acquire reading skills.				
Link to other Learning Areas: The learner applies their reading skills to the reading of materials in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 **Language Use**	**5.3.1** **Tense: Present Simple Tense** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify words in present simple tense from given sentences, b) use present simple tense to talk about routine or daily activities, c) adopt the use of present simple tense to talk about routine activities.	The learner is guided to: • watch a video on children participating in routine activities, • talk about the activities in the video using present simple tense, • respond to questions using the simple present tense based on daily home routines, For example: ***What do you do every day?*** - ***I wake up every day.*** - ***I go to school every morning.*** - ***I brush my teeth every day.*** - ***I comb my hair every day.*** • sing songs and rhymes on daily routine activities using simple present tense, • listen to a story or poem and pick out sentences about things a person does every day.	What do you do from morning to evening?
Core Competencies to be developed: • **Communication:** The learner's ability to speak clearly and correctly is enhanced as they talk about the activities they do every day. • **Digital Literacy:** This is enhanced as the learner interacts with digital content when watching a video on children participating in routine activities.				
Values: **Respect**: This is developed as the learner appreciates and understands peers' opinions as they talk about their routine activities.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner acquires self-awareness as they talk about their sequence routine or daily activities using present simple tense.				
Link to other Learning Areas: The learner applies the vocabulary learnt to talk about activities taking place at different times of the day in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 **Writing**	**5.4.1** **Handwriting** ***(2 lessons)*** • *Target letters of the Alphabet*	By the end of the Sub Strand, the learner should be able to: a) identify the letters Ss, Ll, Ii and Pp in their small or capital forms, b) form the letters Ss*, Ll, Ii,* and *Pp* in their correct shapes and sizes, c) value the role of legible handwriting in written communication.	The learner is guided to: • copy capital and small letter patterns of the letters Ss, Ll, Ii and Pp, • form the letters Ss, Ll, Ii and Pp as shown on boards/charts/pattern books, • select the letters Ss, Ll, Ii and Pp from a range of letters on flashcards, • work with peers to write 3-4 letter words from left to right using the target letters, • match lower case (small) and upper case (capital) letters Ss, Ll, Ii and Pp on flashcards, • draw and label objects found at home, • work jointly to sort out flashcards with small letters and capital letters.	Why should you write letters in the correct shape and size?

Core Competencies to be developed:

- **Critical thinking and problem solving:** The learner is able to think logically when matching lower case (small) and upper case (capital) letters Ss, Ll, Ii and Pp on flashcards.
- **Learning to Learn:** The learner's ability to build relationships is promoted as they work with peers to write 3-4 letter words from left to right.

Values:
Unity: This is enhanced as the learner collaborates with others to sort out flashcards with small letters and capital letters.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner acquires a high level of self-esteem as they form letters correctly for effective communication.

Link to other Learning Areas:
The learner can apply the concept of neatness and legibility in writing to their learning in all other learning areas.

THEME 6.0: WEATHER AND OUR ENVIRONMENT				
SUGGESTED VOCABULARY: sun, rain, shine, clouds, blow, wind, grow, grass, cloudy, windy, sunny, rainy, weather				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
6.1 Listening and Speaking	**6.1.1 Pronunciation and Vocabulary** ***(4 lessons)*** • *Target letters and sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) identify words with the sounds **/f/, /n/, /h/, / ɒ/** and / **ɔ**:/ from an oral t ext, b) pronounce words with the sounds **/f/, /n/, /h/, / ɒ/** and / **ɔ**:/ for oral fluency, c) respond to simple one-directional instructions using new words, d) appreciate the role of accurate pronunciation in communication.	The learner is guided to: • listen to an audio text containing the sounds **/f/, /n/, /h/, / ɒ/** and / **ɔ**:/, • pick out words with the target sounds from a story, • say the sounds **/f/, /n/, /h/, / ɒ/** and / **ɔ**:/ as modeled by peers, teacher or from an audio recording, • recite rhymes or sing songs about the weather, • use the Frayer model to discuss the meaning of words related to the theme, • team up to role play giving and receiving of simple instructions using appropriate eye contact and facial expressions.	1. Why is it important to pronounce words correctly? 2. What should we do when someone is talking to us?
Core Competencies to be developed: **Communication:** The learner's ability to listen keenly and actively is developed as they listen to audio texts/oral texts and identify words with the target sounds in preparation for reading.				
Values: **Unity:** Cooperation is nurtured as the learner teams up with peers to role play giving and receiving of simple instructions with peers.				
Pertinent and Contemporary Issues (PCIs): **Environmental Education:** The learner acquires information on the environment as they learn the new words related to weather and our environment.				
Link to other Learning Areas: The learner can relate the vocabulary related to weather to their learning in Environmental activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	**6.2.1** **Word Reading** ***(2 Lessons)*** • *Words with target sounds*	By the end of the Sub Strand, the learner should be able to: a) identify words with the sounds **/f/, /n/, /h/, /ɒ/** and **ɔ:/** in preparation for reading, b) pronounce words with the target sounds accurately for fluency, c) value the role of fluency in lifelong learning.	The learner is guided to: • point out the sounds **/f/, /n/, /h/, /ɒ/** and **/ ɔ:/** from a group of letters, • select words with the target sounds from a chart, • view a chart and read the words with the sounds **/f/, /n/, /h/ /ɒ/ and / ɔ:/,** • work with others and form words that have the sounds **/f/, /n/, /h/, /ɒ/ and / ɔ:/,** • read words about weather and the environment, • read sentences containing decodable words related to the theme.	Why should we pronounce words clearly?
Core Competencies to be developed: **Learning to Learn**: The learner's ability to learn independently is developed as they practise reading sentences with decodable words on their own.				
Values: **Respect:** This is developed as the learner appreciates the effort of peers as they practise reading words correctly.				
Pertinent and Contemporary Issues (PCIs): **Climate Change:** This is promoted as the learner interacts with words related to the theme on weather and the environment.				
Link to other Learning Areas: The learner applies reading skills to read texts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6. 3 **Language Use**	**6.3. 1** **Tense: Present Continuous Tense** (Adding -ing) ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify ongoing activities in and out of school, b) use the present continuous tense to talk about ongoing activities, c) appreciate the importance of correct use of tense in communication.	The learner is guided to: • describe activities going on in the school compound, for example, - *The teacher is walking.* - *The children are singing.* - *The cat is jumping.* - *They are writing.* • recite poems/sing songs featuring ongoing actions in present continuous tense, • work with others to answer questions about ongoing activities related to the theme, for example, '*What are you doing?'* *'I am carrying an umbrella'* • listen to a story and pick out the instances of ongoing actions, for example, '*The hare is running*.' • retell portions of a short story in the present continuous tense, for example, *'The hare is going…,* • role play events in the story with peers.	What is going on in the school compound?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and correctly is promoted as they use the present continuous tense to describe ongoing activities.				
Values: **Unity:** This is enhanced as the learner actively participates in role playing events in a story with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's level of self-esteem is boosted as they use the present continuous tense correctly to describe ongoing activities.				
Link to other Learning Areas: The learner links the concept of present continuous tense to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 **Writing**	**6.4.1** **Spelling** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) select words featuring the letters ***Ff, Hh, Nn*** and ***Oo*** in written texts, b) spell 3-5 letter words with the letters ***Ff, Hh, Nn*** and ***Oo*** for writing fluency, c) advocate for the need to follow spelling rules for writing fluency.	The learner is guided to: • work with others to trace words with the letters ***Ff, Hh, Nn*** and ***Oo*** in small and capital letters, • write words dictated by the teacher, peer or from an audio recording with the target letters, • color and spell 3-5 letter words with the target letters, • fill in the missing letters in a word, • rearrange jumbled-up letters to form the correct word, • play games such as word searches, • complete the word shapes featuring the letters ***Ff, Hh, Nn*** and ***Oo***, • find the sight words, vowels, or consonants from a word search or crossword puzzle, • work with peers to create a poster featuring the 3-5 letter words and then colour the words with ink, crayons or improvised dyes.	1. Why should we spell words correctly? 2. How can you make sure the letters and words you write are readable?
Core Competencies to be developed: • **Learning to Learn:** The learner's self-discipline is enhanced as they are motivated to practise correct letter formation on their own. • **Creativity and Imagination:** The learner's originality of ideas and skills are developed as they create a poster with words related to weather and our environment.				
Values: **Responsibility**: This is enhanced as the learner takes it upon themselves to complete given tasks.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's self-esteem is enhanced as they spell words dictated by a teacher or peers correctly.				
Link to other Learning Areas: The learner applies the writing skills as they write texts in other learning areas.				

THEME 7.0: HYGIENE				
SUGGESTED VOCABULARY: sick, wash, soap, clean, water, dirty, food, ill, toilet, cold, towel, handkerchief, bath, shower, toothbrush				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
7.1 Listening and Speaking	**7.1.1 Pronunciation and Vocabulary** ***(4 lessons)*** • *Target letters and sounds*	By the end of the Sub Strand, the learner should be able to: a) identify words with the sounds /b/, /r/, /u/, and /g/ in a text, b) pronounce words with the sounds /b/, /r/, /u/, and /g/ in preparation for reading, c) use words featuring the target sounds in short sentences, d) acknowledge the role of accurate pronunciation in oral communication.	The learner is guided to: • listen to an audio recording/watch a video clip about hygiene, • pick out words which have the sounds /b/, /r/, /u/, and /g/, • recite alliterative words that have the target sounds as modeled by peers, a teacher or from an audio recording/clip, for example; *brush, broom; black, blue* • say tongue twisters featuring the target sounds, for example; '*The brave boy used a black brush to brush his shoes',* • make sentences using the words with the target letters, • display their sentences on charts for a gallery walk, • team up to recite rhymes and sing songs related to the theme and featuring the target sounds.	Why should we say sounds and words correctly?
Core Competencies to be developed: • **Communication:** The learner's ability to speak fluently is promoted as they recite alliterative words that have the target sounds as modeled by peers, a teacher or from an audio recording/clip. • **Digital Literacy:** The learner's interaction with digital technology is promoted as they listen to audio recordings/clips for information on hygiene and identify words related to the theme.				
Values: **Unity:** This is enhanced as learner works collaboratively with peers to recite poems and sing songs on hygiene.				

Pertinent and Contemporary Issues (PCIs): **Health Issues (Personal Hygiene):** The learner acquires information on how to maintain personal hygiene from texts when reciting rhymes and singing songs related to the theme.
Link to other Learning Areas: The learner applies information on hygiene to learning of similar concepts in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 **Reading**	**7.2.1** **Word Reading** ***(2 Lessons)*** • *Target letters and sounds* • *Decodable words* • *Non-decodable words*	By the end of the Sub Strand, the learner should be able to: a) identify words with the sounds /b/, /r/ /u/ and /g/, and their corresponding letters for reading competence, b) read decodable and non-decodable words featuring the target sounds for fluency, c) appreciate the importance of word reading in lifelong learning.	The learner is guided to: • pick the capital and small letters of these letters from a basket, list, or box and name each letter, (Bb, Rr, Uu, Gg,) • read short words with target letters such as ***green, rot, brush, gap, mud*** • work with peers and read decodable words from a list, • listen to an audio recording containing decodable words, • view charts, posters and pictures and select non- decodable words with the sounds /b/, /r/ /u/, and /g/, • read non-decodable words on a word wall with peers and give feedback.	Why should we learn to say sounds and words correctly?
Core Competencies to be developed: **Learning to Learn**: The learner's ability to learn independently is improved as they practise reading non-decodable words for reading competency.				
Values: **Respect:** This is enhanced as the learner appreciates the effort of peers to read non-decodable words and gives positive feedback.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires an enhanced level of self-esteem as they read non-decodable words correctly.				
Link to other Learning Areas: The learner is able to apply vocabulary related to the theme to words in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Language Use	**7.3.1 Tense: Simple Past Tense** (Adding -ed / -d) *(2 lessons)*	By the end of the Sub Strand, the learner should be able to: a) identify words with **-ed** and **-d** from a text, b) use simple past tense to talk about things that happened in the past, c) value the need to use the correct tense when conveying information.	The learner is guided to: • make sentences using simple past tense to talk about hygiene (*by adding –ed or –d to words*), • change words to simple past tense, for example: *brush (brushed), polish (polished), clean (cleaned,) wash (washed),* • write short sentences using words in simple present tense, *for example,* - ***I brush my teeth every day.*** - ***I clean my cup every day.*** - ***I polish my shoes every day.*** - ***I wash my hands every day.*** • rewrite the sentences made in simple past tense, - ***I brushed my teeth last night.*** - ***I cleaned my cup.*** - ***I polished my shoes yesterday.*** - ***I washed my hands in the morning.*** • read out sentences with simple past tense from a story, poem, or conversation, • create a story to talk about an event using the simple past tense, • play a language game 'tense scavenger hunt': Game tip: *Scan a paragraph of about four short lines. Look for words showing simple past tense. Highlight the words.*	1. What did you do in the morning before coming to school? 2. What did your family do last Saturday to keep the home clean?
Core Competencies to be developed: • **Communication:** The learner's ability to speak clearly and effectively is enhanced as they create a story to talk about an event using the past simple tense. • **Critical Thinking and Problem Solving:** This is enhanced as the learner weighs options and thinks critically when playing the scavenger				

hunt game to scan for words in simple past tense.
Values: **Social Justice:** This is enhanced as the learner fosters inclusivity and non-discrimination towards peers as they play language games.
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they use simple past tense in day-to-day communication.
Link to other Learning Areas: The learner uses the knowledge of simple past tense to learn similar concepts in Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 **Writing**	**7.4.1** **Spelling** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise words featuring the letters Bb, Rr, Uu, and Gg in written texts, b) form the letters *Bb, Rr, Uu, and Gg* appropriately with reference to shape and size, c) spell 3-5 letter words featuring the sounds /b/, /r/, /u/, /g / correctly for writing fluency, d) acknowledge the role of proper spelling in written communication.	The learner is guided to: • circle words with the letters ***Bb, Rr, Uu, Gg*** from a text**,** • spell words dictated by a peer, teacher, or from an audio recording, • trace and colour the words correctly, • spell and write words with the target sounds, • fill in missing letters in words, • work jointly to rearrange jumbled-up letters to form correct words, • uncover hidden letters from flashcards and read them out, • listen to a poem, or sing a song and spell words with similar sounds, • draw and label objects related to the theme.	Why should we write words in correct spelling?

Core Competencies to be developed:

- **Communication:** The learner's ability to write clearly and correctly is reinforced as they practise writing 3-5 letter words featuring the target sounds correctly.
- **Learning to Learn:** The learner's self-discipline is developed as they practise writing words featuring the target sounds.

Values:
Respect: This is inculcated as the learner appreciates the efforts of peers to write correctly and offers guidance.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner acquires an enhanced level of self-esteem as they write letters correctly.

Link to other Learning Areas:
The learner applies the writing skills to convey information through writing in all learning areas.

THEME 8.0: PARTS OF THE BODY				
SUGGESTED VOCABULARY: head, hand, leg, eye, ear, nose, neck, finger, mouth, hair, teeth, toes, knee, shoulder, stomach				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
8.1 Listening and Speaking	**8.1.1 Pronunciation and Vocabulary** ***(4 lessons)*** • *Target letters and sounds*	By the end of the Sub Strand, the learner should be able to: a) identify the sounds */k/*, */d/,* and /w/ from an audio text, b) pronounce words with the sounds */k/*, */d/,* and /w/ accurately for clarity, c) use words related to the theme featuring the sounds */k/*, */d/,* and /w/ in relevant contexts, d) value the role of accurate pronunciation in oral fluency.	The learner is guided to: • listen to an audio recording of words featuring the target sounds ***/k/, /d/,*** and ***/w/*** or words modelled by the teacher, • say words with the sounds ***/k/, /d/,*** *and* ***/w/*** in turns, • match learnt vocabulary to pictures and objects, • team up to recite rhymes and poems related to the theme and featuring sounds ***/k/, /d/,*** and ***/w/,*** • make oral sentences using words with the sounds ***/k/, /d/,*** and ***/w/,*** • use picture clues to complete a crossword puzzle with target words.	Why should we say words and sounds correctly?
Core Competencies to be developed: **Critical Thinking and Problem Solving:** The learner's ability to think critically is developed as they use picture clues to complete a crossword puzzle with target words.				
Values: **Unity:** This is advanced as the learner collaborates with peers to recite rhymes and poems related to the theme and featuring the target sounds.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's self-awareness is developed as they acquire knowledge about the parts of their body from relevant texts.				
Link to other Learning Areas: The learner uses the pronunciation skills to learn similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	**8.2.1 Fluency** ***(2 lessons)*** • *Words with target letters and sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the sounds /k/, /d/ and /w/ in preparation for reading, b) read a grade-appropriate text accurately, at the right speed, and with minimal hesitations, c) display the right feelings or emotions when reading a text, d) realise the importance of reading fluency for effective communication.	The learner is guided to: • point out words with the sounds /k/, /d/ and /w/, • say the sounds and words accurately, • read 3-4 letter words including words with letters 'c, d, w' in a text (*25 words per minute*), • read a sentence aloud after the teacher using appropriate facial expressions and pauses (echo game), • take turns reading a text aloud with minimal hesitations and with appropriate tone, • team up to make recordings of the text they are reading and play back the text to peers, • recite a poem over and over, or sing a song with the target sounds again and again, • read a grade-appropriate picture book in unison with a peer, a teacher, or recording (choral reading), • take turns reading short rhymes aloud using dramatic voices and gestures appropriate to the story (Reader's Theatre).	Why should we read fluently?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to build relationships is developed as they team up to make recordings of the text they are reading and play back the text to peers.				
Values: **Patriotism:** This is promoted as the learner appreciates the contribution of peers when working jointly to read a grade-appropriate picture book in unison with a peer, a teacher, or recording.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (self-esteem**): The learner's self-esteem is nurtured as they acquire reading fluency skills.				
Link to other Learning Areas: The learner applies reading fluency skills when reading materials in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 **Language use**	**8.3.1** **Demonstratives: *this, that, these and those*** ***(2 lessons)*** • *This* • *That* • *These* • *Those*	By the end of the Sub Strand, the learner should be able to: a) select demonstratives (the words **this, that, these**, and **those)** from a text, b) use the words **this, that, these, those** in sentences, c) appreciate the importance of the words **this, that, these,** and **those** in communication.	The learner is guided to: • complete a vocabulary word search featuring ***this, that, these,*** *and* ***those*****,** • work with peers and use flashcards with the words, ***this, that, these,*** *and* ***those*** and ask one another questions as they point at objects, • recite a poem featuring the words, ***this, that, these and those*** with peers, • play the 'run and touch the object' game (Game tip: *Stand up. Run and touch the things in the class a teacher or peer points at. Then they should mention what it is, for example, This is a chair; These are pencils*), • play a 'What is That?' board Game (Game Tip: *Have a printed paper with pictures of objects and the words they refer to. Learner works with others in pairs and asks one another questions using the words* – ***this and that***) • fill in gaps in a sentence with the words **this, that, these,** and **those**, • sing songs or recite rhymes about parts of the body.	How do we tell others about near and far objects?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and effectively is enhanced as they use demonstratives to talk about near or far objects.				

Values: **Unity:** This is enhanced as the learner collaboratively works with peers to carry out tasks such as singing songs and reciting rhymes about parts of the body.
Pertinent and Contemporary Issues (PCIs): **Health education:** This is promoted as the learner interacts with texts and words on the theme Parts of the body.
Link to other Learning Areas: The learner uses the knowledge acquired on vocabulary in learning the parts of the body in Religious Education Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	**8.4.1 Spelling** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) select words with the letters ***Cc, Dd,*** and ***Ww*** in a written text, b) spell words with the letters ***Cc, Dd,*** and ***Ww*** for writing fluency, c) realise the importance of correct spelling in written communication.	The learner is guided to: • select words with the letters **Cc, Dd**, and **Ww** by circling the words, • spell the words with the letters **Cc, Dd,** and **Ww** dictated by a peer, teacher, or audio recording, • work jointly to make words related to parts of the body from jumbled letters, • trace and write words with the target sounds, • colour words with the target sounds, • fill in missing letters words, • team up to take part in a spelling writing mini-contest to spell words correctly, • uncover hidden letters from flashcards and read them out, • write neatly from the left to the right.	1. Why do we spell words correctly? 2. How can we write legibly and neatly?
Core Competencies to be developed: **Learning to learn:** The learner's potential to work jointly is promoted as the learner teams up with peers to take part in a spelling writing mini-contest to spell words correctly.				
Values: **Unity:** This is enhanced as the learner collaborates with peers to make words related to parts of the body from jumbled letters.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires an enhanced level of self-esteem as they learn how to spell words correctly.				
Link to other Learning Areas: The learner applies the knowledge acquired to spell words correctly in other learning areas.				

THEME 9.0: MY FRIENDS				
SUGGESTED VOCABULARY: kind, caring, loving, funny, friendly, close, play, trust, like, share, enjoy, peer, visit				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
9.1 Listening and Speaking	**9.1.1 Pronunciation and Vocabulary** ***(4 lessons)*** • *Target letters and sounds*	By the end of the Sub Strand, the learner should be able to: a) identify words with the sounds /k/, /j/, /l/, and /s/ from written texts, b) pronounce words with the sounds /k/, /j/, /l/, and /s/ for oral fluency, c) use vocabulary related to the theme in oral sentences, d) value the role of vocabulary in communication.	The learner is guided to: • say the target sounds /k/, /j/, /l/, and /s/ as modelled by peers, teacher, or from an audio recording, • say the sounds /k/, /j/, /l/, and /s/ and their corresponding letters from flashcards or charts, • sing songs or recite rhymes with words featuring the sounds /k/, /j/, /l/, and /s/, • use words with the sounds /k/, /j/, /l/, and /s/ to talk about their friends, • listen to an audio recording on friendship, • use vocabulary related to the theme in dialogues, • role-play events related to the theme.	Why should we say sounds and words correctly?
Core Competencies to be developed: **Learning to Learn**: The learner's ability to learn independently is scaled up as they practise pronouncing words with the target sounds correctly.				
Values: **Unity**: Cooperation is developed as the learner collaborates with peers to sing songs and recite poems related to the theme.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's self-awareness is nurtured as they acquire knowledge about their friends.				
Link to other Learning Areas: The learner uses the acquired pronunciation skills to express themselves fully when learning content in the words in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	**9.2.1 Fluency** ***(2 lessons)*** • *Target letters and sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) select the sounds /k/, /j/, and /l/, and words with the target sounds from a text, b) read a text featuring the sounds /k/, /j/, and /l/ accurately at the right speed, and with expression, c) acknowledge the need for fluency in lifelong learning.	The learner is guided to: • listen to a poem or story and pick words with the sounds /k/, /j/, and /l/ • say the sounds /k/, /j/, and /l/ as modeled, • pick out words with the target sounds from a chart, • engage in timed reading with peers (25 words per minute), • take turns reading short texts aloud, using dramatic voices, appropriate facial expressions and gestures appropriate to the story (Reader's Theatre). • pause appropriately and avoid hesitations while reading, • read a sentence aloud after a teacher or peer using appropriate expressions and pauses (echo game). • read a grade-appropriate text in unison with a peer, a teacher, or recording - choral reading, • read a favourite picture book that they are familiar with.	1. Why should we pronounce sounds and words correctly? 2. How does correct pronunciation help us in reading?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and effectively is enhanced as they pronounce words correctly when reading a text.				
Values: **Respect:** This is achieved as the learner appreciates the effort of peers to read fluently during timed reading activities.				

Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner gains a greater sense of self-esteem as they recite poems and sing songs related to the theme.
Link to other Learning Areas: The learner uses reading fluency skills when reading words in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Language Use	**9.3.1 Nouns: Common and proper nouns** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify people, things, or places around them by name (*common and proper nouns*) from texts, b) use words referring to the names of people, things, or places (*common and proper nouns*) in short sentences, c) appreciate the importance of identifying objects, places, or things by name.	The learner is guided to: • work jointly to name the places, people, or things around them, for example, - *places – Nairobi,* - *people – teacher, mother, brother* - *things – chair, desk, pen* • say the names of the things found at home and at school, • name their favourite foods, games, clothes, • fill in blank spaces using naming words. For example, _____ *is my friend.* • view a chart with pictures of objects such as a *chair, table, desk*; fruits such as *mango, orange, and banana*; family members, *father, mother, boy, and girl*; and read with peers, • match the names of items on flashcards with the correct picture, • take a walk around the school compound or classroom and name the things and people they see.	1. Why is it important to refer to people and places by their names? 2. What things can you see in the classroom?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly is developed as the learner uses common and proper nouns correctly.				
Values: Respect: The value of respect is enhanced as the learner talks positively about their friends.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's sense of self-esteem is reinforced as they use proper nouns correctly.				
Link to other Learning Areas: The learner applies the knowledge of common and proper nouns to learning of similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 Writing	**9.4.1 Punctuation** (capital letters, small letters and the full stop) ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify capital letters, small letters, and the full stop in a text, b) write the capital and small letters of the alphabet correctly, c) use full stops appropriately in sentences, d) acknowledge the need for proper punctuation in written communication.	The learner is guided to: • view a chart showing the letters of the alphabet (*capital letters and small letters*), • work with peers to point out the capital letters, small letters, and the full stop in a list of words and short sentences, • write their name and display it to peers, • write the names of their friends, teachers, or family members and capitalise the initial letters, • spell words dictated by a peer, teacher, or from an audio recording, • trace and write words, • circle the words with capital letters in a sentence, • work jointly to colour the capital letters and small letters using crayons of different colours, • write short sentences and use capital letters and the full stop appropriately.	1. Why do we use the full stop? 2. When do we use capital letters?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly improves as they use capital letters and the full stop correctly. **Learning to Learn:** The learner's ability to learn independently is developed as they practise writing their names/names of their friends starting with capital letters.				
Values: **Unity:** Cooperation is enhanced as the learner works collaboratively with peers to colour the capital letters and small letters using crayons of different colours.				

Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's self-esteem is nurtured as they practise using target punctuation marks correctly.
Link to other Learning Areas: The learner applies knowledge about capital letters and the full stop when learning concepts in learning areas such as Environmental Activities, Kiswahili, and Indigenous Language Activities.

THEME 10.0: SAFETY				
SUGGESTED VOCABULARY: safe, road, narrow, wide, danger, needle, bottle, stones, pain, hurt, blood, hot, thorn, first aid, lock, door, ambulance, steep, play, toy				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
10.1 Listening and Speaking	**10.1.1 Pronunciation and vocabulary** ***(4 lessons)*** • *Target letters and sounds*	By the end of the Sub Strand, the learner should be able to: a) identify words with the sounds ***/æ/ / ɔ: / /i:/ /u:/ / ɔɪ /*** and ***/ eɪ /*** for oral fluency, b) pronounce words with the sounds ***/æ/ / ɔ: / /i:/ /u:/ / ɔɪ /*** and ***/ eɪ /*** for speech clarity, c) use words related to the theme in oral sentences, d) realise the importance of varied vocabulary in communication.	The learner is guided to: • listen to a story and pick out words with the sounds /æ/ / ɔ: //i:/ /u:/ / ɔɪ / / eɪ /, • view/look at flashcards with pictures of the following and talk about them: *road, first aid kit, ambulance, fire engine, bottle, walkway*, • say the sounds /æ/ / ɔ: //i:/ /u:/ / ɔɪ / / eɪ / from flashcards, • say words with the sounds /æ/ / ɔ: //i:/ /u:// ɔɪ / / eɪ /, for example, / æ/ as in rat; / ɔ: /as in thought /i:/ as in feet ;/u:/ as in pool; / ɔɪ / as in boy; / eɪ / as in day • use picture clues to infer the meaning of words, • make short sentences with the words related to the theme, • respond to simple questions and instructions about the sounds /æ/ / ɔ: //i:/ /u:/ / ɔɪ / / eɪ / .	Why is it good to say words clearly?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and effectively is promoted as they pronounce words with the target sounds correctly. **Learning to Learn:** The learner's ability to learn independently is developed as they practise pronouncing words containing the target sounds.				

Values: The value of unity is developed as the learner works collaboratively with peers.
Pertinent and Contemporary Issues (PCIs): **Safety and Security**: The learner's safety is enhanced as they acquire information about safety from texts.
Link to other Learning Areas: The learner applies the skills of correct pronunciation to the learning of similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 **Reading**	**10.2.1** **Fluency** ***(1 lesson)*** • *Target letters and sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the sounds /a:/, /o:/, /i:/, /u:/, /oi/, and /ei/ for fluency, b) read a text accurately, at the right speed, and with expression for fluency, c) realise the importance of fluency in lifelong learning.	The learner is guided to**:** • read words with the target sounds a:/, /o:/, /i:/, /u:/, /oi/, and /ei/ from a chart, • view flashcards with words featuring the target sounds and read them with peers, • read a timed text (*25 words per minute*) many times, • show facial expressions, maintain eye contact, and use gestures while reading a short text, • pause appropriately when reading a text, • practise reading sentences containing decodable and non-decodable words with peers, • read rhymes related to safety (*rhymes should feature the target vocabulary*), • draw one of the following: an ambulance, a cart, a fire engine, or a first aid kit, • collaboratively recite poems with words that have the target sounds.	1. Why is it advisable to read at a moderate speed? 2. How can we make reading more enjoyable?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to develop relationships is developed as they collaboratively recite poems with words that have the target sounds.				
Values: **Responsibility:** This is developed as the learner engages actively in activities to excel in reading fluency.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires an enhanced level of self-esteem as they acquire reading fluency skills.				
Link to other Learning Areas: The learner applies reading fluency skills when reading words in all learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 **Language use**	**10.3.1** **Simple prepositions** *(in, on, under, between, behind, in front, inside, outside)* ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) select the words *(in, on, under, between, behind, in front, inside, outside*) from a text, b) use the words *(in, on, under, between, behind, in front, inside*, and *outside)* in short sentences, c) value the need for well-formed sentences in communication.	The learner is guided to: • read sentences featuring prepositions, • read prepositions on flashcards to peers, • recite a choral poem featuring prepositions, • listen to a story from a recording and list the prepositions they hear, • respond to questions related to where the objects are on the story using the words: *in, on, under, between, behind, in front, inside, outside*, for example, - *Where is the fire engine? It is on the road* - *Where is the pencil? It is on the table* - *Where are the children? They are in class* - *Where is the cat? It is under the table* • look at pictures and complete sentences to describe where objects in the pictures are, • fill in gaps with the correct word *(in, on, under, between, behind, in front, inside, outside)*, • sing a song that features the words *(in, on, under, between, behind, in front, inside, outside)*.	How do we tell others where objects are?
Core Competencies to be developed: **Digital Literacy:** This is promoted as the learner interacts with technology as they listen to a story from a recording and lists the prepositions they hear.				
Values: **Social Justice**: Fairness is enhanced as learners accord each other equal opportunities in sharing roles irrespective of their diversities when reciting a poem.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's esteem is enhanced as they use prepositions in various contexts correctly.				
Link to other Learning Areas: Learner applies knowledge about prepositions to the learning of Kiswahili Language Activities and Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 **Writing**	**10.4.1** **Punctuation** *- Capital letters* *- Question marks* ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify capital letters and question marks in a text, b) use capital letters and question marks in sentences, c) acknowledge the need to use capital letters and question marks for writing fluency.	The learner is guided to: • view charts with capital letters and small letters, • match a given small letter with its capital letter, • work with peers to view pictures related to the theme and colour the picture, for example a needle, bottle, wide road, narrow road, someone in pain/hurt, first aid kit, ambulance, door, toy, cart, walkway • circle the capital letters and question marks in a list of sentences, • make short sentences and use the capital letter and question mark appropriately, • take turns to ask questions and receive answers from peers, • circle the words that need a capital letter in a list of sentences, • write the names of people and places using capital letters appropriately.	1. Why do we use the question marks? 2. When do we use capital letters?
Core Competencies to be developed: **Learning to Learn:** independent learning is enhanced as the learner practises how to use the target punctuation marks correctly in writing.				
Values: **Responsibility**: This is enhanced as the learner takes up assigned roles when taking turns to ask questions and receive answers from peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** Learners acquire a high enhanced level of self-esteem as they punctuate their writing correctly.				
Link to other Learning Areas: Proper use of punctuation is emphasised in Kiswahili and Indigenous Language Activities.				

THEME 11.0: COMMUNITY LEADERS				
SUGGESTED VOCABULARY: chief, leader, group, head teacher, pastor, Imam, guide, advise, elder				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
11.1 Listening and Speaking	**11.1.1 Pronunciation and Vocabulary** ***(4 Lessons)*** • *Target sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) pick out the sounds: /ʃ/, /tʃ/, /θ/ and /ð/ from a text, b) pronounce words with the sounds: /ʃ/, /tʃ/, /θ/, and /ð/ correctly for clarity of speech, c) use the vocabulary learnt in relevant contexts, d) advocate for appropriate pronunciation for clarity in communication.	The learner is guided to: • listen to a text containing the target sounds /ʃ/, /tʃ/, /θ/ and /ð/, • practise sound discrimination using minimal pairs, • pick out words with the sounds: /ʃ/, /tʃ/, /θ/ and /ð/ from sentences, • infer the meaning of words from stories, dialogues, and role-play, • make short sentences using the learnt vocabulary, • use picture cues and say the words in the picture, • sing phonic songs/rhymes, • recite poems/ rhymes/ tongue twisters using words with the sounds: /ʃ/, /tʃ/, /θ/, /ð/ • colour the words which end or begin with the target sounds, • work with peers and play a game of swapping flashcards to make new words.	1. How can we use sounds to make new words? 2. How do we learn to pronounce words correctly?
Core Competencies to be developed: **Creativity and Imagination:** This is enhanced as the learner is inspired to embrace creative ways of embracing ideas when reciting poems/ rhymes/ tongue twisters using words with the target sounds.				

Values: **Respect:** This is developed as the learner works exhibits tolerance with peers when playing a game of swapping flashcards to make new words.
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires an enhanced level of self-esteem as they pronounce words correctly.
Link to other Learning Areas: The learner applies knowledge about pronunciation to express themselves clearly when learning concepts in Kiswahili Language Activities and Indigenous Languages Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 **Reading**	**11.2.1** **Fluency** ***(2 lessons)*** • *Target sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target sounds /***ʃ/, /tʃ/, /θ/*** and ***/ð/*** correctly, b) read sentences in a text accurately, at the right speed, and with expression for effective communication, c) realise the importance of fluency in reading.	The learner is guided to: • listen to short paragraphs containing words with the sounds /***ʃ/, /tʃ/, /θ/*** and ***/ð/,*** • read words with the sounds /***ʃ/, /tʃ/, /θ/, /ð/,*** • read simple sentences in a story aloud paying attention to the punctuation, • take part in timed reading competitions, • team up to recite poems/ rhymes related to the theme, • take part in echo reading where a teacher or peer reads a text and the learner echos what the peer reads in terms of speed, accuracy, and expressions, • practise displaying the right emotions when reading a text.	Why is proper articulation of sounds important?
Core Competencies to be developed: **Self-efficacy:** This is enhanced as the learner sharpens their public speaking skills by displaying the right emotions when reading a text.				
Values: **Responsibility**: This is developed as the learner takes up accountability tasks when practicing to read within set timelines.				
Pertinent and Contemporary Issues (PCIs): **Learner Support Programmes** (Clubs and Society): The learner's ability to read is developed as they team up to recite poems/ rhymes related to the theme during club activities.				
Link to other Learning Areas: The learner's capacity to read and understand concepts in other learning areas is greatly improved as they become more fluent in reading.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	**11.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Answering questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story related to the theme, b) answer direct and indirect questions for comprehension, c) value the importance of comprehension in lifelong learning.	The learner is guided to: • discuss the pictures and the title of a story and make predictions, • read words with the target sounds in a text of about 60 words, • take turns to read simple sentences in the story aloud, • answer direct questions based on a passage, • answer indirect questions from a passage, • obtain specific information from a passage, for example, 'What colour was hare's tail', • complete a sentence using picture clues, • state whether phrases or sentences are true ("real" or a "fact") according to the passage, for example, 'The teacher's name was…. True/false' • colour a picture based on the details in the passage.	What do the pictures and the title tell us about the story?
Core competencies to be developed: **Creativity and Imagination:** This is enhanced as the learner practises making predictions of what will happen in a story based on the title and the pictures.				
Values: **Respect:** This is developed as the learner displays patience with each other as they take turns to read simple sentences.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they answer direct and indirect questions from a text correctly to show comprehension				
Link to other Learning Areas: The learner applies the comprehension skills to learning areas of texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.3 Language Use	**11.3.1 Adjectives:** **(**one and two-syllable adjectives**)** *(2 lessons)*	By the end of the Sub Strand, the learner should be able to: a) state words which describe people, places, or things for clarity, b) use describing words to talk about people, places, and things, c) appreciate the need to describe people, places, and things for communication efficacy.	The learner is guided to: • work with peers to name objects in the classroom, school, or home, • say the colour, size, and shape, of the things they see around them in the classroom or from pictures and video clips, • draw and colour different shapes, namely, *oval, triangle, square, rectangle*, • say the colours of the things in the classroom, home, or school, • use words such as *good, bad, handsome, beautiful, kind*, among others to describe things around them, • play language games involving one and two-syllable adjectives, • answer yes/no questions about the colour, shape, or size of objects, • sing songs/rhymes and recite poems that use adjectives.	How do we talk about people, things, or places?
Core Competencies to be developed: **Creativity and imagination:** This is promoted as the learner uses words to describe things around them.				
Values: **Unity:** This is developed as the learner embraces a team spirit during language games involving one and two syllable adjectives.				
Pertinent and Contemporary Issues (PCIs): **Environmental awareness:** This is promoted as the learner gets to identify things and people around them and describe them to peers in terms of shape, size and colour.				
Link to other Learning Areas: The learner applies knowledge about adjectives to describe things in Creative Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Writing	**11.4.1 Guided Writing** ***(2 lessons)*** • *Making inferences* • *Sentences*	By the end of the Sub Strand, the learner should be able to: a) infer what the pictures in a text talk about, b) use 4-6 letter words in short sentences, c) appreciate the importance of writing fluency in lifelong learning.	The learner is guided to: • talk about what they have seen in pictures with peers, • match pictures to sentences using flashcards, • make short sentences from picture prompts, • write words dictated by a teacher or peer, • listen to a story or song and list four new words or things they hear, • fill in gaps in sentences, • work jointly to complete a word search or crossword puzzle with peers, • rearrange jumbled-up letters to form words, • team up to build a sentence or a chain story collaboratively, for example, a learner writes the first word of a sentence and the others write the missing words, • complete a story by writing missing words.	How do pictures help us to write?
Core Competencies to be developed: **Creativity and Imagination:** The learner's ability to make connections is developed as the learner makes sentences from picture prompts.				
Values: **Unity:** The learner acquires the ability to cooperate with others as they complete a word search or crossword puzzle with peers.				
Pertinent and Contemporary Issues (PCIs): **Nationalism:** This is addressed as the learner interacts with texts tied to the theme on community leaders.				
Link to other Learning Areas: The learner is able to apply inferencing skills on pictures to their learning of similar concepts in Creative Activities.				

THEME 12.0: LIVING TOGETHER				
SUGGESTED VOCABULARY: share, respect, together, love, care, living, me, us, his, hers, unity, peace, harmony, friend				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
12.1 Listening and Speaking	**12.1.1 Pronunciation and Vocabulary** ***(4 lessons)*** • *Target sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) state the words with the sounds /e /, / i:/, and / eə / from an audio text, b) articulate the words with the sounds /e /, / i:/, and / eə / for speech clarity, c) use vocabulary related to the theme in sentences, d) appreciate the importance of proper pronunciation in oral communication.	The learner is guided to: • listen to an audio text and pick out the sounds /e /, / i:/, and / eə /, • listen to a passage aloud and list down the words with the sounds, /e /, / i:/, and /eə /, • read minimal pairs to distinguish the different sounds, • recite poems/ rhymes/ tongue twisters using words with the target sounds, • pick out the new words as used in short sentences/short paragraphs/teacher read-aloud stories, • practise pronouncing words in response to picture cues, • construct simple sentences using new words, • take turns to respond to simple one-directional instructions orally or by using appropriate gestures.	1. How would you know if someone is listening to you? 2. How do we learn to pronounce words correctly?
Core Competencies to be developed: **Communication:** The learner's ability to listen keenly and actively is enhanced as they listen to an audio text and pick out the target sounds. **Learning to Learn**: The learner's ability to learn independently is enhanced as they practise using vocabulary learnt in a variety of texts.				
Values: **Peace**: This is enhanced as the learner works harmoniously with peers to take turns to respond to simple one-directional instructions orally or by using appropriate gestures.				
Pertinent and Contemporary Issues (PCIs): **Social Cohesion:** This is enhanced as the learner interacts with texts on the theme – Living together.				
Link to other Learning Areas: The learner is able to apply attentive listening skills to learning concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 **Reading**	**12.2.1** **Fluency** ***(1 lesson)*** • *Target sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target sounds /e /, / i:/, and /ea/ in a text, b) read sentences in a text accurately, at the right speed, and with expression for effective communication c) realise the importance of fluency in reading.	The learner is guided to: • listen to short paragraphs and point out words with the target sounds /e /, / i:/, and /ea/, • read words with the target sounds correctly, • read simple sentences in a story aloud paying attention to the punctuation, • take part in timed-reading of a text while displaying the right expressions, • recite poems/ rhymes related to the theme with peers.	How do we read fluently?
Core Competencies to be developed: **Self -efficacy:** This is enhanced as the learner builds on their fluency by taking part in timed-reading of a text while displaying the right expressions.				
Values: **Respect:** This is enhanced as the learner appreciates the effort of peers in reading fluently as they read words with target sounds correctly..				
Pertinent and Contemporary Issues (PCIs): **Learner Support Programmes (Clubs and Societies):** The learner practises reading fluently and is able to apply the same in reading clubs.				
Link to other Learning Areas: The learner applies reading fluency as they read texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 **Reading**	**12.2.1** **Comprehension** ***(1 lesson)*** • *Making predictions* • *Target sounds* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) read words that have the target sounds /e /, / i:/, and /ea/ in a text related to the theme, c) respond to direct and indirect questions from a text for comprehension, d) adopt reading pictures and texts for enjoyment and information.	The learner is guided to: • make predictions of what will happen in a story by discussing the title and pictures in the text, • read a story and identify words that have the sounds /e/, /i:/ and / eə /, • work jointly to find the meaning of words identified from a text using contextual clues, • talk about their own experiences related to the events in the story with peers, • respond to direct and indirect questions from a text in print or digital devices, • work jointly to role-play the events from a story.	1. How can you tell that someone has understood a story? 2. What makes a story interesting?
Core Competencies to be developed: **Creativity and Imagination:** The learner practises making connections as they talk about their own experiences related to the events in the story.				
Values: **Responsibility:** This is enhanced as the learner engages in assigned roles and duties during role-play activities with peers.				
Pertinent and Contemporary Issues (PCIs): **Social Cohesion:** This is promoted as the learner interacts with texts on living together and shares with peers their real life experiences that relate to events in the story.				
Link to other Learning Areas: The learner applies comprehension skills to learning of texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.3 **Language Use**	**12.3.1** **Possessives:** **(**my, our, her, his, their, its**)** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise possessives from a written text, b) use possessives to talk about ownership in sentences, c) adopt the use of possessives to show ownership in oral communication.	The learner is guided to: • identify objects in the classroom and attach appropriate possessives to each, • take turns to ask questions whose responses will include possessives such as: (*my pen, his book*), • engage in a role-play to show ownership of various items, • pick out possessives from a text, • use possessives in phrases and sentences to illustrate ownership.	1. How do we show that something belongs to someone in speech? 2. Why is it important to use possessives correctly?
Core Competencies to be developed: **Creativity and imagination:** This is nurtured as the learners creatively express their ideas when engaging in a role-play to show ownership of various items.				
Values: **Integrity**: This is enhanced as the learner shows due regard for other's property when learning about possessives.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's self-awareness is enhanced as they learn about possessive pronouns.				
Link to other Learning Areas: The learner can link the concept of possessive pronouns to learning of similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	**12.4.1 Guided Writing** ***(2 lessons)*** • *Picture reading* • *Simple sentences*	By the end of the Sub Strand, the learner should be able to: a) recognise pictures for language acquisition, b) fill in gaps in simple sentences for effective communication, c) realise the importance of writing complete sentences to express meaning.	The learner is guided to: • work with peers to match pictures with words, • make sentences about pictures provided, • pick out correct words that can be used to fill in gaps in sentences appropriately, • use the words provided to fill in gaps correctly and meaningfully in given sentences, • write short sentences using prompts.	1. Why is it important to write clearly and legibly? 2. What should you consider when selecting words to fill in gaps?
Core Competencies to be developed: **Critical thinking and problem solving**: The learner is able to think critically when picking out correct words that can be used to fill in gaps in sentences appropriately.				
Values: **Unity**: This is enhanced as the learner works collaboratively with peers to match pictures with words.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner acquires an enhanced level of self-esteem as they fill in gaps to complete sentences.				
Link to other Learning Areas: The learner can apply the writing skills to write sentences in other learning areas.				

THEME 13.0: TECHNOLOGY				
SUGGESTED VOCABULARY: mobile phone, call, battery, text, message, smartphone, airtime, balance, photograph, selfie, games, music, charge				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
13.1 Listening and Speaking	**13.1.1 Pronunciation and Vocabulary** ***(4 lessons)*** • *Target sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) identify target sounds /ʊ/ and / eɪ / in words from an oral text, b) articulate words with the target sounds accurately to discriminate the sounds, c) use the vocabulary learnt in relevant contexts, d) adopt using the vocabulary learnt to communicate effectively in various contexts.	The learner is guided to: • listen to a print or digital text containing the target sounds /ʊ/ and /eɪ / as in *wait, pay*, • work jointly to practise sound discrimination using minimal pairs, • pick out target vocabulary words used in short sentences/short paragraphs/teacher read-aloud stories, • infer the meaning of the new words from short sentences/short paragraphs/teacher read-aloud stories, • construct simple sentences using new words learnt, • recite poems/ rhymes/ tongue twisters using words with the target sounds and words, • team up to record each other recite the poem/rhymes/tongue twisters with target words and sounds.	Why is it important to pronounce words correctly?
Core Competencies to be developed: • Digital Literacy: This is embraced as the learner is guided to interact with technology when teaming up to record each other recite poems/rhymes/tongue twisters with target words and sounds.				
Values: **Responsibility:** This is enhanced as the learner handles digital devices carefully and keeps each other accountable as they record their performances.				

Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they learn how to use the digital devices appropriately.
Link to other Learning Areas: The learner applies the vocabulary learnt on technology to learning of other related concepts in other learning areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	**13.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) use the title and the pictures to make predictions about a story, b) use context clues to infer the meaning of new words, c) answer direct and indirect questions from a text for comprehension, d) recommend reading for enjoyment and information.	The learner is guided to: • talk about the title and pictures of a story with peers, • make predictions on where the events would be happening, • read a text (about 60 words) aloud with peers, • pick out new words from the text, • infer the meanings of words using contextual clues, • answer direct and indirect questions on the text.	1. What do you see in the pictures? 2. How can you make a guess on what would happen in a story?
Core Competencies to be developed: **Creativity and Imagination**: The learner's ability to make connections is enhanced as they make predictions on where the events would be happening.				
Values: **Respect:** This is enhanced as the learner appreciates the opinions of peers during discussions about the titles and pictures of a story.				
Pertinent and Contemporary Issues (PCIs): **ICT:** This is promoted as the learner interacts with texts tied to the theme on technology.				
Link to other Learning Areas: The learner applies comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 **Language Use**	**13.3.1** **Yes/ No questions** (with *can, may, will*) ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify Yes/No questions with *can*, *may,* and *will* from a text, b) respond to Yes/No questions using *can, may* and *will*, for clarity in communication, c) realise the use of *can, may* and *will* to seek information.	The learner is guided to: • use songs/short poems to practise asking Yes/No questions with *can, may,* and *will*, • point out questions that require a Yes/No response from a written text, • take turns to ask and answer Yes/No questions related to the theme using *can, may* and *will*, • restate sentence structures containing Yes/No questions from a story, poem, or conversation they have listened to, • role-play activities that will elicit the use of *can, may,* and *will* to answer Yes/No questions.	How would you ask your friends for help?
Core Competencies to be developed: **Communication**: The learner's ability to speak clearly and effectively is enhanced as they take turns to ask and answer Yes/No questions related to the theme using *can, may,* and *will*.				
Values: **Love:** This is enhanced as the learner acknowledges peer's views during question and answer activities.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is enhanced as they ask and answer questions appropriately.				
Link to other Learning Areas The learner uses question and answer as a mode of learning in all learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4 Writing	**13.4.1 Guided Writing** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise the correct form of words to be used in writing simple sentences, b) rearrange words to form simple sentences for fluency in writing, c) realise the importance of writing correct and meaningful sentences to express meaning.	The learner is guided to: • write dictated words with the target sounds correctly, • play a sentence-building drill game using the correct form of words, • team up to match pictures with the correct sentences, • rearrange jumbled words to form simple sentences, • individually form simple sentences related to the theme (*3-5 sentences*)	What makes a sentence correct?
Core Competencies to be developed: **Collaboration:** The learner's teamwork spirit is enhanced as they play sentence-building drills collaboratively with peers while observing the rules of engagement.				
Values: **Social justice:** This is enhanced as the learner fosters inclusivity and non-discrimination to peers as they team up to match pictures with the correct sentences.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is enhanced as they write correct and meaningful sentences and words.				
Link to other Learning Areas: The learner can use the writing skills acquired to write sentences in Kiswahili and Indigenous Language Activities.				

THEME 14.0: NUMBERS				
SUGGESTED VOCABULARY: count, colour, size, number value, shape, once, age, page, change, nice, twice, one, two, three, ten				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
14.1 Listening and Speaking	**14.1.1 Pronunciation and Vocabulary** ***(4 lessons)*** • *Target sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise the target sounds /dʒ/, /s/ and /ŋ/ used in words for effective communication, b) articulate the words with the target sounds in oral communication, c) use the vocabulary for oral communication in relevant contexts, d) advocate for the appropriate use of correct pronunciation in communication.	The learner is guided to: • listen to a variety of words with the sounds /dʒ/, /s/ and /ŋ/, • practise pronouncing the target sounds in mouth-positions modelled by the teacher or from a video clip, • practise pronouncing words with target sounds accurately with peers, • use the vocabulary learnt to construct simple sentences. • work jointly to sing songs/chants using words related to the theme.	1. Why should we pronounce words correctly? 2. Why is it important to learn new words?
Core Competencies to be developed: **Communication:** The learner's ability to listen keenly and actively is enhanced as they listen to words with the target sounds and articulate them correctly.				
Values: **Unity:** Cooperation is enhanced as the learner works collaboratively with peers on specific tasks like singing songs/chants using words related to the theme.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is enhanced as they pronounce words correctly.				
Link to other Learning Areas: The learner uses the pronunciation skills to learn similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	**14.2.1 Fluency** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify words with the target sounds dʒ/, /s/ and /ŋ/ in preparation for reading, b) read sentences in a text accurately, at the right speed, and with expression for fluency, c) realise the role of fluency in reading.	The learner is guided to: • identify and read words with the sounds dʒ/, /s/ and /ŋ/ from a text, • practise reading a text containing words with the target letter sounds with the correct pronunciation, • practise reading sentences containing decodable and non-decodable words, • engage in timed reading (*25 words per minute*), displaying the right facial expressions and tone, • participate in a readers' theatre where he or she reads some lines or stanzas of a poem.	What makes it easy to read fluently?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words for reading fluency.				
Values: **Responsibility:** This is enhanced as the learner offers guidance to those with difficulties during reading activities.				
Pertinent and Contemporary Issues (PCIs): **Peer Education and Mentorship**: This is promoted as the learner engages in a readers' theatre to build on their fluency.				
Link to other Learning Areas: The learner uses reading fluency skills to read texts Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	**14.2.2 Comprehension** ***(1 lesson)*** • *Making predictions* • *Comprehension questions* • *Target sounds*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) read words that have the target sounds dʒ/, /s/ and /ŋ/,in a text related to the theme, c) respond to direct and indirect questions from a text for comprehension, d) adopt reading pictures and texts for enjoyment and information.	The learner is guided to: • discuss the title and pictures in the text and make predictions of what will happen, • read a story and identify words that have the sounds /dʒ/, /s/ and /ŋ/, • read simple stories or passages aloud, • talk about their own experiences in relation to the story with peers, • respond to direct and indirect questions from a print or non-print text, • role-play, with peers, the events from a story read.	1. How can we tell that someone has understood a story? 2. What helps us to understand a story?
Core Competencies to be developed: **Creativity and Imagination:** The learner's ability to make connections is enhanced as they talk about their own experiences in relation to the story with peers.				
Values: **Respect:** This is enhanced as the learner appreciates the opinions of peers during discussions on the title and pictures.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Creative and Critical thinking skills)**: The skills are enhanced as the learner uses contextual clues to answer indirect questions.				
Link to other Learning Areas: The learner uses numeracy skills as learnt in the vocabulary in learning similar concepts in Mathematics Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Language Use	**14.3.1 Adverbs of Place** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise the adverbs of place in sentences for information, b) use adverbs of place to describe the position of objects and people for effective communication, c) realise the importance of proper use of adverbs of place for language acquisition.	The learner is guided to: • identify different positions of things in the classroom, • point out the adverbs of place in sentences, • practise using adverbs of place to construct sentences describing objects in the classroom, • sing songs, role-play, and recite poems related to the theme with peers.	1. Where do you find different things in the classroom? 2. Why is it important to place things in the right place?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and correctly is enhanced as they use adverbs of place to describe the position of objects and people.				
Values: **Responsibility**: This is enhanced as the learner takes up roles during role-play activities with peers.				
Pertinent and Contemporary Issues (PCIs): **Environmental awareness:** This is enhanced as the learner identifies different positions of things in the classroom.				
Link to other Learning Areas: The learner uses the knowledge of adverbs to learn similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Writing	**14.4.1 Guided Writing** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise words related to the theme in simple texts, b) write simple sentences for effective communication, c) realise the importance of writing for effective communication.	The learner is guided to: • identify the target vocabulary in sentences, • write simple meaningful sentences (*not more than 5 words*), • work jointly to practise writing sentences from a substitution table, • fill in gaps to complete sentences, • form simple meaningful sentences from word prompts.	1. Why is it important to write meaningful sentences? 2. What makes it easy to write clear sentences?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and correctly is enhanced as they write simple meaningful sentences.				
Values: **Responsibility:** This is enhanced as the learner ensures they complete allocated tasks when working jointly to write sentences from a substitution table.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they write correct sentences for effective communication.				
Link to other learning areas: The learner can use the writing skills to write correct sentences in other learning areas.				

THEME 15.0: CONSERVING RESOURCES				
SUGGESTED VOCABULARY: waste, save, careful, share, close, switch off, dustbin, re-use, dirty, water, rubbish, clean, throw				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
15.1 Listening and Speaking	**15.1.1 Pronunciation and vocabulary** ***(4 lessons)*** • *Target sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) identify the target sounds /l/, / s/ and /r/ in an oral text, b) articulate words with the target sounds /l/, / s/ and /r/ correctly to discriminate sounds, c) use the vocabulary learnt in relevant contexts, d) realise the role of vocabulary in language acquisition.	The learner is guided to: • listen to and pronounce words with the target sounds /l/, / s/ and /r/ as modeled by the teacher or from an audio recording, • practise sound discrimination using minimal pairs, • use vocabulary relevant to the theme in short sentences, • play language games to practise pronouncing and using new words, • team up to recite rhymes, sing songs, and say tongue twisters with the target sounds with peers.	What words can we make from the sound given?
Core Competencies to be developed: **Communication**: The learner's ability to speak clearly and correctly is enhanced as they use the new words learnt in short sentences. **Critical thinking and Problem solving:** The learner's ability to apply what they have learnt is enhanced as they use knowledge learnt to conserve resources.				
Values: **Respect:** This is developed as the learner accepts diverse opinions from others when playing language games to practise pronouncing and using new words.				
Pertinent and Contemporary Issues (PCIs): **Environmental Education**: The learner is sensitised on avoiding wastage and using resources in the right way through texts they interact with.				
Link to other Learning Areas: The learner can apply attentive listening skills to learning concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	**15.2.1 Fluency** ***(2 lessons)*** • *Target sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target sounds /l/, / s/ and /r/ accurately, b) read sentences in a text accurately, at the right speed, and with expression for effective communication, c) realise the importance of fluency in reading.	The learner is guided to: • identify words with the sounds /l/, / s/ and /r/ from a text, • read a text containing words with the target letters' sounds adhering to the correct pronunciation, • work jointly to practise reading sentences containing decodable and non- decodable words, • engage in timed reading (*25 words per minute*) displaying the right facial expressions and tone. • participate in a readers' theatre where they read some lines or stanzas of a poem.	Why should we read with expression?
Core Competencies to be developed: **Learning to Learn:** The learner's self-discipline is enhanced as they practise reading sentences containing decodable and non-decodable words for fluency in reading. **Citizenship:** The learner becomes ethically responsible as they use time responsibly when engage in timed reading.				
Values: **Integrity:** The learner's discipline is enhanced as they utilise time as a resource prudently.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is enhanced as they acquire reading fluency skills.				
Link to other Learning Areas The learner can use fluency skills to read fluently in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	**15.2.2 Comprehension** ***(2 lessons)*** • *Target sounds* • *Making predictions* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) identify words that have the target sounds /l/, /r/ and /s/ from a text related to the theme, b) make predictions about a story using the title and the pictures, c) respond to direct and indirect questions from a text to show comprehension, d) adopt reading pictures and texts for enjoyment and information.	The learner is guided to: • read simple sentences aloud while paying attention to new words and correct pronunciation of words with sounds /l/, /r/ and /s/, • talk about the title and pictures in a story to make predictions, • read a text (*of about 60 words*) aloud, • work jointly to discuss whether the predictions made are accurate, • infer the meaning of new words using contextual clues, • answer questions from a story, • draw pictures to show what is happening in the story, • read a text or view pictures for enjoyment and information.	What do pictures and titles tell us about a story?
Core Competencies to be developed: **Creativity and Imagination:** The learner's communication and self-expression skills are nurtured as they draw pictures to show what is happening in the story.				
Values: **Respect:**is developed as the learner appreciates diverse opinions from peers during discussions on whether the predictions made are accurate.				
Pertinent and Contemporary Issues (PCIs): **Environmental Education**: This is promoted as the learner is sensitised on how to use resources properly through texts and stories read.				
Link to other Learning Areas: The learner can apply comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Language Use	**15.3.1 Interjections of surprise** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify words showing surprise from a text, b) use words showing surprise in simple sentences, c) adopt the use of interjections of surprise in day-to-day communication.	The learner is guided to: • listen to a short dialogue from an audio recording, • pick out interjections of surprise from the dialogue, • make different familiar faces showing surprise, • read out sentence structures containing interjections of surprise from a story, poem or conversation they have listened to, • work jointly to role play the interjections of surprise as modelled by peers, the teacher or from a video recording, • search for emojis showing surprise from digital texts, • construct sentences using interjections of surprise, • recite rhymes and poems featuring interjections of surprise.	How do people show surprise?

Core Competencies to be developed:

- **Digital Literacy:** The learner's interaction with digital technology is enhanced as they use digital devices to search for emojis showing surprise.
- **Communication**: The learner's ability to write clearly and correctly is developed as they use interjections of surprise in simple sentences.

Values:

Unity: This is reinforced as the learner works collaboratively with peers to role play the interjections of surprise as modelled by peers, the teacher or from a video recording.

Pertinent and Contemporary Issues (PCIs):

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

Link to other Learning Areas:

The learner can use the knowledge on interjections of surprise to learn similar concepts in Kiswahili Language and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 **Writing**	**15.4.1** **Guided Writing** ***(2 lessons)*** • *Descriptive words (Adjectives)* • *Sentences*	By the end of the Sub Strand, the learner should be able to: a) pick out words describing people, things, and places from a text, b) write short sentences related to the theme using descriptive words, c) realise the importance of writing correct and meaningful sentences to express meaning.	The learner is guided to: • circle words showing colour, height, feelings, taste, and smell, among others, • team up to create a list of words describing people, things, and places, • copy sentences featuring common descriptive words (*adjectives*), • write dictated words, • match pictures with the correct sentences, • form five-word sentences using descriptive words, • fill in gaps with the correct descriptive word.	Why are words important in writing?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and correctly is developed as they write sentences of not more than five words.				
Values: **Unity:** Cooperation is enhanced as the learner displays a team spirit as they work with peers to create a list of words describing people, things, and places.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires a greater level of self-esteem as they express himself/herself creatively in writing.				
Link to other Learning Areas: The learner can apply writing skills to write correctly in other learning areas.				

APPENDIX 1: SUGGESTED ASSESSMENT RUBRIC

LEVEL / INDICATOR	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Ability to listen attentively without any distractions	Maintains meaningful eye contact, sits upright, nods, takes notes, responds to oral questions correctly, and asks questions for clarity	Maintains eye contact, sits upright, nods, and takes notes while listening	Either maintains eye contact or sits upright, or takes notes while listening	Yawns, looks out, has to be prompted to listen because of a short concentration span
Ability to pronounce words correctly	Pronounces words correctly, applies correct stress patterns, and uses appropriate intonation for effective communication in varied oral contexts	Pronounces words correctly	Either pronounces words correctly or applies stress patterns on words correctly	Mispronounces all words
Ability to read 30 words per minute with speed and accuracy	Reads more than 30 words per minute with accuracy, speed, and expressively	Reads about 25 words per minute with accuracy and speed	Reads about 20 words per minute slowly but accurately	Reads below 15 words per minute slowly and inaccurately
Ability to read a text and explain its meaning	Reads a text and explains its meaning with examples	Reads a text and explains its meaning	Reads a text and explains part of the meaning	Reads a text only
Ability to use simple language structures for effective communication.	Uses simple and complex language structures for effective communication and information.	Uses simple language structures for effective communication.	Uses simple language structures but does not communicate clearly.	Uses simple language structures with difficulty.
Ability to form letters in terms of shape and size correctly	Forms letters in terms of shape and size correctly and legibly	Forms letters in terms of shape and size correctly	Forms most letters in terms of shape and size correctly	Forms a few letters in terms of shape and size correctly
Ability to use capital letters, question marks, and full stops correctly for effective communication	Uses capital letters, question marks and full stops correctly in varied contexts for effective communication	Uses capital letters, question marks, and full stops correctly for effective communication	Uses any two of the punctuations correctly	Uses only one of the punctuations with scaffolding
Ability to write complete sentences for effective communication	Writes a variety complete sentences for effective communication	Writes complete sentences for effective communication	Writes complete sentences but only a few communicate effectively	Writes incomplete sentences

APPENDIX 2: COMMUNITY SERVICE LEARNING

GUIDELINES FOR GRADE 3 COMMUNITY SERVICE LEARNING PROJECT
INTRODUCTION

There will be **one** integrated Community Service Learning activity that will be conducted **annually** for Grade 1 learners. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and will incorporate concepts from the various Learning Areas. Teachers are expected to vary the themes each year to allow learners to address different PCIs within their contexts. A clear linkage should exist between the skills from the learning areas and the chosen themes.

The integrated CSL activity will employ a Whole School Approach (WSA) involving the entire school community including learners, parents/caregivers/guardians, school administration and teachers. Parents/caregivers/guardians are key stakeholders in planning and execution of the CSL activity. While the teacher takes the lead role in planning and integrating the CSL activity, learners are expected to actively participate throughout the 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 annually.

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

2) **Implementation of CSL Activity**

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

3) Reflection on the CSL Activity

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

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

ASSESSMENT OF CSL INTEGRATED PROJECT

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, 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 observation schedules, checklists, rating scales or any other appropriate assessment tool.

APPENDIX 3: SUGGESTED NON-FORMAL LEARNING ACTIVITIES

Listening and speaking	
1.1	Participation in poetry recitations during music and drama festivals.
2.1	Readers' theatres organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.
6.1	Preparing speeches and delivering them during prize-giving days, school assemblies, extravaganzas, among others to enhance fluency.
7.1	Debating club contests
8.1	Taking part in the 4K club and young farmers association to reinforce learnt vocabulary.
13.1	Christian union, Catholic action, Muslim, and Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.
11.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.

Reading	
1.2	Reading news during the morning assembly.
3.2	Conducting virtual tours using Google Maps and establishing the direction of various national parks using Google Maps.
4.2	Collecting narratives from their community for a school magazine.
5.2	Performing short plays, conversational poems, or choral verses within the school or during drama festivals.
12.2	Acting as reporters, sports commentators, or journalists during sports and games activities in school.
Language Use	
3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competency.
Writing	
8.4	Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent.
12.4	Spelling contests among schools.

APPENDIX 4: SUGGESTED ASSESSMENT METHODS

Listening and Speaking	Reading Skills	Language Use	Writing Skills
• Oral reading or dictation recitations • Role-play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests	• Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read	• Tasks such as multiple-choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role-play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests	• Teacher-made tests • Learner journals • Peer assessment • Self-assessment • Portfolio dictation • Standardised writing tests

APPENDIX 5: SUGGESTED LEARNING RESOURCES

Non-digital	Digital
• Course books • Storybooks • Poetry books • Pictures and photographs • Newspapers • Magazines • Junior encyclopaedia • Journals • Dictionaries • Diorama • Flashcards • Word wheels • Word puzzles • Code words • Charts and realia	• Digital story books • Pictures and photographs • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources

ENGLISH LANGUAGE ACTIVITIES CURRICULUM DESIGN GRADE 2

GRADE 2 ENGLISH ESSENCE STATEMENT

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four onwards. Therefore, a solid foundation in English must be laid in Early Years Education. This foundation will not only enhance learning in Middle School but will also prepare the learner for future engagements in national and international arenas. Consequently, the learner must be exposed to targeted interactive tasks in the four language skills and grammar to become a proficient user of English by the end of Grade Three. Additionally, the learner is expected to progressively demonstrate the expected range of competencies. Deliberate focus on each of the four language skills and grammar is essential, even though the interrelatedness between the language skills must be considered. It is important to noted that grammar in Early Years Education should be learnt implicitly. According to Piaget's theory, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts in the formative years. Therefore, explicit grammar learning should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. The learner will be exposed to grammatical structures implicitly.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

NOTE: In Grade 1-3, there should be no explicit mention of grammatical terms such as word classes. Learners in Early Years Education should only be exposed to short, grade-appropriate sentence structures during instruction and assessment. This should also be reflected in the instructional materials developed for the level. The focus of English language learning at this level should be exposure to various language forms without reference to word classes. Learner's communicative competency can be achieved by striking a balance between interactive tasks and implicit exposure to language forms.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Number of Lessons
Listening and Speaking	• Pronunciation and vocabulary	30 Lessons
	Total	**30 Lessons**
Reading	• Fluency • Comprehension	30 Lessons 30 Lessons
	Total	**60 Lessons**
Language Use	• Word classes • Tense • Word structures	20 Lessons 4 Lessons 6 lessons
	Total	**30 Lessons**
Writing	• Handwriting • Spelling • Punctuation • Guided Writing	8 Lessons 8 Lessons 4 Lessons 10 Lessons
	Total	**30 Lessons**
Total Number of Lessons		**150 Lessons**

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

<table>
<tr><th colspan="5">THEME 1.0: SCHOOL</th></tr>
<tr><td colspan="5">SUGGESTED VOCABULARY: bell, lesson, chalkboard, chalk, books, block, bag, grade two, class, learn, paper, play, question, answer</td></tr>
<tr><th>Strand</th><th>Sub Strand</th><th>Specific Learning Outcomes</th><th>Suggested Learning Experiences</th><th>Suggested Key Inquiry Question(s)</th></tr>
<tr>
<td>1.1 Listening and Speaking</td>
<td>1.1.1 Pronunciation and Vocabulary

(2 Lessons)

• Target letter-sound combinations
• Vocabulary</td>
<td>By the end of the Sub Strand, the learner should be able to:
a) distinguish words with the target letter-sound combinations bl, sp, sc, sk, ck in conversations,
b) use vocabulary related to the theme to communicate in various contexts,
c) respond to specific simple two-directional instructions using new words in oral communication,
d) realise the importance of listening attentively and pronouncing words correctly for effective communication.</td>
<td>The learner is guided to:
• listen to audio-visual recordings of songs, story/teacher read aloud stories, among others, with the target letter-sound combination,
• pick words with the target letter-sound combination:
- bl as in blue,
- sp as in spoon,
- sc as in school,
- sk as in sky,
- ck as in kick,
• practise using the target letter-sound combinations to form words,
• construct simple sentences using new words,
• develop a talking tree collaboratively with peers using the new words,
• respond to two-directional instructions without interrupting as modeled by the teacher or peers.</td>
<td>Why should we listen attentively when other people are talking?</td>
</tr>
<tr><td colspan="5">Core Competencies to be developed:
Communication: The learner's ability to listen keenly and actively is enhanced as they listen to conversations and distinguish words with the target-letter sound combinations.
Collaboration: Teamwork is enhanced as the learner works collaboratively with peers to develop a talking tree using the new words learnt.</td></tr>
<tr><td colspan="5">Values:
Respect is enhanced as the learner appreciates diverse opinions from peers during discussions.</td></tr>
<tr><td colspan="5">Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-awareness): The learner's self-awareness is enhanced as they name the things found in the school environment.</td></tr>
<tr><td colspan="5">Link to other Learning Areas:
The learner applies attentive listening skills to the learning of concepts in other learning areas.</td></tr>
</table>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	**1.2.1 Fluency** ***(2 Lessons)*** • *Target letter-sound combinations* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations for ease of reading, b) read a grade-appropriate text with the target letter-sound combinations: *bl, sp, sc, sk, ck* at the right speed, expressively and accurately, c) realise the importance of reading fluently in a variety of genres.	The learner is guided to: • watch a video clip/listen to an audio recording/teacher model of the target sounds, • pick out words featuring the target letter-sound combinations: *bl, sp, sc, sk, ck*, • practise sitting in the appropriate posture, hold a book in the right position, and turn the pages carefully while reading, • read short texts observing correct stress and intonation, • engage in timed reading (65 words per minute) displaying the right expressions.	1. Why should we read at the right speed? 2. How can we read a text accurately?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise reading texts at the right speed, expressively, and accurately on their own.				
Values: **Responsibility**: This is enhanced as the learner takes care of reading materials by holding them in the right position and turning the pages carefully while reading.				
Pertinent and Contemporary Issues (PCIs): **Life Skills** (**Self-esteem**): The learner's self-esteem is nurtured as they acquire reading fluency skills.				
Link to other Learning Areas: The learner can apply reading fluency skills acquired when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	**1.2.2 Comprehension** ***(2 Lessons)*** • *Making predictions* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions in a story for comprehension, b) use contextual clues to infer the meaning of vocabulary related to the theme, c) answer direct and indirect questions for comprehension, d) realise the importance of reading for lifelong learning.	The learner is guided to: • discuss pictures and the title of a text with peers and make predictions, • work jointly to read a text and confirm predictions, • team up to locate words and phrases to get the meaning of new words using contextual clues, • locate sentences containing answers to direct questions, • interact with the text and answer indirect questions using contextual clues.	1. How do pictures help us to know what the story is about? 2. How do we get the meaning of words from a text?

Core Competencies to be developed:

- **Communication:** The learner's ability to speak engagingly is enhanced as they argue their points out clearly during group discussions.
- **Collaboration:** Teamwork is nurtured as the learner actively teams up to locate words and phrases to get the meaning of new words using contextual clues.

Values:

Respect is fostered as the learner appreciates diverse opinions from peers during discussions to make predictions on events in a story.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-awareness): The learner's self-awareness is enhanced as they become aware of the appropriate reading posture.

Link to other Learning Areas:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Language Use	**1.3.1 Verb 'to be'- Past Tense** **1.3.2 Objective Pronouns - Plural** ***(2 Lessons)*** • *Was, were* • *Us, you, them*	By the end of the Sub Strand, the learner should be able to: a) identify plural forms of the objective pronouns (***us, you*** *and* ***them***) and the past forms of the verb 'to be' (***was*** *and* ***were)*** in sentences, b) use plural forms of the objective pronouns (***us, you*** *and* ***them***) and the past forms of the verb 'to be' (***was*** *and* ***were***) in sentences, c) appreciate the importance of correct sentence structures in communication.	The learner is guided to: • work with peers to pick out the plural forms of the objective pronouns (***us, you*** *and* ***them***) and the past forms of the verb 'to be' (***was*** *and* ***were)*** from a text, • listen to a story, poem, or conversation from an audio recording/ teacher model featuring the past forms of the verb 'to be' (***was*** *and* ***were)***, • pick out sentences showing the past forms of the verb 'to be' (***was*** *and* ***were),*** • form sentences with ***was*** and ***were,*** • form sentences with the plural forms of the objective pronouns (***us, you*** *and* ***them***) from substitution tables, • work in groups to write the plural forms of the objective pronouns (***us, you*** *and* ***them***) on a poster or chart and display it, • practise the use of ***was*** and ***were*** during role-play, language games or songs.	How do we talk about an action in the past?
Core Competencies to be developed: **Creativity and imagination:** This is enhanced as the learner builds on their creativity skills when writing the plural forms of the objective pronouns (***us, you*** *and* ***them***) on a poster or chart and display it. **Collaboration:** Teamwork is reinforced as the learner collaborates with others in role-play activities and language games observing the rules of engagement.				
Values: **Respect:** Patience is nurtured as the learner gives others equal opportunities to pick out the plural forms of the objective pronouns (***us, you*** *and* ***them***) and the past forms of the verb 'to be' (***was*** *and* ***were)*** from a text.				

Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is reinforced as they communicate effectively using correct forms of tense and language.
Link to other Learning Areas: The learner can apply the knowledge of the past forms of the verb 'to be' to learning of similar concepts in Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	**1.4.1 Handwriting** ***(2 Lessons)*** • *Descenders* • *Legibility and neatness*	By the end of the Sub Strand, the learner should be able to**:** a) recognise descenders in long words in a text, b) form descenders correctly in long words, legibly and neatly for correct word formation, c) realise the importance of writing long words correctly, legibly, and neatly for different purposes.	The learner is guided to: • watch videos on how to write long words with descenders from a digital device, or as modelled by the teacher or peers, • work jointly to identify descenders in long words in a text, • copy long words forming all the descenders correctly, legibly, and neatly, • write words with descenders from a dictation correctly, legibly, and neatly, • write long words related to the theme in response to picture prompts.	Why should we write clearly?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise forming all the descenders correctly on their own.				
Values: **Responsibility:** Self-drive is achieved as the learner ensures their writing is neat and legible through practise.				
Pertinent and Contemporary Issues (PCIs): **Peer Education and Mentorship:** The learner's interpersonal skills are enhanced as they demonstrate how to write correctly to peers.				
Link to other Learning Areas: The learner uses the skills of good handwriting to write clearly and legibly in other learning areas.				

THEME 2.0: ACTIVITIES IN THE HOME				
SUGGESTED VOCABULARY: clean, wash, sweep, water, feed, care, mop, fetch, cook, harvest, shop, build, shed, help, home				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.1 Listening and Speaking	**2.1.1 Pronunciation and vocabulary** ***(2 Lessons)*** • *Target letter-sound combinations* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations /tʃ/, /əʊ /, /ʃ/ and /kl/ accurately in various contexts, b) articulate words with target letter- sound combinations /tʃ/, /əʊ /, /ʃ/ and /kl/ for clarity in communication, c) use new words related to the theme to communicate in various contexts, d) respond to specific two-directional instructions in oral communication, e) realise the importance of listening attentively for effective communication.	The learner is guided to: • listen to an audio recording/ teacher model of the target letter-sound combinations, - /tʃ/ as in match - /əʊ/ as in goat, no - / ʃ/ as in shop - /kl/ as in clean • take turns to pronounce the target letter-sound combinations, • pick out words with the target letter-sound combinations, • take photos/record video clips on activities in the home and discuss, • use dialogues/ rhymes/ tongue twisters/ language games and songs to practise vocabulary related to the theme, • respond correctly to two-directional instructions related to the theme.	1. Why should we listen attentively? 2. Why should we pronounce sounds and words?
Core Competencies to be developed: • **Communication:** learner's ability to listen keenly and actively is nurtured as they listen and respond appropriately to specific two-directional instructions. • **Digital Literacy:** The learner's ability to interact with digital devices is enhanced as they take photos/records video clips on activities in the home.				
Values: **Social Justice** is promoted as the learner fosters fairness and justice among peers during the language game activities.				
Pertinent and Contemporary Issues (PCIs): **Life Skills: (Self-esteem)**: The learner's self-esteem is nurtured as they articulate new words correctly for clarity in communication.				
Link to other Learning Areas: The learner can use the new words related to the theme on activities at home to learn similar concepts in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	**2.2.1 Fluency** ***(2 Lessons)*** • *Target letter-sound combinations* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations **/tʃ/, /əʊ /, / ʃ/** and **/kl/** from a text in preparation for reading, b) pronounce words with the target sounds accurately: **/tʃ/, /əʊ /, / ʃ/** and **/kl/**, c) read a text accurately at the right speed, displaying the appropriate feelings or emotions for fluency, d) realise the importance of reading fluently.	The learner is guided to: • watch a video clip on reading fluency and respond to questions from the teacher and peers, • work jointly to pick out words featuring the target letter-sound combinations: ***/tʃ/, /əʊ /, / ʃ/*** and ***/kl/*** from various texts, • practise reading a short print or digital text featuring words with the target blends expressively and fluently, • engage in timed reading of a text while displaying appropriate feelings or emotions, • practise reading texts with peers for fluency.	How do we show feelings when reading?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to develop relationships is reinforced as they practise reading texts with peers for fluency.				
Values **Unity:** Cooperation is fostered as the learner works collaboratively with peers to pick out words featuring the target letter-sound combinations.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem**): The learner's self-esteem is nurtured as they practise read texts fluently.				
Link to other Learning Areas: The learner can apply reading fluency skills when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	**2.2.2 Comprehension** ***(2 Lessons)*** • *Inferring meaning* • *Comprehension questions* • *Making connections*	By the end of the Sub Strand, the learner should be able to: a) infer meanings of new words from context, b) answer direct and indirect questions from a text correctly, c) make connections between a text and their daily life experiences, d) adopt reading short narratives and informational texts for enjoyment.	The learner is guided to**:** • discuss pictures and the title of a text with peers and make predictions, • read simple digital or print texts related to the theme, • work jointly to locate new words and phrases to get the meaning of words, • locate sentences containing answers to direct questions and answer the questions, • interact with the text and answer indirect questions, • summarise the story in a few words, • brainstorm on the relevance of the story to their day-to-day activities.	1. How do we answer questions from a text? 2. How can we tell we have understood a text?
Core Competencies to be developed: **Learning to learn:** The learner is able to build on their own learning experiences by brainstorming on the relevance of the story to their day-to-day activities and make connections on the text. **Creativity and Imagination**: the learner's ability to make connections is fostered as they relate the story to their day-to-day activities.				
Values: **Unity:** Cooperation is fostered as the learner collaborates with others to locate new words and phrases to get the meaning of words.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's self-esteem is nurtured as their comprehension ability grows and they answer questions correctly.				
Link to other Learning Areas: The learner can use the comprehension strategies learnt to read texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Language Use	**2.3.1. Verb 'to do'- Present and past form** **2.3.2 Subjective Pronouns - Plural** ***(2 lessons)*** • *Do, does, did* • *We, you, they*	By the end of the Sub Strand, the learner should be able to: a) identify the words **we, you** and **they** and the verb 'to do' (**do, does** and **did**) in a text, b) use the present and past forms of the verb 'to do' (**do, does** and **did**) in sentences, c) realise the importance of using tense appropriately in communication.	The learner is guided to: • team up to identify the verbs **do, does** and **did** in a text, • pick out the words **we, you** and **they** from a children's magazine or textbook**,** • copy sentences with the verbs **do, does** and **did** from a text, • form sentences with the words **we, you** and **they** from a substitution table, • ask and answer questions featuring the verbs 'to do' (**do, does** and **did)**, • create and display a poster showing the words **we, you** and **they,** • use the verb 'to do' (**do, does** and **did)** to make sentences from actions demonstrated by peers, • create a crossword puzzle featuring the words **do, does** and **did** as well as **we, you** and **they** and solve it with peers.	Which words do we use instead of our names or the names of others?

Core Competencies to be developed:

- **Critical thinking and problem solving:** This is enhanced as the learner thinks logically when creating a crossword puzzle featuring the language pattern and solves it with peers.
- **Self-efficacy:** this is nurtured as the learner builds on their interpersonal skills when asking and answering questions featuring the verbs 'to do' (**do, does** and **did).**

Values:
Responsibility is enhanced as the learner takes up roles when teaming up to identify the verbs **do, does** and **did** in a text.

Pertinent and Contemporary Issues (PCIs):
Social Cohesion: The learner's interpersonal skills are enhanced as they work together to construct sentences from actions demonstrated by peers.

Link to other Learning Areas:
The learner applies knowledge on the use of the present and past forms of the verb 'to be' in learning similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Writing	**2.4.1 Handwriting** ***(2 Lessons)*** • *Ascenders* • *Legibility and neatness*	By the end of the Sub Strand, the learner should be able to: a) recognise ascenders in long words in a text, b) write long words correctly, legibly, and neatly forming all ascenders for correct word formation, c) realise the importance of writing long words correctly, legibly and neatly for different purposes.	The learner is guided to: • look at samples of correct, clear, and legible handwriting from a text, • observe peer/teacher demonstration of well-shaped letters, • model ascenders using different materials, • copy words and letter patterns with ascenders featuring the target letter-sound combinations (**/tʃ/, /əʊ /, / ʃ/** and **/kl/**), • copy sentences with ascenders from charts/ flashcards/ chalkboards, • write words related to the theme in response to picture prompts.	1. Why is it important to shape letters well? 2. What do you consider to be good handwriting?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and correctly is enhanced as they write long words forming all ascenders correctly, legibly, and neatly.				
Values: **Responsibility**: Self-drive is achieved as the learner practises writing neatly and legibly on their own.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they write the letters correctly.				
Link to other Learning Areas: The learner can apply the skill of good handwriting to write clearly and legibly in other learning areas.				

THEME 3.0: TRANSPORT				
SUGGESTED VOCABULARY: fly, float, road, rail, water, air, tarmac, fast, slow, traffic, driver, pilot, obey, accident, driver, captain				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.1 Listening and Speaking	**3.1.1 Pronunciation and vocabulary** ***(2 Lessons)*** • *Target letter-sound combinations* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise the target letter-sound combinations ***/s/ /l/ 'fl'*** and ***/eɪ /*** in words from an oral text, b) pronounce words with the target letter-sound combinations ***/s/ /l/ 'fl'*** and ***/eɪ /*** accurately, c) use new words related to the theme in short sentences, d) respond to specific simple two-directional instructions using new words in oral communication, e) realise the importance of listening attentively and responding appropriately for effective communication.	The learner is guided to: • listen to an oral/ audio text featuring the target letter-sound combinations, - /s/ as in dress, - /l/- as in call, tall - 'fl' as in flew - / eɪ / as in way, grey, • say words with the target letter-sound combinations, • sing simple songs or recite poems with words that have the target letter-sound combinations, • pronounce new words related to the theme from flashcards/picture cues/sound prompts, • discuss the meaning of new words with peers, • construct sentences using the new words, • listen and respond to two-directional instructions as modelled by peers/teacher.	Why should we listen attentively when other people are talking?
Core Competencies to be developed: **Digital Literacy:** This is enhanced as the learner interacts with digital content when listening to an oral/ audio text featuring the target letter-sound combinations. **Learning to Learn:** The learner's ability to learn independently is enriched as they practise saying words with the target letter-sound combinations correctly.				

Values: **Love**: Acceptance is achieved as the learner understands and appreciates other's contributions during group discussions.
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they read words with the target letter-sound combinations correctly.
Link to other Learning Areas: The learner can apply attentive listening skills in learning concepts in other learning areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	**3.2.1 Fluency** ***(2 Lessons)*** • *Target letter-sound combinations* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with target letter-sound combinations ***'fl'*** and ***/eɪ/*** in sentences, b) read words related to the theme fluently, with accuracy and expression, c) realise the correspondence between spoken words and written words for fluency in reading.	The learner is guided to: • point out words from the text with target letter-sound combinations (**'fl', 'ey' as in /ei/)** • watch videos or listen to the teacher model reading with fluency and say the words, • read a print/digital text aloud at the benchmark level of 65 words per minute, • work jointly to pick out decodable and non-decodable words from the text, • use word attack skills such as 'look and say' to recognise and read words related to the theme, • play the word ladder game and pronounce words, • listen to audio/visual recordings of words without letter sound correspondence and discuss.	Why should we read fluently?
Core Competencies to be developed: **Digital Literacy:** This is promoted as the learner's interacts with digital devices when reading digital texts.				
Values: **Unity:** The learner's cooperation skills are enhanced as they work collaboratively with others during play language word games.				
Pertinent Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires an enhanced level of self-esteem as their reading fluency ability improves.				
Link to other Learning Areas: The learner can apply reading fluency skills such as speed and accuracy in reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	**3.2.2 Comprehension** ***(2 Lessons)*** • *Making predictions* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story based on the title and pictures, b) infer the meanings of words from the context, c) respond to direct and indirect questions for comprehension, d) adopt reading texts for information.	The learner is guided to: • read the title of a text and look at the pictures to make predictions about the story, • discuss the possible outcome of the story with peers, • read a text and locate new words and phrases to get the meaning, • work jointly to locate sentences containing answers to direct questions and use them to answer questions, • respond to indirect questions using contextual clues, • role-play the events in a story for comprehension.	Why is it important to understand what we read?

Core Competencies to be developed:

- **Creativity and imagination:** The learner is able to apply ideas that inspire creativity as they role-play the events in a story for comprehension**.**
- **Communication:** The learner's ability to speak clearly and effectively is enhanced as they discuss the possible outcomes of the story prediction with peers.

Values:

- **Unity:** Cooperation is enhanced as the learner collaborates with others to locate sentences containing answers to direct questions and uses them to answer questions.
- **Respect**: Open-mindedness is nurtured as the learner appreciates the diverse opinions of others during group activities.

Pertinent Contemporary Issues (PCIs):

Socio-economic activities: The learner's knowledge on socio-economic activities is enhanced as they interact with texts on transport.

Link to other Learning Areas:

The learner can link the vocabulary learnt in the theme to similar concepts in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Language Use	**3.3.1. Verbs 'to have'** **3.3.2. Objective pronouns-plural** ***(2 Lessons)*** • *Has, have, had* • *Us/ you/ them*	By the end of the Sub Strand, the learner should be able to: a) identify the forms of the verb 'to have' (**has, have** and **had**) and the plural objective pronouns (**us, you** and **them**) in texts, b) use the present and past forms of the verb 'to have' (**has, have** and **had**) and the plural objective pronouns (**us, you** and **them**) in sentences, c) realise the importance of sentence fluency in communication.	The learner is guided to: • listen to a story/poem/conversation featuring plural objective pronouns (**us, you** and **them**), • work jointly to pick out the plural objective pronouns (**us, you** and **them**) from a text, • select the words **has, have** and **had** from a story, • make sentences featuring forms of the verb 'to have' (**has, have** and **had**), • work with peers to complete substitution tables featuring forms of the verb 'to have' (**has, have** and **had**), • answer questions featuring forms of the verb 'to have' (**has, have** and **had**) and the plural objective pronouns (**us, you** and **them**), • role play actions featuring forms of the verb 'to have' (**has, have** and **had**) and the plural objective pronouns (**us, you** and **them**) with peers.	How do we talk about a person without mentioning their name?

Core Competencies to be developed:
Critical thinking and problem solving: This is promoted as the learner thinks logically when working with peers to complete substitution tables featuring forms of the verb 'to have'.

Values:
- **Unity:** The learner's ability to cooperate is enhanced as they work collaboratively with peers to work jointly to pick out the plural objective pronouns.

Pertinent and Contemporary Issues (PCIs):
- **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they rewrite sentences featuring forms of the verb 'to have' and the plural objective pronouns.

Link to other Learning Areas:
The concept of verbs and pronouns can be applied in learning of similar concepts in Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	**3.4.1 Handwriting** ***(2 Lessons)*** • *Ascenders and descenders* • *Legibility and neatness*	By the end of the Sub Strand, the learner should be able to: a) recognise ascenders and descenders in long words, b) write long words forming all ascenders and descenders, correctly, legibly, and neatly, c) realise the importance of forming all ascenders and descenders appropriately in writing.	The learner is guided to: • watch videos on how to write long words with ascenders and descenders from a digital device, or as modeled by the teacher or peers, • practise writing the letters in the air, • observe displayed flashcards and copy the letters, • practise writing long words while shaping the ascenders and descenders correctly with peers, • display their neatly written words in chart or flash cards, • write words related to the theme from a dictation, in response to a picture prompt.	How do we write words?
Core Competencies to be developed: • **Learning to Learn**: The learner's ability to learn independently is reinforced as they practise forming ascenders and descenders correctly as an aspect of good handwriting. • **Communication:** The learner's writing skills are improved as they write long words forming ascenders and descenders correctly.				
Values: **Integrity:** The learner's sense of accountability is encouraged as they display their neatly written words in chart or flash cards for feedback.				
Pertinent Contemporary Issues (PCIs): **Peer Education and Mentorship**: The learner's interpersonal relationships are enhanced as they assist peers improve their handwriting.				
Link to other Learning Areas: The learner can use the skill of good handwriting to write clearly and legibly in all learning areas.				

THEME 4.0: MONTHS OF THE YEAR				
SUGGESTED VOCABULARY: later, before, after, sunrise, daylight, sunset, tonight, midnight, now, noon, months of the year (January – December)				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
4.1 Listening and Speaking	**4.1.1 Pronunciation and Vocabulary** ***(2 Lessons)*** • *Target letter-sound combinations* • *vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations **/ŋ /, / iː/, /st/** and **/gl/** in oral texts, b) articulate words with the target letter-sound combinations **/ŋ /, / iː/, /st/** and **/gl/** for effective communication, c) pronounce the words related to the theme accurately, d) realise the importance of pronouncing words appropriately in oral communication.	The learner is guided to: • pronounce words with the target letter-sound combinations as modelled by the teacher or peers, - / ŋ / 'ing' as in thing - / iː/ as in happy in words ending with the letter 'y' - 'st' as in stick - 'gl' as in glass • say tongue twisters/poems/songs containing the target letter-sound combinations with peers, • pronounce words related to the theme accurately, • team up to take part in a spelling bee mini-contest to spell and pronounce vocabulary, • construct simple sentences orally using the new words, with peers and give feedback, • team up to make a creative talking tree using the new words.	Why should we pronounce words correctly?
Core Competencies to be developed: **Creativity and imagination:** The learner is able to come up with ideas that inspire creativity when teaming up to make a creative talking tree using the new words.				
Values: **Unity:** The learner's ability to work collaboratively is reinforced as they team up to take part in a spelling bee mini-contest to spell and pronounce vocabulary and support each other.				

Pertinent Contemporary Issues (PCIs): **Life Skill (self-esteem):** The learner's self-esteem is improved as they use the new words learnt in day to day communication.
Link to other Learning Areas: The learner can apply the vocabulary learnt in the theme on months of the year to their learning of similar concepts in Mathematics Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2. Reading	**4.2.1 Fluency** *(2 Lessons)* • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words containing the target letter-sound **/ŋ /, / i:/, /st/** and **/gl-/** in preparation for reading, b) read a text accurately, at the right speed, and with expression, c) adopt reading simple, short narratives and informational texts in a variety of genres.	The learner is guided to: • select words featuring the target letter-sound combinations **/ŋ /, / i:/** as in letter 'y'**, /st/** and **/gl-/**) in a text, • work jointly to practise reading words with the letter-sound combinations, • engage in timed reading (*65 words per minute*) for fluency, • read a short print or digital text featuring words with the target letter-sound combinations expressively and fluently, • practise reading sentences aloud containing non-decodable words with target letter-sound combinations.	1. Why should we pronounce sounds correctly? 2. Why should we read a story at the right speed?
Core Competencies to be developed: • **Learning to Learn:** The learner's ability to learn independently is developed as they practise reading sentences containing non-decodable words on their own. • **Digital Literacy:** The learner's ability to interact with digital devices is enhanced as they interact with digital content when reading digital texts.				
Values: **Unity:** The learner's ability to cooperate with others is nurtured as they work collaboratively with peers in group activities.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: the learner acquires an enhanced level of self-esteem as their reading fluency skills improve.				
Link to other learning Areas: The learner can use reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	**4.2.2 Comprehension** ***(2 Lessons)*** • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) identify words related to the theme for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) adopt retelling stories for language acquisition.	The learner is guided to: • observe pictures and the title of a text and make predictions on the outcome of the story with peers, • read a printed or digital text related to the theme, • infer the meanings of new words using contextual clues, • respond orally to direct questions based on a text they have read, • locate sentences containing answers to direct questions, • respond to inferential questions using contextual clues, • make connections between the story and their real life experiences.	How do we tell what the story is about?
Core Competencies to be developed: **Creativity and Imagination:** The learner's ability to think creatively and imaginatively is enhanced as they make connections between the story and their real life experiences.				
Values: **Respect:** This is nurtured as the learner appreciates diverse opinions from peers during discussions.				
Pertinent and Contemporary Issues (PCIs): **Life Skill (self-esteem):** The learner's self-esteem is enhanced as they answer direct and indirect questions correctly.				
Link to other Learning Areas: The learner can apply the reading comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Language Use	**4.3.1 Simple Past Tense** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise verbs in their simple past tense from texts, b) use simple past tense to discuss past activities, c) realise the use of past tense in everyday communication.	The learner is guided to: • identify simple past tense verbs from a print and digital text, • select sentences containing simple past tense from a text or conversation, • construct sentences using the simple past tense on demonstrated actions and report to peers, • construct sentences from a substitution table with peers and give feedback, • engage in games involving time and months of the year to change verbs from simple present to simple past tense, with peers.	1. How do we talk about what happened in the past? 2. What did you do last week?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and effectively is enhanced as they use the simple past tense correctly to talk about past activities.				
Values: **Unity:** The learner's ability to cooperate is enhanced as they work collaboratively with others in group activities such as games.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's self-esteem is enriched as they communicate effectively using simple past tense.				
Link to other Learning Areas: The learner relates the concept of tenses to learning of similar concepts in Indigenous and Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	**4.4.1 Handwriting** ***(2 Lessons)*** • *Legibility and neatness*	By the end of the Sub Strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words in clear and legible handwriting, c) form words related to the theme from the target letters '**gl**' and '**y**', d) realise the importance of writing clearly and legibly for effective communication.	The learner is guided to: • observe samples of texts with good and bad handwriting, • identify aspects of good handwriting such as letter formation, spacing, alignment, and capitalisation • copy letter patterns of the target letter-sound combinations (***gl, y***), • form words related to the vocabulary learnt from the target letters, • write words related to the theme in response to a picture prompt neatly and legibly, • display their neatly written work in a portfolio.	How do we write words?
Core Competencies to be developed: **Learning to learn:** This is enhanced as the learner builds on their own learning when observing samples of texts with good and bad handwriting.				
Values: **Responsibility:** This is fostered as the learner offers guidance to peers on how to write neatly and legibly.				
Pertinent and Contemporary Issues (PCIs): **Peer Education and Mentorship**: The learner's interpersonal relationships are enhanced as they help peers with writing difficulties to write neatly.				
Link to other Learning Areas: The learner can apply the skills of neat and legible handwriting to write clearly and legibly in Kiswahili Language Activities.				

THEME 5.0: SHOPPING				
SUGGESTED VOCABULARY: shop, shopkeeper, market, supermarket, buy, price, cheap, spend, expensive, sell, flour, fruits, vegetables, meat, pencils, change				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
5.1 Listening and Speaking	**5.1.1 Pronunciation and Vocabulary** ***(2 Lessons)*** • *Target – letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise the target letter-sound combinations **nt, sl, -ar, nd** and **nk** in oral texts, b) pronounce words with the letter-sound combinations **nt, sl, -ar, nd** and **nk** for fluency, c) use the vocabulary learnt to communicate in various contexts, d) realise the importance of listening attentively for effective communication.	The learner is guided to: • listen to an audio recording/ teacher model featuring the letter-sound combinations: - ***nt*** as in ***sent*** - ***sl*** as in ***sleep*** - words ending with ***ar*** such as ***jar*** - ***nd*** as in ***hand*** - ***nk*** as in ***ink, drink*** • pronounce words with the letter-sound combinations, • listen to tongue twisters, poems or songs and identify words with the target letter-sound combinations e.g. **sl**ippers, c**ar,** • say tongue twisters, sing simple songs, or recite poems with the target sounds, • recognise new words related to the theme and use them to construct sentences, • role-play a 'shop-shop' game to carry out shopping activities/watch a video about shopping and construct sentences about it.	Why should we look at people as we talk to them?

Core Competencies to be developed: • **Communication:** The learner's ability to listen keenly and actively is enriched as they listen to an audio recording or the teacher model words with the target letter-sound combinations and pronounce them correctly. • **Digital Literacy:** The learner's interaction with digital devices is improved as they watch a video on shopping activities.
Values: **Responsibility** is nurtured as the learner takes up assigned roles and responsibilities during role-play of shopping activities in the 'shop-shop' game.
Pertinent and Contemporary Issues (PCIs): **Financial Literacy:** This is promoted as the learner interacts with texts on shopping and role plays a 'shop-shop' game.
Link to other Learning Areas: The learner can apply the skill of proper pronunciation of words when learning similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	**5.2.1 Fluency** ***(2 Lessons)*** • *Target sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target sounds **(nt, sl, -ar, nd** and **nk)** in varied texts, b) pronounce words with the target sounds correctly, c) read a text at the right speed, observing punctuation and displaying the right feelings, and emotions for fluency, d) enjoy reading simple narratives and informational texts fluently.	The learner is guided to: • identify and read words with the target letter sounds, • team up to engage in timed reading at 65 words per minute, observing punctuations and displaying the right feelings and emotions, • read short print or digital texts related to the theme expressively and fluently, • practise reading sentences containing decodable and non-decodable words from print or digital sources with peers, • conduct a reader's theatre to read a poem fluently and with expression.	1. Why do we pause as we read texts? 2. What do we do if we cannot read a word?
Core Competencies to be developed: **Digital Literacy:** The learner's interaction with digital devices is enriched as they read sentences with decodable and non-decodable words from digital texts. **Learning to Learn**: The learner's ability to learn independently is emphasised as they conduct a reader's theatre to read a poem fluently and with expression.				
Values: **Unity**: The learner's cooperation skills are enhanced as they work collaboratively with peers to engage in timed reading session.				
Pertinent and Contemporary Issues (PCIs): **Life Skills** (**Self-esteem**): The learner's self-esteem is boosted as they acquire reading fluency skills.				
Link to other Learning Areas: The learner can apply reading fluency skills such as speed and accuracy when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Reading	**5.3.3 Comprehension** ***(2 Lessons)*** • *Making predictions* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions on a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) realise the role of reading in life-long learning.	The learner is guided to: • discuss pictures and the title of a text and predict what will happen in the story, with peers, • read a print or digital text (story/poem) related to the theme, • use contextual clues to get meaning of new words and phrases, • locate sentences containing answers to direct questions in the text, • interact with the text to answer indirect questions using contextual clues, • collaborate to retell the story in own words.	1. How can we predict how a story, poem, or conversation will end? 2. How can we tell where events have taken place?
Core Competencies to be developed: **Creativity and imagination:** This is promoted as the learner embraces ideas that inspire creativity when collaborating to retell the story in own words.				
Values: **Unity:** The learner's cooperation skills are enhanced as they participate actively in discussions with peers to predict events in stories.				
Pertinent and Contemporary Issues (PCIs): **Life Skill (self-esteem):** The learner's self-esteem is heightened as they answer comprehension questions correctly.				
Link to other Learning Areas: The learner can use reading comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Language Use	**5.4.1 Nouns: Plurals of irregular nouns** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify plurals of irregular nouns in texts, b) use the plurals of irregular nouns to construct sentences for effective communication, c) realise the importance of using the nouns in their correct form to show plural in communication.	The learner is guided to: • recognise irregular nouns and their plural forms from a written text or digital text, • work jointly to form plurals of specific irregular nouns, • discuss with peers, personal shopping experiences using plurals of irregular nouns, • construct sentences using the plural forms of irregular nouns, • change sentences with irregular nouns in singular form to plural forms, • type sentences constructed onto a digital device, • recite poems/read texts/sing songs containing plurals of irregular nouns.	1. What things do we buy? 2. How do we refer to things when they are many?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is improved as they discuss clearly and effectively about their shopping experiences. **Digital Literacy:** The learner's interaction with digital devices is enriched as they type sentences made onto a digital device.				
Values: **Peace**: This is enhanced as the learner works harmoniously with peers to recite poems/read texts/sing songs containing plurals of irregular nouns.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's self-esteem is boosted as they use plurals of irregular nouns to talk about their personal shopping experiences.				
Link to other Learning Areas: The learner can link the concept of plurals of nouns to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.5 Writing	**5.5.1 Spelling** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise aspects of good handwriting (***letter formation, spacing, alignment, capitalisation)*** for effective communication, b) write correct spelling of grade-appropriate words clearly and legibly, c) realise the importance of correct spelling of words for effective communication.	The learner is guided to**:** • read samples of texts with good handwriting, • discuss aspects of good handwriting such as letter formation, spacing, alignment, and capitalisation with peers, • copy words with the letter patterns of the target letter-sound combinations (**nt, sl, -ar, nd** and **nk**) from a chart, • listen to a dictation on vocabulary and write them neatly and legibly, • share their work with peers and give feedback, • type their neatly written words and phrases on digital devices.	1. Why should we spell words correctly? 2. How can we write well?
Core Competencies to be developed: **Digital Literacy:** The learner's interaction with digital devices is enhanced as they type words and phrases on digital devices. **Self-efficacy:** This is promoted as the learner builds on their learning experiences by sharing their work with peers and giving feedback.				
Values: **Integrity:** This is fostered as the learner gives honest and constructive feedback to peers when sharing their work.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is improved as they spell words correctly for effective communication.				
Link to other Learning Areas: The learner can use the skill of correct spelling of words when writing words and learning in other learning areas.				

THEME 6.0: THE GARDEN				
SUGGESTED VOCABULARY: fruits, vegetables, grow, energy, healthy, soil, crops, plant, flowers, trees, water, dig, pest, fresh				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
6.1 Listening and Speaking	**6.1.1 Pronunciation and Vocabulary** ***(2 Lessons)*** • *Target letter-sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ***/ɪə/, /θ/, /ð/, digraph wh*** and ***tw*** from an oral text, b) pronounce words with the target letter-sound combinations ***/ɪə/, /θ/, /ð/, digraph wh,*** and ***tw*** in preparation for reading, c) use words related to the theme in relevant contexts, d) respond to simple specific two-directional instructions in oral communication, e) realise the importance of listening attentively for effective communication.	The learner is guided to**:** • pronounce words with the letter-sound combinations: - **/ɪə/** as in **near, ear, here** - **/θ/** as in **thing, three path,** - **/ð/** as in **this, other,** - **digraph wh** as in **when, where** - **tw** as in **two, twelve** • recite rhyming words that have the letter-sound combinations, with peers, • pick out words related to the theme as used in short sentences, short paragraphs or teacher read aloud stories, • recite rhymes and sing songs, with peers using the vocabulary related to the theme, • use the vocabulary learnt to construct oral sentences, • play a language game of matching vocabulary learnt to pictures and objects, • take turns to respond to simple specific two-directional instructions.	1. Why should we pronounce words correctly? 2. What do we find in a garden?
Core Competencies to be developed: **Learning to learn:** This is promoted as the learner builds on their learning experience when recite rhyming words that have the letter-sound combinations. **Collaboration:** Teamwork is fostered as the learner collaborates with peers to play a language game while observing the rules of engagement.				
Values: **Social Justice:** This is promoted as the learner accords others equal opportunities when taking turns to respond to simple specific two-directional instructions.				

Pertinent and Contemporary Issues (PCIs): **Environmental awareness:** This is promoted as the learner identifies things found in the garden through vocabulary learnt from texts.
Link to other Learning Areas: The learner can relate the vocabulary learnt from texts in the theme to similar vocabulary in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	**6.2.1 Fluency** ***(2 Lessons)*** • *Target letter-sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations **/ɪə/, /θ/, /ð/, wh,** and **tw** in preparation for reading, b) pronounce words accurately when reading a text, c) read a grade -appropriate text accurately, at the right speed and with expression, d) realise the importance of reading fluently for lifelong learning.	The learner is guided to: • pick out words with target letter-sound combinations **/ɪə/, /θ/, /ð/, wh,** and **tw** from a chart, • read words containing the target letter-sound combinations correctly, • watch a video recording showing reading texts while displaying the right facial expressions and tonal variations, • engage in timed reading, displaying the right facial expressions and feelings, • practise reading sentences containing decodable and non-decodable words, • participate in a readers' theatre with peers where he or she fluently reads a poem, • recite poems related to the theme.	1. How can we improve our reading speed? 2. How do we show feelings and emotions when reading?
Core Competencies to be developed: **Learning to Learn:** The learner's independent reading skills are improved as they practise reading sentences containing decodable and non-decodable words on their own or with peers.				
Values: **Responsibility:** This is developed as the learner manages their time well when engaging in timed reading, displaying the right facial expressions and feelings.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is heightened as they acquire reading fluency skills.				
Link to other Learning Areas: The learner applies reading fluency skills such as speed when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	**6.2.2 Comprehension** ***(2 Lessons)*** • *Making predictions* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions on the events of a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) enjoy reading texts for language acquisition.	The learner is guided to: • look at pictures and the title of a text and say what will happen in the story, • conduct a reader's theatre to read a story/poem /dialogue related to the theme, • use contextual clues to infer the meanings of words, • respond to direct questions by locating sentences containing answers, • answer indirect questions using contextual clues, • summarise the events in a story in a few words.	1. How can we predict the ending of a story, poem, or conversation? 2. How can we tell the characters in a story before reading?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and correctly is enhanced as they summarise the events in the story using a few words.				
Values: **Respect:** This is fostered as the learner is open-minded and appreciates diverse opinions from peers as they talk about what will happen in the story.				
Pertinent and Contemporary Issues (PCIs): **Food security:** This is addressed as the learner interacts with texts on the theme and familiarise with crops that can be grown in gardens.				
Link to other Learning Areas: The learner uses the reading comprehension strategies acquired when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Language use	**6.3.1 Tense: Past Continuous Tense** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) select sentences in the past continuous tense from a text, b) change verbs from present continuous to past continuous tense in a given context, c) realise the importance of communicating ideas using the correct tense.	The learner is guided to: • listen to a story/ poem /conversation containing sentences with past continuous tense, • team up to pick out the verbs in past continuous tense from the text, • take turns in asking and answering questions using the past continuous tense, • construct sentences in past continuous tense based on pictures related to the theme, • play language games that involve changing verbs from simple continuous to past continuous tense.	What were the learners in your class doing yesterday?
Core Competencies to be developed: **Critical thinking and problem solving:** The learner's ability to think critically is enhanced as they play language games that involve changing verbs from simple continuous to past continuous tense.				
Values: **Patriotism:** The learner is able to appreciate contributions made by peers towards achieving the set goals when picking out the verbs in past continuous tense from the text.				
Pertinent and Contemporary Issues (PCIs): **Life Skill (Self-esteem):** The learner's self-esteem is raised as they communicate effectively using past continuous tense.				
Link to other Learning Areas: The learner can link the concept of tense to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 **Writing**	**6.4.1** **Spelling** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) spell words with the target letter-sound combinations **/ɪə/, /θ/, /ð/, wh,** and **tw** for writing fluency, b) write 3-7 letter words related to the theme correctly, c) appreciate the need for correct spelling in written communication.	The learner is guided to: • read words with the target letter-sound combinations **/ɪə/, /θ/, /ð/, wh,** and **tw** from a word wall**,** • copy words with the letter-sound combinations, • write words with the letter combinations from a dictation, • work jointly to make words related to the theme from jumbled letters, • write 3-7 letter words that are related to the theme and read them aloud, • form words related to the theme using letters of their names.	How do we learn to spell words?
Core Competencies to be developed: **Critical thinking and problem solving:** The learner is able to think critically and weigh options when forming words related to the theme using letters of their names.				
Values: **Unity:** Cooperation is fostered as the learner collaborates with peers to make words related to the theme from jumbled letters.				
Pertinent and Contemporary Issues (PCIs): **Life Skill** (**Self-esteem**): The learner's self-esteem is boosted as they write words correctly, clearly, and legibly.				
Link to other Learning Areas: The learner can apply the skills on correct spelling of words to write clearly and correctly in other learning areas.				

THEME 7.0: ACCIDENTS				
SUGGESTED VOCABULARY: crash, brakes, injury, first aid, road, bump, victim, careful, hurt, scar, accident, speed, driver, traffic lights, road signs, sirens, hoot, bicycle, ambulance, fire engine				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
7.1 Listening and Speaking	**7.1.1 Pronunciation and Vocabulary** ***(2 Lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to**:** a) recognise the target letter - sound combinations **nd, nk, / eɪ/ / əʊ/** and **/ aɪ/** in given words, b) pronounce words with the target letter-sound combinations **nd, nk, / eɪ/ / əʊ/** and **/ aɪ/** in preparation for reading, c) use new words related to the theme in relevant contexts, d) respond appropriately to simple specific two-directional instructions in oral communication, e) realise the importance of pronouncing and using vocabulary correctly for effective communication.	The learner is guided to: • listen to an audio recording/ teacher model of the target letter-sound combinations: - **nd** as in **sand,** - **nk** as in **ink, sink,** - **/ eɪ/** as in **take, ate,** - **/ əʊ/** as in **home,** - **/ aɪ/** as in **mine,** • identify and pronounce words with the target letter sounds such as brake, road, • recite rhymes/tongue twisters to practise pronunciation, • listen to a text and identify new words related to a theme, • use the vocabulary to construct sentences, • recite poems and sing songs on road safety, • draw and colour simple road signs, such as the hospital sign, stop sign, • imitate the sound produced by different vehicles, for example, *hoot, honk, ring, siren*, • respond to simple specific two-directional instructions.	Why is it important to pronounce words correctly?
Core Competencies to be developed: **Communication:** The learner's ability to listen keenly and actively is enhanced as they listen to texts and identify words with the target letter sound combinations correctly. **Learning to Learn:** The learner's ability to learn independently is enriched as they draw and colour road signs they have come across.				

Values: **Responsibility:** This is developed as the learner takes up assigned tasks when recite poems and sing songs on road safety.
Pertinent and Contemporary Issues (PCIs): **Road Safety:** This is promoted as the learner reads texts that emphasise on road safety.
Link to other Learning Areas: The learner is able to relate the concept on correct pronunciation of words to learning of similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 **Reading**	**7.2.1** **Fluency** ***(2 Lessons)*** • *Target letter sounds* • *Reading speed* • *Read with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations **'nd'** '**nk'** and words ending with **'ar'** in preparation for reading, b) read a text accurately, at the right speed, displaying the right emotions for fluency, c) enjoy reading simple narratives and informational texts in a variety of genres.	The learner is guided to**:** • pick out words with sound combinations **'nd'** '**nk'** and words ending with **'ar'** as in *car, far* from a text, • practice reading words containing the target letter-sound combinations repetitively, • engage in timed reading, displaying the right facial expressions and making appropriate pauses to show punctuation, • practise reading sentences containing decodable and non-decodable words, • recite a poem/sing songs featuring the target vocabulary words, for example, *injury, witness, bump, careless, hurt, hand cart, scar, tanker, accident, speed, drive, traffic, road signs, siren, hoot, bicycle, bell, ambulance, fire engine, horn, honk*.	1. Why is it important to read words properly? 2. What can help someone to read well?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words for reading fluency.				
Values: **Responsibility:** This is fostered as the learner participates actively when engaging in timed reading, displaying the right facial expressions and making appropriate pauses to show punctuation.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is enhanced as they acquire reading fluency skills.				
Link to other Learning areas: The learner applies reading fluency skills such as speed and accuracy when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	**7.2.2 Comprehension** ***(2 Lessons)*** • *Characters and events* • *Making predictions* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) describe the characters and events in a text to show comprehension, b) make predictions about a story based on the title and picture, c) respond to direct and indirect questions for comprehension, d) adopt reading pictures and texts for enjoyment and information.	The learner is guided to: • view pictures showing a vehicle crash, • share with peers the things they can see in the picture such as an *ambulance, a bicycle, a stop sign, a bus stop, a bump*, • look at the title and pictures in the text to make predictions, • discuss the setting and the characters in the story, • read a text related to the theme and respond to direct questions, • respond to indirect questions using contextual clues, • retell a story to peers, • role-play scenarios from the story, • talk about their own experiences in relation to the story.	1. How can you tell what will happen in a story? 2. What do the pictures tell us about the story?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is enhanced as they retell the story clearly and effectively. **Creativity and Imagination:** The learner's ability to make connections is enhanced as they relate the story to their own experiences.				
Values: **Responsibility:** This is enhanced as the learner takes up assigned roles during role-playing of scenarios from the story.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is raised as they respond to comprehension questions correctly.				
Link to other Learning Areas: The learner uses reading comprehension strategies when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Language Use	**7.3.1 Conjunctions** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) pick out the conjunction ***'or'*** in sentences for effective communication, b) use the conjunction **'*or*'** to construct sentences related to the theme, c) adopt using the conjunctions appropriately in everyday communication.	The learner is guided to: • identify sentences featuring the conjunction ***'or'*** from a text, • construct sentences using '**or**' to show choice, • role-play making choices using '**or**' in incidents related to the theme, • recite poems about safety using the conjunction **'or',** • sing songs on how to prevent road accidents, • make posters showing, a road, a stop sign, and a hospital sign, • display their posters on the classroom wall for feedback.	What do we say when we want to choose among more than one options?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is enhanced as they speak clearly and effectively using the conjunction 'or'.				
Values: **Responsibility:** This is fostered as the learner takes up roles during group activities such as role-playing.				
Pertinent and Contemporary Issues (PCIs): **Safety and Security:** The learner's knowledge on safety is enhanced as they interact with songs and poems about safety.				
Link to other Learning Areas: The learner can link the concept of the use of the conjunctions to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Writing	**7.4.1 Spelling** ***(2 Lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) spell 3-6 letter words with the target letter-sound combinations: '***nk', 'nd'*** and ***'ar'*** or effective writing, b) write vocabulary related to the theme appropriately and legibly legibility, c) adopt writing words clearly, legibly and correctly.	The learner is guided to: • identify words with target letter-sound combinations: '***nk', 'nd'*** and ***'ar'*** from a list of jumbled words, • copy words with the letter-sound combinations, • write 3-6 letter words with the target letter combinations from a dictation on the words, • combine jumbled-up letters to make words such as *injury, tanker, speed, stop, brake*, • draw and colour pictures of a hospital, bicycle, car, a hand cart, • take part in word-building activities using pocket charts/ print/ digital flashcards.	1. Why should people spell words correctly? 2. How do we learn to spell?
Core Competencies to be developed: **Critical thinking and problem solving:** The learner's ability to think logically and critically is enhanced as they combine jumbled-up letters to make words.				
Values: **Unity:** This is fostered as the learner collaborates with peers in word-building activities.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's self-esteem is boosted as they spell words correctly.				
Link to other Learning Areas: The learner applies the skill of spelling words correctly when writing words in other learning areas.				

THEME 8.0: CLASSROOM				
SUGGESTED VOCABULARY: book, desk, teacher, pencil, teach, chart, duster, chair, chalk, ruler, paper, clean, broom, best, busy, enter, sit				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
8.1 Listening and Speaking	**8.1.1 Pronunciation and Vocabulary** ***(2 Lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations '**br', /ə/, /i**: **/, / eɪ/** and **/ əʊ**/ in preparation for reading, b) pronounce new words correctly for clarity in speech, c) respond to simple specific two-directional instructions in oral communication, d) realise the importance of listening attentively for effective communication.	The learner is guided to: • identify words with the target letter-sound combinations from an oral text, - **'br'** as in **brick, bread,** - **/ə/** words ending with **er** as in **water, river** - **/ i**: / as in **bean, as in meet,** - **/ eɪ /** as in **said, late** - **/ əʊ /** as in **coat, know** • pronounce words with the target letter-sound combinations, • recite rhyming words to practise pronunciation, • listen to vocabulary related to the theme as used in short sentences, short paragraphs and teacher read aloud stories, • use new words to talk about the classroom, • match vocabulary words learnt to pictures and objects, • engage in role-play to respond to simple specific two-directional instructions.	1. Which words do you use to talk about the classroom? 2. Why is it important to pronounce words correctly?
Core Competencies to be developed: **Creativity and imagination:** This is promoted as the learner uses new ideas to use new words to talk about the classroom.				
Values: **Responsibility:** This is cultivated as the learner engages in assigned roles during role-play with peers.				
Pertinent and Contemporary Issues (PCIs): **Environmental awareness**: This is enhanced as the learner uses interacts with vocabulary related to the classroom to identify item around them.				
Link to other Learning Areas: The learner uses the skill of correct pronunciation of words when pronouncing words Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	**8.2.1 Fluency** ***(2 Lessons)*** • *Target letter-sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations '**br', /ə/, /i**: **/, / eɪ/** and **/ əʊ**/ in preparation for reading, b) pronounce words with the target letter-sound combinations accurately when reading a text, c) read a text accurately, at the right speed and with expression, d) realise the importance of reading fluently for lifelong learning.	The learner is guided to**:** • recognise words with the sounds '**br', /ə/** ending in **'er', /i**: **/, / eɪ/** and **/ əʊ**/ from a text, • select words with the target letter sound combinations from a chart, • read words with target letter-sound combinations, • recite a choral verse to practise pronunciation of words, with peers, • read a short text observing stress and intonation, • engage in timed reading of a grade-appropriate text, displaying the right facial expressions, feelings or emotions, • practise reading sentences containing decodable and non-decodable words, • participate in a reader's theatre where he or she reads some lines or stanzas of a poem related to the theme with peers.	1. Why should we pronounce words correctly? 2. Why should we read fluently?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to read independently is developed as they practise reading sentences containing decodable and non-decodable words for fluency.				
Values **Responsibility:** This is developed as the learner actively participates in a reader's theatre with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they read texts fluently.				
Link to other Learning Areas: The learner can apply reading fluency skills such as speed and accuracy when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	**8.2.2 Comprehension** ***(2 Lessons)*** • *Making predictions* • *Inferring meanings* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) adopt reading texts for information.	The learner is guided to: • discuss the title and pictures in the text to make predictions, • work jointly to find out the meaning of new words and phrases from contextual clue, • read a text related to the theme and respond to direct questions, • track print texts using their fingers, • respond to indirect questions using contextual clues, • retell a story with peers, • role-play scenarios from the story, with peers, • talk about their own experiences in relation to the story.	1. How can we predict how a story, poem, or conversation will end? 2. How can we tell where events will take place in a story?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is enriched as they retell stories clearly and effectively in their own words. **Creativity and Imagination:** The learner's ability to make connections is enhanced as they talk about their own experiences in relation to the story.				
Values: **Responsibility:** This is fostered as learner takes up assigned roles during group activities with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is improved as they answer comprehension questions correctly.				
Link to other Learning Areas: The learner applies the reading comprehension strategies learnt when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Language Use	**8.3.1 Cardinal and ordinal numbers** **8.3.2 Demonstratives- Plural** (these, those) ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) differentiate ordinal and cardinal numbers for information, b) use ordinal and cardinal numbers for effective communication, c) use plural demonstratives to talk about things that are near or far, d) value the importance of cardinal and ordinal numbers in communication, e) realise the role of demonstratives in communication.	The learner is guided to: • distinguish between ordinal and cardinal numbers in a list or a sentence, • use objects in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers, • construct sentences using ordinal and cardinal numbers, • work jointly to pick out demonstratives from a written text, • use demonstratives to talk about things in the classroom, • use demonstratives to construct sentences related to the theme, • recite a poem /sing a song with demonstratives and cardinal and ordinal numbers.	1. Why is it important to count correctly? 2. Which objects are near/far from you?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and effectively is enhanced as they use demonstratives to talk about the things in the classroom.				
Values: **Social justice:** This is cultivated as the learner appreciates the efforts of others when constructing sentences using demonstratives.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is elevated as they use demonstratives correctly in communication.				
Link to other Learning Areas: The learner applies the knowledge of numbers in learning of similar concepts in Mathematical Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	**8.4.1 Spelling** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) spell words with the target letter-sound combinations for effective writing, b) write 4-7 letter words appropriately and legibly, c) adopt writing words clearly, legibly, and correctly for effective communication.	The learner is guided to: • spell words with the target letter-sound combinations from a dictation, • write 4-7 letter words with the target letter-sound combinations read to them, • make 4-7 letter words related to the theme from jumbled letters, • participate in spelling word drills with peers, • generate as many words related to the theme as they can from a set of their names, • type words made onto a digital device.	1. Why should people spell words correctly? 2. How do we learn to spell words or names?
Core Competencies to be developed: **Critical thinking and problem solving:** This is enhanced as the learner make 4-7 letter words related to the theme from jumbled letters**.** **Digital Literacy:** The learner's interaction with digital devices is enhanced as they type words onto a digital device.				
Values **Unity:** Cooperation is promoted as the learner actively takes part in a spelling drill with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is raised as they spell words correctly for effective communication.				
Link to other Learning Areas: The learner uses the skill of correct spelling of words to write words correctly in other learning areas.				

THEME 9.0: THE FARM				
SUGGESTED VOCABULARY: chicken, sheep, goat, cow, donkey, cat, crop, hay, weed, soil, dig, harvest, grow, graze, plant, shed				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
9.1 Listening and Speaking	**9.1.1 Pronunciation and Vocabulary** ***(2 Lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, learner should be able to: a) recognise words with the target letter-sound combinations ***cr, /ɜ:/, /eɪ/ /aɪ/,*** words ending with the letter ' y' pronounced as ***/i/,*** and ***/ ə /*** as in words ending with ***ar*** correctly, b) pronounce words with the target letter-sound combinations ***cr, /ɜ:/, /eɪ/, /aɪ/***, **/i/** and ***/ ə /*** as in words ending with ***ar*** in preparation for reading, c) use new words related to the theme in relevant contexts, d) listen to simple specific two-directional instructions in oral communication, e) realise the importance of listening attentively for effective communication.	The learner is guided to: • pick out words and phrases with the target letter-sound combinations: - ***cr*** as in **crop** - ***/ɜ:/*** as in **sir, first, thirst** - ***/ eɪ*** / as in **say, grey,** - ***/aɪ/*** as in **fly, cry** - words ending with the letter y pronounced as ***/i/*** as in **baby**, - ***/ ə*** / in words ending with ***ar*** as in **far, car**, • pronounce words and phrases with the target letter-sound combinations, • practise pronunciation of words using minimal pairs/rhyming words, • listen to and identify the vocabulary related to the theme as used in short sentences,short paragraphs or teacher reads stories aloud, • articulate vocabulary related to the theme correctly, • construct sentences using the new words, • practise matching vocabulary learnt to pictures and objects, • sing songs related to the theme, • listen and respond to two-directional instructions.	1. Why is it important to pronounce words correctly? 2. Why do we need to respond to instructions properly?
Core Competencies to be developed **Communication:** The learner's ability to speak engagingly is enhanced as they use vocabulary to talk about the farm.				

Values: **Love:** This is cultivated as the learner portrays a caring attitude towards animals.
Pertinent and Contemporary Issues (PCIs): **Animal Welfare Education:** This is promoted as the learner reads texts on how to take good care of farm animals.
Link to other Learning Areas: The learner can use the pronunciation skills as they learn similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	**9.2.1 Fluency** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ***'cr', /ɜː/, / eɪ /, /aɪ/, 'y'*** pronounced as ***/i/*** and **'ar'** in preparation for reading, b) read a grade-appropriate text accurately, at the right speed, and with expression, c) realise the importance of reading fluently in lifelong learning.	The learner should be guided to**:** • select words with the target letter-sound combinations: **'cr' , /ɜː/, / eɪ /, /aɪ/, 'y'** pronounced as **/i/** and **'ar'** from a chart, • read words with the target letter-sound combinations, • recite a choral verse with words related to the theme, with peers, • engage in timed reading displaying the right feelings or emotions when reading a text, • practise reading sentences containing decodable and non-decodable words, • participate in a reader's theatre where he or she reads a poem with peers.	1. Why should we pronounce words correctly? 2. Why should we read fluently?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words for fluency.				
Values: **Unity:** Cooperation is fostered as the learner works collaboratively with others in a reader's theatre where he or she reads a poem.				
Pertinent and Contemporary Issues **Life Skills (Self-esteem):** The learner's sense of self-esteem is improved as they acquire reading fluency skills.				
Link to other Learning Areas: The learner applies reading fluency skills such as pace and expression when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 **Reading**	**9.2.2** **Comprehension** ***(2 Lessons)*** • *Main idea* • *Setting* • *Retelling events*	By the end of the Sub Strand, the learner should be able to: a) identify the main idea, topic, or purpose of the text for understanding, b) identify the setting of the text for comprehension, c) retell events in a text in correct sequence using own words to check understanding, d) appreciate retelling a story to check understanding.	The learner is guided to: • read a theme-related text in print or digital form, • pick the main idea in the text by using sentence prompts, • list the characters in the text, • team up to create a word tree with the names of characters in the story, • discuss the setting in the text with peers, • explain what happens in the beginning, middle, and end of the text, • retell what was in the text in a few words.	1. How can we tell where the events of a story have taken place? 2. How can we tell the characters in a story?
Core Competencies to be developed: **Creativity and imagination:** This is nurtured as the learner shares ideas inspiring creativity when creating a word tree with the names of characters in the story.				
Values: **Unity:** This is upheld as the learner participates actively in discussions with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-efficacy):** The learner's self-esteem is elevated as they retell what is in the text correctly.				
Link to other Learning Areas: The learner uses reading comprehension strategies learnt when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Language use	**9.3.1 Word Sets** (gender sets for animals/people) **9.3.2 Opposites** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify the gender sets of animals and people in a conversation, b) use the gender opposites to discuss animals and people at the farm, c) realise the role of gender sets and opposites in communicating ideas.	The learner is guided to: • discuss with peers the names of males and females of domestic animals, • discuss with peers the difference between male and female, • construct sentences using names of male and female animals that are familiar, • work with pictures to identify opposites of animals /people.	Why is it important to learn words for referring to male and female animals/people?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and correctly is developed as they write sentences correctly using gender sets. **Collaboration:** The learner's ability to work as a team is enhanced as they actively engage in discussions with peers about gender sets for animals/people.				
Values: **Respect** is fostered as the learner appreciates diverse opinions from peers during discussions.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem**): The learner's esteem is elevated as they identify the gender sets of animals and people correctly.				
Link to other Learning Areas: The learner links the concept of opposites of gender sets to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.4 Writing	**9.4.1 Punctuation** (The comma) ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise the comma in a text, b) use the comma correctly in listing items, c) adopt the use of the comma in writing.	The learner is guided to: • identify commas from writings on wall charts/ chalkboard/digital and print resources, • use the comma correctly in written exercises, with peers. • use commas to write lists of items/ names, • write sentences using the comma correctly, • engage in role-play conversations in which the comma is used and then write down some sentences on a digital device..	Why do you think we use a comma when writing?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and effectively is enhanced as they use the comma correctly in listing items. **Digital Literacy:** The learner's interaction with digital devices is enriched as they write down sentences on digital devices.				
Values: **Responsibility:** is cultivated as the learner takes up roles during role-play conversations.				
Pertinent and Contemporary Issues (PCIs): **Life Skills** (Self-esteem): The learner's self-esteem is boosted as they use the comma correctly in writing.				
Link to other Learning Areas: The learner links the use of comma to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

THEME 10.0: POSITION AND DIRECTIONS				
SUGGESTED VOCABULARY: left, right, behind, in front, up, down, centre, across, middle, opposite, compass, north, south, east, west				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
10.1 Listening and Speaking	**10.1.1 Pronunciation and Vocabulary** ***(2 Lessons)*** • *Target letter sound combinations* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations ***/ɪə/, / ə /, /ɜ:/, /dr /, /ɔɪ/*** and ***/aɪ /*** in a text, b) pronounce words with the target letter-sound combinations ***/ɪə/, / ə /, /ɜ:/, /dr /, /ɔɪ/*** and ***/aɪ*** in preparation for reading, c) use new words in relevant contexts to talk about position and direction, d) appreciate the importance of listening attentively for effective communication.	The learner is guided to: • pick out words with the target letter-sound combinations from a conversation/teacher read aloud/ a story/audio recording, for example: - **/ɪə/** as in **ear** - **/ ə /** as in **her,** - **/ ɜ: /** as in **first, bird, fur** - **dr** as in **draw** - **/ɔɪ/** as in **boy, toy** - **/aɪ/** as in **time,** • pronounce the words and phrases, • listen to an audio/video recording of a conversation on position and direction, • engage in simple dialogues using words related to the theme, • construct oral sentences using the new words, • recite rhymes/ sing songs, using the vocabulary learnt, • practise matching vocabulary learnt to pictures and objects.	1. Why is it important to pronounce words correctly? 2. Why should you give good directions?
Core Competencies to be developed: **Communication:** Learner's ability to listen keenly and actively is improved as they listen to oral texts and pick out words with the target letter-sound combinations.				
Values: **Respect** is fostered as the learner values the contribution of peers during dialogues.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is raised as they use new words in relevant contexts to talk about position and direction.				
Link to other Learning Areas: The learner can link the vocabulary learnt on position and direction to learning of similar concepts in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	**10.2.1 Fluency** ***(2 Lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target sounds /***ɪə/, / ə /, /ɜ:/, /dr /, /ɔɪ/*** and ***/aɪ /*** accurately for clarity of speech, b) read a text at the right speed displaying the right facial expressions for fluency, c) realise the importance of reading fluency in communication.	The learner is guided to: • identify words with the target letter-sound combinations as modelled by peers, teacher, or a digital device**,** /***ɪə/, / ə /, /ɜ:/, /dr /, /ɔɪ/*** and ***/aɪ /*** • read words with the target letter-sound combinations**,** /***ɪə/, / ə /, /ɜ:/, /dr /, /ɔɪ/*** and ***/aɪ /*** in isolation and in a text, • practise reading a text accurately, with expression and while observing the correct punctuation, • engage in timed reading displaying the right emotions or feelings when reading, • role-play telling directions using the new words.	Why is it important to read words properly?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise reading a text accurately, with expressions, and while observing the correct punctuation on their own or with peers.				
Values **Responsibility** is cultivated as the learner takes up roles during role-play activities with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they acquire reading fluency skills.				
Link to other Learning Areas: The learner can apply reading fluency skills such as speed and accuracy when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	**10.2.2 Comprehension** ***(2 Lessons)*** • *Making predictions* • *Inferring meaning* • *Comprehension questions* • *Visualization*	By the end of the Sub Strand, the learner should be able to: a) make predictions on the events of a story based on the title and pictures for comprehension, b) use contextual clues to infer the meaning of new vocabulary items, c) answer direct and indirect questions based on a text for information, d) create a mental picture of events, characters, or places in a text, e) enjoy reading pictures and texts for information.	The learner is guided to: • observe the pictures and title of the story and talk about the likely events in the story, • read a print or digital text of about 60 words, • infer the meanings of new words as used in the text using contextual clues, • locate sentences to respond to direct questions, • get clues from the story to answer indirect questions, • read the story aloud and visualise the characters, setting, and events in the story, • share the pictures they have created in their minds with peers, • retell a story in their own words, • talk about their own experiences in relation to the story.	1. What do you think will happen in this story? 2. What do the pictures tell us about the story?
Core Competencies to be developed: **Creativity and Imagination:** The learner's ability to make connections is enhanced as they talk about their own experiences in relation to the story.				
Values: **Love** is enhanced as the learner exercises tolerance with others as they talk about their own experiences in relation to the story.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they answer comprehension questions correctly.				
Link to other Learning Areas: The learner can use reading comprehension strategies when reading texts learnt in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 Language use	**10.3.1 Prepositions** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify target prepositions: ***beside, above, over, below, across, to, at*** in an oral text, b) use prepositions accurately to describe the position, location and direction of things, c) appreciate the use of prepositions for clarity in communication.	The learner is guided to: • listen to an audio clip of a poem, conversation, or story and list the prepositions used, • read sentences with the prepositions: (***beside, above, over, below, across, to, at***), • play a miming game with peers, • describe the location of various objects in the classroom using suitable prepositions, • construct sentences using target prepositions and share them with peers, • practise using target prepositions in a dialogue, with peers, • sing short songs/rhymes with prepositions, • play language games containing target prepositions.	Where do we keep different things in the school and at home?
Core Competencies to be developed: **Citizenship:** This is promoted as the learners willingly take up roles and offer support to each other when playing language games on prepositions.				
Values: **Integrity:** This is promoted as the learner exhibits fairness to peers as they play language games.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's self-esteem is enhanced as they use prepositions appropriately in communication.				
Link to other Learning Areas: The learner uses the knowledge of prepositions to learn similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Writing	**10.4.1 Punctuation** (The exclamation mark) ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise the exclamation mark in a written text, b) use the exclamation mark correctly in writing, c) appreciate the use of the exclamation mark in writing.	The learner is guided to: • recognise the exclamation mark from writings on wall charts/ chalkboards/ digital and print resources, • trace the exclamation mark patterns to form accurate shape, size and direction, • use the exclamation mark correctly in written exercises, • play games with peers that involve placing the exclamation mark correctly in a text, • team up to prepare creative flashcards with exclamation marks and display in class.	Why do you think it is important to use the exclamation mark when writing?
Core Competencies to be developed: **Creativity and imagination:** The learner is able to embrace creative ideas to create things when teaming up to prepare creative flashcards with exclamation marks and display in class.				
Values: **Peace:** This is inculcated as the learner works harmoniously with peers when playing games that involve placing the exclamation mark correctly in a text.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is raised as they use the exclamation mark correctly in writing.				
Link to other Learning Areas: The learner uses the exclamation mark when writing texts in Kiswahili and Indigenous Language Activities.				

THEME 11.0: ENVIRONMENT				
SUGGESTED VOCABULARY: classroom, school, trees, nature, people, plants, flowers, area, local, protect, environment, neat, dirty				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
11.1 Listening and Speaking	**11.1.1 Pronunciation and Vocabulary** ***(2 Lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) identify the target letter-sound combinations ***'fr' /aʊ/, /ɔ:/*** and ***/ə/*** during a conversation about the environment, b) articulate words with the target letter-sound combinations ***'fr' /aʊ/, /ɔ:/*** and ***/ə/*** correctly for effective communication, c) pronounce the vocabulary related to the theme correctly for effective communication, d) appreciate the importance of correct pronunciation in effective communication.	The learner is guided to: • Listen to a conversation and pick out words with the target letter-sound combinations, - '***fr'*** as in ***frog*** -***/aʊ/*** as in ***bow, now*** -***/ ɔ: /***as in ***more, born*** -***/ə/*** as in ***alarm, river*** • practise pronouncing new words with the learnt sounds in response to picture cues, sound prompts, and lists of words with the sounds, • recite poems/rhymes that have the target letter-sound combinations, with peers, • observe and name things in their environment during a nature walk, • pronounce the vocabulary related to the theme correctly, • draw and colour things found in the environment, • share the drawings with peers and give feedback, • use the vocabulary to construct simple sentences.	1. How can you tell that someone is listening keenly? 2. Why should we listen attentively when other people are talking?
Core competencies to be developed: **Communication:** The learner's ability to speak clearly and effectively is improved as they pronounce words correctly and use them in a variety of contexts. **Learning to Learn:** The learner's ability to learn independently is fostered as they draw and colour the things in the environment on their own or with peers.				
Values: **Respect** is inculcated as the learner appreciates drawings from peers and gives positive feedback.				

Pertinent and Contemporary Issues (PCIs): **Environmental Education and Climate Change:** The learner becomes aware of the features of the environment during a nature walk.
Link to other Learning Areas: The learner uses attentive listening skills to learn concepts in other learning areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	**11.2.1 Fluency** ***(2 Lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with target letter-sound combinations **'fr'** and ***/aʊ*** /in preparation for reading, b) read a text transitioning from word-by-word reading to phrasal reading for understanding, c) read a grade-appropriate text accurately, at the right speed, and with expression, d) realise the importance of reading fluency for effective communication.	The learner is guided to: • pick out and read words containing the target letter-sound combinations **'fr-'** and **'-ow'** from a written text or digital story, • play a word ladder game while listening to audio/ audio-visual recordings of words with the letter-sound combinations, • practise reading sentences with the new words, • engage in timed reading of a text displaying the right emotions and feelings, • participate in a reader's theatre with peers and record on a digital device.	1. Why is it important to read fluently? 2. How can we improve our reading speed?
Core Competencies to be developed: **Digital Literacy:** The learner's interaction with digital devices is improved as they read and record their voices on a digital device.				
Values: **Unity:** The learner's ability to cooperate with others is intensified as they work collaboratively with peers to play a language game.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they acquire reading fluency skills.				
Link to other Learning Areas: The learner applies reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	**11.2.2 Comprehension** ***(2 Lessons)*** • *Making predictions* • *Making connections* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions on the likely outcomes of a story related to the theme, b) make connections between events, characters, and places in a text with real life, c) infer the meaning of new words in a text using contextual clues, d) answer direct and indirect questions based on a text, e) appreciate talking about a text they have read.	The learner is guided to: • observe pictures and the title of a text and say what will happen in the story, • read the text aloud with peers, • talk about where the actions are taking place, using clues from pictures and the text, with peers, • infer the meaning of words using contextual clues, • locate sentences containing answers to direct questions and answer the questions, • use contextual clues to answer indirect questions, • retell parts of the story in turns, with peers, • relate the text to everyday experiences.	1. How can we predict how a story, poem, or conversation will end? 2. How can we tell where events have taken place?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is improved as they retell the story clearly and effectively using their own words. **Creativity and Imagination**: The learner's ability to make connections is enhanced as they relate the events in the text to everyday experiences.				
Values: **Responsibility** is inculcated as the learner takes up roles in retelling parts of the story in turns with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is raised as they answer comprehension questions correctly.				
Link to other Learning Areas: The learner applies the comprehension strategies learnt when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.3 Language Use	**11.3.1 Regular comparative and superlative adjectives** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify words that end with ***-er*** and ***–est*** in a written text, b) use words that end with ***-er*** and ***–est*** in sentences for effective communication, c) appreciate the importance of using regular comparatives and superlative adjectives to describe people, things, and places.	The learner is guided to: • read a story, poem, or conversation from a textbook or a digital device and identify regular comparatives and superlatives, • place objects into three groups of different sizes as they compare them using regular comparatives and superlatives (-er and -est), with peers, • describe objects inside and outside the classroom using comparative and superlatives adjectives, • construct sentences using comparatives and superlatives, • fill in blank spaces using the correct forms of comparatives and superlatives, • play a language game to practise regular comparative and superlative adjectives, • team up to sing rhymes and songs that show comparative and superlative forms of adjectives.	Which words do we use to compare things/people?

Core Competencies to be developed:
Critical thinking and problem solving: This is promoted as the learner thinks critically when considering alternatives to fill in blank spaces using the correct forms of comparatives and superlatives**.**
Learning to Learn: The learner's ability to learn independently is cultivated as they describe objects inside and outside the classroom using adjectives.

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

Pertinent and Contemporary Issues (PCIs):
Life Skills (**Self-esteem**): The learner's self-esteem is nurtured as they use regular comparative and superlative adjectives effectively in communication.

Link to other Learning Areas:
The learner can apply the knowledge of adjectives to learn similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 Writing	**11.4.1 Guided Writing** ***(2 Lessons)*** • *Vocabulary building*	By the end of the Sub Strand, the learner should be able to: a) recognise different words learnt in the theme in preparation for writing, b) write simple sentences using words related to the theme, c) appreciate the importance of vocabulary for language acquisition.	The learner is guided to: • work jointly to identify thematic vocabulary from a text, • rearrange jumbled letters to form meaningful words related to the theme, • write down words related to the theme from a dictation, • write sentences using the words learnt from prompts, • use substitution tables to make sentences related to the theme, • sing a song or recite a poem with vocabulary words.	1. Why is it important to construct sentences correctly? 2. Why is it important to write clearly and legibly?
Core Competencies to be developed: **Creativity and imagination:** The learner's ability to exhibit creativity in presentation is promoted as they sing a song or recite a poem with vocabulary words**.** **Learning to Learn:** The learner's ability to learn independently is developed as they practise writing meaningful sentences on their own.				
Values: **Respect** is fostered as the learner appreciates the work of peers as they create sentences and give positive feedback.				
Pertinent and Contemporary Issues (PCIs): **Life Skills** (Self-esteem): the learner's self-esteem is raised as they create meaningful sentences.				
Link to other Learning Areas: The learner uses the writing skills to write clearly and correctly in other learning areas.				

THEME 12.0: TECHNOLOGY				
SUGGESTED VOCABULARY: mobile phone, tablet, charge, charger, power, battery, cable, keyboard, type, send, receive, delete, error, switch off, switch on, press				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
12.1 Listening and Speaking	**12.1.1 Pronunciation and vocabulary** ***(2 Lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations '***gr' 'pr' /ɔɪ/, /uː/*** and ***/ʊ/*** in an oral text, b) articulate words with the target letter-sound combinations '***gr' 'pr' /ɔɪ/, /uː/*** and ***/ʊ/*** correctly, c) recognise words related to the theme for effective communication, d) appreciate the importance of correct pronunciation in language learning.	The learner is guided to: • listen attentively for the target letter-sound combinations from video clips or audio recordings, • pick out words with the target letter-sound combinations, - ***'gr'*** as in ***grass, green*** - ***'pr'*** as in ***print, press*** - ***/ɔɪ/*** as in ***oil, point*** - ***/uː/*** as in ***p o o l , spoon*** - ***/ʊ/*** as in ***put*** • practise pronouncing words with the target letter-sound combinations, • listen to a story on technology, say words related to the theme correctly as modelled by the teacher, peers, or audio recording, • practise pronunciation of words related to the theme in response to picture cues with peers, • talk about the appropriate use of technology, • construct simple sentences using the words related to the theme, • role-play using words related to the theme.	1. Why should we pronounce words correctly? 2. Why should we understand the meaning of words used in a text?
Core Competencies to be developed: **Communication:** The learner's ability to listen keenly and actively is enhanced as they listen for words with the target letter-sound combinations and pronounce them correctly. **Digital Literacy:** The learner's digital citizenship is cultivated as they talk about the appropriate use of technology.				
Values: **Responsibility** is inculcated as the learner takes up roles during role-play activities with peers using words related to technology.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they use vocabulary learnt in communication.				
Link to other Learning Areas: The learner applies the skill of correct pronunciation of words when reading words in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	**12.2.1 Fluency** ***(2 Lessons)*** • *Target letter sounds* • *Vocabulary* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with target letter-sound combinations: ***'gr-', 'pr-', /ɔɪ /, / uː/, /ʊ/*** in preparation for reading, b) pronounce words related to the theme accurately for information clarity, c) read a text related to the theme at the right speed displaying the right emotions and feelings, d) appreciate the importance of reading in lifelong learning.	The learner is guided to: • point out and read words with letter-sound combinations: '***gr-***', ***'pr-', /ɔɪ /, / uː/, /ʊ/***: from either print or digital stories, • take turns to read at an appropriate speed as modelled by the teacher or peers, • recite poems using the correct expressions ***(tonal variation, facial expressions, and gestures),*** • read texts with words related to the theme using an appropriate speed and correct expressions, • play a word ladder game involving pronunciation from audio/ audio-visual recordings of words learnt.	1. What should we do to improve our reading speed? 2. Why should we show the right feelings when reading a text?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is enhanced as they pronounce words correctly for information clarity. **Collaboration:** Teamwork is cultivated as the learner recognises the value of peers and observes the rules of engagement as they play word ladder games.				
Values: **Integrity** is inculcated as the learner fosters fairness to peers as they play word ladder games.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is raised as their reading fluency skills improve.				
Link to other Learning Areas: The learner applies the reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	**12.2.1 Comprehension** ***(2 Lessons)*** • *Characters* • *Making predictions* • *Comprehension questions* • *Inferring meaning*	By the end of the Sub Strand, the learner should be able to: a) identify the characters in a text for comprehension, b) make predictions on the outcomes of a story based on the pictures and the title, c) answer direct and indirect questions based on a text, d) infer the meaning of new words as used in the text, e) enjoy reading a variety of texts for information.	The learner is guided to: • observe pictures and titles of a text and talk about what will happen in the story with peers, • read the story aloud in turns with peers, • talk about and describe the characters in a text, • find the meaning of new words as used in the text, • locate sentences containing answers to direct questions from a text and answer the questions, • interact with the text to answer indirect questions using contextual clues, • retell a story they have read using the 'five finger' retell model.	1. What makes a story interesting? 2. How can we tell where events have taken place?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is improved as they retell the story they have read clearly and effectively. **Collaboration:** Teamwork is cultivated as the learner contributes to group discussions with peers observing the rules of engagement.				
Values: **Respect** is fostered as the learner appreciates the opinions of others during group discussions.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they answer comprehension questions correctly.				
Link to other Learning Areas: The learner uses comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.3 Language Use	**12.3.1 Possessive Pronouns** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify the words ***mine, yours, ours, hers, his*** in a text, b) use the words ***mine, yours, ours, hers,*** and ***his*** in sentences, c) adopt the use of possessive pronouns in day-to-day communication.	The learner is guided to: • read a text/dialogue and talk about the things that belong to them/ their parents/guardians using possessive pronouns **(*mine, yours, ours, hers, his*),** • role-play ownership of items and objects in the classroom, • construct sentences using possessive pronouns based on the role-play with peers, • ask and answer questions that prompt responses with possessive pronouns, • fill in blank spaces in sentences using possessive pronouns, • sing songs/rhymes using the possessive pronouns.	How do you talk about things that belong to other people?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and effectively is improved as they use possessive pronouns correctly in communication.				
Values: **Responsibility** is cultivated as the learner takes up roles during role-play activities with peers to show ownership of items.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they use possessive pronouns correctly in day-to-day conversations.				
Link to other Learning Areas: The learner can relate the concept of possessive pronouns to learning similar concepts in Kiswahili and Indigenous Languages Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	**12.4.1 Guided Writing** ***(2 Lessons)*** • *Picture reading*	By the end of the Sub Strand, the learner should be able to: a) identify names of objects in pictures related to the theme in preparation for writing, b) create sentences from picture prompts for effective communication, c) appreciate the role of pictures for clarity in communication.	The learner is guided to: • observe pictures on print or digital devices with peers, • name objects in different pictures provided, • respond to the prompts presented and write the names of the objects correctly, • match pictures with their names, • fill in gaps using the correct words, • draw and name pictures of objects related to the theme, • write sentences to describe the objects in the pictures, and share them with peers for feedback.	Why is it important to write sentences correctly?
Core Competencies to be developed: **Creativity and imagination:** The learner's ability to think creatively is embraced as they draw and name pictures of objects related to the theme.				
Values: **Respect:** This is fostered as the learner appreciates the work of others during peer assessment of the sentences they have written and gives positive feedback.				
Pertinent and Contemporary Issues (PCIs): **ICT:** This is promoted as the learners interact with pictures of objects that are relevant to the theme of technology.				
Link to other Learning Areas: The learner can relate the concept of pictures learnt to their learning of similar concepts in Creative Activities.				

THEME 13.0: CULTURAL ACTIVITIES				
SUGGESTED VOCABULARY: wedding, dance, party, marry, songs, poems, birthday, vows, smile, smart, celebrate, present, enjoy, happy				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
13.1 **Listening and Speaking**	**13.1.1** **Pronunciation and Vocabulary** ***(2 Lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations: ***tr, sm, /tʃ*** /, **/aʊ /** and **/j**:/ in oral texts, b) articulate the words with the target letter-sound combinations, ***tr, sm, /tʃ*** /, **/aʊ /** and **/j**:/ in a conversation, c) recognise new words related to the theme correctly, d) realise the importance of the correct use of vocabulary in various contexts.	The learner is guided to: • listen to a teacher read aloud text/ audio clips with target letter-sound combinations**:** - ***tr*** as in **tree, trap** - letter combination ***sm*** as in smile - ***/tʃ/*** as in **catch, fetch, watch** - ***/aʊ*** / as in **out bow, now** - ***/j:***/ as in **ewe, new** • point out words with the target sound combinations from conversations, • practise saying words with the target letter-sound combinations, • respond to instructions given by the teacher or peers, • construct simple sentences using the new words, • listen to other learners say their simple sentences using the new words and give feedback.	Why should we listen attentively when other people are talking?
Core Competencies to be developed: **Learning to learn:** This is promoted as the learner reflects on their own learning by giving feedback when other learners say their simple sentences using the new words				
Values: **Respect** is inculcated as the learner appreciates the work of others during peer assessment of the simple sentences they have constructed.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem)**: The learner's self-esteem is enhanced as they master the skill of listening attentively and correct pronunciation.				
Link to other Learning Areas: The learner applies attentive listening skills when learning concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	**13.2.1 Fluency** ***(2 Lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to**:** a) identify words with the target letter-sound combinations: ***'tr', 'sm', /tʃ/, /aʊ /, /aʊ/*** and ***/j:/*** in a text, b) pronounce words with the target letter-sound combinations: ***'tr', 'sm', /tʃ/, /aʊ /, /aʊ/*** and ***/j:/*** accurately, c) read a grade-appropriate text accurately, at the right speed, and with expression, d) adopt reading varied grade-level texts.	The learner is guided to: • single out words with the target letter-sound combinations from print/digital stories: ***'tr', 'sm', /tʃ/, /aʊ /, /aʊ/*** and ***/j:/***, • pronounce words with the letter-sound combinations, • read texts with words related to the theme, • engage in timed reading of a text displaying the right expressions, • play word ladder games to practise correct pronunciation with peers, • retell a story for fluency.	Why should we read fluently?
Core Competencies to be developed: **Collaboration:** Teamwork is fostered as the learner collaboratively plays the word ladder game with peers to practise correct pronunciation.				
Values: **Integrity** is inculcated as the learner exhibits fairness to peers as they play language games.				
Pertinent and Contemporary Issues (PCIs): **Life Skills** (**Self-esteem**): The learner's self-esteem is boosted as they read fluently.				
Link to other Learning Areas: The learner applies reading fluency skills when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	**13.2.2 Comprehension** ***(2 Lessons)*** • *Making predictions* • *Characters and events* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) predict the likely outcomes of a story related to the theme using picture cues and the title, b) identify the characters and events in a text for comprehension, c) infer the meaning of new words as used in the text, d) answer simple direct and indirect questions based on a text, e) adopt talking about a text they have read.	The learner is guided to: • observe pictures and the title of a text and say what is likely to happen in the story, • recognise the setting and characters in a story, using clues from pictures and the text • use context clues to find the meaning of words, • locate sentences containing answers to direct questions, • answer indirect questions from a text with peers, • retell a story with peers.	1. How can we tell how a story/ poem or conversation will end? 2. How can we tell where events are taking place in a story/ poem?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is enhanced as they retell the story clearly and effectively in their own words.				
Values: **Patriotism** is cultivated as the learner becomes aware of their culture and appreciates the diverse cultures as they work together.				
Pertinent and Contemporary Issues (PCIs): **National and Cultural identity**: The learner develops a sense of identity after learning about cultural activities.				
Link to other Learning Areas: The learner applies the comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.				

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4 Writing	**13.4.1 Guided Writing** ***(2 Lessons)*** • *Sequencing words*	By the end of the Sub Strand, the learner should be able to: a) recognise the correct order of words or phrases in a sentence, b) rearrange jumbled words or phrases into meaningful sentences, c) realise the importance of ordering words or phrases to form correct sentences.	The learner is guided to: • work with peers to identify correctly written sentences from a list sentences on a chart or poster, • order jumbled words, in pairs or groups, • reorganise the jumbled words to form simple sentences paying attention to punctuation **(4-6 sentences),** • work with peers to assess each other's work, • play a digital language game to drag and drop words to form meaningful sentences.	What makes a correct sentence?
Core Competencies to be developed: **Digital Literacy:** This is promoted as the learner interacts with technology when playing a digital language game to drag and drop words to form sentences.				
Values: **Unity:** The learner's cooperation skills are cultivated as they work collaboratively with peers to reorganise the jumbled words to form simple sentences.				
Pertinent and Contemporary Issues (PCIs): **Life Skills** (Self-esteem): The learner's esteem is enhanced as they form meaningful sentences.				
Link to other Learning Areas: The learner uses the skill of writing words in their correct order in sentences in other learning areas.				

<table>
<tr><th colspan="5">THEME 14.0: CHILD LABOUR</th></tr>
<tr><td colspan="5">SUGGESTED VOCABULARY: work, duty, abuse, pain, overwork, mistreat, injure, tired, labour, heavy, domestic, rest, househelp</td></tr>
<tr><th>Strand</th><th>Sub Strand</th><th>Specific Learning Outcomes</th><th>Suggested Learning Experiences</th><th>Suggested Key Inquiry Question(s)</th></tr>
<tr>
<td>14.1
Listening and Speaking</td>
<td>14.1.1
Pronunciation and Vocabulary

(2 Lessons)

• Target letter sounds
• Vocabulary</td>
<td>By the end of the Sub Strand, the learner should be able to:
a) identify words with the target letter-sound combinations: /k/ ‘sn’ ‘sp’ /u/ in an oral text,
b) pronounce words with the target letter-sound combinations: /k/ ‘sn’ ‘sp’ /u/ accurately,
c) use the new words related to the theme in simple sentences,
d) respond to specific simple two-directional instructions in oral communication,
e) realise the importance of listening attentively for effective communication.</td>
<td>The learner is guided to:
• select words with the target letter-sound combinations as modelled by the teacher, peers, or audio recording:
- /k/ as in quiet
- ‘sn’ as in sneeze
- ‘sp’ as in spit, speed, speak
- /u/ as in cook
• say the words with the target letter-sound combinations correctly,
• play language games involving the target letter-sound combinations,
• articulate the new words,
• construct simple sentences using the new words,
• listen to instructions from the teacher, without interrupting,
• discuss the instructions given by the teacher with peers for understanding,
• respond to instructions given by the teacher/peers.</td>
<td>1. Why should we listen attentively when somebody is talking to us?
2. What is likely to happen if we don’t listen carefully to instructions?</td>
</tr>
<tr><td colspan="5">Core Competencies to be developed:
Communication: The learner’s ability to listen keenly and actively is enhanced as they listen for words with the target sounds and pronounce them correctly.</td></tr>
<tr><td colspan="5">Values:
Unity: The learner’s ability to cooperate with others is reinforced as they work collaboratively with peers.</td></tr>
<tr><td colspan="5">Pertinent and Contemporary Issues (PCIs):
Citizenship (Social cohesion): The learner’s interpersonal skills are enhanced as they interact harmoniously with peers.</td></tr>
<tr><td colspan="5">Link to other Learning Areas:
The learner applies attentive listening skills to learning concepts in other learning areas.</td></tr>
</table>

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

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Language Use	**14.3.1 Adverbs of time** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify adverbs of time: ***soon, late, now, today, tomorrow, early*** from a written text, b) use adverbs of time to construct sentences, c) realise the use of adverbs of time for self-expression.	The learner is guided to: • pick out adverbs of time **(*soon, late, now, today, tomorrow, early,*)** in a text, • make sentences using adverbs of time, • engage in dialogues featuring adverbs of time, • role-play a conversation on child labour using adverbs of time, • fill in blank spaces in sentences using appropriate adverbs, • sing/recite short poems/rhymes to practise the use of adverbs of time.	1. What do we usually do at different times of the day? 2. Why is it important to set a time for doing things?
Core Competencies to be developed: **Creativity and imagination:** The learner's ability to explore creative ideas is nurtured as they role-play a conversation on child labour using adverbs of time**.** **Learning to Learn:** The learner's ability to develop relationships is enhanced as they engage in dialogues featuring adverbs of time.				
Values: **Responsibility** is enhanced as the learner takes up roles during role-play of a conversation on child labour with peers.				
Pertinent and Contemporary Issues (PCIs): **Child labour**: This is addressed as the learner interacts with information on child labour and what it involves.				
Link to other Learning Areas: The learner links the concept of adverbs of time to learning similar concepts in Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Writing	**14.4.1 Guided Writing** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify words related to the theme from a grade appropriate text, b) write short sentences based on the vocabulary for effective communication, c) recount and write a short sequence of three or four events, actions, thoughts, or feelings from a story, d) realise the importance of sequencing ideas for effective communication.	The learner is guided to: • pick out vocabulary related to the theme from a text, • work jointly to find the meaning of vocabulary identified, • make short sentences using vocabulary from the theme, • work with peers to assess each other's simple sentences, • talk about the correct way of ordering jumbled sentences to form a coherent text, • take turns in playing games with jumbled words to form meaningful sentences with peers, • listen to a narrative and write two to three sentences based on the story, • work with peers to write about personal opinions and experiences.	Why is it important to present ideas in correct order?
Core Competencies to be developed: **Creativity and imagination:** This is enhanced as the learner makes simple sentences from the vocabulary identified from a text. **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise working with peers to write about personal opinions and experiences.				
Values: **Respect** is cultivated as the learner appreciates others and gives positive feedback during peer assessment of simple sentences.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they form meaningful sentences from jumbled words.				
Link to other Learning Areas: The learner uses the correct order of words when writing sentences in other learning areas.				

THEME 15.0: CARING FOR OTHERS				
SUGGESTED VOCABULARY: care, listen, special, help, love, sick, kind, nice, old, hungry, friend, hurt, neighbour, poor, family, blind				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
15.1 Listening and Speaking	**15.1.1 Pronunciation and vocabulary** ***(2 Lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to**:** a) identify words with the target letter-sound combinations '***scr-', 'spr-' 'str- ', 'sw-'*** and ***'st-'*** in an oral text, b) pronounce words with the target letter-sound combinations '***scr-', 'spr-' 'str- ', 'sw-'*** and ***'st-'*** accurately in oral communication, c) construct sentences using vocabulary related to the theme, d) respond to specific two-directional instructions in oral communication, e) appreciate the importance of listening attentively for effective communication.	The learner is guided to: • identify words with the letter-sound combinations as modelled by the teacher, peers, or from audio recordings, - '***scr-'*** as in ***scream,*** - ***'spr-'*** as in ***sprain*** - ***'str-'*** as in ***street,*** - ***'sw-***' a s in ***sweat*** - ***'st-'*** as in ***stay, step, stop*** • articulate words with the target letter-sound combinations, • pronounce the new words with peers, • practise using the vocabulary in sentences with peers, • listen and respond to instructions, without interrupting as modelled by the teacher, • role-play simple two-directional instructions, • play games such as the 'chinese whisper', and 'Simon says' with peers to give instructions.	Why should we pronounce words correctly?
Core Competencies to be developed: **Communication:** The learner's ability to listen keenly and effectively is enhanced as they listen to oral texts and identify words with the target letter-sound combination.				
Values: **Responsibility** is enhanced as the learner takes up roles as they engage in activities with peers.				
Pertinent and Contemporary Issues (PCIs): **Peer Education and Mentorship:** The learner's interpersonal skills are enhanced as they helps peers pronounce words correctly.				
Link to other Learning Areas: The learner applies attentive listening skills to learning concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	**15.2.1 Fluency** ***(2 Lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations: '***scr-', 'spr-' 'str- ', 'sw-'*** and ***'st-'*** in a text, b) pronounce words with the target sounds accurately for clarity of speech, c) read a grade-appropriate text related to the theme at the right speed displaying the right facial expressions, d) adopt reading grade-level texts in a variety of genres.	The learner is guided to: • pick out words with the target letter-sound combinations from a text: '***scr-', 'spr-' 'str- ', 'sw-'*** and ***'st-'***, • read words with the letter-sound combinations from either print or digital stories, • read texts with words related to the theme with peers, • pronounce words correctly while reading, • engage in timed-reading varying tones to express emotions when reading, • recite poems for fluency.	1. How can we become better readers? 2. How can we express emotions while reading?
Core Competencies to be developed: **Learning to Learn:** The learner's self-discipline is promoted as they practise reading texts at the right speed and with the right expressions on their own.				
Values: **Unity** is fostered as the learner collaborates with peers when engaging in timed reading.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (**Self-esteem): The learner's self-esteem is nurtured as they read fluently.				
Link to other Learning Areas: The learner applies reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Language Use	**15.3.1 Imperatives** (commands) **15.3.2 Interjections of excitement/joy** ***(2 Lessons)***	By the end of the Sub Strand, the learner should be able to**:** a) identify commands in a written text, b) respond to specific commands to show understanding, c) use commands appropriately in simple sentences, d) use interjections of excitement in sentences appropriately, e) appreciate the use of imperatives and interjections in day-to-day communication.	The learner is guided to: • point out commands after listening to an audio recording of a short dialogue, • distinguish the target imperatives in oral sentences, • practise using commands with peers in a roleplay related to the theme, • play games that involve responding to commands, • team up to identify common words used to show or express excitement or joy, • work jointly to prepare creative flashcards with interjections and display in class, • pick out interjections of excitement in an oral text, • use interjections of excitement correctly in conversations.	1. What commands do we give to each other? 2. How do we show feelings of excitement/ joy?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is improved as they use interjections of excitement correctly in conversations. **Learning to Learn:** The learner develops relationships as they play language games harmoniously with peers.				
Values: **Responsibility** is inculcated as the learner takes up assigned roles when playing language games with peers.				
Pertinent and Contemporary Issues (PCIs): **Social cohesion:** This is enhanced as the learner interacts with texts on caring for others.				
Link to other Learning Areas: The learner relates the concepts of interjections and imperatives to learning of similar concepts in Indigenous Languages Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Writing	**15.4.1 Guided Writing** ***(2 Lessons)*** • *Punctuation marks*	By the end of the Sub Strand, the learner should be able to: a) recognise the correct punctuation marks to be used in preparation for writing, b) write well-punctuated sentences related to the theme for effective communication, c) appreciate the importance of writing correct short sentences for communication.	The learner is guided to: • point out the different punctuation marks used in a variety of sentences, • punctuate sentences correctly, • practise writing short sentences related to the theme from a substitution table, • respond to picture prompts and write sentences (*not more than seven words*) related to the theme, • work jointly to prepare a talking tree with a variety of punctuation marks learnt.	1. How do we prepare for writing? 2. What makes it easy to write a good sentence?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and correctly is enhanced as they write well-punctuated sentences.				
Values: **Responsibility** is instilled as the learner works diligently to write well-punctuated sentences.				
Pertinent and Contemporary Issues (PCIs): **Life Skills** (Self-esteem): The learner's self-esteem is enhanced as they write well-punctuated sentences.				
Link to other Learning Areas: The learner can apply knowledge on punctuation marks in sentences in Kiswahili and Indigenous Language Activities.				

APPENDIX 1: SUGGESTED ASSESSMENT RUBRIC

LEVEL / INDICATOR	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Ability to listen attentively for instruction and information	Maintains meaningful eye contact, sits upright, nods, takes notes, responds to oral questions correctly for instruction and information	Maintains eye contact, sits upright, nods, and takes notes for instruction and information	Either maintains eye contact, or sits upright or takes notes for instruction and information	Yawns, looks out, has to be prompted while listening for instruction and information
Ability to pronounce words correctly for effective communication	Pronounces words correctly, applies correct stress patterns, uses appropriate intonation for effective communication in varied oral contexts	Pronounces words correctly for effective communication	Either pronounces words correctly or applies stress patterns on words correctly for effective communication	Mispronounces words
Ability to read 200 words with speed and accuracy	Reads more than 250 words with accuracy, speed, and expressively	Reads 200 words with accuracy and speed	Reads about 150 words with accuracy and speed	Reads below 10 words with accuracy and speed
Ability to read short texts for information and pleasure	Reads varied short texts for information and pleasure and pleasure	Reads short texts for information and pleasure	Reads a short text for information	Reads a short text, but fails to explain the information
Ability to express self-confidently using the language structures and vocabulary for interaction with others	Expresses self-confidently using the language structures and vocabulary for interaction with others in varied contexts at all times	Express self-confidently using the language structures and vocabulary for interaction with others	Expresses self less confidently. Occasionally uses the structures and vocabulary acquired	Expresses self with no confidence at all
Ability to form letters in terms of shape and size correctly for effective communication	Forms letters in terms of shape and size correctly, legibly, and neatly for effective communication	Forms letters in terms of shape and size correctly for effective communication	Forms some letters in terms of shape and size incorrectly	Forms all letters in terms of shape and size illegibly and incorrectly
Ability to use the basic punctuation marks correctly for effective communication	Uses the basic punctuation marks and spelling correctly in varied contexts for effective communication	Uses the basic punctuation marks correctly for effective communication	Uses any two of the basic punctuation marks correctly for effective communication	Uses only one of the basic punctuation marks correctly for effective communication
Ability to write simple sentences to express ideas and feelings	Writes simple and complex sentences to express ideas and feelings in varied contexts	Writes simple sentences to express feelings and ideas	Writes simple sentences but only a few express ideas and feelings	Writes incomplete simple sentences to express ideas and feelings

APPENDIX 2: COMMUNITY SERVEICE LEARNING

GUIDELINES FOR GRADE 3 COMMUNITY SERVICE LEARNING PROJECT
INTRODUCTION

There will be **one** integrated Community Service Learning activity that will be conducted **annually** for Grade 2 learners. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and will incorporate concepts from the various Learning Areas. Teachers are expected to vary the themes each year to allow learners to address different PCIs within their contexts. A clear linkage should exist between the skills from the learning areas and the chosen themes.

The integrated CSL activity will employ a Whole School Approach (WSA) involving the entire school community including learners, parents/caregivers/guardians, school administration and teachers. Parents/caregivers/guardians are key stakeholders in planning and execution of the CSL activity. While the teacher takes the lead role in planning and integrating the CSL activity, learners are expected to actively participate throughout the 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 annually.

Steps in carrying out the integrated CSL activity
1) Preparation ● Determine the activity for the learners ● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity ● Identify resources required for the activity (locally available materials) ● Stagger the activities across the term (Set dates and time for the activities) ● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community ● Identify and develop assessment tools
2) **Implementation of CSL Activity** ● Assigning roles to learners. ● Ensure every learner actively participates in the activity ● Observe learners as they carry out the CSL activity and record feedback. ● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product) ● Assess the targeted core competencies, values and subject skills.
3) Reflection on the CSL Activity Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following: ● what went well and why? ● what did not go well and why? ● what can be done differently next time? ● what they have learnt?

ASSESSMENT OF CSL INTEGRATED PROJECT

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, 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 observation schedules, checklists, rating scales or any other appropriate assessment tool.

APPENDIX 3: SUGGESTED NON-FORMAL LEARNING ACTIVITIES

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

APPENDIX 4: SUGGESTED ASSESSMENT METHODS

Listening and Speaking	Reading Skills	Language Use	Writing Skills
• Oral reading or dictation recitations • Role-play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests	• Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read	• Tasks such as multiple-choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role-play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests	• Teacher-made tests • Learner journals • Peer assessment • Self-assessment • Portfolio dictation • Standardised writing tests

APPENDIX 5: SUGGESTED LEARNING RESOURCES

Non-digital	Digital
• Course books • Storybooks • Poetry books • Pictures and photographs • Newspapers • Magazines • Junior encyclopaedia • Journals • Dictionaries • Diorama • Flashcards • Word wheels • Word puzzles • Code words • Charts and realia	• Digital story books • Pictures and photographs • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources

ENGLISH LANGUAGE ACTIVITIES CURRICULUM DESIGN GRADE 3

ENGLISH GRADE 3 ESSENCE STATEMENT

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learnt foreign language. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four onwards. Therefore, a solid foundation in English must be laid in Early Years Education. This foundation will not only enhance learning in Middle School but will also prepare the learner for future engagements in national and international arenas. Consequently, the learner must be exposed to targeted interactive tasks in the four language skills and grammar to become a proficient user of English by the end of Grade Three. Additionally, the learner is expected to progressively demonstrate the expected range of competencies. Deliberate focus on each of the four language skills and grammar is essential, even though the interrelatedness between the language skills must be considered. It is important to noted that grammar in Early Years Education should be learnt implicitly. According to Piaget's theory, the learner's cognitive development level does not allow him or her to grasp abstract grammatical concepts in the formative years. Therefore, explicit grammar learning should only commence at Grade Four. Curriculum implementers, materials developers and assessment agencies should refrain from using grammatical terms in Early Years Education. The learner will be exposed to grammatical structures implicitly.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

NOTE: In Grade 1-3, there should be no explicit mention of grammatical terms such as word classes. Learners in Early Years Education should only be exposed to short, grade-appropriate sentence structures during instruction and assessment. This should also be reflected in the instructional materials developed for the level. The focus of English language learning at this level should be exposure to various language forms without reference to word classes. The learner's communicative competency can be achieved by striking a balance between interactive tasks and implicit exposure to language forms.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Number of Lessons
Listening and Speaking	• Pronunciation and vocabulary	30 Lessons
	Total	**30 Lessons**
Reading	• Fluency • Comprehension	30 Lessons 30 Lessons
	Total	**60 Lessons**
Language Use	• Word classes • Tense • Word structures	18 Lessons 8 Lessons 4 lessons
	Total	**30 Lessons**
Writing	• Handwriting • Spelling • Punctuation • Guided Writing	10 Lessons 6 Lessons 4 Lessons 10 Lessons
	Total	**30 Lessons**
Total Number of Lessons		**150 Lessons**

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

THEME 1.0 ACTIVITIES AT HOME AND SCHOOL				
SUGGESTED VOCABULARY: cook, paint, play, learn, write, read, swim, games, plant, wash, sing, feed, dress, climb, clap, braid, bring, blend, chair, chase				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.1 Listening and speaking	**1.1.1 Pronunciation and vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations ***(bl, br, cl*** and ***sound /tʃ/)*** in oral texts, b) pronounce words with the target letter-sound combinations ***(bl, br, cl*** and ***sound /tʃ/)*** in preparation for reading, c) use the new words learnt to communicate in various contexts, d) realise the role of listening attentively and speaking clearly for effective communication.	The learner is guided to: • listen to an oral text with words containing the target-letter sound combinations as modelled by peers, teacher, or from audio recording, • point out words with the target sound combinations from the text, • watch videos on conveyoursations with words featuring the target letter- sounds: ***(bl, br, cl*** and ***sound /tʃ/),*** • take turns to practise saying words with the target letter-sound combinations, • play word games with peers involving target sounds, • work jointly to match new words with their meaning, • use new words to construct sentences with peers and give feedback to each other, • create a talking tree using the vocabulary learnt.	Why do we pronounce words correctly?
Core Competencies to be developed: • **Communication:** The learner's ability to listen keenly and actively is enhanced as they listen to oral texts and recognise words with the target letter-sound combinations. • **Creativity and imagination:** This is nurtured as the learner embraces ideas that inspire creativity when creating a talking tree using the vocabulary learnt.				
Values: **Respect** is enhanced as the learner appreciates the effort of peers when working jointly to match new words with their meaning.				
Pertinent and Contemporary Issues (PCIs): **Environmental awareness:** This is promoted as the learner familiarises with activities at home and school.				
Link to other Learning Areas: The learner can relate the concept of correct pronunciation to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key inquiry Question (s)
1.2 Reading	**1.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with target letter-sound combinations ***bl, br, cl*** and ***sound /tʃ/*** in a text, b) read a text accurately, at the right speed, and with expression, c) realise the correspondence between spoken words and written words in various contexts.	The learner is guided to: • watch a video clip/listen to an audio recording/teacher model of target sounds, • pick out words containing the target letter-sound combinations ***bl, br, cl*** and ***sound /tʃ/*** from a written text, • read words with the target letter-sound combinations from either print or digital stories, • engage in timed reading of a text (*90 words per minute*) displaying the right emotions and feelings, with peers, • take part in word-building activities using pocket charts, print, and digital flashcards.	How do we show emotions when reading a story?

Core Competencies to be developed:

- **Communication:** The learner's ability to listen keenly and actively is enhanced as they listen to oral texts/audio recordings and identify words with the target letter-sound combinations correctly.
- **Learning to Learn:** The learner's ability to develop relationships is enhanced as they engage in timed reading with peers and give feedback.

Values:

Unity: Cooperation is enhanced as the learner collaborates with peers in carrying out activities such as word building and timed reading.

Pertinent Contemporary Issues (PCIs):

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

Link to other Learning Areas:

The learner can use the reading fluency skills to learn similar concepts in Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	**1.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Characters and setting* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions and anticipate possible outcomes of a story, b) identify characters and settings in a text for comprehension, c) use context clues to infer meanings of words in a text, d) answer simple direct and indirect questions based on a text, e) appreciate the strategy of talking about a text read for comprehension.	The learner is guided to: • look at pictures and titles of a text and predict the likely order of events in a story, with peers, • read a print or digital text, related to the theme, • identify the characters in a text, • draw a concept map to outline the characters in the text, • discuss the setting in a story, with peers, • respond to direct questions by locating sentences with the answers, • answer indirect questions using prior knowledge of the target theme, • list keywords or phrases related to the theme from a grade-appropriate text, • work jointly to use contextual clues to find meaning of the new words.	1. How can we tell how a story, poem, or conversation will end? 2. Why is it important to identify the main idea in a text?

Core Competencies to be developed:

- **Creativity and imagination**: The learner's ability to embrace new ideas in nurtured as they draw a concept map to outline the characters in the text**.**
- **Collaboration**: The learner's ability to contribute to group decision-making is enhanced as they value the ideas of peers and observe rules of engagement during discussions.

Values:

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

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is enhanced as the learner interacts with texts on activities t home and in school and how they can take part in constructive activities.

Link to other Learning Areas:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Language Use	**1.3.1 Subject-verb agreement – Verb 'to be'** ***(2 lessons)*** • *Am* • *Is* • *Are* • *Was* • *Were*	By the end of the Sub Strand, the learner should be able to: a) select the forms of the verb 'to be' (**am, is, are, was** and **were***)* from a text, b) use the forms of the verb 'to be' (**am, is, are, was** and **were***)* to show subject-verb agreement, c) value the importance of well-formed sentences in communication.	The learner is guided to: • listen to a story and pick out forms of the verb 'to be' (**am, is, are, was** and **were*)*, • answer questions based on the forms of the verb 'to be' (**am, is, are, was** and **were***)*, • form sentences using the forms of the verb 'to be', • rewrite sentences featuring forms of the verb 'to be' (**am, is, are, was** and **were***)*, • complete substitution tables featuring the forms of the verb 'to be' (**am, is, are, was** and **were***)*, • view pictures/charts showing actions featuring the forms of the verb 'to be' (**am, is, are, was** and **were***)*, • play a language game on **am, is, are, was, were**.	Why should we write correct sentences?

Core Competencies to be developed:

- Communication: The learner's ability to write clearly and correctly is enhanced as they complete substitution tables featuring the verbs 'to be' **am, is, are, was,** and **were.**
- Learning to Learn: The learner's ability to develop relationships is enhanced as they play a language game on complete substitution tables featuring the verbs to be **am, is, are, was, were** with peers.

Values:

- Respect is enhanced as the learner waits patiently to take turns in constructing sentences using the verbs to be **am, is, are, was, were**

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-awareness): The learner's self-awareness is developed as they construct sentences correctly.

Link to other Learning Areas:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	**1.4.1 Handwriting: Letters of the alphabet** ***(2 lessons)*** • *Long words* • *Ascenders*	By the end of the Sub Strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words with ascenders and target letter-sound combinations ***bl, br, ch,*** and ***cl*** in clear legible handwriting, c) advocate for the importance of writing clearly and legibly for effective communication.	The learner is guided to: • look at a sample text with good handwriting, • point out aspects of good handwriting in the text, • trace, model or copy ascenders in the letters of the alphabet neatly, • copy letter patterns of the target letter-sound combinations ***(bl, br, ch, cl),*** with peers, • write words related to the theme in response to a picture prompt, • listen to a dictation on sentences using subject-verb agreement and write them neatly, • team up to display their neatly written sentences on charts.	1. Why should we write neatly and legibly? 2. How are the letters of the alphabet shaped?

Core Competencies to be developed:

- Communication: The learner's ability to write clearly and correctly is developed as they trace or copy ascenders in the letters of the alphabet neatly.
- Learning to Learn: The learner's ability to learn independently is enhanced as they practise writing clearly and legibly on their own.

Values:

Respect is cultivated as the learner positively regards the effort of peers as they team up to display their neatly written sentences on charts.

Pertinent and Contemporary Issues (PCIs):

Peer education and mentorship: The learner's ability to mentor others is developed as they model good handwriting to peers.

Link to other Learning Areas:

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

THEME 2.0 SHARING DUTIES AND RESPONSIBILITIES				
SUGGESTED VOCABULARY: share, duty, responsibility, sweep, mop, wash, duty rota, dishes, chores, spread, feed, animals, graze, set, clear, table				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.1 Listening and Speaking	**2.1.1 Pronunciation and vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations ***('dr', 'fl', 'fr'*** and ***'gl')*** in sentences, b) pronounce the target letter-sound combinations ***('dr', 'fl', 'fr'*** and ***'gl')*** in words and sentences correctly, c) use the vocabulary learnt to communicate appropriately in various contexts, d) respond to simple specific three-directional instructions in oral communication, e) realise the role of listening attentively and correct pronunciation for effective communication.	The learner is guided to: • listen to the teacher model or an audio recording of the target letter-sound combinations ***('dr', 'fl', 'fr'*** and ***'gl'),*** • pronounce the target letter-sound combinations by taking turns, • listen to and say tongue twisters with the target letter-sound combination, • sing songs or recite poems with target letter-sound combinations, • construct simple sentences with peers using the new words and give feedback to each other, • dramatise or role-play sharing of responsibilities and duties using vocabulary learnt, • listen and respond to three directional instructions, • team up to play the 'Simon says' game to practice responding to simple instructions.	Why should we pronounce words correctly?

Core Competencies to be developed:

- **Learning to learn:** This is promoted as the learner builds on their own learning when teaming up to play the 'Simon says' game to practice responding to simple instructions.
- **Collaboration:** The learner's ability to contribute to group activity is enhanced as they participate actively in role-play with peers and observe the rules of engagement.

Values:
Responsibility is enhanced as the learner engages in assigned roles and duties at home and school.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-awareness): The learner's self-awareness is improved as they learn about the duties at home and school.

Link to other Learning Areas:
The learner will apply attentive listening skills in learning other concepts in all learning areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	**2.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ***('dr', 'fl', 'fr'*** and ***'gl'***) for ease of reading, b) read a grade-appropriate text accurately, at the right speed, and with expression, c) adopt reading simple, short texts from a variety of genres.	The learner is guided to**:** • pick out words with the target sounds and letter sound combinations, • watch a video or listen to an audio clip as the teacher or peers model words featuring the target letter-sound combinations: ***'dr', 'fl', 'fr',*** and ***'gl',*** • pick out words containing the target letter-sound combinations from a written text, • team up to participate in a spelling bee speed test to spell words with the target letter sound combinations, • engage in timed reading of a text displaying appropriate expression, with peers, • read texts from different genres paying attention to punctuation, facial expressions, pace, pitch, and volume.	1. Why should we read at the right speed? 2. How can we use our eyes and faces to pass a message to others?

Core Competencies to be developed:

- **Digital Literacy:** The learner's ability to interact with digital devices is enhanced as they watch a video clip and pick out words with the target letter-sound combination.
- **Learning to Learn:** The learner's ability to learn independently is reinforced as they team up to participate in a spelling bee speed test to spell words with the target letter sound combinations.

Values:
Respect is nurtured as the learner appreciates the effort of peers as they engage in timed reading activities.

Pertinent and Contemporary Issue (PCIs):
Nationalism: This is promoted as the learner interacts with texts on sharing duties and responsibilities to promote harmonious living.

Link to other learning areas:
The learner can apply reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	**2.2.2 Comprehension** ***(2 lessons)*** • *Vocabulary building* • *Making predictions* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) identify words related to the theme, b) make predictions and anticipate possible outcomes in a story for comprehension, c) use contextual clues to infer meanings of new words, d) answer direct and inferential questions for comprehension, e) adopt the reading texts for lifelong learning.	The learner is guided to: • read a printed or digital text and pick out words related to the theme, • look at pictures and title of a text and say what will happen in the story, • work with peers to infer the meaning of new words using contextual clues, • discuss the text with peers and locate sentences containing answers to the direct questions based on the text, • answer inferential questions based on the text read using contextual clues, • make connections between events in the text and real-life experiences, • engage in a language game using the vocabulary learnt.	How can we tell how a story/poem will end?
Core Competencies to be developed: • **Creativity and Imagination:** The learner's ability to make connections is enhanced as they relate the events in the texts to real-life experiences. • **Collaboration:** The learner's sense of teamwork is built up as they work with peers to infer the meaning of new words using contextual clues.				
Values: **Unity:** Cooperation is enhanced as the learner works collaboratively with peers in group activities.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner's self-esteem is improved during the answering of comprehension questions to show understanding.				
Link to other learning areas: The learner can apply vocabulary learnt in the theme on sharing duties and responsibilities to their learning in religious studies activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Language use	**2.3.1 Forms of the verb 'to do'** **2.3.2 Subject- verb agreement** ***(2 lessons)*** • *Do* • *Does* • *Did*	By the end of the Sub Strand, the learner should be able to: a) identify the forms of the verb 'to do' (**do, does** and **did**) in a text, b) use the forms of the verb 'to do' (**do, does** and **did**) in sentences for subject- verb agreement, c) realise the importance correct use of tense in language.	The learner is guided to: • listen for the forms of the verb 'to do' (**do, does** and **did**) from an audio recording/video clip or as modelled by the peers or the teacher, • construct sentences related to the theme using the different forms of the verb 'to do' (**do, does** and **did**) for subject-verb agreement. For example; • work jointly to recite poems/sing songs about the theme, while using the different forms of the verb 'to do' (**do, does** and **did**), • type sentences formed using the different forms of the verb 'to do' (**do, does** and **did**) onto a digital device in pairs, • play a language game with peers and use the different forms of the verb 'to do' (**do, does** and **did**) in their interactions.	What duties do you like doing?

Core competencies to be developed:

- Creativity and imagination: This is enhanced as the learner embraces ideas that inspire creativity when recite poems/sing songs about the theme, while using the different forms of the verb 'to do' (**do, does** and **did**).
- Digital Literacy: The learner's ability to interact with digital devices is enhanced as they type sentences on a digital device.

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

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner's self-esteem is improved through the use of the various forms of the verb '**to do**' correctly in communication.

Link to other Learning Areas:
The learner can apply the knowledge acquired on the different forms of the verb '**to do**' in learning of similar concepts in Kiswahili and Indigenous Languages Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Writing	**2.4.1 Handwriting** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words related to the theme in clear and legible handwriting, c) acknowledge the importance of writing correctly and clearly for writing fluency.	The learner is guided to: • look at a sample of a text with good handwriting and another with bad handwriting, • work jointly to identify aspects of good handwriting such as letter formation, spacing, alignment, and capitalisation, • copy letter patterns of the target letter-sound combinations ***(dr', 'fl', 'fr',*** and ***'gl')*** with peers, • write words related to the theme in response to a picture prompt, • organise their neatly written work in a portfolio, • listen to a dictation on sentences using various forms of the verb 'to do' and write them.	What should we do to ensure we write legibly?

Core Competencies to be developed:

- Communication: The learner's ability to write clearly and correctly is enhanced as they write words related to the theme in good handwriting.
- Learning to Learn: The learner's ability to learn independently is improved as they practise writing neatly and legibly on their own.

Values:
Responsibility is enhanced as the learner works diligently to organise their neatly written work in a portfolio.

Pertinent and Contemporary Issues (PCIs):
Peer Education and Mentorship: The learner's ability to embrace peer learning is enhanced as they work jointly to identify aspects of good handwriting.

Link to other Learning Areas:
The learner is able to apply the handwriting skills learnt in learning of similar concepts in Kiswahili Language Activities.

THEME 3.0 ETIQUETTE				
SUGGESTED VOCABULARY: good manners, thank you, sorry, excuse me, sorry, please, welcome, goodbye, hello, good morning, good afternoon, good evening, goodnight, best wishes				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.1 Listening and speaking	**3.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations **('cr', 'pl', 'st'** and **'sn')** in a text, b) pronounce words with the target letter-sound combinations **'cr', 'pl', 'st'** and **'sn'** correctly, c) use vocabulary related to the theme to communicate in various contexts, d) respond to simple specific three-directional instructions in oral communication, e) appreciate the importance of listening attentively for effective communication.	The learner is guided to: • identify and pronounce words and phrases with letter-sound combinations **('cr', 'pl', 'st'** and **'sn')** as modelled by the peers/teacher or in an audio recording, • use words that have the target letter-sound combinations to create sentences, • practise tongue twisters, rhymes, or poems and pick out the target letter-sound combinations with peers, • listen to an audio/video recording of a conversation on etiquette and identify words related to the theme, • play a language game involving matching vocabulary learnt to pictures, • work jointly to build a vocabulary bank on the new words learnt, • take turns to give each other instructions and do as they are instructed.	How do we learn new words? Why should we listen attentively?
Core Competencies to be developed: **Communication:** The learner's ability to speak engagingly is enhanced as they use the polite words learnt in everyday conversations.				
Values: **Responsibility** is enhanced as the learner takes up assigned roles when working with peers.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's self-awareness is enhanced as they learn words related to etiquette and use them in everyday communication.				
Link to other Learning Areas: The learner uses the skill of correct pronunciation in learning of similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	**3.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with target letter-sound combinations **('cr', 'pl', 'st'** and **'sn'**) in preparation for reading, b) read a grade-appropriate text accurately, at the right speed, and with expression, c) adopt reading simple, short texts in a variety of genres.	The learner is guided to: • recognise words with target letter-sound combinations **('cr', 'pl', 'st'** and **'sn'**), • identify words with the target letter-sound combinations from a text, • make words with the target letter sound combinations and read to peers, • conduct a reader's theatre to read a text displaying the right emotions and feelings, paying attention to punctuation and tone, • engage in timed reading, with peers and give positive feedback.	Why is reading without hesitation important?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to develop relationships is enhanced as they engage in timed reading with peers and give positive feedback.				
Values: **Unity:** Cooperation is improved as the learner works collaboratively with peers to conduct a reader's theatre to read a text displaying the right emotions and feelings, paying attention to punctuation and tone.				
Pertinent and Contemporary Issues (PCIs): **Social cohesion:** This is promoted as the learner interacts with texts and learns etiquette which contributes to harmonious interpersonal relationships.				
Link to other learning areas: The learner can apply the reading fluency skills acquired in learning of similar concept in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	**3.2.2 Comprehension** ***(2 lessons)*** • *Main idea* • *Summarising* • *Sequencing events*	By the end of the Sub Strand, the learner should be able to: a) identify the main idea, topic/purpose of the text for inference, b) summarise events in a story to check understanding, c) explain the sequence of events in a text, d) realise the importance of reading a variety of texts for information.	The learner is guided to: • read a story in print or digital form, • say what the story is about, • say where the action in of the story, with peers, • explain what happens in the beginning, middle, and end of the story using their own words, • retell the content of the story in a few words using the five-finger model, • work jointly to organise the events of the story in a chain diagram to show sequence.	How do we ensure we understand the events in a story?

Core Competencies to be developed:

- **Critical thinking and problem solving:** This is promoted as the learner thinks logically when organising the events of the story in a chain diagram to show sequence.
- **Creativity and Imagination:** The learner's fluency skills are improved as they explain the events in the story from the beginning to the end in their own words.

Values:
Respect is enhanced as the learner accepts diverse opinions from peers during discussions.

Pertinent and Contemporary Issues (PCIs):
Life Skills (self-esteem): The learner's self-esteem/confidence is enhanced as they creatively retell a story.

Link to other learning areas:
The learner applies comprehension strategies in the reading of texts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 **Language Use**	**3.3.1** **Subject-verb agreement – verb 'to have'** ***(2 lessons)*** • *Has* • *Have* • *Had*	By the end of the Sub Strand, the learner should be able to: a) select forms of the verb 'to have' (***has, have*** and ***had***) from a text, b) use the forms of the verb 'to have' (***have, has*** and ***had)*** to show subject-verb agreement, c) value the importance of subject-verb agreement in sentences.	The learner is guided to: • listen to a story and pick out forms of the verb 'to have' (***has, have*** and ***had***), • answer questions based on the forms of the verb 'to have' (***has, have*** and ***had***); for example, • form sentences featuring **have, has, had** from a substitution table, • view pictures/charts showing actions by one person and others by more than one person, and make sentences to show subject-verb agreement using **have, has, had**, For example: *The girl has a bag/ The girls have bags.* • work jointly to prepare flashcards with the target language pattern and display in class, • match subject (*nouns or subjective pronoun*) with forms of the verb 'to have' (***has, have*** and ***had***) with peers.	How can we make what we say or write better understood?

Core Competencies to be developed:

- Critical thinking and problem solving: The learner's ability to think critically is enhanced as they form sentences featuring **have, has, had** from a substitution table.
- Learning to Learn: The learner's ability to develop relationships is enhanced as they play a language game on subject-verb agreement with peers.

Values:
Unity is enhanced as the learner works jointly to prepare flashcards with the target language pattern and display in class.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-awareness): The learner's self-awareness is developed as they construct sentences using objects at home and school.

Link to other Learning Areas:
The learner applies knowledge of subject-verb agreement to learning of similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	**3.4.1 Handwriting** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words in clear and legible handwriting, c) value the importance of writing clearly and legibly for effective communication.	The learner is guided to: • look at a sample text of good handwriting, • identify aspects of good handwriting in a text, • identify common mistakes learners make on handwriting, • copy letter patterns of the target letter-sound combinations ***('cr', 'pl', 'st'*** and ***'sn')***, • neatly write words related to the theme in response to a picture prompt, • write words or short sentences and give feedback on each other's handwriting.	Why is it important to write neatly and legibly?
Core Competencies to be developed: • Communication: The learner's ability to write clearly and correctly is enhanced as they write words in clear and legible handwriting. • Learning to Learn: The learner's ability to learn independently is enhanced as they practise writing neatly and legibly on their own.				
Pertinent and Contemporary Issues (PCIs): Peer Education and Mentorship: The learner's ability to demonstrate peer learning is enhanced as they give each other honest and constructive feedback on handwriting.				
Link to other Learning Areas: The learner can apply the handwriting skill in learning of similar concepts in Kiswahili Language Activities.				

THEME 4.0 CHILD RIGHTS				
SUGGESTED VOCABULARY: labour, protect, education, food, clothing, health, environment, safe, home, relax, law, promote, wrong				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
4.1 Listening and Speaking	**4.1.1 Pronunciation and Vocabulary** **(2 lessons)** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sounds combinations ***('wr', pr', 'sm'*** and ***'st')*** in given words for effective communication, b) articulate the words with the target letter-sound combinations ***('wr', pr', 'sm'*** and ***'st')*** correctly, c) use new words related to the theme in relevant contexts, d) realise the importance of listening attentively and using correct pronunciation for effective communication.	The learner is guided to: • identify words with the target letter sound combinations: ***'wr', pr', 'sm',*** and ***'st'*** from an oral text, • pronounce the target letter-sound combinations by taking turns as modelled by the peers, teacher, or audio recording, • sing simple songs or recite poems with target letter-sound combinations, with peers, • add new words related to the theme onto a word tree for display, • construct simple sentences with peers using the new words and review each other's work, • role-play issues related to child's rights, with peers.	Why should we pronounce words correctly?
Core Competencies to be developed: • **Communication:** The learner's ability to listen keenly and actively is enhanced as they listen to oral texts, identify words with the target letter-sound combination, and pronounce the words correctly. • **Collaboration:** Teamwork is enhanced as the learner actively participates in constructing simple sentences with peers and giving feedback while observing the rules of engagement.				
Values: **Integrity** is enhanced as the learner shares honest and constructive feedback to peers during review of each other's sentneces.				
Pertinent Contemporary Issues (PCIs): Child's Rights: The learner becomes aware of their rights as they acquire information from texts on child's rights.				
Link to other Learning Areas: The learner is can use attentive listening skills in learning of concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 **Reading**	**4.2.1** **Fluency** ***(2 lessons)*** • *Target letter sounds*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations ***(wr', pr' sm', and st)*** in preparation for reading, b) read words with the target letter-sound combinations ***('wr', 'pr' 'sm', and 'st')*** correctly, c) value the importance of reading fluently in a variety of genres.	The learner is guided to: • select words with the sounds ('***wr', 'pr' 'sm', and 'st'***) from a text, • select words with the target letter sound combinations from a chart, • read words with target letter-sound combinations, • practise reading sentences containing decodable and non-decodable words, • engage in the timed reading of a grade-appropriate text displaying the right facial expressions, feelings, or emotions, • recite a choral verse related to the theme, with peers.	What makes us read a story at a good speed?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words on their own.				
Values: **Unity** is developed as the learner collaborates with peers in reciting of choral verses on child's rights.				
Pertinent and Contemporary Issues (PCIs): **Life Skill (Self-esteem):** The learner's self-esteem is enhanced as they acquire reading fluency skills.				
Link to other Learning Areas: The learner is able to apply the reading fluency skills acquired in learning of similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	**4.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) predict the likely outcomes in a story for comprehension, b) answer direct and indirect questions to check for understanding, c) adopt reading a variety of texts for information.	The learner is guided to: • observe pictures and the title of a text and say what is likely to happen in the story, with peers, • infer meanings or use contextual clues to find the meaning of new words, • scan a passage to locate answers to direct questions and the required information, • respond to indirect questions using context clues, • connect events in the story with real-life experiences and discuss with peers.	Why do we predict what will happen in a story before reading?

Core Competencies to be developed:

- **Communication:** The learner's ability to write clearly and correctly is enhanced as they write correct answers to comprehension questions.
- **Creativity and Imagination:** The learner's ability to make connections is enhanced as they relate the events in the story to real-life experiences.

Values:
Social Justice is cultivated in the learner as they accord each other equal opportunities to say what is likely to happen in the story.

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

Link to other learning Areas:
The learner can apply the vocabulary learnt on child rights to their learning of similar concepts in Religious Studies Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 **Language Use**	**4.3.1** **Indefinite pronouns** ***(2 lessons)*** • *Nobody* • *Anybody* • *Somebody*	By the end of the Sub Strand, the learner should be able to: a) identify indefinite pronouns (***nobody, anybody, somebody***) in a text, b) use indefinite pronouns to construct sentences for effective communication, c) adopt using indefinite pronouns in day-to-day communication.	The learner is guided to: • listen to a story/poem/conversation read by the teacher or from digital devices, • identify the indefinite pronouns (***nobody, anybody, somebody***) from the text, • engage in question-and-answer dialogues using indefinite pronouns, • create sentences using indefinite pronouns, • fill in gaps in sentences with indefinite pronouns, • work jointly to solve a crossword puzzle with indefinite pronouns, • participate in a language game involving the use of indefinite pronouns.	How do we refer to other people without mentioning their names?

Core Competencies to be developed:

- **Critical thinking and problem solving:** The learner's ability to think critically is enhanced as they work jointly to solve a crossword puzzle with indefinite pronouns.
- **Collaboration (Teamwork):** The learner's ability to work as a team is enhanced as they actively participate in question-and-answer dialogues with peers using indefinite pronouns.

Values:
Respect is enhanced as the learner understands and appreciates the opinions of peers during group activities.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner's self-esteem is nurtured as they use indefinite pronouns correctly in communication.

Link to other Learning Areas:
The learner can link the concept of indefinite pronouns to learning of similar concepts in Kiswahili Language Activities.

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

THEME 5.0 OCCUPATIONS				
SUGGESTED VOCABULARY: work, teacher, nurse, doctor, farmer, banker, secretary, engineer, waiter, mason, tailor, mechanic, earn, employ, skills, job				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
5.1 Listening and Speaking	**5.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combination ***('sl', 'st', 'sw', 'sp', 'thr')*** in sentences, b) pronounce the target letter-sound combination in words and sentences correctly, c) use the vocabulary learnt to communicate in various contexts, d) respond to simple specific three-directional instructions in oral communication, e) recognise the importance of listening attentively, responding appropriately and understanding the meanings of words in day-to-day life.	The learner is guided to: • listen to the teacher/audio recording and identify words with the target letter-sound combinations: ***('sl', 'st', 'sw', 'sp', 'thr'),*** • pronounce words with the target letter-sound combinations, with peers, • create a list of sentences using words with the target letter-sound combinations, • listen to stories and identify words related to the theme, • look for the meaning of vocabulary from pictorial dictionaries and practise using them in sentences, • sing songs/ recite poems on the theme, • watch a video with content related to the theme, • role-play different occupations as they record the videos, • work with peers to develop a talking tree using the vocabulary on different types of occupations, • listen and respond to three-directional instructions.	Why is it important to look at someone's face as they speak to you?
Core Competencies to be developed: • **Creativity and imagination:** The learner's ability to embrace creative ideas is nurtured as they work with peers to develop a talking tree using the vocabulary on different types of occupations. • **Digital Literacy:** The learner's ability to create with technology is enhanced as they role-play different occupations and records the videos.				
Values: **Unity:** Cooperation is enhanced as the learner collaborates with peers to develop a talking tree using the vocabulary learnt.				
Pertinent and Contemporary Issues (PCIs): **Career education:** This is promoted as the learner interacts with information on the various jobs and occupations in texts.				
Link to other Learning Areas: The learner can apply the attentive listening skills in learning other concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.2 Reading	**5.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with target letter-sound combinations ***('sl', 'st', 'sw', 'sp', 'thr')*,** in preparation for reading, b) read a text related to the theme accurately, at the right speed with expression for fluency, c) realise the role of reading fluency in learning.	The learner is guided to**:** • read words with the target letter-sound combinations ***('sl', 'st', 'sw', 'sp', 'thr')*,** with peers, • point out words with target letter-sound combinations from a text, • engage in timed reading (90 words per minute) displaying the right emotions and feelings, • read a text paying attention to punctuation and tone, • read grade-appropriate texts related to occupation in the library and share what they have read with peers.	Why is it important to read fluently?
Core Competencies to be developed: **Learning to Learn:** The learner ability to learn independently is enhanced as they read texts on 'Occupations' and share what they have learnt with peers.				
Values: **Unity** is encouraged as the learner cooperates with peers in carrying out group activities.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is improved as they read texts fluently.				
Links to other Learning Areas: The learner can apply reading fluency skills in learning similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	**5.2.2 Comprehension** ***(2 lessons)*** • *Characters and settings* • *Making predictions* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) identify characters and settings in a text for comprehension, b) make predictions and anticipate possible outcomes of a story, c) use context clues to infer meanings of new words in a text, d) answer direct and indirect questions based on a text read, e) share what they have read in a text.	The learner is guided to: • look at pictures and the title of a text and predict the likely order of events in a story, with peers • talk about the setting and characters using a variety of clues, with peers, • infer meanings of new words in a story, • read a story and answer direct questions by locating sentences containing the answers, • respond to indirect questions using context clues, • connect events in the story with real-life experiences.	How do we tell what is going to happen next in a story?

Core Competencies to be developed:

- **Creativity and Imagination:** The learner improves their ability to make connections as they relate the events in the story with real-life experiences.
- **Communication:** The learner's ability to comprehend a text is enhanced as they provide answers to questions from the passage.

Values:
Respect is developed as the learner appreciates diverse opinions from peers during discussions.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner's self-esteem is enhanced as they answer comprehension questions correctly to show understanding.

Link to other Learning Areas:
The learner can apply the comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Language Use	**5.3.1 Singular and plurals of irregular nouns** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify irregular nouns in a print/digital text, b) use singular and plural forms of irregular nouns to talk about the theme, c) realise the importance of irregular nouns in communication.	The learner is guided to: • work jointly to pick out irregular nouns and their plural forms from a text, • form plurals of irregular nouns in the singular form, • construct sentences about the theme using the plural forms of irregular nouns, • listen to a story/poem and respond to questions based on singular and plural forms of irregular nouns, • recite poems/read texts/sing songs containing plurals of irregular nouns, • work jointly to play language games involving singular and plural forms of irregular nouns, • work jointly to create a class word bank of singular and plural forms of irregular nouns.	How do we refer to things that are more than one?
Core Competencies to be developed: Learning to learn: This is enhanced as the learner builds on their learning experiences by working jointly to create a class word bank of singular and plural forms of irregular nouns.				
Values: Unity: Cooperation is enhanced as the learner collaborates with peers to pick out irregular nouns and their plural forms from a text.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner's self-esteem is enhanced as they improve in their linguistic knowledge on use of plural forms of nouns.				
Link to other learning Areas: The learner is able to apply knowledge learnt on plurals of nouns in learning of similar concept in Kiswahili Language Activities				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Writing	**5.4.1 Hand Writing** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words with target letter-sound combinations ***('sl', 'st', 'sw', 'sp'*** and ***'thr')*****,** in clear and legible handwriting, c) appreciate the importance of writing clearly and legibly for effective communication.	The learner is guided to: • look at samples of texts with good handwriting, • identify aspects of good handwriting, • copy letter patterns of words with the target letter-sound combinations ***('sl', 'st', 'sw', 'sp'*** and ***'thr')***, • write words related to the theme in response to a picture prompt neatly, • trace letter patterns neatly and legibly, • re-write short sentences related to the theme in neat and legible handwriting, • type words and phrases using digital devices.	How do we write words and sentences neatly and legibly?

Core Competencies to be developed:

- **Communication**: The learner's ability to write clearly and correctly is enhanced as they write words in clear and legible handwriting.
- **Digital Literacy**: The learner's ability to create with technology is improved as they type words and phrases on digital devices.

Values:
Respect is enhanced as the learner appreciates the effort of peers to write correctly and assist those with writing difficulties.

Pertinent and Contemporary Issues (PCIs):
Peer Education and Mentorship: The learner's ability to mentor others is developed as they model good handwriting to their peers.

Link to other Learning Areas:
The learner can apply good handwriting skills to learn concepts in Kiswahili Language Activities.

THEME 6.0 TECHNOLOGY

SUGGESTED VOCABULARY: computer, delete, type, information, internet, email, keyboard, network, send, receive, save, drop, mouse, drag, connect

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	**6.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sounds combinations ***(/dr/, /gr/, /shr/)*** in given words correctly, b) pronounce the words with the target letter-sound combinations in preparation for reading, c) use vocabulary words related to the theme in relevant contexts, d) respond to simple specific three-directional instructions in oral communication, e) grasp the importance of listening attentively and correct pronunciation for effective communication.	The learner is guided to: • identify and pronounce words with letter-sound combinations sounds***: (/dr/, /gr/, /shr/)*** as modelled by the peers/ teacher/ audio recording, • use words that have the target letter-sound combinations to create sentences, • recite alliterative words that have the sounds ***(/dr/, /gr/, /shr/),*** • listen to an audio/video recording of a conversation on technology and identify words related to the theme, • respond to simple specific three-directional instructions, • play in a language game with peers, matching the vocabulary learnt with pictures.	1. What words do we use to talk about technology? 2. Why is it important to pronounce words correctly?

Core Competencies to be developed:

- **Digital Literacy:** The learner's interaction with digital devices is enhanced as they listen or watch recordings and respond to them appropriately.
- **Communication:** The learner's ability to speak engagingly is developed as they use vocabulary related to technology in communication.

Values:

Unity: Cooperation is enhanced as the learner works collaboratively with peers during language games.

Pertinent and Contemporary Issues (PCIs):

ICT: This is promoted as the learner interact with texts and vocabulary on technology.

Link to other Learning Areas:

The learner uses the skill of correct pronunciation to learn similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 **Reading**	**6.2.1** **Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ***(/dr/, /gr/, /shr/)*** in a text), b) read a text accurately, at the right speed, and with expression, c) realise the importance of reading accurately, at the right speed and with expression for effective communication.	The learner is guided to: • pick out words with letter-sound combinations: ***/dr/, /gr/, /shr/,*** from a chart, • blend target sounds to read words with target letter-sound combinations, with peers, • read words with letters-sound combinations correctly, • read a text while displaying the right facial expressions and tone and obtaining feedback from peers, • engage in timed reading with peers taking appropriate pauses at punctuation marks, • practise reading sentences containing decodable and non-decodable words, • participate in a reader's theatre and record their experience in a personal journal.	1. How should we read? 2. What benefits do we get from reading?

Core Competencies to be developed:

- **Learning to Learn:** The learner's ability to reflect on their learning experiences is nurtured as they participate in a reader's theatre and record their experience in a personal journal.
- **Collaboration:** Teamwork is developed as the learner participates actively in timed reading with peers, observing the rules of engagement.

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

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner's self-esteem is boosted as they read texts fluently.

Link to other Learning Areas:
The learner applies the reading fluency skills acquired when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	**6.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story based on the title and pictures, b) respond to direct and indirect questions to show comprehension, c) adopt reading pictures and texts for information.	The learner is guided to: • predict what will happen after discussing the title and pictures in a story, • infer meanings of new words in a text, • answer direct questions by locating the sentences with the answers in a story, • respond to indirect questions from a text using prior knowledge, • summarise the story/ poem/ conversation and record, • talk about their own experiences in relation to the story.	What do the pictures tell us about a story?
Core Competencies to be developed: • **Digital Literacy:** The learner is able to interact with technology as the record each other giving a summary of the texts read. • **Creativity and Imagination:** The learner's ability to make connections is developed as they talk about their own experiences in relation to the story.				
Values: **Peace** is enhanced as the learner displays tolerance with peers when working together**.**				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is heightened as they make relevant predictions about a story based on the title and pictures.				
Link to other Learning Areas: The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Language activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 **Language Use**	**6.3.1** **Tense: Future time** (will/shall) ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify words that express future time/actions for effective communication, b) use 'will' and 'shall' to talk about future time/events, c) value the role of 'will' and 'shall' in communicating future time/ and intentions.	The learner is guided to: • recognise sentences with words that express future time from a text, • talk about what they plan to do after school to express future time, • take turns to ask and answer questions using words that express future time, • sing a song/rhyme using 'will' and 'shall', • fill in gaps in sentences using will or shall to show future time, • listen to a story, poem, or conversation read by the teacher and respond to questions using 'will'/'shall'.	How would you talk about things that will happen tomorrow or later?

Core Competencies to be developed:

- **Creativity and imagination:** This is promoted as the learner embraces ideas that inspire creativity when sing a song / rhyme using 'will' and 'shall'.
- **Collaboration:** Teamwork is enhanced as the learner actively participates in question and answer activity with peers using 'shall' and 'will'.

Values:

Responsibility is developed as the learner takes up roles in question-and-answer activities with peers.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-esteem): The learner's self-esteem is boosted as they use 'will' and 'shall' effectively in communication.

Link to other Learning Areas:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	**6.4.1 Spelling** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) spell words with the target letter-sound combinations ***(dr, gr*** and ***shr)*** for effective writing, b) write words related to the target theme appropriately for clarity, c) adopt writing words clearly, legibly, and correctly.	The learner is guided to: • spell the words with the letter combinations ***dr, gr*** and ***shr***, • fill in a crossword puzzle using words with the target letter-sound combinations, • write dictated words, • make words related to the theme from jumbled letters, • copy words legibly and correctly from charts/flashcards, • generate as many words as they can from a set of given words or letters, For example; children- (*child/rich/den/red/chin/lid/led/hen/hid*), • participate in a spelling bee mini-contest with peers.	Why is correct spelling of words important?
Core Competencies to be developed: **Critical thinking and problem solving:** This is promoted as the learner weighs options when thinking critically to from a set of given words or letters.				
Values: **Unity:** Cooperation is enriched as the learner collaborates with peers to participate in a spelling bee mini-contest with peers.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner's self-esteem is enhanced as they spell words correctly.				
Link to other Learning Areas: The learner can link the concept of correct spelling of words to learning similar concepts in Kiswahili and Indigenous Language activities.				

THEME 7.0 SAFETY				
SUGGESTED VOCABULARY: dark, road, dangerous, safe, careful, help, danger, report, stranger, road signs (parking sign, speed sign, no parking sign,), traffic lights, bus stop, bicycles, hand carts, fire, helmets, footpath, sidewalks, swim, drown				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
7.1 Listening and Speaking	**7.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations ***dw, tw, nk,*** *and* ***sq*** from an oral text, b) use new words in relevant contexts to talk about safety, c) respond to simple specific three-directional instructions in oral communication, d) realise the importance of listening attentively and correct pronunciation for effective communication.	The learner is guided to: • listen to a text featuring the target letter-sound combinations as modelled by the teacher, peer, or from an audio recording, • pick out and pronounce words or phrases with the target letter-sound combinations ***(dw, tw, nk*** *and* ***sq)*** from the text, • look at pictures, watch a video showing pictures related to the theme such as bumps, road signs, rumble strips, pedestrian crossing, and talk about them with peers, • roleplay a safety scene with peers using thematic vocabulary and words with the target sounds, • listen to the vocabulary used in short sentences/short paragraphs/short stories that the teacher reads aloud, • work jointly to use vocabulary learnt to play language games with peers, • play the 'Simon says' language game to practice responding to simple specific three directional instructions.	Why is it important to pronounce words correctly?
Core Competencies to be developed: • **Communication:** This is enhanced as the learner engages actively and attentively to follow instructions when playing the Simon Says language game. • **Learning to Learn:** The learner's ability to learn independently is enhanced as they apply the knowledge learnt by observing safety precautions				
Values: **Responsibility** is developed as the learner diligently takes up assigned roles when carrying out assigned tasks.				
Pertinent and Contemporary Issues (PCIs): **Safety and Security:** The learner's safety is addressed as they learn vocabulary related to safety.				
Link to Other Learning Areas: The learner applies the vocabulary learnt in learning of similar concepts in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	**7.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations ***(dw, tw, nk,*** *and* ***'sq')*** in a written text, b) read a grade-appropriate text accurately, at the right speed and with expression, c) adopt the reading of a variety of texts for reading fluency.	The learner is guided to: • listen to words with the target letter-sound combinations ***(dw, tw, nk,*** *and* ***'sq')*** from a digital device or as modeled by the teacher or peer, • identify and pronounce words and phrases with the target letter-sound combinations, • read a text, about safety on the road, safety on water, and safety at home, among others while displaying the right facial expressions and tone when reading, • engage in timed reading of a text (*90 words per minute*) taking appropriate pauses at punctuation marks, • practise reading sentences containing decodable and non-decodable words, • participate in a reader's theatre with peers where they read a text, story, or poem related to the theme.	Why is it important to read words properly?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words for reading fluency.				
Values: **Responsibility** is developed as learner acquires self-drive and practises reading fluently on their own.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they acquire reading fluency skills.				
Link to other Learning Areas: The learner applies reading fluency skills when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 **Reading**	**7.2.2** **Comprehension** ***(2 lessons)*** • *Main idea* • *Making predictions* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) identify the main idea in a text to show comprehension, b) make predictions about a story based on the title and pictures, c) respond to direct and indirect questions to show comprehension, d) adopt reading pictures and texts for information.	The learner is guided to: • look at pictures showing a fire, or a road crash, or a flood, • read the title of a story to make predictions of what will happen in the text, • read/listen to a story from a digital device/as narrated by peers/ teacher, • get clues from the story read to answer direct and indirect questions, • identify the main idea in a story, poem, or conversation on safety, with peers, • talk about their own experiences in relation to the theme and the story.	1. How do you identify the main idea in a text? 2. What do titles and pictures tell about a story?
Core Competencies to be developed: **Creativity and Imagination:** The learner's communication and self-expression skills are enriched as they make relevant predictions about a story based on the title and pictures.				
Values: **Unity** is enhanced as the learner collaborates with others during group discussions.				
Pertinent and Contemporary Issues (PCIs): Safety and security : This is enhanced as the learner interacts with texts on safety.				
Link to other Learning Areas: The learner applies reading comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Language Use	**7.3.1 Conjunctions** ***(2 lessons)*** • *But* • *Because*	By the end of the Sub Strand, the learner should be able to: a) identify the target conjunctions (**but, because**) from a written text, b) join phrases using the target conjunctions for effective communication, c) comprehend the importance of communicating ideas using conjunctions.	The learner is guided to: • watch a video clip and identify sentences and phrases with the target conjunctions, • use the conjunctions ***'but'*** and ***'because'*** in sentences, • team up to play a language game featuring the target conjunctions, • view flashcards showing pictures based on the theme and make oral sentences using the words **because** and **but**, • take part in using a substitution table to join phrases using the conjunctions ***'but'*** and ***'because'*** with peers • play a drag and drop game to fill in gaps in sentences using 'but' and 'because'.	When do we use the words 'but' and 'because' in sentences?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and effectively is enhanced as they use conjunctions '**but'** and **because'** in sentences.				
Values: **Social Justice** is cultivated as the learner fosters inclusivity and non-discrimination as they play language games with peers.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): the learner's self-esteem is heightened as they communicate ideas using the target conjunctions.				
Link to other Learning Areas: The learner applies the knowledge acquired when learning similar concepts in Kiswahili and Indigenous Languages Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Writing	**7.4.1 Spelling** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise correct spelling of words with the target letter-sound combinations ***(dw-, tw-, -nk*** and ***sq-)*** from a written text, b) write sentences related to safety using words that contain the target letter-sound combinations for clarity in communication, c) attempt to write clearly, and legibly for effective communication.	The learner is guided to: • identify words with the target letter-sound combinations ***(dw-, tw-, -nk,*** and ***sq-)*** from a text, • team up to spell 4-6 letter words with the target letter-sound combinations from a dictation, • organise jumbled letters to make 4-6 letter words with the target letter-sound combinations, • form words using the target letter-sound combination, with peers • work with peers to spell 4-6 letter words related to the theme such as wash, fire, water, park, stop, bus, path, • copy simple sentences legibly and correctly.	Why should we spell words correctly?
Core Competencies to be developed: **Communication:** The learner's ability to write clearly and legibly is improved as they form words using the target letter-sound combination.				
Values: **Unity** is enhanced as the learner teams up with peers to spell 4-6 letter words with the target letter-sound combinations from a dictation.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is heightened as they spell words correctly.				
Link to other Learning Areas: The learner applies the concept of correct spelling of words to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

THEME 8.0 DOMESTIC ANIMALS				
SUGGESTED VOCABULARY: pasture, hay, water, donkey, goat, meat, milk, goose, cow, goats, shed, cattle, chicken, graze, farmer				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
8.1 Listening and Speaking	**8.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations ***(-ft, -ct, -lt, -rd)*** from an oral text, b) pronounce words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) respond to simple specific three-directional instructions in oral communication, e) appreciate the importance of listening attentively and correct pronunciation in communication.	The learner is guided to: • identify and pronounce words and phrases with the target letter-sound combinations ***(-ft, -ct, -lt, -rd)*** as modelled by peers/ teacher/audio recording, • use words that have the target letter-sound combinations to talk about caring for domestic animals, with peers, • copy the words related to domestic animals, • construct sentences using the new words related to the themes, • recite rhymes/sing songs using the vocabulary related to the theme, • match vocabulary learnt to pictures and objects, • respond to specific three-directional instructions in oral communication.	Why is correct pronunciation important in speech?
Core Competencies to be developed: **Learning to Learn:** The learner's builds on their own learning when using words that have the target letter-sound combinations to talk about the theme.				
Pertinent and Contemporary Issues (PCIs): **Animal Welfare Education:** The learner acquires information on how to take care of domestic animals.				
Link to other learning areas: The learner applies attentive listening skills to learning concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	**8.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations from an oral text, b) pronounce words accurately when reading a text, c) read a grade-appropriate text accurately, at the right speed and with expression, d) acknowledge the importance of reading fluently in effective communication.	The learner is guided to: • identify words with the target letter-sound combinations **(- ft, -ct, -lt, -rd)**, • read words with the target letter-sound combinations, • read a text, displaying the right facial expressions, and tone when reading, • engage in timed reading taking appropriate pauses at punctuation marks, • team up to recite poems about caring for domestic animals, • read sentences containing decodable and non-decodable words. • participate in a speed reading test to identify the best reading speed.	Why should we say words and sentences accurately?
Core Competencies to be developed: **Collaboration:** Teamwork is promoted as the learner teams up with peers to recite poems about caring for domestic animals.				
Values: **Peace:** Care is developed as the learner displays tolerance to peers with reading difficulties during reading activities.				
Pertinent and Contemporary Issues (PCIs): **Animal Welfare Education:** The learner acquires information on how to take care of domestic animals as they recite poems on care of animals.				
Link to other Learning Areas: The learner applies the reading fluency skills learnt as they read texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8. 2 Reading	**8.2.2 Comprehension** ***(2 lessons)*** • *Retelling events* • *Making predictions* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) identify the sequence of events in a text to show comprehension, b) make predictions about a story based on the title and picture, c) respond to direct and indirect questions about a text to show comprehension, d) appreciate the importance of reading fluently for effective communication.	The learner is guided to: • predict what will happen in a story, based on the title and pictures in the text, • read/ listen to a story from a digital device /as narrated by peers/teacher, • get clues from the story read to answer direct and indirect questions, • answer direct and indirect questions from a text, • retell a story related to the theme, with peers, • share their own experiences in relation to the story, with peers.	What do pictures tell us about a story?

Core Competencies to be developed:

- **Self-efficacy:** This is promoted as the learner shows concerted attention when working jointly with peers to retell a story related to the theme.
- **Creativity and Imagination:** The learner practises making connections between real-life events and the text as they share their own experiences in relation to the story.

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

Pertinent and Contemporary Issues (PCIs):
Animal Welfare Education: The learner acquires information on animal welfare as they read texts on how to take care of domestic animals.

Link to other Learning Areas:
The learner can apply vocabulary learnt in the theme in learning of similar content in creation in Religious Education Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Language use	**8.3.1 Quantifiers** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify sentences that contain quantifiers in a written text, b) use quantifiers in sentences to talk about care for animals, c) practise using quantifiers in sentences to convey different meanings.	The learner is guided to: • read a text based on the theme in turns, • tem up to identify quantifiers ***(some, many, no, all, any)*** used in sentences within the text, • take turns to ask and answer questions using the quantifiers in sentences, • observe pictures related to the theme and construct sentences using quantifiers, • generate sentences from a substitution table, • type sentences with a quantifier onto a digital device.	Which words do you use to measure or talk about things that can be counted?
Core Competencies to be developed: • **Communication:** The learner's ability to speak clearly and effectively is developed as they use quantifiers in sentences. • **Digital Literacy:** The learner's ability to create with technology is enhanced as they type sentences with quantifiers on a digital device.				
Values: **Unity:** Cooperation is heightened as the learner works collaboratively with peers to identify quantifiers ***(some, many, no, all, any)*** used in sentences within the text.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is developed as they use quantifiers in sentences correctly.				
Link to other Learning Areas: The learner can link the concept of quantifiers to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	**8.4.1 Spelling** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) spell words with the target letter-sound combinations ***(-ft, -ct, -lt*** and ***-rd),*** for effective writing, b) write words related to the theme clearly and legibly, c) appreciate the place of correct spelling in written communication.	The learner is guided to: • spell the words with the target letter-sound combinations ***(-ft, -ct, -lt*** and ***-rd),*** • make words related to the theme from jumbled letters, with peers, • write 4-7 letter words from a dictation, • copy words legibly and correctly, • form words using letters of their names, • work jointly to find words related to the theme from a word search.	Why should we spell words correctly?
Core Competencies to be developed: **Collaboration:** The learner's ability to work together with peers is firmed up as they work jointly to find words related to the theme from a word search.				
Values: **Love :** this is promoted as the learner works displays a caring attitude to peers as they work jointly to accomplish tasks.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires a high level of self-esteem as they spell words correctly.				
Link to other Learning Areas: The learner can link the concept of correct spelling of words to learning similar concepts in Kiswahili and Indigenous Language Activities.				

THEME 9.0 WILD ANIMALS				
SUGGESTED VOCABULARY: lion, giraffe, buffalo, rhino, antelope, cheetah, elephant, calm, calf, jump, camp, trumpet, chimpanzee, wild, hunt, prey				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
9.1 Listening and Speaking	**9.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations ***(-lk, -lf, -lm, -mp),*** in preparation for reading, b) use new words related to the theme in relevant contexts, c) respond to simple specific three-directional instructions in oral communication, d) realise the importance of using new words in conversations for effective communication.	The learner is guided to: • read words and phrases with target letter-sound combinations as modelled by the peers/ teacher or audio recording, • identify words with the target letter-sound combinations: ***(-lk, -lf, -lm, -mp),*** • recite rhyming words that have the target letter-sound combinations, • listen to the vocabulary used in short sentences, short paragraphs, and teacher read-aloud stories, • play a language game with peers using the new words, • use the vocabulary learnt to talk about wild animals, • match vocabulary learnt to pictures, • take turns to give and respond to instructions and peer review for correctness.	What can we tell from people's faces and hand movements as they talk?
Core Competencies to be developed: **Self-efficacy:** This is enhanced as the learner shows concerted attention when recite rhyming words that have the target letter-sound combinations.				
Values: **Integrity** is enhanced as the learner exhibits fairness to peers as they play language games.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is firmed up as they interpret and respond to instructions correctly.				
Link to other Learning Areas: The learner applies attentive listening skills and correct pronunciation of words to learning similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	**9.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ***(-lk, -lf, -lm, -mp)***, from a written text, b) read a grade-appropriate text accurately, at the right speed, and with expression, c) realise the importance of reading a variety of grade-level texts fluently.	The learner is guided to: • recognise words with the target letter-sound combinations from a chart: ***(-lk, -lf, -lm, -mp)***, • select words with the target letter-sound combinations from a story or song extract, • read sentences containing decodable and non-decodable words, • engage in timed reading of a text taking appropriate pauses at punctuation marks, displaying the right facial expressions and tone, • recite a poem with peers about wild animals.	1. Why is it important to read words correctly? 2. What makes it difficult to read well?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise reading texts at the right speed, displaying the right facial expressions and tone.				
Values: **Responsibility:** is inculcated as the learner prioritises tasks to accomplish a goal when reciting poems about wild animals.				
Pertinent and Contemporary Issues (PCIs): **Wildlife and tourism:** This is promoted as the learner interacts with vocabulary and information about various wild animals.				
Link to other Learning Areas: The learner can apply information on vocabulary learnt about wild animals to content on creation in Religious Education Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	**9.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Comprehension questions* • *Characters, events and setting*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story based on the title and pictures, b) respond to direct and indirect questions about a text to show comprehension, c) visualise characters, events, and places for comprehension, d) adopt reading pictures and texts for information.	The learner is guided to: • brainstorm with peers the possible outcomes of the story based on the title and pictures, • identify the characters and setting of a story, • work jointly to talk about their favourite character in a story and reasons for the choice, • locate sentences in the text to respond to direct questions, • answer indirect questions from the text read using contextual clues, • develop a concept map with peers from the text read, • retell a story to peers in a few words.	How do we identify and describe the characters in a story?

Core Competencies to be developed:

- **Communication:** The learner's ability to speak confidently is improved as they retell the story to peers in a few words.
- **Creativity and Imagination:** The learner's ability to make connections is enhanced as they predict events/outcomes of a story based on the title and pictures.

Values:
Social Justice: This is promoted as the learner accords others equal opportunities to talk about their favourite character in a story and reasons for the choice.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner's self-esteem is enhanced as they respond to direct and indirect questions from a text correctly.

Link to other Learning Areas:
The learner applies the comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Language Use	**9.3.1 Opposites** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify the opposites of different words for effective communication, b) use opposites of words to construct sentences related to the theme, c) appreciate the role of opposites in language acquisition.	The learner is guided to: • identify opposites from a group of words in a text, • tell stories about wildlife conservation using the opposites of a variety of words, with peers, • work jointly to creating a word bank of words with their opposites, • draw pictures of various objects to demonstrate the concept of opposites, • construct sentences using the opposites of words related to the theme, with peers, • use opposites to respond to questions from a story, poem, or conversation, • play a language game that involves identifying opposites of different words.	Why is it important to learn about opposites of words?
Core Competencies to be developed: **Creativity and imagination:** The learner's ability to embrace ideas that inspire creativity is built when they draw pictures of various objects to demonstrate the concept of opposites.				
Values: **Social Justice:** is achieved as the learner accords peers equal opportunities to contribute to creating a word bank of words with their opposites.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is heightened as they use opposites of words in speech correctly.				
Link to other Learning Areas: The learner applies the knowledge of opposites to learning similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.4 Writing	**9.4.1 Punctuation - The Comma** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise the comma in a text related to the theme, b) use the comma correctly in writing lists of items, c) adopt the use of commas in writing.	The learner is guided to: • recognise commas from a text on wall charts/chalkboard/ digital and print resources, • work jointly to create models of the comma and display in class, • use commas correctly in sentences, • use commas to write lists of items/names of classmates, • role play reading sentences with pauses to show use of the comma, • team up to recite a poem of the language structure.	How do we decide where to pause when reading a text?
Core Competencies to be developed: **Creativity and imagination:** This is nurtured as the learner work jointly with peers to create models of the comma for display in class.				
Values: **Love** is cultivated as the learner portrays a caring attitude toward the peers as they work together.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they use the comma correctly in writing.				
Link to other Learning Areas: The learner links the concept of comma to learning of similar concept in Kiswahili and Indigenous Language Activities.				

THEME 10.0 FESTIVALS				
SUGGESTED VOCABULARY: wedding, birthday, Christmas, Easter, Idd, Diwali, food, tent, guests, invite, weekend, party, music, dance				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
10.1 Listening and Speaking	**10.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations (***-mb, - nt, -nd, -nch)***, in preparation for reading, b) pronounce words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) recognise the importance of listening attentively for effective communication.	The learner is guided to: • listen to a text and point out words featuring the target letter-sound combinations: (***-mb, - nt, -nd, -nch)***, • practise saying words with the target letter-sound combinations, • recite rhyming words that have the target letter-sounds combinations, • construct simple sentences with peers using the new words and share for feedback, • create a talking tree using the vocabulary related to the theme, • team up to build a vocabulary bank using the new words learnt related to the theme.	1. Why do we learn new words? 2. How can we pronounce words correctly?
Core Competencies to be developed: • **Communication:** The learner's ability to listen keenly and actively is improved as they listen to a text and point out words featuring the target-letter sound combinations. • **Collaboration:** Teamwork is promoted as the learner teams up with peers to build a vocabulary bank using the new words learnt related to the theme				
Values: • **Respect** is inculcated as the learner works with peers to make oral sentences using learnt vocabulary.				
Pertinent and Contemporary Issues (PCIs): **Social-cultural sensitivity and awareness:** This is enhanced as the learner creates a talking tree using the vocabulary related to the theme on festivals with peers.				
Link to other Learning Areas: The learner applies attentive listening skills to learning concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	**10.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ***'mb', 'nt', 'nd',*** *and* ***'nch'***, in preparation for reading, b) read a grade-appropriate text accurately, at the right speed and with expression. c) recognise the importance of reading accurately, at the right speed and with expression for effective communication.	The learner is guided to: • select and read words with the target letter-sound combinations from a text: ***'mb', 'nt', 'nd',*** *and* ***'nch'***, • practise reading sentences containing decodable and non-decodable words, • engage in timed reading (*90 words long text*) with peers, • read a text while displaying the right facial expression and tone, • participate in a reader's theatre with peers where he or she reads some lines or stanzas of a poem, • participate in a class reading fluency contest on a text related to the theme.	1. What is the importance of reading accurately and with expression? 2. How can we improve our reading speed?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they practise reading texts at the right speed and with the right expressions on their own.				
Values: **Respect** is cultivated as the learner appreciates the effort of peers during timed reading and gives positive feedback.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is raised as they acquire reading fluency skills.				
Link to other Learning Areas: The learner applies reading fluency skills acquired in learning texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	**10.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Characters and events*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) visualise characters and events in a text to show comprehension, c) adopt reading pictures and texts for information.	The learner is guided to: • look at the pictures, title, and discuss what they think will happen in the story, • use adjectives related to the five senses to talk about characters, events, and places in a text, • draw and colour characters in a text, • share the pictures with peers and give feedback, • discuss the flow of events in a text with peers, • display the events in the story on a sequence chart/ sequence card (*cards showing each event and organised in the order of occurrence*), • talk about their own experiences in relation to the story.	How can we use pictures to understand a story?

Core Competencies to be developed:

- **Critical thinking and problem solving:** This is enhanced as the learner analyses concepts logically to present the events in the story on a sequence card.
- **Creativity and Imagination:** The learner's communication and self-expression skills are enhanced as they visualise and draw characters and events in a text.

Values:
Respect is inculcated as the learner appreciates the pictures drawn by peers and gives positive feedback.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner's self-esteem is boosted as they answer comprehension questions correctly.

Link to other Learning Areas:
The learner applies comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 Language use	**10.3.1 Prepositions** ***(2 lessons)*** • *next to,* • *around,* • *near,* • *by,* • *along,* • *after,* • *under*	By the end of the Sub Strand, the learner should be able to: a) identify the target prepositions in a text, b) use the target prepositions to describe the position, location, and direction of things accurately, c) appreciate the use of prepositions to describe the position and location of people, places, and things.	The learner is guided to: • pick out the words ***(next to, around, near, by, along, after, under)*** from a written or audio text, • describe the positions of different objects in the classroom, at school or home, • listen to and answer oral questions related to prepositions in a story/poems/song, • place objects at different points and ask their peers to use suitable prepositions to describe their location, • construct sentences using prepositions in relation to a prompt and give feedback, • sing short songs/rhymes on prepositions, • play language games involving prepositions.	1. Where do you keep different things at home? 2. How do you describe the position of something?

Core Competencies to be developed:

- **Self- efficacy:** This is enhanced as the learner effectively prioritises tasks to achieve a goal when placing objects at different points and asking their peers to use suitable prepositions to describe their location.
- **Collaboration:** The teamwork spirit is enhanced as learners construct sentences with peers using prepositions and give feedback.

Values:

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

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner appreciates objects and people in their environment and how to describe their positions and direction using language.

Link to other Learning Areas:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Writing	**10.4.1 Punctuation** ***(2 lessons)*** • *Capital letter* • *Full stop* • *Question mark* • *Exclamation mark*	By the end of the Sub Strand, the learner should be able to**:** a) recognise the target punctuation marks ***(capital letters, full stops, question marks, and exclamation marks)*** in a text, b) use the target punctuation marks correctly in writing, c) adopt correct use of punctuation marks in writing.	The learner is guided to: • identify the ***capital letters, full stops, question marks, and exclamation marks*** from sample writings on wall charts/chalkboard/digital or print resources, • practise using the target punctuation marks correctly in written exercises, • play games that involve placing the target punctuation marks correctly in a text, • write sentences using the target punctuation marks, • with peers, role-play a scene related to the theme, and use punctuation marks, • work jointly to model the target punctuation marks and display in class.	1. Why is proper punctuation important in communication? 2. How do we write sentences correctly?

Core Competencies to be developed:

- **Communication:** The learner's ability to write clearly and correctly is enhanced as they use punctuation marks correctly in writing.
- **Creativity and imagination:** This is promoted as the learner embraces ideas that inspire creativity when working jointly to model the target punctuation marks and display in class.

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

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner's self-esteem is boosted as they use the target punctuation marks correctly.

Link to other Learning Areas:
The learner applies the knowledge of punctuation marks to learning similar concepts in Kiswahili and Indigenous Language activities.

THEME 11.0: PLAY TIME AND SPORTS				
SUGGESTED VOCABULARY: games, break, kick, ankle, field, win, toys, play, together, score, attend, tired, ball, athlete, coach, referee, spectator, stadium, basketball, volleyball, race, hide and seek, skip, jump				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
11.1 Listening and Speaking	**11.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations: ***-nkl-, -pt, -nth, -nd,*** in an oral text, b) pronounce words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) appreciate the importance of using new words in conversations for effective communication.	The learner is guided to: • identify and pronounce words and phrases with the target letter-sound combinations (***-nkl-, -pt, -nth, -nd),*** as modelled by the peers/teacher or audio recording, • listen to the new words from short sentences/short paragraphs/ teacher read aloud stories and give their meanings, • construct sentences using the new words to talk about playtime and games, • play a language game to match vocabulary and pictures, • recite rhymes/sing songs, using the vocabulary related to the theme.	1. Why is it important to learn new vocabulary? 2. How can we communicate with people apart from using the spoken word?
Core Competencies to be developed: • **Creativity and imagination:** The learner's ability to think creatively is enhanced as they construct sentences about play time and games using the new words. • **Learning to Learn:** The learner's ability to develop relationships is enhanced as they collaboratively practise pronunciation of words with target letter-sound combinations with peers.				
Values: **Love**: Patience is enhanced as the learner takes turns to listen to peers during discussions.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires a high level of self-esteem as they interpret and respond to instructions appropriately.				
Link to other Learning Areas: The learner applies pronunciation skills to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	**11.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations (***-nkl, -pt,-nth, -nd),*** in preparation for reading in a written text, b) read a grade-appropriate text accurately, at the right speed, and with expression, c) adopt reading simple short narratives for information.	The learner is guided to: • pick out words with the target letter-sound combinations: ***-nkl, -pt,-nth, -nd*** from a text, • read the words with letter-sound combinations aloud, in turns, • watch a video showing reading of a text with correct facial expressions and speed used when reading texts, • read a text, displaying the right facial expressions and tone, • engage in timed reading taking appropriate pauses at punctuation marks as they read a text, • practise reading sentences containing decodable and non-decodable words, • participate in a reader's theatre with peers.	1. What makes it easy to read well? 2. What helps someone to read fluently?
Core Competencies to be developed: • **Learning to Learn:** The learner's self-discipline is promoted as they read grade-appropriate texts accurately, at the right speed, and with expression. • **Collaboration:** Teamwork is cultivated as the learner actively participates in a reader's theatre with peers.				
Values: **Respect** is developed as the learner appreciates the effort of peers in reading fluently during timed reading.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires a high level of self-esteem as they read fluently.				
Link to other Learning Areas: The learner applies reading fluency skills when reading texts in Kiswahili language activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	**11.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Inferring meaning* • *Comprehension questions* • *Summarising*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) infer meanings of new words using contextual clues, c) respond to direct and indirect questions from a text for comprehension, d) summarise information from a text for comprehension, e) adopt reading pictures and texts for information.	The learner is guided to: • look at the story title and pictures and guess what will happen in the story, • get meanings of new words using contextual clues, • answer to direct and indirect questions from a text, • retell a story, poem, or conversation based on the theme with peers, • retell the story in three sentence. • talk about their own experiences in relation to the story. • role-play scenarios in a story.	1. What is the importance of a title in a story? 2. Why do we need to summarise what we read?

Core Competencies to be developed:

- **Communication:** The learner's ability to speak engagingly is improved as they retell a story, poem, or conversation using their own words.
- **Creativity and Imagination:** The learner's ability to make connections is enhanced as they talk about their own experiences in relation to the story.

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

Pertinent and Contemporary Issues (PCIs):
Safety and Security: The learner gains and uses information on safety during playtime and games.

Link to other Learning Areas:
The learner uses comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.3 **Language use**	**11.3.1** **Adjectives: Comparatives and superlatives** ***(2 lessons)*** • *Adding –er* • *Adding -est*	By the end of the Sub Strand, the learner should be able to**:** a) recognise adjectives in comparative and superlative forms ***(-er*** and ***–est)*** used to compare people and things from a text, b) use comparatives and superlatives for effective communication, c) grasp the importance of using comparatives and superlatives to compare people, things, and places.	The learner is guided to: • read a story/poem/conversation from a textbook or a digital device, • identify comparatives and superlatives used in various sentences within the text, • make comparison between objects/people using superlatives and comparatives, • construct sentences using comparatives and superlatives with peers, • role-play a scenario related to the theme, using comparatives and superlatives, • play a language game on the use of comparatives and superlatives.	Which words can we use when comparing people and things?
Core Competencies to be developed: **Communication:** The learner's ability to speak appealingly is enhanced as they use comparatives and superlatives to describe people and things.				
Values: **Unity:** Cooperation is inculcated as the learner collaborates with peers to play language games.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they use comparatives and superlatives correctly in communication.				
Link to other Learning Areas: The learner applies the knowledge of comparatives and superlatives adjectives to the learning of similar concepts in Kiswahili Languages Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.4 **Writing**	**11.4.1 Guided Writing** ***(2 lessons)*** • *Picture reading*	By the end of the Sub Strand, the learner should be able to: a) recognise the names of the objects in pictures related to the theme, b) write names from picture prompts to demonstrate mastery of vocabulary, c) recognise the importance of writing correctly.	The learner is guided to: • name different objects in the pictures provided, • respond to the prompts presented and write the names of objects, • draw, colour, and name the objects related to the theme, • work jointly to organise their drawings in a portfolio, • fill in gaps using the correct vocabulary words related to the theme, • match pictures of objects with their names.	Why is it important to correctly write the names of objects?
Core Competencies to be developed **Creativity and imagination:** The learner's ability to embrace ideas that inspire creativity is nurtured as they draw, colour, and name the objects related to the theme.				
Values: **Responsibility:** This is enhanced as the learner diligently works with peers to organise their drawings in a portfolio.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is enhanced as they name objects correctly.				
Link to other Learning Areas: The learner can apply their writing skills to write clearly and correctly in Kiswahili and Indigenous Language Activities.				

THEME 12.0: FOOD AND DISEASES				
SUGGESTED VOCABULARY: enough, harm, cough, warm, vegetables, fruits, proteins, meat, delicious, grow, ewe, smell, spray, price, pray, fry, boil, tasty, roast, green, germs, sick, heal, medicine, healthy, doctor, nurse, chemist, hospital, cancer, wash, injection,				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question (s)**
12.1 Listening and Speaking	**12.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise the target letter-sound combinations ***(gr-, pr-, -ew')*** in given words, b) pronounce words with the target letter-sound combinations, c) use vocabulary related to the theme in relevant contexts, d) appreciate the importance of listening attentively and responding appropriately for effective communication.	The learner is guided to: • listen attentively for the target letter sounds combinations ***(gr-, pr-, -ew')*** in different words from an audio recording, • say words with the target letter sound combination and record using a digital device, • listen to the new words in short sentences/short paragraphs/teacher-read stories and write them down, • collaboratively give the meaning of the words based on the context, • say new words in response to picture cues, • dramatise scenarios using the vocabulary words to talk about food and diseases and record each other, • practice using the new words in a language game of matching vocabulary and pictures, with peers.	Why should we listen attentively?
Core Competencies to be developed: • **Communication:** The learner's ability to listen keenly and actively is developed as they say new words in response to picture cues. • **Digital Literacy:** The learner's ability to interact with digital technology is enhanced as they say words with the target letter sound combination and record using a digital device.				
Values: • **Responsibility:** Accountability is inculcated as the learner collaboratively gives the meaning of the words based on the context.				
Pertinent and Contemporary Issues (PCIs): **Healthy Lifestyle:** This is addressed as the learner interacts with texts on food and diseases.				
Link to other Learning Areas: The learner can link concepts learnt through vocabulary on food and diseases to their learning of similar concepts in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	**12.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the ***(gr-, pr-, and -ew')*** sound combinations in varied contexts, b) read a variety of texts accurately, at the right speed, and with expression, c) appreciate the role of fluent reading in lifelong learning.	The learner is guided to: • pick out words with the target letter-sound combination ***(gr- pr-, -ew)*** from print or digital stories, • read words with the target letter-sound combination, in turns, • read a text while using the right facial expressions and voice when reading, • engage in a timed reading taking appropriate pauses at punctuation marks when reading the text, • play a word ladder game involving pronunciation from audio/visual recordings of words learnt, • participate in reader's theatre and record a as he or she reads from a text. • team up to initiate or join a junior reading club to enhance reading fluency.	Why do we need to read a variety of texts appropriately?

Core Competencies to be developed:

- **Collaboration:** Teamwork is developed as the learner collaborates with peers to play word ladder game involving pronunciation.
- **Digital Literacy:** The learner is enriched with the ability to interact with technology as they read a text from a digital device and pick out words with target letter sounds.

Values:

Responsibility: This is enhanced as the learner takes initiative to team up to start or join a junior reading club to enhance reading fluency

Pertinent and Contemporary Issues (PCIs):

Clubs and Societies: The learner is encouraged to take part in reading club activities to enhance fluency through reader's theatres.

Link to other Learning Areas:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	**12.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Retelling events* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions on the outcomes of a story based on the theme, b) identify events in a text for comprehension, c) infer the meanings of new words as used in the text, d) answer direct and indirect questions based on a text, e) acknowledge the importance of the information they have read in the text.	The learner is guided to: • look at pictures and the title of a text and discuss what will happen in the story, with peers, • talk about events, characters, and places in a story, • guess what a story is about from the picture clues, • find the meaning of new words as used in a text, • read the text and answer direct and indirect questions, • conduct a story telling session to retell a story to peers.	How can we tell where events have taken place in a story?
Core Competencies to be developed: • **Communication:** The learner's ability to speak engagingly is enhanced as they talk about events, characters, and places in a story. • **Learning to Learn:** The learner's ability to learn independently is developed as they conduct a story telling session to retell a story to peers.				
Values: **Unity:** Cooperation is cultivated as the learner collaborates with others in group activities.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as their reading comprehension skills improve.				
Link to other Learning Areas: The learner applies comprehension skills when reading texts in Kiswahili and Indigenous Languages.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.3 Language Use	**12.3.1 Pronouns: Possessive pronouns** ***(2 lessons)*** • *Mine* • *Yours* • *Ours* • *Hers* • *His* • *Theirs*	By the end of the Sub Strand, the learner should be able to: a) identify sentences featuring possessive pronouns in a text, b) use possessive pronouns correctly in writing, c) appreciate the use of possessive pronouns in communication.	The learner is guided to: • talk about the things that belong to them/ their parents/guardians, using possessive pronouns (***mine, yours, ours, hers, his***), • role-play events related to ownership of items and objects in the classroom, • make sentences related to the theme using possessive pronouns, • ask and answer questions on possessive pronouns, • sing songs/rhymes using the possessive pronouns, • play language games involving the use of possessives pronouns • use a digital device to play a drag and drop game on possessive pronouns.	How do you talk about things that belong to you or other people?
Core competencies to be developed: • **Digital Literacy:** This is promoted as the learner interacts with technology when using a digital device to play a drag and drop game on possessive pronouns. • **Learning to Learn:** The learner's ability to build relationships is boosted as they role-play ownership of items and objects in the classroom with peers.				
Values: **Social justice** is developed as the learner accords peers equal opportunities to talk about the things that belong to them/ their parents/guardians, using possessive pronouns.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires an enhanced level of self-esteem as they use possessive pronouns correctly in communication.				
Link to other Learning Areas: The learner can link the concept of possessive pronouns to learning similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	**12.4.1 Paragraphs** ***(2 lessons)*** • *Sequencing ideas*	By the end of the Sub Strand, the learner should be able to**:** a) identify the general idea in jumbled sentences, b) write the sentences sequentially to form a cohesive paragraph, c) advocate for the role of writing as a part of the learning process.	The learner is guided to: • study jumbled sentences to establish the idea in each, • discuss the main idea conveyed in the jumbled sentences, • explore various possibilities with peers to arrange the jumbled sentences in correct order, • re-write the jumbled sentences according to the correct order, • make a paragraph from one sentence given by adding onto the first one.	Why is it important to put sentences in the correct order when writing?
Core Competencies to be developed: **Creativity and Imagination:** The learner's ability to write clearly and correctly is developed as they re-write sentences sequentially to form a paragraph.				
Values: **Responsibility** is inculcated as the learner takes the initiative to explore various possibilities with peers to arrange the jumbled sentences in correct order.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's esteem is enhanced as their writing skills improve.				
Link to other Learning Areas: The learner applies the skills on write paragraphs in Kiswahili and Indigenous Language Activities.				

THEME 13.0: SAVINGS				
SUGGESTED VOCABULARY: wealth, income, needs, wants, spend, cost, save, pocket money, savings, earn, savings account, budget, bonus, bank, money box				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
13.1 Listening and Speaking	**13.1.1 Pronunciation and vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) distinguish words with the target letter-sound combinations: ***-lf, -rf, spl-***, for effective communication, b) pronounce words with the target letter-sound combinations accurately, c) identify vocabulary related to the theme correctly, d) use the new words related to the theme in short sentences, e) value the importance of using proper pronunciation and correct vocabulary in communication.	The learner is guided to: • listen and pick out words with the target letter sound combinations ***(-lf, -rf, spl-)*** from an audio clip/poem/story, • practise saying words with the target sounds with peers, • generate and list words with the target sounds, • categorise different words according to each of the target sounds, • use new words to construct simple sentences, • engage in role-plays and use words related to the theme, with peers, • recite rhymes/sing songs which contain vocabulary related to the theme, with peers.	Why is it important to know the pronunciation of new words?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and engagingly is developed as they use new words learnt in communication.				
Values: **Peace:** Love is promoted as learner works harmoniously with peers during role-play activities.				
Pertinent and Contemporary Issues (PCIs): **Financial Literacy:** The learner acquires financial management skills as they learn vocabulary related to savings.				
Link to other Learning Areas: The learner uses the skills of correct pronunciation of words to pronounce words in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	**13.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to**:** a) identify words with the target letter-sound combinations ***(-lf, -rf, spl-)*** in a text, b) read a grade-appropriate text accurately, at the right speed, and with expressions, c) adopt reading fluently for comprehension.	The learner is guided to: • pick out words with letter-sound combinations: ***(-lf, -rf, spl-)*** from a text, • read words with letters –sound combination correctly, • engage in timed reading of a text with minimal hesitations, displaying the right facial expressions and voice, • take appropriate pauses at punctuation marks as they read a text, • practise reading sentences containing decodable and non-decodable words, • participate in reading a text in readers' theatre with peers and record on a digital device.	Why is it important to read at the right speed?

Core Competencies to be developed:

- **Learning to Learn:** The learner's ability to learn independently is developed as they read a grade-appropriate text accurately, at the right speed, and with expressions.
- **Digital Literacy:** The learner's ability to interact with technology is improved as they participate in reading a text in readers' theatre with peers and record on a digital device.

Values:

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

Pertinent and Contemporary Issues (PCIs):

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

Link to other Learning Areas:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 **Reading**	**13.2.2** **Comprehension** ***(2 lessons)*** • *Making predictions* • *Summarising* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story based on the title and pictures, b) respond to direct and indirect questions about the text to show comprehension, c) summarise a text for comprehension, d) adopt reading texts for information.	The learner is guided to: • look at the title of a story, pictures and guess what will happen in the story, • locate sentences in the text to answer direct questions, • get clues from the story to answer indirect questions, • retell a story, poem, or conversation using a concept map, with peers, • paraphrase the events in a story, • participate in a 'five-finger retell' activity, • talk about their own experiences in relation to the story.	How do pictures and the title of a story help us to know what will happen in the story?

Core Competencies to be developed:

- **Creativity and Imagination:** The learner's ability to make connections is enhanced as they talk about their own experiences in relation to the story.
- **Learning to Learn:** The learner's ability to build relationships is enhanced as they summarise a story, poem, or conversation using a concept map with peers.

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

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner's self-esteem is raised as they answer questions correctly to show comprehension.

Link to other Learning Areas:
The learner can use the vocabulary learnt in this theme in similar content in Mathematics Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.3 **Language Use**	**13.3.1** **'Wh' questions** ***(2 lessons)*** • *Why* • *Whom* • *How*	By the end of the Sub Strand, the learner should be able to**:** a) identify sentences containing Wh-questions that begin with ***why, whom,*** and ***how*** from a text, b) use the Wh- questions in sentences for effective communication, c) grasp the role of Wh-questions in seeking information.	The learner is guided to: • listen to recorded conversations containing the Wh-questions, • identify sentences containing Wh-questions, • engage in a meaningful question-and-answer dialogue using **why, whom,** and **how**, with peers, • fill in gaps in sentences using **why, whom,** and **how appropriately**, • collaborate with peers to answer questions beginning with **why, whom,** and **how** appropriately, • sing/recite short poems to practise the use of **why, whom,** and **how**.	Why is it important to ask questions correctly?
Core Competencies to be developed: **Communication:** The learner's ability to speak clearly and effectively is developed as they engage in meaningful question-and-answer dialogues using Wh- questions appropriately.				
Values: **Unity**: Cooperation is enhanced as the learner works collaboratively with peers to practise using Wh- questions.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner acquires an elevated level of self-esteem as they gain mastery of asking questions using the Wh- words.				
Link to other Learning Areas: The learner uses the Wh- questions to seek information by asking questions in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.4 Writing	**13.4.1 Guided writing** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise words related to the theme from a written text, b) write simple paragraphs related to the theme clearly, c) acknowledge the importance of writing simple and clear paragraphs for effective communication.	The learner is guided to: • pick out various words related to the theme from a text, • reorganize jumbled letters to form words, • write 3-5 simple, short and meaningful sentences in response to a prompt, • list the sentences logically in order of sequence with peers, • organise the sequenced list of sentences to form a meaningful paragraph. • use the five steps of the writing process: planning, drafting, revising, editing, and writing the final piece.	1. Why should we write sentences correctly? 2. How do we form a good paragraph?
Core Competencies to be developed: **Creativity and Imagination:** The learner's ability to come up with unique ideas is enhanced as they use the five steps of the writing process to write a short paragraph about the theme.				
Values: **Responsibility:** Self-drive is boosted as the learner practises writing simple paragraphs using the five steps of the writing process.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is elevated when they logically communicate ideas in paragraphs.				
Link to other Learning Areas: The learner can apply the five steps of the writing process to write paragraphs in Kiswahili and Indigenous Language Activities.				

THEME 14 .0: TALENTS				
SUGGESTED VOCABULARY: gift, talent, able, artist, skill, great, star, lack, weak, sport, struggle, personal, strong, prize, win				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
14.1 Listening and Speaking	**14.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations ***(spr and str')***, in a text, b) pronounce words with the target letter-sound combinations in preparation for reading, c) use new words related to the theme in relevant contexts, d) realise the importance of listening attentively, and correct pronunciation in communication.	The learner is guided to: • identify and pronounce words and phrases with the target letter-sound combinations ***(spr and str')*** as modelled by the peers/teacher or audio recording, • use words that have the target letter combinations to talk about talent, • practise using vocabulary related to the theme in short sentences, • recite rhymes/sing songs with peers using the vocabulary related to the theme, • work with peers to play language games matching vocabulary learnt to pictures and objects, • listen and respond to simple specific three-directional instructions.	1. What words do you use to talk about talents? 2. What helps us to remember the meaning of words?
Core Competencies to be developed: • **Communication:** The learner's ability to speak clearly and correctly is improved as they use the new words learnt to talk about talents. • **Collaboration:** Teamwork is encouraged as the learner actively participates in playing language games with peers observing the rules of engagement.				
Values: **Social Justice** is enhanced as the learner fosters inclusivity and non-discrimination to peers as they play language games.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner's self-awareness is developed as they become aware of their own talents.				
Link to other Learning Areas: The learner applies attentive listening skills in learning concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	**14.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ***(spr** and **str)*** in a text, b) read a text accurately, at the right speed, and with expression, c) adopt reading simple, short narratives for information.	The learner is guided to: • pick out and read words with target letter-sound combinations ***(spr** and **str)*** from a text, • read words with the letter-sound combinations correctly, • read a text, displaying the right facial expressions and using the right tone, • engage in timed with peer reading, taking appropriate pauses at punctuation marks, • record time taken in reading of texts by peers and give feedback, • practise reading sentences containing decodable and non-decodable words.	What makes it easy to read well?
Core Competencies to be developed: **Learning to Learn:** The learner's ability to learn independently is enhanced as they adopt reading simple, short narratives for information.				
Values: **Respect** is inculcated as the learner appreciates the effort of peers and gives positive feedback as they engage in timed reading.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is improved as their fluency in reading improves.				
Link to other Learning Areas: The learner applies the fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	**14.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Main idea* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) make predictions about a story based on the title and picture, b) identify the main idea in a text for comprehension, c) infer meanings of new words from the context, d) respond to direct and indirect questions on a text for comprehension, e) adopt reading texts for information.	The learner is guided to: • predict what will happen in a story based on the theme after discussing the title and pictures with peers, • identify the main idea in the text, with peers, • use contextual clues to get meanings of new words, • respond to direct and indirect questions from a text using contextual clues, • talk about own experiences in relation to a story, with peers.	What do pictures tell us about a story?
Core Competencies to be developed: **Creativity and Imagination:** The learner's communication and self-expression skills are enhanced as they talk about their own experiences in relation to the story.				
Values: **Unity:** Cooperation is cultivated as the learner works with peers collaboratively in group activities.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem improves as they answer comprehension questions correctly and gain confidence.				
Link to other Learning Areas: The learner applies comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Language Use	**14.3.1 Adverbs of Manner** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify adverbs of manner in a written text in preparation for writing, b) use adverbs of manner to describe actions, c) understand the use of adverbs in writing.	The learner is guided to: • listen to a descriptive story, poem, or conversation read by the teacher or from a digital device, • point out adverbs of manner from the text, • construct simple sentences about talents using adverbs of manner, • role-play familiar actions with peers and have them describe the actions using adverbs of manner, • make sentences from a substitution table, • fill in gaps in sentences using adverbs of manner correctly.	1. Which words do you use to talk about how things are done? 2. Why is it important to clearly describe how something is done?

Core Competencies to be developed:

- **Communication:** The learner's ability to speak clearly and effectively is improved as they use adverbs of manner appropriately to describe actions.
- **Learning to Learn**: The learner's ability to develop relationships is developed as they role-play familiar actions with peers and have them describe the actions using adverbs of manner.

Values:

Respect is nurtured as the learner shows positive regard for other's contribution when role-playing familiar actions with peers and have them describe the actions using adverbs of manner.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-esteem): The learner's self-esteem is elevated as they build on their communication skills through the use of adverbs of manner to describe actions.

Link to other Learning Areas:

The learner can link the concept of adverbs to learning of similar concepts in Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Writing	**14.4.1 Guided writing** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) recognise the steps of composition writing in preparation for writing, b) write a short narrative related to the theme following the five steps of the writing process, c) appreciate the importance of correctly writing simple paragraphs for effective communication.	The learner is guided to: • pick out new words from a text based on the theme, • write the new words correctly and legibly, • write 3-5 meaningful sentences using the new words in response to a prompt, • write a paragraph of 3-5 sentences using the steps in the writing process, • write a simple guided composition of about 5-10 sentences, • use the five steps of the writing process: planning, drafting, revising, editing, and writing the final piece.	How do we plan before writing a composition?

Core Competencies to be developed:

- **Communication:** The learner's ability to write clearly and legibly is developed as they write short paragraphs following the five steps of the writing process.
- **Creativity and Imagination:** The learner's ability to embrace creativity and originality are enhanced as they come up with unique and new ideas and use them to write a story.

Values:
Responsibility is nurtured as the learner prioritises their tasks to accomplish goals when writing a simple guided composition of about 5-10 sentences.

Pertinent and Contemporary Issues (PCIs):
Life Skills (Self-esteem): The learner acquires an elevated level of self-esteem as their writing skills improve.

Link to other Learning Areas:
The learner can apply the five steps of the writing process when writing paragraphs in Kiswahili Language Activities.

THEME 15.0 ENVIRONMENT				
SUGGESTED VOCABULARY: conserve, care, responsibility, natural, weather, desert, forest, destroy, dry, future, harsh, control				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
15.1 Listening and Speaking	**15.1.1 Pronunciation and Vocabulary** ***(2 lessons)*** • *Target letter sounds* • *Vocabulary*	By the end of the Sub Strand, the learner should be able to: a) recognise the target letter-sound combinations ***'scr-', 'que-'*** from a text, b) identify words related to the theme from an oral text, c) engage in meaningful conversations using new words, d) grasp the importance of proper pronunciation and attentive listening in everyday conversations.	The learner is guided to: • identify words with the target letter-sound combinations ***('scr-', 'que-')*** from a list, • practise saying words with the target letter-sound combinations with peers, • listen to peers for correctness of pronunciation of the target letter-sound combinations, • explore the other sounds that can combine with target sounds to make new words, • take part in a nature walk around the school and identify things that form part of the vocabulary words learnt, • construct sentences using the new words, • sing songs related to the theme.	How can we use the sounds learnt to make new words?
Core Competencies to be developed: • **Communication:** The learner's ability to speak clearly and effectively is improved as they engage in meaningful conversations in the environment using new words. • **Critical thinking and Problem-solving:** The learner's research skills are enhanced as they think of how to take care of the environment. • **Learning to Learn:** The learner's ability to learn independently is heightened as they recreate learning experiences outside class by taking care of the environment.				
Values: **Responsibility** is promoted as the learner diligently takes up assigned roles when engaging in a dialogue with peers.				
Pertinent and Contemporary Issues (PCIs): **Environmental Education:** The learner gets information on how to take care of the environment as they take part in nature walks.				
Link to other Learning Areas: The learner can apply vocabulary learnt in this theme in their learning in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	**15.2.1 Fluency** ***(2 lessons)*** • *Target letter sounds* • *Reading speed* • *Reading with expression*	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ***('scr'** and **'que')*** in a text, b) articulate words with the target letter-sound combinations for clarity of meaning, c) read a text accurately, at the right speed, and with expression, d) adopt reading simple, short narratives for information.	The learner is guided to: • select words with the target letter-sound combinations ***('scr'** and **'que')*** from a print or digital text, • pronounce words with the target letter-sound combinations, • conduct the echo game to retell words with the target sounds after peers or a lead, • take part in timed reading, with peers, • read a narrative/poem/dialogue paying attention to pace, pitch, and volume, • watch video recordings showing reading fluency in terms of speed and articulation.	1. Why is it important to read words accurately? 2. What makes it easy to read well?
Core Competencies to be developed: **Digital Literacy:** This is promoted as the learner interacts with digital content when watching video recordings showing reading fluency in terms of speed and articulation.				
Values: **Unity:** Cooperation is encouraged as the learner works collaboratively with peers in timed reading activities.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is heightened as they acquire reading fluency skills.				
Link to other Learning areas: The learner applies fluent reading skills when reading texts in Kiswahili Language activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	**15.2.2 Comprehension** ***(2 lessons)*** • *Making predictions* • *Retelling events* • *Inferring meaning* • *Comprehension questions*	By the end of the Sub Strand, the learner should be able to: a) predict the outcome of a story based on available clues, b) identify the order of events or information in a text for comprehension, c) infer the meanings of new words and phrases from the context, d) answer direct and indirect questions based on a text, e) adopt reading texts for information.	The learner is guided to**:** • predict what will happen in a story, based on pictures and the title of a text, with peers, • read a print or non-print story aloud, • talk about the events in a story in the sequence in which they happen, • use context clues to find the meaning of words, • locate sentences containing answers to direct questions, • answer indirect questions using contextual clues, • conduct a storytelling session to retell a story read to peers.	How do we get the meaning of new words in a story?
Core Competencies to be developed: • **Self-efficacy:** This is promoted as the learner shows defining personal skills when retelling a story during the storytelling session with peers**.** • **Critical thinking and problem solving:** This is enhanced as the learner organises ideas sequentially to retell the story they have read.				
Values: **Respect** is enhanced as the learner understands and appreciates the opinions of peers during discussions when talk about the events in a story in the sequence in which they happen.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is nurtured as they answer questions from a text correctly.				
Link to other Learning Areas: The learner applies comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Language Use	**15.3.1 Interjections of Displeasure** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify words that are often used to express displeasure, b) use words that express displeasure appropriately, c) value the role of interjections in communication.	The learner is guided to: • listen to a descriptive story, poem, or conversation read by the teacher or from a digital device and identify interjections of displeasure, • role-play situations of displeasure and use the appropriate expressions or words, • construct sentences using interjections of displeasure, • take part in a dialogue that allows turn-taking while using interjections of displeasure, • work jointly to create a talking tree displaying the interjections of displeasure and display in class.	How do you show that you are not happy about something?
Core Competencies to be developed: • **Communication:** The learner's ability to speak clearly and effectively is enhanced as they use appropriate interjections to express displeasure. • **Learning to Learn:** The learner's ability to develop relationships is improved when they take part in a dialogue that allows turn-taking while using interjections of displeasure.				
Values: **Peace :** The learner is able to work harmoniously with peers to create a talking tree displaying the interjections of displeasure and display in class.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-awareness):** The learner grows their self-awareness and communication skills as they learn how to express displeasure using the appropriate interjections.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Writing	**15.4.1 Guided Writing - Factual Paragraph** ***(2 lessons)***	By the end of the Sub Strand, the learner should be able to: a) identify facts from various processes and contexts in preparation for writing, b) order the factual ideas logically for clarity of communication, c) write a paragraph using factual sentences, d) appreciate the use of factual texts in communication.	The learner is guided to: • identify facts from various processes and contexts collaboratively with peers, • list the facts identified logically, • team up to make oral presentations of the facts, • select the most appropriate sentences for the paragraph, • write simple sentences based on oral presentations of facts to form a paragraph.	How do we write a good factual paragraph?
Core Competencies to be developed: **Critical thinking and problem solving:** The learner's logical thinking skills are improved as they order factual ideas logically and write a paragraph using factual sentences.				
Values: **Respect** is inculcated as the learner appreciates the effort of peers during oral presentations of facts and gives positive feedback.				
Pertinent and Contemporary Issues (PCIs): **Life Skills (Self-esteem):** The learner's self-esteem is boosted as they write factual paragraphs clearly and correctly.				
Link to other Learning Areas: The learner can apply the skill of factual writing to learning of similar concepts in Kiswahili Language Activities.				

APPENDIX 1: SUGGESTED ASSESSMENT RUBRIC

Level / Indicator	Exceeds Expectation 4	Meets Expectation 3	Approaches Expectation 2	Below Expectation 1
Ability to listen attentively and respond to relevant information in a variety of contexts.	Maintains meaningful eye contact, sits upright, nods, takes notes, and responds to oral questions correctly for information in a variety of contexts.	Maintains eye contact, sits upright, nods, and takes notes for information in varied contexts.	Either maintains eye contact, or sits upright, or takes notes for information.	Yawns, looks out, and has to be prompted while listening for information.
Ability to pronounce words correctly for effective communication.	Pronounces words correctly, applies correct stress patterns, uses appropriate intonation, gestures, and facial expressions for effective communication in varied oral contexts.	Pronounces words correctly for effective communication.	Either pronounces words correctly or applies stress patterns on words correctly for effective communication.	Mispronounces words.
Ability to read 200 words fluently and accurately.	Reads more than 350 words fluently, accurately, and expressively.	Reads 200 words fluently and accurately.	Reads about 160 words fluently and accurately.	Reads below 100 words fluently and accurately.
Ability to read for comprehension short texts for information and pleasure.	Reads for comprehension varied short texts for information and pleasure.	Reads shorts for comprehension and short texts for information and pleasure.	Reads a short text for information.	Reads a short text, but fails to explain the information.
Ability to express self confidently using the language structures and vocabulary for interaction with others.	Expresses self confidently using the language structures and vocabulary for interaction with others in varied contexts at all times.	Express self confidently using the language structures and vocabulary for interaction with others.	Expresses self less confidently. Occasionally uses the structures and vocabulary acquired.	Expresses self with no confidence at all.
Ability to form letters in terms of shape and size correctly for effective communication.	Forms letters in terms of shape and size correctly, legibly, and neatly for effective communication.	Forms letters in terms of shape and size correctly for effective communication.	Forms some letters in terms of shape and size incorrectly.	Forms all letters in terms of shape and size illegibly and incorrectly.
Ability to use capital letters, commas, full stops, question marks, and exclamation marks correctly for effective communication.	Uses in varied contexts, capital letters, commas, full stops, question marks, exclamation marks, and spells words correctly for effective	Uses capital letters, commas, full stops, question marks, and exclamation marks correctly for effective	Uses any two of the basic punctuation marks correctly for communication.	Uses only one of the basic punctuation marks correctly for communication.

	communication.	communication.		
Ability to write paragraphs to express facts, ideas, and feelings for effective communication.	Writes a variety of paragraphs to express facts, ideas, and feelings in varied contexts for effective communication.	Writes paragraphs to express facts, feelings, and ideas for effective communication.	Writes paragraphs but only expresses facts, ideas, and feelings inaccurately.	Writes paragraphs to express only facts inaccurately and incoherently.

APPENDIX 2: COMMUNITY SERVICE LEARNING ACTIVITY

GUIDELINES FOR GRADE 3 COMMUNITY SERVICE LEARNING PROJECT
INTRODUCTION

There will be **one** integrated Community Service Learning activity that will be conducted **annually** for Grade 3 learners. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and will incorporate concepts from the various Learning Areas. Teachers are expected to vary the themes each year to allow learners to address different PCIs within their contexts. A clear linkage should exist between the skills from the learning areas and the chosen themes.

The integrated CSL activity will employ a Whole School Approach (WSA) involving the entire school community including learners, parents/caregivers/guardians, school administration and teachers. Parents/caregivers/guardians are key stakeholders in planning and execution of the CSL activity. While the teacher takes the lead role in planning and integrating the CSL activity, learners are expected to actively participate throughout the 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 annually.

Steps in carrying out the integrated CSL activity
1) Preparation ● Determine the activity for the learners ● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity ● Identify resources required for the activity (locally available materials) ● Stagger the activities across the term (Set dates and time for the activities) ● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community ● Identify and develop assessment tools
2) **Implementation of CSL Activity** ● Assigning roles to learners. ● Ensure every learner actively participates in the activity ● Observe learners as they carry out the CSL activity and record feedback. ● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product) ● Assess the targeted core competencies, values and subject skills.
3) Reflection on the CSL Activity Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following: ● what went well and why? ● what did not go well and why? ● what can be done differently next time? ● what they have learnt?

ASSESSMENT OF CSL INTEGRATED PROJECT

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, 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 observation schedules, checklists, rating scales or any other appropriate assessment tool.

APPENDIX 3: SUGGESTED NON-FORMAL LEARNING ACTIVITIES

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

Listening and Speaking	**Reading Skills**	**Grammar**	**Writing Skills**

• Oral reading or dictation recitations • Role-play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Teacher-made tests • Peer assessment • Self-assessment and standardised listening tests	• Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading tests • Keeping a record of books read	• Tasks such as multiple-choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role-play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles • Teacher made tests	• Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation • Standardised writing tests

APPENDIX 5: SUGGESTED LEARNING RESOURCES

Non-digital	Digital
• Course books • Storybooks • Poetry books • Pictures and photographs • Newspapers • Magazines • Junior encyclopaedia • Journals • Dictionaries • Diorama • Flashcards • Word wheels • Word puzzles • Code words • Charts and realia	• Digital story books • Pictures and photographs • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources