



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 3

First Published in 2021

Revised in 2024

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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.



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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 incorporates 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.



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

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

Best wishes to all learners and curriculum implementers.



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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

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

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 SCHOOL EDUCATION

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

By the end of Primary School Education, 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 Kenya's rich and diverse cultural heritage for harmonious living.

INDIGENOUS LANGUAGES

GRADE 3

ESSENCE STATEMENT

Indigenous knowledge is embodied in the cultural, historical and social background of a people. It is acquired through daily life experiences and expressed through their language. During the early years of learning, Indigenous Language Activities will inculcate in the learner appreciation of social cultural development and enhance effective communication skills. It will allow the learners to explore their immediate environment with confidence and act as a foundation for acquisition of a second language. It will also enable the learner to comprehend different phenomena in the immediate environment. The learning area addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the language of the catchment area of the learner.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) express self, confidently in indigenous language in different contexts,
- b) use thematic vocabulary in indigenous language to communicate appropriately,
- c) read texts accurately and fluently in indigenous language to access information,
- d) express feelings, ideas, and opinions through writing in indigenous language,
- e) practice appropriate cultural norms and good conduct expected of societal members,
- f) apply indigenous knowledge to conserve and preserve the environment.

SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	NUMBER OF LESSONS
LISTENING AND SPEAKING	• Self-expression	4
	• Story Telling	4
	• Presentation Skills	4
	• Active Listening	4
	• Expressing Self Creatively	4
	Total	20
READING	• Independent Reading	4
	• Reading Aloud	4
	• Reading Comprehension	4
	• Reading for Fluency	4
	• Reading for Information	4
	Total	20
WRITING	• Sentence Formation	4
	• Writing Simple Stories	4
	• Spelling: Rules of Spelling	4
	• Writing to Give Information	4
	• Creative Writing	4
	Total	20
TOTAL NUMBER OF LESSONS		60

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

THEME 1: INTRODUCING SELF AND OTHERS

Suggested Vocabulary: hello, name, please meet, friend, classmate, polite, introduce, class, thank you

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Self expression (4 lessons) <ul style="list-style-type: none"> • <i>Words used to introduce self formally</i> • <i>Expressions to introduce self</i> 	By the end of the Sub Strand, the learner should be able to: a) identify simple expressions used when introducing self and others, b) apply appropriate expressions in introductions for effective communication, c) appreciate using expressions to introduce self and others.	The learner is guided to: <ul style="list-style-type: none"> • collaborate with peers to listen to recorded clips on introducing self and others, • introduce self and others formally to peers in class, • listen to conversations from a radio lesson about the importance of introducing self and others, • respond to questions from the radio lesson with peers, • collaborate with peers to role play a short skit where they introduce themselves and their friends to others, • conduct a peer review to help each other improve on their introductions. 	Why is it important to introduce self and others?

Core Competencies to be developed:

- Communication and Collaboration: This is enhanced as the learner speaks engagingly when introducing self and others formally.
- Learning to Learn: This is developed as the learner engages in collective learning by conducting a peer review to help each other improve on their introductions.

Values:

- Unity: This is enhanced as the learner collaborates with peers to role play a short skit where they introduce themselves and their friends to others.
- Social Justice: This is promoted as the learner fosters inclusivity of ideas when responding to questions from the radio lesson with peers.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is enhanced as the learner practises ways of introducing self and others formally to enhance social relationships.

Links to Other Learning Areas:

The learner can relate the use of expressions to introduce self and others to their learning of similar concepts in English Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Independent Reading (4 lessons) <ul style="list-style-type: none"> • <i>Simple texts</i> • <i>Answering questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) read simple texts related to the theme for information, b) answer questions based on texts for comprehension, c) develop an interest in reading for pleasure. 	The learner is guided to: <ul style="list-style-type: none"> • read a passage on the theme on introduction of self and others, • work with peers to practise identifying the main idea and specific information (<i>e.g. characters</i>) from a passage, • collaborate with peers to answer questions based on the texts read, • identify vocabulary related to the theme from a text, • list the vocabulary on charts and display them on the talking wall, • form a reading club/group and select level readers to read with peers for enjoyment. 	<ol style="list-style-type: none"> 1. What are the benefits of reading on your own? 2. How do you identify the main idea from a passage?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is enhanced as the learner contributes to group decision making when working with peers to practise identifying the main idea and specific information. • Learning to Learn: This is developed as the learner enhances collective learning by forming a reading club/group to read with peers for enjoyment. 				

Values:

- Responsibility: This is acquired as the learner diligently works with peers to list the vocabulary on charts and display on the talking wall.
- Respect: This is enhanced as the learner demonstrates tolerance for individual differences as they collaborate with peers to answer questions based on the texts read.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is enhanced as the learner works with peers to form reading clubs/groups to develop and grow a reading culture for enjoyment.

Link to Other Learning Areas:

The learner can relate the concept of reading for enjoyment to their learning of similar concepts in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Sentence Formation (4 lessons) <ul style="list-style-type: none"> • <i>Forming sentences</i> 	By the end of the Sub Strand, the learner should be able to: a) arrange words to form sentences for expression, b) write simple sentences based on the theme for communication, c) enjoy forming sentences correctly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • collaborate with peers to identify words related to introducing self and others from charts, • team up to arrange word cards to form simple sentences about introducing self and others, • use thematic words to form simple sentences about introducing self, • use digital devices to play ‘drag and drop’ games to re-arrange jumbled-up sentences to form meaningful sentences on introducing self and others, • work with peers to complete sentences on the theme, • participate in fishing games to look for and arrange word cards to form simple sentences about introducing self and others with peers. 	How do we arrange words to form sentences?

Core Competencies to be developed:

- Citizenship: This is developed as the learner demonstrates tolerance when teaming up to arrange word cards to form simple sentences about introducing self and others.
- Learning to Learn: This is enhanced as the learner engages in collective learning by participating in fishing games to fish and arrange word cards to form simple sentences.

Values:

- Responsibility: This is promoted as the learner handles digital devices carefully to play the ‘drag and drop’ games from online platforms.
- Unity: This is enhanced as the learner cooperates with peers to engage in a fishing game to form simple sentences.

Pertinent and Contemporary Issues (PCIs):

Ethnic and racial relations: These are promoted as the learner gets to initiate interactions with others through introductions for co-existence.

Links to Other Learning Areas:

The learner can relate the concept of sentence formation to their learning of language use in English and Kiswahili Language Activities.

THEME 2: THE COMMUNITY-OCCUPATIONS

Suggested Vocabulary: occupation, work, teacher, farmer, driver, pilot, trader, driver, doctor, fisherman

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Storytelling (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Re-telling stories</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words related to the types of occupations in the community, b) re-tell a story creatively on occupations in the community, c) develop an interest in storytelling for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • listen to stories related to occupations in the community from recorded clips, a guest speaker or teacher, • identify words related to types of occupations from the story, • respond to oral questions from the story, • work jointly with peers to use creative words and expressions to retell stories in the correct sequence, • with peers, role play a skit (with a narrator) on different occupations and jobs in the community, • chant singing games on occupations and jobs, • participate in an interclass career fair to showcase various occupations and jobs. 	<ol style="list-style-type: none"> 1. Why are occupations important? 2. How do we tell stories in sequence?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages actively to use creative words and expressions to retell stories in correct sequence.
- Critical thinking and Problem solving: This is developed as the learner explores views to respond to oral questions from the story.

Values:

- Respect: This is developed as the learner ensures positive regard for others as they role play a skit (with a narrator) on different occupations and jobs in the community.
- Responsibility: This is promoted as the learner diligently takes up assigned roles when participating in an interclass career fair to showcase various occupations and jobs.

Pertinent and Contemporary Issues (PCIs):

Career Education: This is promoted as the learner talks about occupations and jobs in the community.

Links to Other Learning Areas:

The learner can relate the concept of storytelling to their learning of creative recitations in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading Aloud (4 lessons) <ul style="list-style-type: none"> • <i>Pronouncing words</i> • <i>Simple stories</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce words in sentences related to the theme for accuracy, b) read simple stories fluently and clearly for communication, c) develop an interest in reading with correct pronunciation. 	The learner is guided to: <ul style="list-style-type: none"> • work with peers to practise pronouncing words on the theme fluently and clearly, • team up to practise pronouncing target words correctly, • collaborate to use word attack strategies to read simple texts on the theme correctly, • select an appropriate story book from the reading corner or library, • read the stories aloud and at the correct speed, • work jointly to peer review one another's reading by giving fair and honest feedback. 	<ol style="list-style-type: none"> 1. Why is it important to read stories? 2. How can we ensure we read well?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: This is developed as the learner practises pronouncing words correctly, as they read sentences about occupations in the community correctly and give feedback. • Citizenship: This is promoted as the learner engages in constructive dialogue when peer reviewing one another's reading by giving fair and honest feedback. 				

Values:

- Responsibility: This is acquired as the learner takes care of storybooks or resources selected from the reading corner or library for reading.
- Unity: This is enhanced as the learner collaboratively works with peers to practise reading simple stories about occupations in the community fluently and clearly.

Pertinent and Contemporary Issues (PCIs):

Nationalism: This is promoted as the learner interacts with various stories on occupations in the community to appreciate each person's role in the community/nation building.

Links to Other Learning Areas:

The learner can relate the word attack skills and library reading skills to their learning in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Writing Simple Stories (4 lessons) <ul style="list-style-type: none"> • <i>Spelling</i> • <i>Correct word spacing</i> • <i>Shaping of letters</i> • <i>Re-writing simple stories</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) spell words in sentences correctly for accuracy, b) re-write simple stories using correct spacing and shaping of letters for effective communication, c) develop an interest in writing simple stories about topical issues for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to trace and model letters correctly, • team up to write thematic words using correct spacing and shaping of letters, • write words dictated by the teacher, • neatly copy simple stories about occupations in the community, • review their stories for correct spelling, spacing and shaping of letters, • collaborate with peers to organise their best stories in the class portfolio. 	<ol style="list-style-type: none"> 1. What is the importance of spacing words when writing? 2. Why is it important to spell words correctly?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: This is promoted as the learner engages actively to trace and model letters correctly. • Self-efficacy: This is enhanced as the learner effectively prioritises and orders tasks to collaborate with peers to organise their best stories in the class portfolio. 				

Values:

- Respect: This is developed as the learner appreciates peers as they review their stories for correct spelling, spacing and shaping of letters.
- Love: This is acquired as the learner portrays a caring attitude when reviewing their stories for correct spelling, spacing and shaping of letters.

Pertinent and Contemporary Issues (PCIs):

Career guidance: This is enhanced as the learner is able to identify and take an interest in various occupations in the community as they grow up.

Links to Other Learning Areas:

The learner can relate and use creative writing skills in their learning for effective communication in Kiswahili and English Language Activities.

THEME 3: WILD ANIMALS

Suggested Vocabulary: animal, lion, cheetah, monkey, crocodile, zebra, giraffe, tortoise, hyena, wild, forest, birds				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Presentation Skills (4 lessons) <ul style="list-style-type: none"> • <i>Audience awareness skills</i> <ul style="list-style-type: none"> – <i>gestures</i> – <i>tonal variation</i> – <i>facial expressions</i> – <i>eye contact</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify non-verbal cues used during presentations for effective communication, b) make a presentation using audience awareness skills for communication, c) embrace the importance of presentation skills for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • share their ideas about various wild animals in the community, • identify presentation skills (<i>use of gestures, tonal variation, facial expressions, eye contact</i>), • listen to a resource person or audio-visual clip on stories about wild animals, • team up to present an oral narrative or recite a poem on wild animals using correct articulation, gestures and voice projection, • use digital devices to record themselves as they make presentations, 	<ol style="list-style-type: none"> 1. Why is it important to use gestures when making a presentation? 2. How can we protect animals?

			<ul style="list-style-type: none"> participate in an inter-class public speaking contest to strengthen their public presentation and audience awareness skills. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: This is promoted as the learner contributes to group decision making to talk about types of wild animals in the community. Self- efficacy: This is enhanced as the learner shows defining personal skills by participating in an inter-class public speaking contest. 				
<p>Values:</p> <ul style="list-style-type: none"> Patriotism: This is developed as the learner recognises the efforts of others when sharing about wild animals. Responsibility: This is acquired as the learner handles digital devices carefully when recording themselves as they make presentations. 				
<p>Pertinent and Contemporary Issues (PCIs): Digital awareness: This is acquired as the learner uses digital devices to record themselves as they make presentations.</p>				
<p>Links to Other Learning Areas: The learner can relate the audience awareness skills learnt to their learning of performance and presentation skills in Creative Arts.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Reading Comprehension (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building</i> • <i>Responding to comprehension questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) create personal collections of thematic words from texts, b) respond to questions from passages about wild animals for comprehension, c) embrace reading comprehension texts for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • practise locating thematic words from texts on wild animals, • make a creative personal word bank based on vocabulary (names of wild animals), • team up to read short passages related to the theme, • respond to direct questions based on the passages, • give personal opinions about stories read on wild animals, • team up to identify favourite animals and give reasons why, • team up with peers to make creative drawings and mosaics on wild animals and display in class, • collaborate with peers to form a reading club and collect various simple stories about wild animals from the community and other sources. 	<ol style="list-style-type: none"> 1. Why is it important to read passages fluently? 2. How can we protect ourselves from wild animals?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages actively with facts and examples to identify favourite animals and give reasons why.
- Creativity and Imagination: This is cultivated as the learner embraces creative ideas to create a personal word bank based on vocabulary (names of wild animals).

Values:

- Responsibility: This is enhanced as the learner exhibits a self-driven attitude to form a reading club and collect various simple stories about wild animals.
- Integrity: This is enhanced as the learner gives their own truthful opinion on stories read about wild animals.

Pertinent and Contemporary Issues (PCIs):

Animal welfare education: This is enhanced as the learner interacts with texts about the different types of wild animals in the environment.

Link to Other Learning Areas:

The learner can relate the knowledge on wild animals to similar concepts learnt in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Specific Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Spelling-Rules of Spelling (4 lessons) <ul style="list-style-type: none"> • <i>Spelling words</i> • <i>Short paragraphs-neatness and legibility</i> 	By the end of the Sub Strand, the learner should be able to: a) spell target words accurately for communication, b) re-write short paragraphs on wild animals using correct spelling, c) value the importance of accurate spelling in the understanding of written texts.	The learner is guided to: <ul style="list-style-type: none"> • team up to spell new words related to wild animals correctly, • work jointly to fill in word puzzles on vocabulary related to the theme, • re-write short paragraphs legibly with correct spelling, • sort words related to wild animals into well spelt and misspelt words, • team up to make corrections on misspelt words, • engage in digital spelling games with peers, • collaborate with peers to participate in class language games to form words using letter cut outs and scrabble. 	<ol style="list-style-type: none"> 1. Why is it important to spell words correctly? 2. How does the spelling of words influence meaning?

Core Competencies to be developed:

- Communication and Collaboration: This is developed as the learner engages in group decision making when working jointly to fill in word puzzles on vocabulary related to the theme.
- Learning to Learn: This is promoted as the learner builds on their own learning experiences by using a range of spelling strategies to correct misspelt words.

Values:

- Respect: This is achieved as the learner appreciates peer's opinions as they brainstorm on new words related to wild animals.
- Unity: This is enhanced as the learner works harmoniously with peers to participate in class language games to form words using letter cut outs and scrabble.

Pertinent and Contemporary Issues (PCIs):

Environmental Education: This is enhanced as the learner is exposed to information on wild animals and their habitat.

Links to Other Learning Areas:

The learner can relate the concept of spelling to their learning of similar concepts in Kiswahili and English Language Activities.

THEME 4: ROAD SAFETY

Suggested Vocabulary: road, safe, cross, stop, wait, pedestrian, passenger, vehicle, help, accident, road signs, driver				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Active Listening (4 lessons) <ul style="list-style-type: none"> • <i>Main ideas</i> • <i>Retelling experiences</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the main idea from aural texts on road safety, b) retell experiences related to the theme for effective communication, c) desire to develop active listening skills for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • work jointly to observe pictures on road safety and talk about them with peers, • listen to passages on road safety (features of a tarmac road such as bus stops, traffic lights) • work jointly to identify the main idea from the passage listened to, • share personal experiences with peers on their use of the road and observing road safety, • collaborate with peers to make creative drawings and mosaics on road safety, 	<ol style="list-style-type: none"> 1. Why do we observe road safety? 2. How can we the get main ideas from texts?

			<ul style="list-style-type: none"> display the posters and mosaics on the class gallery for awareness creation. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: This is enhanced as the learner shares personal experiences with peers on their use of the road and road safety. Creativity and Imagination: This is achieved as the learner embraces creative ideas to make creative drawings and mosaic on road safety. 				
<p>Values:</p> <ul style="list-style-type: none"> Peace: This is enhanced as the learner displays tolerance when presenting the posters and mosaics on the class gallery for awareness creation. Social Justice: This is developed as the learner accords equal opportunities to peers when sharing personal experiences with peers on their use of the road and road safety. 				
<p>Pertinent and Contemporary Issues (PCIs): Child road safety: This is promoted as the learner gains knowledge on road safety to prevent possible accidents.</p>				
<p>Link to Other Learning Areas: The learner can relate the knowledge acquired on road safety to their learning in Environmental Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Reading for Fluency (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building- road safety</i> • <i>Reading speed</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify road safety measures from a comprehension passage, b) read a passage on road safety with the correct speed for fluency, c) desire to acquire reading skills for self- fulfilment. 	The learner is guided to: <ul style="list-style-type: none"> • observe road sign pictures on charts and interpret them with peers, • read a comprehension passage based on the theme (features of a tarmac road such as bus stops, traffic lights), • pick out road safety measures from the comprehension passage, • take turns to read a paragraph at the correct speed, • work jointly to conduct a readers’ theatre for fluency and peer review, • role play a speech at a school function on road safety while reading texts fluently and at the correct speed. 	Why should we read at the right speed?

Core Competencies to be developed:

- **Communication and Collaboration:** This is developed as the learner participates actively in a reader’s theatre to practise reading fluently and gives peer reviews.
- **Critical thinking and Problem solving:** This is enhanced as the learner analyses concepts by logical reasoning when observing road sign pictures on charts and interpreting them with peers.

Values:

- Responsibility: This is developed as the learner diligently takes their turns during the reading comprehension activity in class.
- Love: This is promoted as the learner gives sincere feedback on peer's work during the review session.

Pertinent and Contemporary Issues (PCIs):

Social cohesion: This is enhanced as the learner works harmoniously with peers to read passages in turns and participates in the readers' theatre.

Links to Other Learning Areas:

The learner can apply the fluency strategies to their reading of texts in Kiswahili and English Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Writing to Give Information (4 lessons) <ul style="list-style-type: none"> • <i>Creating coherence in paragraphs</i> • <i>Neatness and legibility</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) re-organise sentences to form a coherent paragraph for comprehension, b) write a paragraph legibly and neatly for effective communication, c) value the importance of writing coherently to give information. 	The learner is guided to: <ul style="list-style-type: none"> • engage in a fishing game to practise combining short sentences to create a paragraph about road safety in a logical sequence, • take up a challenge with peers to write sentences legibly and neatly, • peer review each other's work for constructive feedback, • organise their best written paragraph in the class portfolio, • work jointly to take part in a writing contest to organise jumbled up sentences to form sequenced paragraphs. 	Why should we write neatly and legibly?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: This is enhanced as the learner interacts with technology when engaging in a fishing game to practise combining short sentences to create a paragraph about road safety in logical sequence. • Learning to Learn: This is promoted as the learner builds on their own learning experiences to take up a challenge with peers to write sentences legibly and neatly. 				

Values:

- Unity: This is enhanced as the learner cooperates with peers to review one another's work for constructive feedback.
- Love: This is developed as the learner portrays a caring attitude when playing language games and assists peers in performing challenging tasks.

Pertinent and Contemporary Issues (PCIs):

Safety and security: This is achieved as the learner writes paragraphs on road safety which is a way of creating awareness.

Links to Other Learning Areas:

The learner can relate paragraph writing skills acquired to similar concepts learnt in Kiswahili and English Language Activities.

THEME 5: SEASONS OF THE YEAR

Suggested Vocabulary: rain, drought, floods, year, sun, wind, planting, harvesting

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Expressing Self Creatively (4 lessons) <ul style="list-style-type: none"> • <i>Vocabulary building- seasons of the year</i> • <i>Solving riddles</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify seasons of the year for information, b) solve riddles on the theme for comprehension, c) appreciate riddles in communication for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • listen to a guest speaker make a presentation on different seasons of the year, • pick out the various seasons mentioned in the presentation, • prepare flashcards with the various seasons and display them in class, • answer oral questions based on oral texts listened to, • participate in a riddling session with peers, • work collaboratively to collect more riddles from the community, • team up with peers to create a class riddle collection and organise in a class portfolio. 	<ol style="list-style-type: none"> 1. How can we solve riddles accurately? 2. Why are riddles important?

Core competencies to be developed:

- Learning to Learn: This is enhanced as the learner is motivated to learn continuously when listening to a guest speaker make a presentation on different seasons of the year.
- Critical thinking and Problem solving: This is achieved as the learner analyses concepts when participating in a riddling session with peers.

Values:

- Social Justice: This is promoted as the learner gives others equal opportunities to participate in a riddling session.
- Integrity: This is enhanced as the learner displays transparency by preparing flashcards with various seasons and displaying them in class for all to see.

Pertinent and Contemporary Issues (PCIs):

Climate change issues: This is promoted as the learner interacts with various sources to acquire knowledge on the seasons of the year.

Links to Other Learning Areas:

The learner can relate the concept of seasons of the year to their learning in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Reading for Information (4 lessons) <ul style="list-style-type: none"> • <i>Simple texts</i> • <i>Comprehension questions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) read a simple text about seasons and activities of the year with accuracy, b) respond to questions based on a text for comprehension, c) develop an interest in reading simple texts for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures based on the theme with peers and talk about them, • conduct a reader’s theatre on texts based on the theme, • work jointly to answer comprehension questions, • use digital devices to find information about seasons and activities of the year, • collaborate with peers to prepare a painting or mosaic creation on the theme, • display their artistic works during indigenous languages festivals and school events. 	What materials do you enjoy reading?

Core Competencies to be developed:

- **Communication and Collaboration:** This is developed as the learner engages actively when answering comprehension questions.
- **Digital Literacy:** This is enhanced as the learner interacts with technology when using digital devices to find information about seasons and activities of the year.

Values:

- Unity: This is enhanced as the learner collaboratively works with others to prepare a painting or mosaic creation on the theme.
- Social Justice: This is developed as each learner is given an equal opportunity to read a passage during the reader's theatre.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner interacts with texts on various seasons of the year and activities carried out in those seasons.

Links to other Learning Areas:

The learner can apply the reading strategies acquired in their reading sessions in English and Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Creative Writing (4 lessons) <ul style="list-style-type: none"> • <i>Short poems</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) compose short sentences about the seasons of the year, b) create short poems about seasons using vocabulary related to the seasons of the year, c) acknowledge the importance of poems for cultural awareness. 	The learner is guided to: <ul style="list-style-type: none"> • copy short sentences from charts using correct spacing and shaping of letters, • draft and arrange points in sequence about the seasons of the year, • proof read the points they have written about seasons of the year for each other and give feedback, • collaborate with peers to create short poems about the seasons of the year, • publish the simple poems composed in magazines or the school library collection, • stage their poems during school events. 	Why are poems important?

Core Competencies to be developed:

- Creativity and Imagination: This is enhanced as the learner embraces creative ideas to compose short poems about seasons of the year with peers.
- Learning to Learn: This is enhanced as the learner publishes the simple poems composed in magazines or the school library collection.

Values:

- Integrity: This is developed as the learner honestly gives feedback during peer review sessions and helps others to improve on their work.
- Responsibility: This is enhanced as the learner stages their poems during school events.

Pertinent and Contemporary Issues (PCIs):

Climate Change: The concept of climate change is addressed as the learner appreciates changing weather patterns that affect livelihoods.

Link to Other Learning Areas:

The learner can apply the concept of creative writing to their learning of writing literature pieces in Creative Arts.

SUGGESTED ASSESSMENT RUBRIC

STRAND: LISTENING AND SPEAKING					
	Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Self- expression	Ability to apply appropriate expressions in introducing self and others	Applies appropriate expressions in introducing self and others creatively	Applies appropriate expressions in introducing self and others	Applies some appropriate expressions in introducing self and others	Applies appropriate expressions in introducing self and others with prompts
Story telling	Ability to identify words related to the themes	Identifies a variety of words related to the themes	Identifies words related to the themes	Identifies most words related to the themes	Identifies a few words related to the themes
	Ability to retell a story creatively on a theme	Retells a story creatively and artistically on various themes	Retells a story creatively on a theme	Retells a story on a theme with minor omission of details	Retells a story on a theme with major omissions of details
Presentation skills	Ability to make a presentation using audience awareness skills	Makes a presentation using audience awareness skills creatively	Makes a presentation using audience awareness skills	Attempts to make a presentation using audience awareness skills	Makes a presentation using audience awareness skills with assistance

Active listening	Ability to identify the main idea from an aural text	Identifies the main idea from an oral text with rich details	Identifies the main idea from an oral text	Partially identifies the main idea from an oral text	Identifies the main idea from an oral text with clues
	Ability to retell experiences	Retells detailed experiences related to the theme	Retells experiences related to the theme	Retells experiences but omits minor details	Retells experiences but omits major details
Expressing self creatively	Ability to solve simple riddles	Solves simple and complex riddles with precision	Solves simple riddles	Makes attempts to solve simple riddles	Solves simple riddles with peer prompts
STRAND: READING					
Independent Reading	Ability to read simple texts based on the theme fluently and clearly	Reads a variety of simple texts based on the theme fluently and clearly	Reads simple texts based on the theme fluently and clearly	Reads portions of simple texts based on the theme fluently and clearly	Reads simple texts based on the theme with assistance
	Ability to answer questions based on texts	Answers questions based on a text with precision	Answers questions based on texts	Answers most questions based on texts	Answers a few questions based on texts

Reading Aloud	Ability to read simple stories fluently and clearly	Reads a variety of simple stories fluently and clearly	Reads simple stories fluently and clearly	Reads simple stories with less fluency and clarity	Reads simple stories with assistance
	Ability to pronounce words related to the theme	Pronounces words related to the theme articulately	Pronounces words related to the theme	Pronounces most words related to the theme	Pronounces a few words related to the theme
Reading Comprehension	Ability to create a collection of vocabulary based on the themes	Creates a rich collection of vocabulary based on the themes meticulously	Creates a collection of vocabulary based on the themes	Creates a collection of limited vocabulary based on the themes	Creates a collection of vocabulary based on the themes with prompts
	Ability to respond to questions from passages	Responds to questions from passages	Responds to questions from passages	Responds to most questions from passages	Responds to a few questions from passages

Reading Fluency	Ability to read a passage at the correct speed	Reads a passage at the correct speed with understanding and correct intonation	Reads a passage at the correct speed	Reads a passage at a slow speed	Reads a part of the passage at the correct speed with prompts
STRAND: WRITING					
Sentence Formation	Ability to arrange words to form sentences	Arranges words to form sentences with precision	Arranges words to form sentences	Makes attempts to arrange words to form sentences	Arranges words to form sentences with clues
Handwriting	Ability to write words and simple sentences neatly and legibly	Writes words and simple sentences neatly and legibly in a variety of contexts	Writes words and simple sentences neatly and legibly	Attempts to write words and simple sentences neatly and legibly	Writes words and simple sentences neatly and legibly with assistance
Spelling	Ability to spell thematic words for comprehension	Spells varied thematic words for comprehension	Spells thematic words for comprehension	Spells most thematic words for comprehension	Spells a few thematic words for comprehension

	Ability to write short passages using correct spelling	Writes short and long passages using correct spelling	Writes short passages using correct spelling	Writes very short passages with few spelling errors	Writes very short passages with many spelling errors
Creative writing	Ability to compose paragraphs about the theme	Composes a variety of paragraphs about various themes	Composes paragraphs about the theme	Composes portions of a paragraph leaving out minor details	Composes a paragraph with assistance
	Ability to create short poems	Creates short poems creatively	Creates short poems about themes	Creates short poems but leaves out a few details	Creates short poems but leaves out most details

APPENDIX: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
<p>LISTENING AND SPEAKING</p>	<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Peer assessment 	<ul style="list-style-type: none"> • Dictionaries • Painting materials • Manilla papers • Models • Pictures and photographs • Diorama • Flashcards • Charts and realia <i>(Digital sources)</i> • Games • Songs • Digital story books • Pictures and photographs • Electronic and digital devices • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources 	<ul style="list-style-type: none"> • Participation in poetry recitations during music and drama festivals • Coming up with speeches and deliver them during prize giving days, school assemblies, extravaganzas among others, to enhance fluency. • Participating in music festivals to hone communication and listening skills.

<p>READING</p>	<ul style="list-style-type: none"> • Reading aloud • Dictation • Question and answer • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading assessments • Keeping a record of books read 	<ul style="list-style-type: none"> • Dictionaries • Manilla papers • Word trees • Posters • Models • Storybooks • Pictures and photographs • Newspapers • Magazines • Junior Encyclopaedia • Journals • Course books • Diorama • Flashcards • Charts and realia <i>(Digital sources)</i> <ul style="list-style-type: none"> • Digital storybooks • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Other web resources 	<ul style="list-style-type: none"> • Reading news during assemblies and other school functions • Collecting different forms of oral literature from their community for a school magazine • Showcasing short plays, conversational poems or choral verses within or out of school • Participating in Junior Club Activities to improve reading.
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<p>WRITING</p>	<ul style="list-style-type: none"> • Learner journals • Peer assessment • Self-assessment • Portfolio • Dictation • Standardized writing assessment 	<ul style="list-style-type: none"> • Manilla papers • Word trees • Posters • Course books • Flashcards • Word wheels • Word puzzles • Code words • Charts and realia <p><i>(Digital sources)</i></p> <ul style="list-style-type: none"> • Digital course books • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Other web resources 	<ul style="list-style-type: none"> • Essay writing competitions • Writing clubs and compiling pieces of artwork for the school magazine to nurture writing talent • Interclass or school Spelling contests • Mentorship in writing
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APPENDIX 1: GUIDELINES FOR INTEGRATING CSL ACTIVITY AT LOWER PRIMARY.

INTRODUCTION

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

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

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation of CSL Activity

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

3) Reflection on the CSL Activity

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

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

ASSESSMENT OF CSL INTEGRATED PROJECT

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

