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

# PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

## ENGLISH   LANGUAGE   ACTIVITIES

# GRADE 3

First Published in 2017

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# 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**
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## 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, Sem i-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 Comm ission (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

## 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 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 <br> • Comprehension | 30 Lessons <br> 30 Lessons |
| | **Total** | **60 Lessons** |
| Language Use | • Word classes <br> • Tense <br> • Word structures | 18 Lessons <br> 8 Lessons <br> 4 lessons |
| | **Total** | **30 Lessons** |
| Writing | • Handwriting <br> • Spelling <br> • Punctuation <br> • Guided Writing | 10 Lessons <br> 6 Lessons <br> 4 Lessons <br> 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)* <br><br> • *Making predictions* <br> • *Characters and setting* <br> • *Inferring meaning* <br> • *Comprehension questions* | By the end of the Sub Strand, the learner should be able to: <br> a) make predictions and anticipate possible outcomes of a story, <br> b) identify characters and settings in a text for comprehension, <br> c) use context clues to infer meanings of words in a text, <br> d) answer simple direct and indirect questions based on a text, <br> e) appreciate the strategy of talking about a text read for comprehension. | The learner is guided to: <br> • look at pictures and titles of a text and predict the likely order of events in a story, with peers, <br> • read a print or digital text, related to the theme, <br> • identify the characters in a text, <br> • draw a concept map to outline the characters in the text, <br> • discuss the setting in a story, with peers, <br> • respond to direct questions by locating sentences with the answers, <br> • answer indirect questions using prior knowledge of the target theme, <br> • list keywords or phrases related to the theme from a grade-appropriate text, <br> • 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? <br> 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)* <br><br> • *Am* <br> • *Is* <br> • *Are* <br> • *Was* <br> • *Were* | By the end of the Sub Strand, the learner should be able to: <br> a) select the forms of the verb 'to be' (**am, is, are, was** and **were**) from a text, <br> b) use the forms of the verb 'to be' (**am, is, are, was** and **were**) to show subject-verb agreement, <br> c) value the importance of well-formed sentences in communication. | The learner is guided to: <br> • listen to a story and pick out forms of the verb 'to be' (**am, is, are, was** and **were**), <br> • answer questions based on the forms of the verb 'to be' (**am, is, are, was** and **were**), <br> • form sentences using the forms of the verb 'to be', <br> • rewrite sentences featuring forms of the verb 'to be' (**am, is, are, was** and **were**), <br> • complete substitution tables featuring the forms of the verb 'to be' (**am, is, are, was** and **were**), <br> • view pictures/charts showing actions featuring the forms of the verb 'to be' (**am, is, are, was** and **were**), <br> • 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** <br><br> *(2 lessons)* <br><br> • *Long words* <br> • *Ascenders* | By the end of the Sub Strand, the learner should be able to: <br> a) recognise aspects of good handwriting for effective communication, <br> b) write words with ascenders and target letter-sound combinations *bl, br, ch,* and *cl* in clear legible handwriting, <br> c) advocate for the importance of writing clearly and legibly for effective communication. | The learner is guided to: <br> • look at a sample text with good handwriting, <br> • point out aspects of good handwriting in the text, <br> • trace, model or copy ascenders in the letters of the alphabet neatly, <br> • copy letter patterns of the target letter-sound combinations *(bl, br, ch, cl),* with peers, <br> • write words related to the theme in response to a picture prompt, <br> • listen to a dictation on sentences using subject-verb agreement and write them neatly, <br> • team up to display their neatly written sentences on charts. | 1. Why should we write neatly and legibly? <br> 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: <br> a) recognise words with the target letter-sound combinations *('dr', 'fl', 'fr'* and *'gl')* in sentences, <br> b) pronounce the target letter-sound combinations *('dr', 'fl', 'fr'* and *'gl')* in words and sentences correctly, <br> c) use the vocabulary learnt to communicate appropriately in various contexts, <br> d) respond to simple specific three-directional instructions in oral communication, <br> e) realise the role of listening attentively and correct pronunciation for effective communication. | The learner is guided to: <br> • listen to the teacher model or an audio recording of the target letter-sound combinations *('dr', 'fl', 'fr'* and *'gl')*, <br> • pronounce the target letter-sound combinations by taking turns, <br> • listen to and say tongue twisters with the target letter-sound combination, <br> • sing songs or recite poems with target letter-sound combinations, <br> • construct simple sentences with peers using the new words and give feedback to each other, <br> • dramatise or role-play sharing of responsibilities and duties using vocabulary learnt, <br> • listen and respond to three directional instructions, <br> • 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:** <br> • **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. <br> • **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:** <br> **Responsibility** is enhanced as the learner engages in assigned roles and duties at home and school. | | | | |
| **Pertinent and Contemporary Issues (PCIs):** <br> **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:** <br> 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: <br>• look at a sample of a text with good handwriting and another with bad handwriting, <br>• work jointly to identify aspects of good handwriting such as letter formation, spacing, alignment, and capitalisation, <br>• copy letter patterns of the target letter-sound combinations *(dr', 'fl', 'fr',* and *'gl')* with peers, <br>• write words related to the theme in response to a picture prompt, <br>• organise their neatly written work in a portfolio, <br>• 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**<br><br>*(2 lessons)*<br><br>• *Target letter sounds*<br>• *Vocabulary* | By the end of the Sub Strand, the learner should be able to:<br>a) recognise words with the target letter-sound combinations (**'cr', 'pl', 'st'** and **'sn'**) in a text,<br>b) pronounce words with the target letter-sound combinations **'cr', 'pl', 'st'** and **'sn'** correctly,<br>c) use vocabulary related to the theme to communicate in various contexts,<br>d) respond to simple specific three-directional instructions in oral communication,<br>e) appreciate the importance of listening attentively for effective communication. | The learner is guided to:<br>• 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,<br>• use words that have the target letter-sound combinations to create sentences,<br>• practise tongue twisters, rhymes, or poems and pick out the target letter-sound combinations with peers,<br>• listen to an audio/video recording of a conversation on etiquette and identify words related to the theme,<br>• play a language game involving matching vocabulary learnt to pictures,<br>• work jointly to build a vocabulary bank on the new words learnt,<br>• take turns to give each other instructions and do as they are instructed. | How do we learn new words?<br>Why should we listen attentively? |
| **Core Competencies to be developed:**<br>**Communication:** The learner's ability to speak engagingly is enhanced as they use the polite words learnt in everyday conversations. | | | | |
| **Values:**<br>**Responsibility** is enhanced as the learner takes up assigned roles when working with peers. | | | | |
| **Pertinent and Contemporary Issues (PCIs):**<br>**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:**<br>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** <br><br> *(2 lessons)* <br><br> • *Target letter sounds* <br> • *Reading speed* <br> • *Reading with expression* | By the end of the Sub Strand, the learner should be able to: <br> a) identify words with target letter-sound combinations (**'cr', 'pl', 'st'** and **'sn'**) in preparation for reading, <br> b) read a grade-appropriate text accurately, at the right speed, and with expression, <br> c) adopt reading simple, short texts in a variety of genres. | The learner is guided to: <br> • recognise words with target letter-sound combinations (**'cr', 'pl', 'st'** and **'sn'**), <br> • identify words with the target letter-sound combinations from a text, <br> • make words with the target letter sound combinations and read to peers, <br> • conduct a reader's theatre to read a text displaying the right emotions and feelings, paying attention to punctuation and tone, <br> • 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**<br>**Language Use** | **3.3.1**<br>**Subject-verb agreement – verb 'to have'**<br><br>***(2 lessons)***<br><br>• *Has*<br>• *Have*<br>• *Had* | By the end of the Sub Strand, the learner should be able to:<br>a) select forms of the verb 'to have' (***has, have*** and ***had***) from a text,<br>b) use the forms of the verb 'to have' (***have, has*** and ***had)*** to show subject-verb agreement,<br>c) value the importance of subject-verb agreement in sentences. | The learner is guided to:<br>• listen to a story and pick out forms of the verb 'to have' (***has, have*** and ***had***),<br>• answer questions based on the forms of the verb 'to have' (***has, have*** and ***had***); for example,<br>• form sentences featuring **have, has, had** from a substitution table,<br>• 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.*<br>• work jointly to prepare flashcards with the target language pattern and display in class,<br>• 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: <br> a) recognise aspects of good handwriting for effective communication, <br> b) write words in clear and legible handwriting, <br> c) value the importance of writing clearly and legibly for effective communication. | The learner is guided to: <br> • look at a sample text of good handwriting, <br> • identify aspects of good handwriting in a text, <br> • identify common mistakes learners make on handwriting, <br> • copy letter patterns of the target letter-sound combinations (*'cr', 'pl', 'st'* and *'sn'*), <br> • neatly write words related to the theme in response to a picture prompt, <br> • 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**<br><br><br><br>**(2 lessons)**<br><br>• *Target letter sounds*<br>• *Vocabulary* | By the end of the Sub Strand, the learner should be able to:<br>a) recognise words with the target letter-sounds combinations *( 'wr', pr', 'sm'* and *'st')* in given words for effective communication,<br>b) articulate the words with the target letter-sound combinations *( 'wr', pr', 'sm'* and *'st')* correctly,<br>c) use new words related to the theme in relevant contexts,<br>d) realise the importance of listening attentively and using correct pronunciation for effective communication. | The learner is guided to:<br>• identify words with the target letter sound combinations: *'wr', pr', 'sm',* and *'st'* from an oral text,<br>• pronounce the target letter-sound combinations by taking turns as modelled by the peers, teacher, or audio recording,<br>• sing simple songs or recite poems with target letter-sound combinations, with peers,<br>• add new words related to the theme onto a word tree for display,<br>• construct simple sentences with peers using the new words and review each other's work,<br>• 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)* <br>• *Nobody* <br>• *Anybody* <br>• *Somebody* | By the end of the Sub Strand, the learner should be able to: <br>a) identify indefinite pronouns (***nobody, anybody, somebody***) in a text, <br>b) use indefinite pronouns to construct sentences for effective communication, <br>c) adopt using indefinite pronouns in day-to-day communication. | The learner is guided to: <br>• listen to a story/poem/conversation read by the teacher or from digital devices, <br>• identify the indefinite pronouns (***nobody, anybody, somebody***) from the text, <br>• engage in question-and-answer dialogues using indefinite pronouns, <br>• create sentences using indefinite pronouns, <br>• fill in gaps in sentences with indefinite pronouns, <br>• work jointly to solve a crossword puzzle with indefinite pronouns, <br>• 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: <ul><li>look at a sample of correct, clear, and legible handwriting of a text,</li><li>write dictated words ensuring good handwriting and correct spelling,</li><li>write phrases in response to a picture prompt related to the theme,</li><li>make sentences related to the theme collaboratively and give feedback on peers' handwriting.</li></ul> | 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)* <br><br> • *Target letter sounds* <br> • *Vocabulary* | By the end of the Sub Strand, the learner should be able to: <br> a) recognise words with the target letter-sound combination *('sl', 'st', 'sw', 'sp', 'thr')* in sentences, <br> b) pronounce the target letter-sound combination in words and sentences correctly, <br> c) use the vocabulary learnt to communicate in various contexts, <br> d) respond to simple specific three-directional instructions in oral communication, <br> 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: <br> • listen to the teacher/audio recording and identify words with the target letter-sound combinations: *('sl', 'st', 'sw', 'sp', 'thr'),* <br> • pronounce words with the target letter-sound combinations, with peers, <br> • create a list of sentences using words with the target letter-sound combinations, <br> • listen to stories and identify words related to the theme, <br> • look for the meaning of vocabulary from pictorial dictionaries and practise using them in sentences, <br> • sing songs/ recite poems on the theme, <br> • watch a video with content related to the theme, <br> • role-play different occupations as they record the videos, <br> • work with peers to develop a talking tree using the vocabulary on different types of occupations, <br> • 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: <ul><li>look at samples of texts with good handwriting,</li><li>identify aspects of good handwriting,</li><li>copy letter patterns of words with the target letter-sound combinations *('sl', 'st', 'sw', 'sp'* and *'thr')*,</li><li>write words related to the theme in response to a picture prompt neatly,</li><li>trace letter patterns neatly and legibly,</li><li>re-write short sentences related to the theme in neat and legible handwriting,</li><li>type words and phrases using digital devices.</li></ul> | 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)* <br><br> • *Target letter sounds* <br> • *Reading speed* <br> • *Reading with expression* | By the end of the Sub Strand, the learner should be able to: <br> a) identify words with the target letter-sound combinations *(/dr/, /gr/, /shr/)* in a text), <br> b) read a text accurately, at the right speed, and with expression, <br> c) realise the importance of reading accurately, at the right speed and with expression for effective communication. | The learner is guided to: <br> • pick out words with letter-sound combinations: */dr/, /gr/, /shr/,* from a chart, <br> • blend target sounds to read words with target letter-sound combinations, with peers, <br> • read words with letters-sound combinations correctly, <br> • read a text while displaying the right facial expressions and tone and obtaining feedback from peers, <br> • engage in timed reading with peers taking appropriate pauses at punctuation marks, <br> • practise reading sentences containing decodable and non-decodable words, <br> • participate in a reader's theatre and record their experience in a personal journal. | 1. How should we read? <br> 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: <br>• recognise sentences with words that express future time from a text, <br>• talk about what they plan to do after school to express future time, <br>• take turns to ask and answer questions using words that express future time, <br>• sing a song/rhyme using 'will' and 'shall', <br>• fill in gaps in sentences using will or shall to show future time, <br>• 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<br><br>*(2 lessons)* | By the end of the Sub Strand, the learner should be able to:<br>a) spell words with the target letter-sound combinations *(dr, gr* and *shr)* for effective writing,<br>b) write words related to the target theme appropriately for clarity,<br>c) adopt writing words clearly, legibly, and correctly. | The learner is guided to:<br>• spell the words with the letter combinations *dr, gr* and *shr*,<br>• fill in a crossword puzzle using words with the target letter-sound combinations,<br>• write dictated words,<br>• make words related to the theme from jumbled letters,<br>• copy words legibly and correctly from charts/flashcards,<br>• 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*),<br>• 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**<br><br>**(2 lessons)**<br><br>• *Target letter sounds*<br>• *Vocabulary* | By the end of the Sub Strand, the learner should be able to:<br>a) recognise words with the target letter-sound combinations *dw, tw, nk, and sq* from an oral text,<br>b) use new words in relevant contexts to talk about safety,<br>c) respond to simple specific three-directional instructions in oral communication,<br>d) realise the importance of listening attentively and correct pronunciation for effective communication. | The learner is guided to:<br>• listen to a text featuring the target letter-sound combinations as modelled by the teacher, peer, or from an audio recording,<br>• pick out and pronounce words or phrases with the target letter-sound combinations *(dw, tw, nk and sq)* from the text,<br>• 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,<br>• roleplay a safety scene with peers using thematic vocabulary and words with the target sounds,<br>• listen to the vocabulary used in short sentences/short paragraphs/short stories that the teacher reads aloud,<br>• work jointly to use vocabulary learnt to play language games with peers,<br>• 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**<br>**Reading** | **7.2.2**<br>**Comprehension**<br><br>*(2 lessons)*<br><br>● *Main idea*<br>● *Making predictions*<br>● *Comprehension questions* | By the end of the Sub Strand, the learner should be able to:<br>a) identify the main idea in a text to show comprehension,<br>b) make predictions about a story based on the title and pictures,<br>c) respond to direct and indirect questions to show comprehension,<br>d) adopt reading pictures and texts for information. | The learner is guided to:<br>● look at pictures showing a fire, or a road crash, or a flood,<br>● read the title of a story to make predictions of what will happen in the text,<br>● read/listen to a story from a digital device/as narrated by peers/ teacher,<br>● get clues from the story read to answer direct and indirect questions,<br>● identify the main idea in a story, poem, or conversation on safety, with peers,<br>● talk about their own experiences in relation to the theme and the story. | 1. How do you identify the main idea in a text?<br>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**<br>**Writing** | **7.4.1**<br>**Spelling**<br><br>*(2 lessons)* | By the end of the Sub Strand, the learner should be able to:<br>a) recognise correct spelling of words with the target letter-sound combinations *(dw-, tw-, -nk* and *sq-)* from a written text,<br>b) write sentences related to safety using words that contain the target letter-sound combinations for clarity in communication,<br>c) attempt to write clearly, and legibly for effective communication. | The learner is guided to:<br>• identify words with the target letter-sound combinations *(dw-, tw-, -nk,* and *sq-)* from a text,<br>• team up to spell 4-6 letter words with the target letter-sound combinations from a dictation,<br>• organise jumbled letters to make 4-6 letter words with the target letter-sound combinations,<br>• form words using the target letter-sound combination, with peers<br>• work with peers to spell 4-6 letter words related to the theme such as wash, fire, water, park, stop, bus, path,<br>• 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** <br><br> *(2 lessons)* <br><br> • *Retelling events* <br> • *Making predictions* <br> • *Comprehension questions* | By the end of the Sub Strand, the learner should be able to: <br> a) identify the sequence of events in a text to show comprehension, <br> b) make predictions about a story based on the title and picture, <br> c) respond to direct and indirect questions about a text to show comprehension, <br> d) appreciate the importance of reading fluently for effective communication. | The learner is guided to: <br> • predict what will happen in a story, based on the title and pictures in the text, <br> • read/ listen to a story from a digital device /as narrated by peers/teacher, <br> • get clues from the story read to answer direct and indirect questions, <br> • answer direct and indirect questions from a text, <br> • retell a story related to the theme, with peers, <br> • 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: <br> a) identify sentences that contain quantifiers in a written text, <br> b) use quantifiers in sentences to talk about care for animals, <br> c) practise using quantifiers in sentences to convey different meanings. | The learner is guided to: <br> • read a text based on the theme in turns, <br> • tem up to identify quantifiers *(some, many, no, all, any)* used in sentences within the text, <br> • take turns to ask and answer questions using the quantifiers in sentences, <br> • observe pictures related to the theme and construct sentences using quantifiers, <br> • generate sentences from a substitution table, <br> • 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)* <br><br>• *Target letter sounds* <br>• *Vocabulary* | By the end of the Sub Strand, the learner should be able to: <br>a) recognise words with the target letter-sound combinations *(-lk, -lf, -lm, -mp),* in preparation for reading, <br>b) use new words related to the theme in relevant contexts, <br>c) respond to simple specific three-directional instructions in oral communication, <br>d) realise the importance of using new words in conversations for effective communication. | The learner is guided to: <br>• read words and phrases with target letter-sound combinations as modelled by the peers/ teacher or audio recording, <br>• identify words with the target letter-sound combinations: *(-lk, -lf, -lm, -mp),* <br>• recite rhyming words that have the target letter-sound combinations, <br>• listen to the vocabulary used in short sentences, short paragraphs, and teacher read-aloud stories, <br>• play a language game with peers using the new words, <br>• use the vocabulary learnt to talk about wild animals, <br>• match vocabulary learnt to pictures, <br>• 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)* <br><br> • *Target letter sounds* <br> • *Reading speed* <br> • *Reading with expression* | By the end of the Sub Strand, the learner should be able to: <br> a) identify words with the target letter-sound combinations *(-lk, -lf, -lm, -mp)*, from a written text, <br> b) read a grade-appropriate text accurately, at the right speed, and with expression, <br> c) realise the importance of reading a variety of grade-level texts fluently. | The learner is guided to: <br> • recognise words with the target letter-sound combinations from a chart: *(-lk, -lf, -lm, -mp)*, <br> • select words with the target letter-sound combinations from a story or song extract, <br> • read sentences containing decodable and non-decodable words, <br> • engage in timed reading of a text taking appropriate pauses at punctuation marks, displaying the right facial expressions and tone, <br> • recite a poem with peers about wild animals. | 1. Why is it important to read words correctly? <br> 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** <br><br> *(2 lessons)* | By the end of the Sub Strand, the learner should be able to: <br> a) identify the opposites of different words for effective communication, <br> b) use opposites of words to construct sentences related to the theme, <br> c) appreciate the role of opposites in language acquisition. | The learner is guided to: <br> • identify opposites from a group of words in a text, <br> • tell stories about wildlife conservation using the opposites of a variety of words, with peers, <br> • work jointly to creating a word bank of words with their opposites, <br> • draw pictures of various objects to demonstrate the concept of opposites, <br> • construct sentences using the opposites of words related to the theme, with peers, <br> • use opposites to respond to questions from a story, poem, or conversation, <br> • 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** <br> *(2 lessons)* | By the end of the Sub Strand, the learner should be able to: <br> a) recognise the comma in a text related to the theme, <br> b) use the comma correctly in writing lists of items, <br> c) adopt the use of commas in writing. | The learner is guided to: <br> • recognise commas from a text on wall charts/chalkboard/ digital and print resources, <br> • work jointly to create models of the comma and display in class, <br> • use commas correctly in sentences, <br> • use commas to write lists of items/names of classmates, <br> • role play reading sentences with pauses to show use of the comma, <br> • 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**<br><br>*(2 lessons)*<br><br>• *Target letter sounds*<br>• *Vocabulary* | By the end of the Sub Strand, the learner should be able to:<br>a)  recognise words with the target letter-sound combinations (*-mb, - nt, -nd, -nch)*, in preparation for reading,<br>b)  pronounce words with the target letter-sound combinations in preparation for reading,<br>c)  use new words related to the theme in relevant contexts,<br>d)  recognise the importance of listening attentively  for effective communication. | The learner is guided to:<br>• listen to a text and point out words featuring the target letter-sound combinations: (*-mb, - nt, -nd, -nch)*,<br>• practise saying words with the  target letter-sound combinations,<br>• recite rhyming words that have the target  letter-sounds combinations,<br>• construct  simple sentences with peers using the new words and share for feedback,<br>• create a talking tree using the vocabulary related to the theme,<br>• team up to build a vocabulary bank using the new words learnt related to the theme. | 1.  Why do we learn new words?<br>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**<br><br>*(2 lessons)*<br><br>• *Target letter sounds*<br>• *Reading speed*<br>• *Reading with expression* | By the end of the Sub Strand, the learner should be able to:<br>a) identify words with the target letter-sound combinations *'mb', 'nt', 'nd', and 'nch'*, in preparation for reading,<br>b) read a grade-appropriate text accurately, at the right speed and with expression.<br>c) recognise the importance of reading accurately, at the right speed and with expression for effective communication. | The learner is guided to:<br>• select and read words with the target letter-sound combinations from a text: *'mb', 'nt', 'nd', and 'nch'*,<br>• practise reading sentences containing decodable and non-decodable words,<br>• engage in timed reading (*90 words long text*) with peers,<br>• read a text while displaying the right facial expression and tone,<br>• participate in a reader's theatre with peers where he or she reads some lines or stanzas of a poem,<br>• 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?<br>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)* <br><br>• *next to,* <br>• *around,* <br>• *near,* <br>• *by,* <br>• *along,* <br>• *after,* <br>• *under* | By the end of the Sub Strand, the learner should be able to: <br>a) identify the target prepositions in a text, <br>b) use the target prepositions to describe the position, location, and direction of things accurately, <br>c) appreciate the use of prepositions to describe the position and location of people, places, and things. | The learner is guided to: <br>• pick out the words *(next to, around, near, by, along, after, under)* from a written or audio text, <br>• describe the positions of different objects in the classroom, at school or home, <br>• listen to and answer oral questions related to prepositions in a story/poems/song, <br>• place objects at different points and ask their peers to use suitable prepositions to describe their location, <br>• construct sentences using prepositions in relation to a prompt and give feedback, <br>• sing short songs/rhymes on prepositions, <br>• play language games involving prepositions. | 1. Where do you keep different things at home? <br>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**<br><br>**Writing** | **11.4.1**<br>**Guided**<br>**Writing**<br><br>*(2 lessons)*<br><br>• *Picture reading* | By the end of the Sub Strand, the learner should be able to:<br>a) recognise the names of the objects in pictures related to the theme,<br>b) write names from picture prompts to demonstrate mastery of vocabulary,<br>c) recognise the importance of writing correctly. | The learner is guided to:<br>• name different objects in the pictures provided,<br>• respond to the prompts presented and write the names of objects,<br>• draw, colour, and name the objects related to the theme,<br>• work jointly to organise their drawings in a portfolio,<br>• fill in gaps using the correct vocabulary words related to the theme,<br>• 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)* <br><br>• *Mine* <br>• *Yours* <br>• *Ours* <br>• *Hers* <br>• *His* <br>• *Theirs* | By the end of the Sub Strand, the learner should be able to: <br>a) identify sentences featuring possessive pronouns in a text, <br>b) use possessive pronouns correctly in writing, <br>c) appreciate the use of possessive pronouns in communication. | The learner is guided to: <br>• talk about the things that belong to them/ their parents/guardians, using possessive pronouns (*mine, yours, ours, hers, his*), <br>• role-play events related to ownership of items and objects in the classroom, <br>• make sentences related to the theme using possessive pronouns, <br>• ask and answer questions on possessive pronouns, <br>• sing songs/rhymes using the possessive pronouns, <br>• play language games involving the use of possessives pronouns <br>• 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<br><br>*(2 lessons)*<br><br>• *Sequencing ideas* | By the end of the Sub Strand, the learner should be able to**:**<br>a) identify the general idea in jumbled sentences,<br>b) write the sentences sequentially to form a cohesive paragraph,<br>c) advocate for the role of writing as a part of the learning process. | The learner is guided to:<br>• study jumbled sentences to establish the idea in each,<br>• discuss the main idea conveyed in the jumbled sentences,<br>• explore various possibilities with peers to arrange the jumbled sentences in correct order,<br>• re-write the jumbled sentences according to the correct order,<br>• 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** <br><br> *(2 lessons)* <br><br> • *Target letter sounds* <br> • *Vocabulary* | By the end of the Sub Strand, the learner should be able to: <br> a) distinguish words with the target letter-sound combinations: *-lf, -rf, spl-*, for effective communication, <br> b) pronounce words with the target letter-sound combinations accurately, <br> c) identify vocabulary related to the theme correctly, <br> d) use the new words related to the theme in short sentences, <br> e) value the importance of using proper pronunciation and correct vocabulary in communication. | The learner is guided to: <br> • listen and pick out words with the target letter sound combinations *(-lf, -rf, spl-)* from an audio clip/poem/story, <br> • practise saying words with the target sounds with peers, <br> • generate and list words with the target sounds, <br> • categorise different words according to each of the target sounds, <br> • use new words to construct simple sentences, <br> • engage in role-plays and use words related to the theme, with peers, <br> • 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<br><br>Reading | 13.2.2<br><br>Comprehension<br><br>*(2 lessons)*<br><br>• *Making predictions*<br>• *Summarising*<br>• *Comprehension questions* | By the end of the Sub Strand, the learner should be able to:<br>a) make predictions about a story based on the title and pictures,<br>b) respond to direct and indirect questions about the text to show comprehension,<br>c) summarise a text for comprehension,<br>d) adopt reading texts for information. | The learner is guided to:<br>• look at the title of a story, pictures and guess what will happen in the story,<br>• locate sentences in the text to answer direct questions,<br>• get clues from the story to answer indirect questions,<br>• retell a story, poem, or conversation using a concept map, with peers,<br>• paraphrase the events in a story,<br>• participate in a 'five-finger retell' activity,<br>• 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**<br><br>*(2 lessons)*<br><br>● *Why*<br>● *Whom*<br>● *How* | By the end of the Sub Strand, the learner should be able to**:**<br>a) identify sentences containing Wh-questions that begin with ***why, whom,*** and ***how*** from a text,<br>b) use the Wh- questions in sentences for effective communication,<br>c) grasp the role of Wh-questions in seeking information. | The learner is guided to:<br>● listen to recorded conversations containing the Wh-questions,<br>● identify sentences containing Wh-questions,<br>● engage in a meaningful question-and-answer dialogue using **why, whom,** and **how**, with peers,<br>● fill in gaps in sentences using **why, whom,** and **how appropriately**,<br>● collaborate with peers to answer questions beginning with **why, whom,** and **how** appropriately,<br>● 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** <br><br> *(2 lessons)* | By the end of the Sub Strand, the learner should be able to: <br> a) recognise words related to the theme from a written text, <br> b) write simple paragraphs related to the theme clearly, <br> c) acknowledge the importance of writing simple and clear paragraphs for effective communication. | The learner is guided to: <br> • pick out various words related to the theme from a text, <br> • reorganize jumbled letters to form words, <br> • write 3-5 simple, short and meaningful sentences in response to a prompt, <br> • list the sentences logically in order of sequence with peers, <br> • organise the sequenced list of sentences to form a meaningful paragraph. <br> • use the five steps of the writing process: planning, drafting, revising, editing, and writing the final piece. | 1. Why should we write sentences correctly? <br> 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** <br><br> *(2 lessons)* <br><br> • *Target letter sounds* <br> • *Vocabulary* | By the end of the Sub Strand, the learner should be able to: <br> a) recognise words with the target letter-sound combinations *(spr and str')*, in a text, <br> b) pronounce words with the target letter-sound combinations in preparation for reading, <br> c) use new words related to the theme in relevant contexts, <br> d) realise the importance of listening attentively, and correct pronunciation in communication. | The learner is guided to: <br> • identify and pronounce words and phrases with the target letter-sound combinations *(spr and str')* as modelled by the peers/teacher or audio recording, <br> • use words that have the target letter combinations to talk about talent, <br> • practise using vocabulary related to the theme in short sentences, <br> • recite rhymes/sing songs with peers using the vocabulary related to the theme, <br> • work with peers to play language games matching vocabulary learnt to pictures and objects, <br> • listen and respond to simple specific three-directional instructions. | 1. What words do you use to talk about talents? <br> 2. What helps us to remember the meaning of words? |
| **Core Competencies to be developed:** <br> • **Communication:** The learner's ability to speak clearly and correctly is improved as they use the new words learnt to talk about talents. <br> • **Collaboration:** Teamwork is encouraged as the learner actively participates in playing language games with peers observing the rules of engagement. | | | | |
| **Values:** <br> **Social Justice** is enhanced as the learner fosters inclusivity and non-discrimination to peers as they play language games. | | | | |
| **Pertinent and Contemporary Issues (PCIs):** <br> **Life Skills (Self-awareness):** The learner's self-awareness is developed as they become aware of their own talents. | | | | |
| **Link to other Learning Areas:** <br> 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**<br><br>*(2 lessons)*<br><br>● *Target letter sounds*<br>● *Reading speed*<br>● *Reading with expression* | By the end of the Sub Strand, the learner should be able to:<br>a) identify words with the target letter-sound combinations *(spr and str)* in a text,<br>b) read a text accurately, at the right speed, and with expression,<br>c) adopt reading simple, short narratives for information. | The learner is guided to:<br>● pick out and read words with target letter-sound combinations *(spr and str)* from a text,<br>● read words with the letter-sound combinations correctly,<br>● read a text, displaying the right facial expressions and using the right tone,<br>● engage in timed with peer reading, taking appropriate pauses at punctuation marks,<br>● record time taken in reading of texts by peers and give feedback,<br>● 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)* <br><br> • *Making predictions* <br> • *Main idea* <br> • *Inferring meaning* <br> • *Comprehension questions* | By the end of the Sub Strand, the learner should be able to: <br> a) make predictions about a story based on the title and picture, <br> b) identify the main idea in a text for comprehension, <br> c) infer meanings of new words from the context, <br> d) respond to direct and indirect questions on a text for comprehension, <br> e) adopt reading texts for information. | The learner is guided to: <br> • predict what will happen in a story based on the theme after discussing the title and pictures with peers, <br> • identify the main idea in the text, with peers, <br> • use contextual clues to get meanings of new words, <br> • respond to direct and indirect questions from a text using contextual clues, <br> • 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: <br> a) identify adverbs of manner in a written text in preparation for writing, <br> b) use adverbs of manner to describe actions, <br> c) understand the use of adverbs in writing. | The learner is guided to: <br> • listen to a descriptive story, poem, or conversation read by the teacher or from a digital device, <br> • point out adverbs of manner from the text, <br> • construct simple sentences about talents using adverbs of manner, <br> • role-play familiar actions with peers and have them describe the actions using adverbs of manner, <br> • make sentences from a substitution table, <br> • fill in gaps in sentences using adverbs of manner correctly. | 1. Which words do you use to talk about how things are done? <br> 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<br><br>*(2 lessons)* | By the end of the Sub Strand, the learner should be able to:<br>a) recognise the steps of composition writing in preparation for writing,<br>b) write a short narrative related to the theme following the five steps of the writing process,<br>c) appreciate the importance of correctly writing simple paragraphs for effective communication. | The learner is guided to:<br>• pick out new words from a text based on the theme,<br>• write the new words correctly and legibly,<br>• write 3-5 meaningful sentences using the new words in response to a prompt,<br>• write a paragraph of 3-5 sentences using the steps in the writing process,<br>• write a simple guided composition of about 5-10 sentences,<br>• 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**<br><br>*(2 lessons)*<br><br>• *Target letter sounds*<br>• *Vocabulary* | By the end of the Sub Strand, the learner should be able to:<br>a) recognise the target letter-sound combinations *'scr-', 'que-'* from a text,<br>b) identify words related to the theme from an oral text,<br>c) engage in meaningful conversations using new words,<br>d) grasp the importance of proper pronunciation and attentive listening in everyday conversations. | The learner is guided to:<br>• identify words with the target letter-sound combinations *('scr-', 'que-')* from a list,<br>• practise saying words with the target letter-sound combinations with peers,<br>• listen to peers for correctness of pronunciation of the target letter-sound combinations,<br>• explore the other sounds that can combine with target sounds to make new words,<br>• take part in a nature walk around the school and identify things that form part of the vocabulary words learnt,<br>• construct sentences using the new words,<br>• 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<br><br>*(2 lessons)*<br><br>• *Target letter sounds*<br>• *Reading speed*<br>• *Reading with expression* | By the end of the Sub Strand, the learner should be able to:<br>a) identify words with the target letter-sound combinations *('scr' and 'que')* in a text,<br>b) articulate words with the target letter-sound combinations for clarity of meaning,<br>c) read a text accurately, at the right speed, and with expression,<br>d) adopt reading simple, short narratives for information. | The learner is guided to:<br>• select words with the target letter-sound combinations *('scr' and 'que')* from a print or digital text,<br>• pronounce words with the target letter-sound combinations,<br>• conduct the echo game to retell words with the target sounds after peers or a lead,<br>• take part in timed reading, with peers,<br>• read a narrative/poem/dialogue paying attention to pace, pitch, and volume,<br>• watch video recordings showing reading fluency in terms of speed and articulation. | 1. Why is it important to read words accurately?<br>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**<br><br>*(2 lessons)* | By the end of the Sub Strand, the learner should be able to:<br>a) identify words that are often used to express displeasure,<br>b) use words that express displeasure appropriately,<br>c) value the role of interjections in communication. | The learner is guided to:<br>• listen to a descriptive story, poem, or conversation read by the teacher or from a digital device and identify interjections of displeasure,<br>• role-play situations of displeasure and use the appropriate expressions or words,<br>• construct sentences using interjections of displeasure,<br>• take part in a dialogue that allows turn-taking while using interjections of displeasure,<br>• 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: <br> a) identify facts from various processes and contexts in preparation for writing, <br> b) order the factual ideas logically for clarity of communication, <br> c) write a paragraph using factual sentences, <br> d) appreciate the use of factual texts in communication. | The learner is guided to: <br> • identify facts from various processes and contexts collaboratively with peers, <br> • list the facts identified logically, <br> • team up to make oral presentations of the facts, <br> • select the most appropriate sentences for the paragraph, <br> • 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**<br>● Determine the activity for the learners<br>● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity<br>● Identify resources required for the activity (locally available materials)<br>● Stagger the activities across the term (Set dates and time for the activities)<br>● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community<br>● Identify and develop assessment tools |
| **2) Implementation of CSL Activity**<br>● Assigning roles to learners.<br>● Ensure every learner actively participates in the activity<br>● Observe learners as they carry out the CSL activity and record feedback.<br>● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)<br>● Assess the targeted core competencies, values and subject skills. |
| **3) Reflection on the CSL Activity**<br>Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:<br>● what went well and why?<br>● what did not go well and why?<br>● what can be done differently next time?<br>● 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<br>• Role-play<br>• Debates<br>• Oral interviews<br>• Dialogues<br>• Oral discussions<br>• Oral presentations<br>• Public speaking<br>• Teacher-made tests<br>• Peer assessment<br>• Self-assessment and standardised listening tests | • Reading aloud<br>• Dictation<br>• Oral interviews<br>• Question and answer<br>• Teacher-made tests<br>• Learner  summaries of what they read<br>• Learner journals<br>• Learner portfolios<br>• Peer assessment<br>• Self-assessment and standardised reading tests<br>• Keeping a record of books read | • Tasks such as multiple-choice<br>• Discrimination<br>• Gap-filling<br>• Short-answer<br>• Dialogue-completion, information gap<br>• Role-play<br>• Simulation<br>• Matching tasks<br>• Substitution tables<br>• Word games<br>• Puzzles<br>• Teacher made tests | • Teacher-made tests<br>• Learner journals<br>• Peer assessment<br>• Self-assessment learner<br>• Portfolio dictation<br>• Standardised writing tests |

**APPENDIX 5: SUGGESTED LEARNING RESOURCES**

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