



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ENGLISH LANGUAGE ACTIVITIES

GRADE 2

First Published in 2017

Revised 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:

- 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 2**

GRADE 2 ENGLISH ESSENCE STATEMENT

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

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

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Number of Lessons
Listening and Speaking	<ul style="list-style-type: none"> • Pronunciation and vocabulary 	30 Lessons
	Total	30 Lessons
Reading	<ul style="list-style-type: none"> • Fluency • Comprehension 	30 Lessons 30 Lessons
	Total	60 Lessons
Language Use	<ul style="list-style-type: none"> • Word classes • Tense • Word structures 	20 Lessons 4 Lessons 6 lessons
	Total	30 Lessons
Writing	<ul style="list-style-type: none"> • Handwriting • Spelling • Punctuation • Guided Writing 	8 Lessons 8 Lessons 4 Lessons 10 Lessons
	Total	30 Lessons
Total Number of Lessons		150 Lessons

NOTE:

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

THEME 1.0: SCHOOL				
SUGGESTED VOCABULARY: bell, lesson, chalkboard, chalk, books, block, bag, grade two, class, learn, paper, play, question, answer				
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 <i>(2 Lessons)</i> <ul style="list-style-type: none"> Target letter-sound combinations Vocabulary 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> distinguish words with the target letter-sound combinations <i>bl, sp, sc, sk, ck</i> in conversations, use vocabulary related to the theme to communicate in various contexts, respond to specific simple two-directional instructions using new words in oral communication, realise the importance of listening attentively and pronouncing words correctly for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> listen to audio-visual recordings of songs, story/teacher read aloud stories, among others, with the target letter-sound combination, pick words with the target letter-sound combination: <ul style="list-style-type: none"> <i>bl as in blue,</i> <i>sp as in spoon,</i> <i>sc as in school,</i> <i>sk as in sky,</i> <i>ck as in kick,</i> practise using the target letter-sound combinations to form words, construct simple sentences using new words, develop a talking tree collaboratively with peers using the new words, respond to two-directional instructions without interrupting as modeled by the teacher or peers. 	Why should we listen attentively when other people are talking?
Core Competencies to be developed:				
Communication: The learner’s ability to listen keenly and actively is enhanced as they listen to conversations and distinguish words with the target-letter sound combinations.				
Collaboration: Teamwork is enhanced as the learner works collaboratively with peers to develop a talking tree using the new words learnt.				
Values:				
Respect is enhanced as the learner appreciates diverse opinions from peers during discussions.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-awareness): The learner’s self-awareness is enhanced as they name the things found in the school environment.				
Link to other Learning Areas:				
The learner applies attentive listening skills to the learning of concepts in other learning areas.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • Target letter-sound combinations • Reading speed • Reading with expression 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise words with the target letter-sound combinations for ease of reading, b) read a grade-appropriate text with the target letter-sound combinations: <i>bl, sp, sc, sk, ck</i> at the right speed, expressively and accurately, c) realise the importance of reading fluently in a variety of genres. 	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip/listen to an audio recording/teacher model of the target sounds, • pick out words featuring the target letter-sound combinations: <i>bl, sp, sc, sk, ck</i>, • practise sitting in the appropriate posture, hold a book in the right position, and turn the pages carefully while reading, • read short texts observing correct stress and intonation, • engage in timed reading (65 words per minute) displaying the right expressions. 	<ol style="list-style-type: none"> 1. Why should we read at the right speed? 2. How can we read a text accurately?
Core Competencies to be developed:				
Learning to Learn: The learner’s ability to learn independently is enhanced as they practise reading texts at the right speed, expressively, and accurately on their own.				
Values:				
Responsibility: This is enhanced as the learner takes care of reading materials by holding them in the right position and turning the pages carefully while reading.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s self-esteem is nurtured as they acquire reading fluency skills.				
Link to other Learning Areas:				
The learner can apply reading fluency skills acquired when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.2 Comprehension (2 Lessons) <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Inferring meaning</i> • <i>Comprehension questions</i> 	By the end of the Sub Strand, the learner should be able to: a) make predictions in a story for comprehension, b) use contextual clues to infer the meaning of vocabulary related to the theme, c) answer direct and indirect questions for comprehension, d) realise the importance of reading for lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • discuss pictures and the title of a text with peers and make predictions, • work jointly to read a text and confirm predictions, • team up to locate words and phrases to get the meaning of new words using contextual clues, • locate sentences containing answers to direct questions, • interact with the text and answer indirect questions using contextual clues. 	<ol style="list-style-type: none"> 1. How do pictures help us to know what the story is about? 2. How do we get the meaning of words from a text?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Communication: The learner’s ability to speak engagingly is enhanced as they argue their points out clearly during group discussions. • Collaboration: Teamwork is nurtured as the learner actively teams up to locate words and phrases to get the meaning of new words using contextual clues. 				
Values:				
Respect is fostered as the learner appreciates diverse opinions from peers during discussions to make predictions on events in a story.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-awareness): The learner’s self-awareness is enhanced as they become aware of the appropriate reading posture.				
Link to other Learning Areas:				
The learner uses comprehension strategies learnt when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Language Use	1.3.1 Verb ‘to be’- Past Tense 1.3.2 Objective Pronouns - Plural (2 Lessons) <ul style="list-style-type: none"> • Was, were • Us, you, them 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify plural forms of the objective pronouns (<i>us, you and them</i>) and the past forms of the verb ‘to be’ (<i>was and were</i>) in sentences, b) use plural forms of the objective pronouns (<i>us, you and them</i>) and the past forms of the verb ‘to be’ (<i>was and were</i>) in sentences, c) appreciate the importance of correct sentence structures in communication. 	The learner is guided to: <ul style="list-style-type: none"> • work with peers to pick out the plural forms of the objective pronouns (<i>us, you and them</i>) and the past forms of the verb ‘to be’ (<i>was and were</i>) from a text, • listen to a story, poem, or conversation from an audio recording/ teacher model featuring the past forms of the verb ‘to be’ (<i>was and were</i>), • pick out sentences showing the past forms of the verb ‘to be’ (<i>was and were</i>), • form sentences with <i>was</i> and <i>were</i>, • form sentences with the plural forms of the objective pronouns (<i>us, you and them</i>) from substitution tables, • work in groups to write the plural forms of the objective pronouns (<i>us, you and them</i>) on a poster or chart and display it, • practise the use of <i>was</i> and <i>were</i> during role-play, language games or songs. 	How do we talk about an action in the past?
Core Competencies to be developed: Creativity and imagination: This is enhanced as the learner builds on their creativity skills when writing the plural forms of the objective pronouns (<i>us, you and them</i>) on a poster or chart and display it. Collaboration: Teamwork is reinforced as the learner collaborates with others in role-play activities and language games observing the rules of engagement.				
Values: Respect: Patience is nurtured as the learner gives others equal opportunities to pick out the plural forms of the objective pronouns (<i>us, you and them</i>) and the past forms of the verb ‘to be’ (<i>was and were</i>) from a text.				

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-esteem): The learner's self-esteem is reinforced as they communicate effectively using correct forms of tense and language.

Link to other Learning Areas:

The learner can apply the knowledge of the past forms of the verb 'to be' to learning of similar concepts in Kiswahili Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Handwriting <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Descenders</i> • <i>Legibility and neatness</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise descenders in long words in a text, b) form descenders correctly in long words, legibly and neatly for correct word formation, c) realise the importance of writing long words correctly, legibly, and neatly for different purposes. 	The learner is guided to: <ul style="list-style-type: none"> • watch videos on how to write long words with descenders from a digital device, or as modelled by the teacher or peers, • work jointly to identify descenders in long words in a text, • copy long words forming all the descenders correctly, legibly, and neatly, • write words with descenders from a dictation correctly, legibly, and neatly, • write long words related to the theme in response to picture prompts. 	Why should we write clearly?
Core Competencies to be developed:				
Learning to Learn: The learner's ability to learn independently is enhanced as they practise forming all the descenders correctly on their own.				
Values:				
Responsibility: Self-drive is achieved as the learner ensures their writing is neat and legible through practise.				
Pertinent and Contemporary Issues (PCIs):				
Peer Education and Mentorship: The learner's interpersonal skills are enhanced as they demonstrate how to write correctly to peers.				
Link to other Learning Areas:				
The learner uses the skills of good handwriting to write clearly and legibly in other learning areas.				

THEME 2.0: ACTIVITIES IN THE HOME

SUGGESTED VOCABULARY: clean, wash, sweep, water, feed, care, mop, fetch, cook, harvest, shop, build, shed, help, home

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Pronunciation and vocabulary <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter-sound combinations</i> • <i>Vocabulary</i> 	By the end of the Sub Strand, the learner should be able to: a) recognise words with the target letter-sound combinations /tʃ/, /əʊ /, /ʃ/ and /kl/ accurately in various contexts, b) articulate words with target letter- sound combinations /tʃ/, /əʊ /, /ʃ/ and /kl/ for clarity in communication, c) use new words related to the theme to communicate in various contexts, d) respond to specific two-directional instructions in oral communication, e) realise the importance of listening attentively for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording/ teacher model of the target letter-sound combinations, - /tʃ/ as in match - /əʊ/ as in goat, no - /ʃ/ as in shop - /kl/ as in clean • take turns to pronounce the target letter-sound combinations, • pick out words with the target letter-sound combinations, • take photos/record video clips on activities in the home and discuss, • use dialogues/ rhymes/ tongue twisters/ language games and songs to practise vocabulary related to the theme, • respond correctly to two-directional instructions related to the theme. 	<ol style="list-style-type: none"> 1. Why should we listen attentively? 2. Why should we pronounce sounds and words?

Core Competencies to be developed:

- **Communication:** learner’s ability to listen keenly and actively is nurtured as they listen and respond appropriately to specific two-directional instructions.
- **Digital Literacy:** The learner’s ability to interact with digital devices is enhanced as they take photos/records video clips on activities in the home.

Values:

Social Justice is promoted as the learner fosters fairness and justice among peers during the language game activities.

Pertinent and Contemporary Issues (PCIs):

Life Skills: (Self-esteem): The learner’s self-esteem is nurtured as they articulate new words correctly for clarity in communication.

Link to other Learning Areas:

The learner can use the new words related to the theme on activities at home to learn similar concepts in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter-sound combinations</i> • <i>Reading speed</i> • <i>Reading with expression</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with the target letter-sound combinations /tʃ/, /əʊ /, /ʃ/ and /kɪ/ from a text in preparation for reading, b) pronounce words with the target sounds accurately: /tʃ/, /əʊ /, /ʃ/ and /kɪ/, c) read a text accurately at the right speed, displaying the appropriate feelings or emotions for fluency, d) realise the importance of reading fluently. 	The learner is guided to: <ul style="list-style-type: none"> • watch a video clip on reading fluency and respond to questions from the teacher and peers, • work jointly to pick out words featuring the target letter-sound combinations: /tʃ/, /əʊ /, /ʃ/ and /kɪ/ from various texts, • practise reading a short print or digital text featuring words with the target blends expressively and fluently, • engage in timed reading of a text while displaying appropriate feelings or emotions, • practise reading texts with peers for fluency. 	How do we show feelings when reading?
Core Competencies to be developed:				
Learning to Learn: The learner's ability to develop relationships is reinforced as they practise reading texts with peers for fluency.				
Values				
Unity: Cooperation is fostered as the learner works collaboratively with peers to pick out words featuring the target letter-sound combinations.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner's self-esteem is nurtured as they practise read texts fluently.				
Link to other Learning Areas:				
The learner can apply reading fluency skills when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Inferring meaning</i> • <i>Comprehension questions</i> • <i>Making connections</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) infer meanings of new words from context, b) answer direct and indirect questions from a text correctly, c) make connections between a text and their daily life experiences, d) adopt reading short narratives and informational texts for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • discuss pictures and the title of a text with peers and make predictions, • read simple digital or print texts related to the theme, • work jointly to locate new words and phrases to get the meaning of words, • locate sentences containing answers to direct questions and answer the questions, • interact with the text and answer indirect questions, • summarise the story in a few words, • brainstorm on the relevance of the story to their day-to-day activities. 	<ol style="list-style-type: none"> 1. How do we answer questions from a text? 2. How can we tell we have understood a text?
Core Competencies to be developed: Learning to learn: The learner is able to build on their own learning experiences by brainstorming on the relevance of the story to their day-to-day activities and make connections on the text. Creativity and Imagination: the learner's ability to make connections is fostered as they relate the story to their day-to-day activities.				
Values: Unity: Cooperation is fostered as the learner collaborates with others to locate new words and phrases to get the meaning of words.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner's self-esteem is nurtured as their comprehension ability grows and they answer questions correctly.				
Link to other Learning Areas: The learner can use the comprehension strategies learnt to read texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Language Use	2.3.1. Verb ‘to do’- Present and past form 2.3.2 Subjective Pronouns - Plural <i>(2 lessons)</i> <ul style="list-style-type: none"> • <i>Do, does, did</i> • <i>We, you, they</i> 	By the end of the Sub Strand, the learner should be able to: a) identify the words we, you and they and the verb ‘to do’ (do, does and did) in a text, b) use the present and past forms of the verb ‘to do’ (do, does and did) in sentences, c) realise the importance of using tense appropriately in communication.	The learner is guided to: <ul style="list-style-type: none"> • team up to identify the verbs do, does and did in a text, • pick out the words we, you and they from a children’s magazine or textbook, • copy sentences with the verbs do, does and did from a text, • form sentences with the words we, you and they from a substitution table, • ask and answer questions featuring the verbs ‘to do’ (do, does and did), • create and display a poster showing the words we, you and they, • use the verb ‘to do’ (do, does and did) to make sentences from actions demonstrated by peers, • create a crossword puzzle featuring the words do, does and did as well as we, you and they and solve it with peers. 	Which words do we use instead of our names or the names of others?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical thinking and problem solving: This is enhanced as the learner thinks logically when creating a crossword puzzle featuring the language pattern and solves it with peers. • Self-efficacy: this is nurtured as the learner builds on their interpersonal skills when asking and answering questions featuring the verbs ‘to do’ (do, does and did). 				
Values: Responsibility is enhanced as the learner takes up roles when teaming up to identify the verbs do, does and did in a text.				
Pertinent and Contemporary Issues (PCIs):				
Social Cohesion: The learner’s interpersonal skills are enhanced as they work together to construct sentences from actions demonstrated by peers.				
Link to other Learning Areas:				
The learner applies knowledge on the use of the present and past forms of the verb ‘to be’ in learning similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Writing	2.4.1 Handwriting <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Ascenders</i> • <i>Legibility and neatness</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise ascenders in long words in a text, b) write long words correctly, legibly, and neatly forming all ascenders for correct word formation, c) realise the importance of writing long words correctly, legibly and neatly for different purposes. 	The learner is guided to: <ul style="list-style-type: none"> • look at samples of correct, clear, and legible handwriting from a text, • observe peer/teacher demonstration of well-shaped letters, • model ascenders using different materials, • copy words and letter patterns with ascenders featuring the target letter-sound combinations (<i>/tʃ/</i>, <i>/æʊ /</i>, <i>/ʃ/</i> and <i>/kl/</i>), • copy sentences with ascenders from charts/ flashcards/ chalkboards, • write words related to the theme in response to picture prompts. 	<ol style="list-style-type: none"> 1. Why is it important to shape letters well? 2. What do you consider to be good handwriting?
Core Competencies to be developed: Communication: The learner’s ability to write clearly and correctly is enhanced as they write long words forming all ascenders correctly, legibly, and neatly.				
Values: Responsibility: Self-drive is achieved as the learner practises writing neatly and legibly on their own.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is nurtured as they write the letters correctly.				
Link to other Learning Areas: The learner can apply the skill of good handwriting to write clearly and legibly in other learning areas.				

THEME 3.0: TRANSPORT

SUGGESTED VOCABULARY: fly, float, road, rail, water, air, tarmac, fast, slow, traffic, driver, pilot, obey, accident, driver, captain

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.1 Listening and Speaking</p>	<p>3.1.1 Pronunciation and vocabulary</p> <p><i>(2 Lessons)</i></p> <ul style="list-style-type: none"> • <i>Target letter-sound combinations</i> • <i>Vocabulary</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise the target letter-sound combinations /s//l/ 'fl' and /ei/ in words from an oral text, b) pronounce words with the target letter-sound combinations /s//l/ 'fl' and /ei/ accurately, c) use new words related to the theme in short sentences, d) respond to specific simple two-directional instructions using new words in oral communication, e) realise the importance of listening attentively and responding appropriately for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an oral/ audio text featuring the target letter-sound combinations, <ul style="list-style-type: none"> - /s/ as in dress, - /l/- as in call, tall - 'fl' as in flew - /ei/ as in way, grey, • say words with the target letter-sound combinations, • sing simple songs or recite poems with words that have the target letter-sound combinations, • pronounce new words related to the theme from flashcards/picture cues/sound prompts, • discuss the meaning of new words with peers, • construct sentences using the new words, • listen and respond to two-directional instructions as modelled by peers/teacher. 	<p>Why should we listen attentively when other people are talking?</p>

Core Competencies to be developed:

Digital Literacy: This is enhanced as the learner interacts with digital content when listening to an oral/ audio text featuring the target letter-sound combinations.

Learning to Learn: The learner's ability to learn independently is enriched as they practise saying words with the target letter-sound combinations correctly.

Values:

Love: Acceptance is achieved as the learner understands and appreciates other's contributions during group discussions.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-esteem): The learner's self-esteem is boosted as they read words with the target letter-sound combinations correctly.

Link to other Learning Areas:

The learner can apply attentive listening skills in learning concepts in other learning areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter-sound combinations</i> • <i>Reading speed</i> • <i>Reading with expression</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with target letter-sound combinations ‘<i>fl</i>’ and ‘<i>ei</i>’ in sentences, b) read words related to the theme fluently, with accuracy and expression, c) realise the correspondence between spoken words and written words for fluency in reading. 	The learner is guided to: <ul style="list-style-type: none"> • point out words from the text with target letter-sound combinations (‘<i>fl</i>’, ‘<i>ey</i>’ as in ‘<i>ei</i>’) • watch videos or listen to the teacher model reading with fluency and say the words, • read a print/digital text aloud at the benchmark level of 65 words per minute, • work jointly to pick out decodable and non-decodable words from the text, • use word attack skills such as ‘look and say’ to recognise and read words related to the theme, • play the word ladder game and pronounce words, • listen to audio/visual recordings of words without letter sound correspondence and discuss. 	Why should we read fluently?
Core Competencies to be developed:				
Digital Literacy: This is promoted as the learner’s interacts with digital devices when reading digital texts.				
Values:				
Unity: The learner’s cooperation skills are enhanced as they work collaboratively with others during play language word games.				
Pertinent Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner acquires an enhanced level of self-esteem as their reading fluency ability improves.				
Link to other Learning Areas:				
The learner can apply reading fluency skills such as speed and accuracy in reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Inferring meaning</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) make predictions about a story based on the title and pictures, b) infer the meanings of words from the context, c) respond to direct and indirect questions for comprehension, d) adopt reading texts for information. 	The learner is guided to: <ul style="list-style-type: none"> • read the title of a text and look at the pictures to make predictions about the story, • discuss the possible outcome of the story with peers, • read a text and locate new words and phrases to get the meaning, • work jointly to locate sentences containing answers to direct questions and use them to answer questions, • respond to indirect questions using contextual clues, • role-play the events in a story for comprehension. 	Why is it important to understand what we read?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: The learner is able to apply ideas that inspire creativity as they role-play the events in a story for comprehension. • Communication: The learner’s ability to speak clearly and effectively is enhanced as they discuss the possible outcomes of the story prediction with peers. 				
Values: <ul style="list-style-type: none"> • Unity: Cooperation is enhanced as the learner collaborates with others to locate sentences containing answers to direct questions and uses them to answer questions. • Respect: Open-mindedness is nurtured as the learner appreciates the diverse opinions of others during group activities. 				
Pertinent Contemporary Issues (PCIs): Socio-economic activities: The learner’s knowledge on socio-economic activities is enhanced as they interact with texts on transport.				
Link to other Learning Areas: The learner can link the vocabulary learnt in the theme to similar concepts in Environmental Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Language Use	<p data-bbox="348 239 555 292">3.3.1. Verbs ‘to have’</p> <p data-bbox="348 299 555 380">3.3.2. Objective pronouns-plural</p> <p data-bbox="348 413 555 440"><i>(2 Lessons)</i></p> <ul data-bbox="348 474 555 528" style="list-style-type: none"> • <i>Has, have, had</i> • <i>Us/ you/ them</i> 	<p data-bbox="594 239 942 292">By the end of the Sub Strand, the learner should be able to:</p> <p data-bbox="594 299 942 427">a) identify the forms of the verb ‘to have’ (has, have and had) and the plural objective pronouns (us, you and them) in texts,</p> <p data-bbox="594 434 942 595">b) use the present and past forms of the verb ‘to have’ (has, have and had) and the plural objective pronouns (us, you and them) in sentences,</p> <p data-bbox="594 602 942 682">c) realise the importance of sentence fluency in communication.</p>	<p data-bbox="961 239 1462 266">The learner is guided to:</p> <ul data-bbox="961 272 1462 844" style="list-style-type: none"> • listen to a story/poem/conversation featuring plural objective pronouns (us, you and them), • work jointly to pick out the plural objective pronouns (us, you and them) from a text, • select the words has, have and had from a story, • make sentences featuring forms of the verb ‘to have’ (has, have and had), • work with peers to complete substitution tables featuring forms of the verb ‘to have’ (has, have and had), • answer questions featuring forms of the verb ‘to have’ (has, have and had) and the plural objective pronouns (us, you and them), • role play actions featuring forms of the verb ‘to have’ (has, have and had) and the plural objective pronouns (us, you and them) with peers. 	<p data-bbox="1481 239 1717 346">How do we talk about a person without mentioning their name?</p>
<p data-bbox="182 854 592 881">Core Competencies to be developed:</p> <p data-bbox="182 881 1698 928">Critical thinking and problem solving: This is promoted as the learner thinks logically when working with peers to complete substitution tables featuring forms of the verb ‘to have’.</p>				
<p data-bbox="182 942 268 969">Values:</p> <ul data-bbox="182 969 1707 1016" style="list-style-type: none"> • Unity: The learner’s ability to cooperate is enhanced as they work collaboratively with peers to work jointly to pick out the plural objective pronouns. 				
<p data-bbox="182 1029 677 1056">Pertinent and Contemporary Issues (PCIs):</p> <ul data-bbox="182 1056 1698 1103" style="list-style-type: none"> • Life Skills (Self-esteem): The learner’s self-esteem is boosted as they rewrite sentences featuring forms of the verb ‘to have’ and the plural objective pronouns. 				
<p data-bbox="182 1116 525 1143">Link to other Learning Areas:</p> <p data-bbox="182 1143 1420 1163">The concept of verbs and pronouns can be applied in learning of similar concepts in Indigenous Language Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	3.4.1 Handwriting <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Ascenders and descenders</i> • <i>Legibility and neatness</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise ascenders and descenders in long words, b) write long words forming all ascenders and descenders, correctly, legibly, and neatly, c) realise the importance of forming all ascenders and descenders appropriately in writing. 	The learner is guided to: <ul style="list-style-type: none"> • watch videos on how to write long words with ascenders and descenders from a digital device, or as modeled by the teacher or peers, • practise writing the letters in the air, • observe displayed flashcards and copy the letters, • practise writing long words while shaping the ascenders and descenders correctly with peers, • display their neatly written words in chart or flash cards, • write words related to the theme from a dictation, in response to a picture prompt. 	How do we write words?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: The learner’s ability to learn independently is reinforced as they practise forming ascenders and descenders correctly as an aspect of good handwriting. • Communication: The learner’s writing skills are improved as they write long words forming ascenders and descenders correctly. 				
Values: Integrity: The learner’s sense of accountability is encouraged as they display their neatly written words in chart or flash cards for feedback.				
Pertinent Contemporary Issues (PCIs): Peer Education and Mentorship: The learner’s interpersonal relationships are enhanced as they assist peers improve their handwriting.				
Link to other Learning Areas: The learner can use the skill of good handwriting to write clearly and legibly in all learning areas.				

THEME 4.0: MONTHS OF THE YEAR

SUGGESTED VOCABULARY: later, before, after, sunrise, daylight, sunset, tonight, midnight, now, noon, months of the year (January – December)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Pronunciation and Vocabulary <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter-sound combinations</i> • <i>vocabulary</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise words with the target letter-sound combinations /ŋ /, / i:/, /st/ and /gl/ in oral texts, b) articulate words with the target letter-sound combinations /ŋ /, / i:/, /st/ and /gl/ for effective communication, c) pronounce the words related to the theme accurately, d) realise the importance of pronouncing words appropriately in oral communication. 	The learner is guided to: <ul style="list-style-type: none"> • pronounce words with the target letter-sound combinations as modelled by the teacher or peers, <ul style="list-style-type: none"> - / ŋ / ‘ing’ as in thing - / i:/ as in happy in words ending with the letter ‘y’ - ‘st’ as in stick - ‘gl’ as in glass • say tongue twisters/poems/songs containing the target letter-sound combinations with peers, • pronounce words related to the theme accurately, • team up to take part in a spelling bee mini-contest to spell and pronounce vocabulary, • construct simple sentences orally using the new words, with peers and give feedback, • team up to make a creative talking tree using the new words. 	Why should we pronounce words correctly?

Core Competencies to be developed:

Creativity and imagination: The learner is able to come up with ideas that inspire creativity when teaming up to make a creative talking tree using the new words.

Values:

Unity: The learner’s ability to work collaboratively is reinforced as they team up to take part in a spelling bee mini-contest to spell and pronounce vocabulary and support each other.

Pertinent Contemporary Issues (PCIs):

Life Skill (self-esteem): The learner's self-esteem is improved as they use the new words learnt in day to day communication.

Link to other Learning Areas:

The learner can apply the vocabulary learnt in the theme on months of the year to their learning of similar concepts in Mathematics Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2. Reading	4.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter sounds</i> • <i>Reading speed</i> • <i>Reading with expression</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words containing the target letter-sound /ŋ /, / i:/, /st/ and /gl-/ in preparation for reading, b) read a text accurately, at the right speed, and with expression, c) adopt reading simple, short narratives and informational texts in a variety of genres. 	The learner is guided to: <ul style="list-style-type: none"> • select words featuring the target letter-sound combinations /ŋ /, / i:/ as in letter ‘y’, /st/ and /gl-/ in a text, • work jointly to practise reading words with the letter-sound combinations, • engage in timed reading (<i>65 words per minute</i>) for fluency, • read a short print or digital text featuring words with the target letter-sound combinations expressively and fluently, • practise reading sentences aloud containing non-decodable words with target letter-sound combinations. 	<ol style="list-style-type: none"> 1. Why should we pronounce sounds correctly? 2. Why should we read a story at the right speed?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: The learner’s ability to learn independently is developed as they practise reading sentences containing non-decodable words on their own. • Digital Literacy: The learner’s ability to interact with digital devices is enhanced as they interact with digital content when reading digital texts. 				
Values: Unity: The learner’s ability to cooperate with others is nurtured as they work collaboratively with peers in group activities.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): the learner acquires an enhanced level of self-esteem as their reading fluency skills improve.				
Link to other learning Areas: The learner can use reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Inferring meaning</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) identify words related to the theme for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) adopt retelling stories for language acquisition. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures and the title of a text and make predictions on the outcome of the story with peers, • read a printed or digital text related to the theme, • infer the meanings of new words using contextual clues, • respond orally to direct questions based on a text they have read, • locate sentences containing answers to direct questions, • respond to inferential questions using contextual clues, • make connections between the story and their real life experiences. 	How do we tell what the story is about?
Core Competencies to be developed: Creativity and Imagination: The learner’s ability to think creatively and imaginatively is enhanced as they make connections between the story and their real life experiences.				
Values: Respect: This is nurtured as the learner appreciates diverse opinions from peers during discussions.				
Pertinent and Contemporary Issues (PCIs): Life Skill (self-esteem): The learner’s self-esteem is enhanced as they answer direct and indirect questions correctly.				
Link to other Learning Areas: The learner can apply the reading comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Language Use	4.3.1 Simple Past Tense (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) recognise verbs in their simple past tense from texts, b) use simple past tense to discuss past activities, c) realise the use of past tense in everyday communication.	The learner is guided to: <ul style="list-style-type: none"> • identify simple past tense verbs from a print and digital text, • select sentences containing simple past tense from a text or conversation, • construct sentences using the simple past tense on demonstrated actions and report to peers, • construct sentences from a substitution table with peers and give feedback, • engage in games involving time and months of the year to change verbs from simple present to simple past tense, with peers. 	<ol style="list-style-type: none"> 1. How do we talk about what happened in the past? 2. What did you do last week?
<p>Core Competencies to be developed: Communication: The learner’s ability to speak clearly and effectively is enhanced as they use the simple past tense correctly to talk about past activities.</p>				
<p>Values: Unity: The learner’s ability to cooperate is enhanced as they work collaboratively with others in group activities such as games.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is enriched as they communicate effectively using simple past tense.</p>				
<p>Link to other Learning Areas: The learner relates the concept of tenses to learning of similar concepts in Indigenous and Kiswahili Language Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Handwriting <i>(2 Lessons)</i> <ul style="list-style-type: none"> <i>Legibility and neatness</i> 	By the end of the Sub Strand, the learner should be able to: a) recognise aspects of good handwriting for effective communication, b) write words in clear and legible handwriting, c) form words related to the theme from the target letters ‘gl’ and ‘y’, d) realise the importance of writing clearly and legibly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> observe samples of texts with good and bad handwriting, identify aspects of good handwriting such as letter formation, spacing, alignment, and capitalisation copy letter patterns of the target letter-sound combinations (<i>gl, y</i>), form words related to the vocabulary learnt from the target letters, write words related to the theme in response to a picture prompt neatly and legibly, display their neatly written work in a portfolio. 	How do we write words?
Core Competencies to be developed:				
Learning to learn: This is enhanced as the learner builds on their own learning when observing samples of texts with good and bad handwriting.				
Values:				
Responsibility: This is fostered as the learner offers guidance to peers on how to write neatly and legibly.				
Pertinent and Contemporary Issues (PCIs):				
Peer Education and Mentorship: The learner’s interpersonal relationships are enhanced as they help peers with writing difficulties to write neatly.				
Link to other Learning Areas:				
The learner can apply the skills of neat and legible handwriting to write clearly and legibly in Kiswahili Language Activities.				

THEME 5.0: SHOPPING

SUGGESTED VOCABULARY: shop, shopkeeper, market, supermarket, buy, price, cheap, spend, expensive, sell, flour, fruits, vegetables, meat, pencils, change

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.1 Listening and Speaking</p>	<p>5.1.1 Pronunciation and Vocabulary (2 Lessons)</p> <ul style="list-style-type: none"> • Target – letter sounds • Vocabulary 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise the target letter-sound combinations nt, sl, -ar, nd and nk in oral texts, b) pronounce words with the letter-sound combinations nt, sl, -ar, nd and nk for fluency, c) use the vocabulary learnt to communicate in various contexts, d) realise the importance of listening attentively for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio recording/ teacher model featuring the letter-sound combinations: <ul style="list-style-type: none"> - nt as in <i>sent</i> - sl as in <i>sleep</i> - words ending with ar such as <i>jar</i> - nd as in <i>hand</i> - nk as in <i>ink, drink</i> • pronounce words with the letter-sound combinations, • listen to tongue twisters, poems or songs and identify words with the target letter-sound combinations e.g. slippers, car, • say tongue twisters, sing simple songs, or recite poems with the target sounds, • recognise new words related to the theme and use them to construct sentences, • role-play a ‘shop-shop’ game to carry out shopping activities/watch a video about shopping and construct sentences about it. 	<p>Why should we look at people as we talk to them?</p>

Core Competencies to be developed:

- **Communication:** The learner's ability to listen keenly and actively is enriched as they listen to an audio recording or the teacher model words with the target letter-sound combinations and pronounce them correctly.
- **Digital Literacy:** The learner's interaction with digital devices is improved as they watch a video on shopping activities.

Values:

Responsibility is nurtured as the learner takes up assigned roles and responsibilities during role-play of shopping activities in the 'shop-shop' game.

Pertinent and Contemporary Issues (PCIs):

Financial Literacy: This is promoted as the learner interacts with texts on shopping and role plays a 'shop-shop' game.

Link to other Learning Areas:

The learner can apply the skill of proper pronunciation of words when learning similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target sounds</i> • <i>Reading speed</i> • <i>Reading with expression</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with the target sounds (nt, sl, -ar, nd and nk) in varied texts, b) pronounce words with the target sounds correctly, c) read a text at the right speed, observing punctuation and displaying the right feelings, and emotions for fluency, d) enjoy reading simple narratives and informational texts fluently. 	The learner is guided to: <ul style="list-style-type: none"> • identify and read words with the target letter sounds, • team up to engage in timed reading at 65 words per minute, observing punctuations and displaying the right feelings and emotions, • read short print or digital texts related to the theme expressively and fluently, • practise reading sentences containing decodable and non-decodable words from print or digital sources with peers, • conduct a reader's theatre to read a poem fluently and with expression. 	<ol style="list-style-type: none"> 1. Why do we pause as we read texts? 2. What do we do if we cannot read a word?
Core Competencies to be developed: Digital Literacy: The learner's interaction with digital devices is enriched as they read sentences with decodable and non-decodable words from digital texts. Learning to Learn: The learner's ability to learn independently is emphasised as they conduct a reader's theatre to read a poem fluently and with expression.				
Values: Unity: The learner's cooperation skills are enhanced as they work collaboratively with peers to engage in timed reading session.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner's self-esteem is boosted as they acquire reading fluency skills.				
Link to other Learning Areas: The learner can apply reading fluency skills such as speed and accuracy when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Reading	5.3.3 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Inferring meaning</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) make predictions on a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) realise the role of reading in life-long learning. 	The learner is guided to: <ul style="list-style-type: none"> • discuss pictures and the title of a text and predict what will happen in the story, with peers, • read a print or digital text (story/poem) related to the theme, • use contextual clues to get meaning of new words and phrases, • locate sentences containing answers to direct questions in the text, • interact with the text to answer indirect questions using contextual clues, • collaborate to retell the story in own words. 	<ol style="list-style-type: none"> 1. How can we predict how a story, poem, or conversation will end? 2. How can we tell where events have taken place?
Core Competencies to be developed: Creativity and imagination: This is promoted as the learner embraces ideas that inspire creativity when collaborating to retell the story in own words.				
Values: Unity: The learner’s cooperation skills are enhanced as they participate actively in discussions with peers to predict events in stories.				
Pertinent and Contemporary Issues (PCIs): Life Skill (self-esteem): The learner’s self-esteem is heightened as they answer comprehension questions correctly.				
Link to other Learning Areas: The learner can use reading comprehension strategies when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Language Use	5.4.1 Nouns: Plurals of irregular nouns (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) identify plurals of irregular nouns in texts, b) use the plurals of irregular nouns to construct sentences for effective communication, c) realise the importance of using the nouns in their correct form to show plural in communication.	The learner is guided to: <ul style="list-style-type: none"> • recognise irregular nouns and their plural forms from a written text or digital text, • work jointly to form plurals of specific irregular nouns, • discuss with peers, personal shopping experiences using plurals of irregular nouns, • construct sentences using the plural forms of irregular nouns, • change sentences with irregular nouns in singular form to plural forms, • type sentences constructed onto a digital device, • recite poems/read texts/sing songs containing plurals of irregular nouns. 	1. What things do we buy? 2. How do we refer to things when they are many?
Core Competencies to be developed:				
Communication: The learner's ability to speak engagingly is improved as they discuss clearly and effectively about their shopping experiences.				
Digital Literacy: The learner's interaction with digital devices is enriched as they type sentences made onto a digital device.				
Values:				
Peace: This is enhanced as the learner works harmoniously with peers to recite poems/read texts/sing songs containing plurals of irregular nouns.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-awareness): The learner's self-esteem is boosted as they use plurals of irregular nouns to talk about their personal shopping experiences.				
Link to other Learning Areas:				
The learner can link the concept of plurals of nouns to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.5 Writing	5.5.1 Spelling (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) recognise aspects of good handwriting (<i>letter formation, spacing, alignment, capitalisation</i>) for effective communication, b) write correct spelling of grade-appropriate words clearly and legibly, c) realise the importance of correct spelling of words for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • read samples of texts with good handwriting, • discuss aspects of good handwriting such as letter formation, spacing, alignment, and capitalisation with peers, • copy words with the letter patterns of the target letter-sound combinations (nt, sl, -ar, nd and nk) from a chart, • listen to a dictation on vocabulary and write them neatly and legibly, • share their work with peers and give feedback, • type their neatly written words and phrases on digital devices. 	<ol style="list-style-type: none"> 1. Why should we spell words correctly? 2. How can we write well?
<p>Core Competencies to be developed: Digital Literacy: The learner’s interaction with digital devices is enhanced as they type words and phrases on digital devices. Self-efficacy: This is promoted as the learner builds on their learning experiences by sharing their work with peers and giving feedback.</p>				
<p>Values: Integrity: This is fostered as the learner gives honest and constructive feedback to peers when sharing their work.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is improved as they spell words correctly for effective communication.</p>				
<p>Link to other Learning Areas: The learner can use the skill of correct spelling of words when writing words and learning in other learning areas.</p>				

THEME 6.0: THE GARDEN

SUGGESTED VOCABULARY: fruits, vegetables, grow, energy, healthy, soil, crops, plant, flowers, trees, water, dig, pest, fresh

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.1 Listening and Speaking</p>	<p>6.1.1 Pronunciation and Vocabulary (2 Lessons)</p> <ul style="list-style-type: none"> • Target letter-sounds • Vocabulary 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify words with the target letter-sound combinations /r/, /θ/, /ð/, digraph wh and tw from an oral text,</p> <p>b) pronounce words with the target letter-sound combinations /r/, /θ/, /ð/, digraph wh, and tw in preparation for reading,</p> <p>c) use words related to the theme in relevant contexts,</p> <p>d) respond to simple specific two-directional instructions in oral communication,</p> <p>e) realise the importance of listening attentively for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • pronounce words with the letter-sound combinations: <ul style="list-style-type: none"> - /r/ as in near, ear, here - /θ/ as in thing, three path, - /ð/ as in this, other, - digraph wh as in when, where - tw as in two, twelve • recite rhyming words that have the letter-sound combinations, with peers, • pick out words related to the theme as used in short sentences, short paragraphs or teacher read aloud stories, • recite rhymes and sing songs, with peers using the vocabulary related to the theme, • use the vocabulary learnt to construct oral sentences, • play a language game of matching vocabulary learnt to pictures and objects, • take turns to respond to simple specific two-directional instructions. 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. What do we find in a garden?

Core Competencies to be developed:

Learning to learn: This is promoted as the learner builds on their learning experience when recite rhyming words that have the letter-sound combinations.

Collaboration: Teamwork is fostered as the learner collaborates with peers to play a language game while observing the rules of engagement.

Values:

Social Justice: This is promoted as the learner accords others equal opportunities when taking turns to respond to simple specific two-directional instructions.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is promoted as the learner identifies things found in the garden through vocabulary learnt from texts.

Link to other Learning Areas:

The learner can relate the vocabulary learnt from texts in the theme to similar vocabulary in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter-sounds</i> • <i>Reading speed</i> • <i>Reading with expression</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with the target letter-sound combinations /tə/, /θ/, /ð/, wh, and tw in preparation for reading, b) pronounce words accurately when reading a text, c) read a grade -appropriate text accurately, at the right speed and with expression, d) realise the importance of reading fluently for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • pick out words with target letter-sound combinations /tə/, /θ/, /ð/, wh, and tw from a chart, • read words containing the target letter-sound combinations correctly, • watch a video recording showing reading texts while displaying the right facial expressions and tonal variations, • engage in timed reading, displaying the right facial expressions and feelings, • practise reading sentences containing decodable and non-decodable words, • participate in a readers' theatre with peers where he or she fluently reads a poem, • recite poems related to the theme. 	<ol style="list-style-type: none"> 1. How can we improve our reading speed? 2. How do we show feelings and emotions when reading?
Core Competencies to be developed:				
Learning to Learn: The learner's independent reading skills are improved as they practise reading sentences containing decodable and non-decodable words on their own or with peers.				
Values:				
Responsibility: This is developed as the learner manages their time well when engaging in timed reading, displaying the right facial expressions and feelings.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner's self-esteem is heightened as they acquire reading fluency skills.				
Link to other Learning Areas:				
The learner applies reading fluency skills such as speed when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Inferring meaning</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) make predictions on the events of a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) enjoy reading texts for language acquisition. 	The learner is guided to: <ul style="list-style-type: none"> • look at pictures and the title of a text and say what will happen in the story, • conduct a reader's theatre to read a story/poem /dialogue related to the theme, • use contextual clues to infer the meanings of words, • respond to direct questions by locating sentences containing answers, • answer indirect questions using contextual clues, • summarise the events in a story in a few words. 	<ol style="list-style-type: none"> 1. How can we predict the ending of a story, poem, or conversation? 2. How can we tell the characters in a story before reading?
Core Competencies to be developed: Communication: The learner's ability to write clearly and correctly is enhanced as they summarise the events in the story using a few words.				
Values: Respect: This is fostered as the learner is open-minded and appreciates diverse opinions from peers as they talk about what will happen in the story.				
Pertinent and Contemporary Issues (PCIs): Food security: This is addressed as the learner interacts with texts on the theme and familiarise with crops that can be grown in gardens.				
Link to other Learning Areas: The learner uses the reading comprehension strategies acquired when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Language use	6.3.1 Tense: Past Continuous Tense (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) select sentences in the past continuous tense from a text, b) change verbs from present continuous to past continuous tense in a given context, c) realise the importance of communicating ideas using the correct tense.	The learner is guided to: <ul style="list-style-type: none"> • listen to a story/ poem /conversation containing sentences with past continuous tense, • team up to pick out the verbs in past continuous tense from the text, • take turns in asking and answering questions using the past continuous tense, • construct sentences in past continuous tense based on pictures related to the theme, • play language games that involve changing verbs from simple continuous to past continuous tense. 	What were the learners in your class doing yesterday?
<p>Core Competencies to be developed: Critical thinking and problem solving: The learner’s ability to think critically is enhanced as they play language games that involve changing verbs from simple continuous to past continuous tense.</p>				
<p>Values: Patriotism: The learner is able to appreciate contributions made by peers towards achieving the set goals when picking out the verbs in past continuous tense from the text.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skill (Self-esteem): The learner’s self-esteem is raised as they communicate effectively using past continuous tense.</p>				
<p>Link to other Learning Areas: The learner can link the concept of tense to learning of similar concepts in Kiswahili and Indigenous Language Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Spelling <i>(2 Lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) spell words with the target letter-sound combinations / ɪə /, / θ /, / ð /, wh , and tw for writing fluency, b) write 3-7 letter words related to the theme correctly, c) appreciate the need for correct spelling in written communication.	The learner is guided to: <ul style="list-style-type: none"> • read words with the target letter-sound combinations /ɪə/, /θ/, /ð/, wh, and tw from a word wall, • copy words with the letter-sound combinations, • write words with the letter combinations from a dictation, • work jointly to make words related to the theme from jumbled letters, • write 3-7 letter words that are related to the theme and read them aloud, • form words related to the theme using letters of their names. 	How do we learn to spell words?
Core Competencies to be developed:				
Critical thinking and problem solving: The learner is able to think critically and weigh options when forming words related to the theme using letters of their names.				
Values:				
Unity: Cooperation is fostered as the learner collaborates with peers to make words related to the theme from jumbled letters.				
Pertinent and Contemporary Issues (PCIs):				
Life Skill (Self-esteem): The learner’s self-esteem is boosted as they write words correctly, clearly, and legibly.				
Link to other Learning Areas:				
The learner can apply the skills on correct spelling of words to write clearly and correctly in other learning areas.				

THEME 7.0: ACCIDENTS

SUGGESTED VOCABULARY: crash, brakes, injury, first aid, road, bump, victim, careful, hurt, scar, accident, speed, driver, traffic lights, road signs, sirens, hoot, bicycle, ambulance, fire engine

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>7.1 Listening and Speaking</p>	<p>7.1.1 Pronunciation and Vocabulary (2 Lessons)</p> <ul style="list-style-type: none"> • Target letter sounds • Vocabulary 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recognise the target letter - sound combinations nd, nk, / ɛɪ/ / əʊ/ and / aɪ/ in given words, b) pronounce words with the target letter-sound combinations nd, nk, / ɛɪ/ / əʊ/ and / aɪ/ in preparation for reading, c) use new words related to the theme in relevant contexts, d) respond appropriately to simple specific two-directional instructions in oral communication, e) realise the importance of pronouncing and using vocabulary correctly for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to an audio recording/ teacher model of the target letter-sound combinations: <ul style="list-style-type: none"> - nd as in sand, - nk as in ink, sink, - / ɛɪ/ as in take, ate, - / əʊ/ as in home, - / aɪ/ as in mine, • identify and pronounce words with the target letter sounds such as brake, road, • recite rhymes/tongue twisters to practise pronunciation, • listen to a text and identify new words related to a theme, • use the vocabulary to construct sentences, • recite poems and sing songs on road safety, • draw and colour simple road signs, such as the hospital sign, stop sign, • imitate the sound produced by different vehicles, for example, <i>hoot, honk, ring, siren,</i> • respond to simple specific two-directional instructions. 	<p>Why is it important to pronounce words correctly?</p>

Core Competencies to be developed:

Communication: The learner's ability to listen keenly and actively is enhanced as they listen to texts and identify words with the target letter sound combinations correctly.

Learning to Learn: The learner's ability to learn independently is enriched as they draw and colour road signs they have come across.

Values:

Responsibility: This is developed as the learner takes up assigned tasks when recite poems and sing songs on road safety.

Pertinent and Contemporary Issues (PCIs):

Road Safety: This is promoted as the learner reads texts that emphasise on road safety.

Link to other Learning Areas:

The learner is able to relate the concept on correct pronunciation of words to learning of similar concepts in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Fluency (2 Lessons) <ul style="list-style-type: none"> Target letter sounds Reading speed Read with expression 	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ‘nd’ ‘nk’ and words ending with ‘ar’ in preparation for reading, b) read a text accurately, at the right speed, displaying the right emotions for fluency, c) enjoy reading simple narratives and informational texts in a variety of genres.	The learner is guided to: <ul style="list-style-type: none"> pick out words with sound combinations ‘nd’ ‘nk’ and words ending with ‘ar’ as in <i>car, far</i> from a text, practice reading words containing the target letter-sound combinations repetitively, engage in timed reading, displaying the right facial expressions and making appropriate pauses to show punctuation, practise reading sentences containing decodable and non-decodable words, recite a poem/sing songs featuring the target vocabulary words, for example, <i>injury, witness, bump, careless, hurt, hand cart, scar, tanker, accident, speed, drive, traffic, road signs, siren, hoot, bicycle, bell, ambulance, fire engine, horn, honk.</i> 	1. Why is it important to read words properly? 2. What can help someone to read well?
Core Competencies to be developed:				
Learning to Learn: The learner’s ability to learn independently is enhanced as they practise reading sentences containing decodable and non-decodable words for reading fluency.				
Values:				
Responsibility: This is fostered as the learner participates actively when engaging in timed reading, displaying the right facial expressions and making appropriate pauses to show punctuation.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s self-esteem is enhanced as they acquire reading fluency skills.				
Link to other Learning areas:				
The learner applies reading fluency skills such as speed and accuracy when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.2 Comprehension (2 Lessons) <ul style="list-style-type: none"> • Characters and events • Making predictions • Comprehension questions 	By the end of the Sub Strand, the learner should be able to: a) describe the characters and events in a text to show comprehension, b) make predictions about a story based on the title and picture, c) respond to direct and indirect questions for comprehension, d) adopt reading pictures and texts for enjoyment and information.	The learner is guided to: <ul style="list-style-type: none"> • view pictures showing a vehicle crash, • share with peers the things they can see in the picture such as an <i>ambulance, a bicycle, a stop sign, a bus stop, a bump,</i> • look at the title and pictures in the text to make predictions, • discuss the setting and the characters in the story, • read a text related to the theme and respond to direct questions, • respond to indirect questions using contextual clues, • retell a story to peers, • role-play scenarios from the story, • talk about their own experiences in relation to the story. 	<ol style="list-style-type: none"> 1. How can you tell what will happen in a story? 2. What do the pictures tell us about the story?
<p>Core Competencies to be developed:</p> <p>Communication: The learner’s ability to speak engagingly is enhanced as they retell the story clearly and effectively.</p> <p>Creativity and Imagination: The learner’s ability to make connections is enhanced as they relate the story to their own experiences.</p>				
<p>Values:</p> <p>Responsibility: This is enhanced as the learner takes up assigned roles during role-playing of scenarios from the story.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Life Skills (Self-esteem): The learner’s self-esteem is raised as they respond to comprehension questions correctly.</p>				
<p>Link to other Learning Areas:</p> <p>The learner uses reading comprehension strategies when reading texts in Kiswahili Language Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Language Use	7.3.1 Conjunctions <i>(2 Lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) pick out the conjunction ‘ <i>or</i> ’ in sentences for effective communication, b) use the conjunction ‘ <i>or</i> ’ to construct sentences related to the theme, c) adopt using the conjunctions appropriately in everyday communication.	The learner is guided to: <ul style="list-style-type: none"> • identify sentences featuring the conjunction ‘<i>or</i>’ from a text, • construct sentences using ‘<i>or</i>’ to show choice, • role-play making choices using ‘<i>or</i>’ in incidents related to the theme, • recite poems about safety using the conjunction ‘<i>or</i>’, • sing songs on how to prevent road accidents, • make posters showing, a road, a stop sign, and a hospital sign, • display their posters on the classroom wall for feedback. 	What do we say when we want to choose among more than one options?
Core Competencies to be developed:				
Communication: The learner’s ability to speak engagingly is enhanced as they speak clearly and effectively using the conjunction ‘or’.				
Values:				
Responsibility: This is fostered as the learner takes up roles during group activities such as role-playing.				
Pertinent and Contemporary Issues (PCIs):				
Safety and Security: The learner’s knowledge on safety is enhanced as they interact with songs and poems about safety.				
Link to other Learning Areas:				
The learner can link the concept of the use of the conjunctions to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

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

THEME 8.0: CLASSROOM

SUGGESTED VOCABULARY: book, desk, teacher, pencil, teach, chart, duster, chair, chalk, ruler, paper, clean, broom, best, busy, enter, sit

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>8.1 Listening and Speaking</p>	<p>8.1.1 Pronunciation and Vocabulary</p> <p><i>(2 Lessons)</i></p> <ul style="list-style-type: none"> • <i>Target letter sounds</i> • <i>Vocabulary</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) recognise words with the target letter-sound combinations ‘br’, /ə/, /i:/, /eɪ/ and /əʊ/ in preparation for reading,</p> <p>b) pronounce new words correctly for clarity in speech,</p> <p>c) respond to simple specific two-directional instructions in oral communication,</p> <p>d) realise the importance of listening attentively for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • identify words with the target letter-sound combinations from an oral text, <ul style="list-style-type: none"> - ‘br’ as in brick, bread, - /ə/ words ending with er as in water, river - /i:/ as in bean, as in meet, - /eɪ/ as in said, late - /əʊ/ as in coat, know • pronounce words with the target letter-sound combinations, • recite rhyming words to practise pronunciation, • listen to vocabulary related to the theme as used in short sentences, short paragraphs and teacher read aloud stories, • use new words to talk about the classroom, • match vocabulary words learnt to pictures and objects, • engage in role-play to respond to simple specific two-directional instructions. 	<ol style="list-style-type: none"> 1. Which words do you use to talk about the classroom? 2. Why is it important to pronounce words correctly?

Core Competencies to be developed:

Creativity and imagination: This is promoted as the learner uses new ideas to use new words to talk about the classroom.

Values:

Responsibility: This is cultivated as the learner engages in assigned roles during role-play with peers.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness: This is enhanced as the learner uses interacts with vocabulary related to the classroom to identify item around them.

Link to other Learning Areas:

The learner uses the skill of correct pronunciation of words when pronouncing words Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • Target letter-sounds • Reading speed • Reading with expression 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with the target letter-sound combinations ‘br’, /ə/, /i:/, / eɪ/ and / əʊ/ in preparation for reading, b) pronounce words with the target letter-sound combinations accurately when reading a text, c) read a text accurately, at the right speed and with expression, d) realise the importance of reading fluently for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • recognise words with the sounds ‘br’, /ə/ ending in ‘er’, /i:/, / eɪ/ and / əʊ/ from a text, • select words with the target letter sound combinations from a chart, • read words with target letter-sound combinations, • recite a choral verse to practise pronunciation of words, with peers, • read a short text observing stress and intonation, • engage in timed reading of a grade-appropriate text, displaying the right facial expressions, feelings or emotions, • practise reading sentences containing decodable and non-decodable words, • participate in a reader’s theatre where he or she reads some lines or stanzas of a poem related to the theme with peers. 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Why should we read fluently?
Core Competencies to be developed: Learning to Learn: The learner’s ability to read independently is developed as they practise reading sentences containing decodable and non-decodable words for fluency.				
Values Responsibility: This is developed as the learner actively participates in a reader’s theatre with peers.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is boosted as they read texts fluently.				
Link to other Learning Areas: The learner can apply reading fluency skills such as speed and accuracy when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Inferring meanings</i> • <i>Comprehension questions</i> 	By the end of the Sub Strand, the learner should be able to: a) make predictions and anticipate possible outcomes in a story for comprehension, b) use contextual clues to infer meanings of words, c) answer direct and indirect questions for comprehension, d) adopt reading texts for information.	The learner is guided to: <ul style="list-style-type: none"> • discuss the title and pictures in the text to make predictions, • work jointly to find out the meaning of new words and phrases from contextual clue, • read a text related to the theme and respond to direct questions, • track print texts using their fingers, • respond to indirect questions using contextual clues, • retell a story with peers, • role-play scenarios from the story, with peers, • talk about their own experiences in relation to the story. 	<ol style="list-style-type: none"> 1. How can we predict how a story, poem, or conversation will end? 2. How can we tell where events will take place in a story?
Core Competencies to be developed:				
Communication: The learner's ability to speak engagingly is enriched as they retell stories clearly and effectively in their own words.				
Creativity and Imagination: The learner's ability to make connections is enhanced as they talk about their own experiences in relation to the story.				
Values:				
Responsibility: This is fostered as learner takes up assigned roles during group activities with peers.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner's self-esteem is improved as they answer comprehension questions correctly.				
Link to other Learning Areas:				
The learner applies the reading comprehension strategies learnt when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Language Use	8.3.1 Cardinal and ordinal numbers 8.3.2 Demonstratives-Plural (these, those) <i>(2 Lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) differentiate ordinal and cardinal numbers for information, b) use ordinal and cardinal numbers for effective communication, c) use plural demonstratives to talk about things that are near or far, d) value the importance of cardinal and ordinal numbers in communication, e) realise the role of demonstratives in communication.	The learner is guided to: <ul style="list-style-type: none"> • distinguish between ordinal and cardinal numbers in a list or a sentence, • use objects in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers, • construct sentences using ordinal and cardinal numbers, • work jointly to pick out demonstratives from a written text, • use demonstratives to talk about things in the classroom, • use demonstratives to construct sentences related to the theme, • recite a poem /sing a song with demonstratives and cardinal and ordinal numbers. 	1. Why is it important to count correctly? 2. Which objects are near/far from you?
Core Competencies to be developed: Communication: The learner’s ability to speak clearly and effectively is enhanced as they use demonstratives to talk about the things in the classroom.				
Values: Social justice: This is cultivated as the learner appreciates the efforts of others when constructing sentences using demonstratives.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is elevated as they use demonstratives correctly in communication.				
Link to other Learning Areas: The learner applies the knowledge of numbers in learning of similar concepts in Mathematical Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	8.4.1 Spelling <i>(2 Lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) spell words with the target letter-sound combinations for effective writing, b) write 4-7 letter words appropriately and legibly, c) adopt writing words clearly, legibly, and correctly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • spell words with the target letter-sound combinations from a dictation, • write 4-7 letter words with the target letter-sound combinations read to them, • make 4-7 letter words related to the theme from jumbled letters, • participate in spelling word drills with peers, • generate as many words related to the theme as they can from a set of their names, • type words made onto a digital device. 	<ol style="list-style-type: none"> 1. Why should people spell words correctly? 2. How do we learn to spell words or names?
Core Competencies to be developed:				
Critical thinking and problem solving: This is enhanced as the learner make 4-7 letter words related to the theme from jumbled letters.				
Digital Literacy: The learner’s interaction with digital devices is enhanced as they type words onto a digital device.				
Values				
Unity: Cooperation is promoted as the learner actively takes part in a spelling drill with peers.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s self-esteem is raised as they spell words correctly for effective communication.				
Link to other Learning Areas:				
The learner uses the skill of correct spelling of words to write words correctly in other learning areas.				

THEME 9.0: THE FARM

SUGGESTED VOCABULARY: chicken, sheep, goat, cow, donkey, cat, crop, hay, weed, soil, dig, harvest, grow, graze, plant, shed

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>9.1 Listening and Speaking</p>	<p>9.1.1 Pronunciation and Vocabulary (2 Lessons)</p> <ul style="list-style-type: none"> Target letter sounds Vocabulary 	<p>By the end of the Sub Strand, learner should be able to:</p> <p>a) recognise words with the target letter-sound combinations <i>cr</i>, /ɜ:/, /eɪ/ /aɪ/, words ending with the letter ‘y’ pronounced as /i/, and /ə / as in words ending with <i>ar</i> correctly,</p> <p>b) pronounce words with the target letter-sound combinations <i>cr</i>, /ɜ:/, /eɪ/, /aɪ/, /i/ and /ə / as in words ending with <i>ar</i> in preparation for reading,</p> <p>c) use new words related to the theme in relevant contexts,</p> <p>d) listen to simple specific two-directional instructions in oral communication,</p> <p>e) realise the importance of listening attentively for effective communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> pick out words and phrases with the target letter-sound combinations: <ul style="list-style-type: none"> <i>cr</i> as in crop /ɜ:/ as in sir, first, thirst /eɪ / as in say, grey, /aɪ/ as in fly, cry words ending with the letter y pronounced as /i/ as in baby, /ə / in words ending with <i>ar</i> as in far, car, pronounce words and phrases with the target letter-sound combinations, practise pronunciation of words using minimal pairs/rhyming words, listen to and identify the vocabulary related to the theme as used in short sentences, short paragraphs or teacher reads stories aloud, articulate vocabulary related to the theme correctly, construct sentences using the new words, practise matching vocabulary learnt to pictures and objects, sing songs related to the theme, listen and respond to two-directional instructions. 	<ol style="list-style-type: none"> Why is it important to pronounce words correctly? Why do we need to respond to instructions properly?

Core Competencies to be developed

Communication: The learner’s ability to speak engagingly is enhanced as they use vocabulary to talk about the farm.

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

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.2 Reading	9.2.2 Comprehension (2 Lessons) <ul style="list-style-type: none"> • Main idea • Setting • Retelling events 	By the end of the Sub Strand, the learner should be able to: a) identify the main idea, topic, or purpose of the text for understanding, b) identify the setting of the text for comprehension, c) retell events in a text in correct sequence using own words to check understanding, d) appreciate retelling a story to check understanding.	The learner is guided to: <ul style="list-style-type: none"> • read a theme-related text in print or digital form, • pick the main idea in the text by using sentence prompts, • list the characters in the text, • team up to create a word tree with the names of characters in the story, • discuss the setting in the text with peers, • explain what happens in the beginning, middle, and end of the text, • retell what was in the text in a few words. 	1. How can we tell where the events of a story have taken place? 2. How can we tell the characters in a story?
Core Competencies to be developed: Creativity and imagination: This is nurtured as the learner shares ideas inspiring creativity when creating a word tree with the names of characters in the story.				
Values: Unity: This is upheld as the learner participates actively in discussions with peers.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-efficacy): The learner's self-esteem is elevated as they retell what is in the text correctly.				
Link to other Learning Areas: The learner uses reading comprehension strategies learnt when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Language use	9.3.1 Word Sets (gender sets for animals/people) 9.3.2 Opposites (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the gender sets of animals and people in a conversation, b) use the gender opposites to discuss animals and people at the farm, c) realise the role of gender sets and opposites in communicating ideas.	The learner is guided to: <ul style="list-style-type: none"> • discuss with peers the names of males and females of domestic animals, • discuss with peers the difference between male and female, • construct sentences using names of male and female animals that are familiar, • work with pictures to identify opposites of animals /people. 	Why is it important to learn words for referring to male and female animals/people?
Core Competencies to be developed:				
Communication: The learner’s ability to write clearly and correctly is developed as they write sentences correctly using gender sets.				
Collaboration: The learner’s ability to work as a team is enhanced as they actively engage in discussions with peers about gender sets for animals/people.				
Values:				
Respect is fostered as the learner appreciates diverse opinions from peers during discussions.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s esteem is elevated as they identify the gender sets of animals and people correctly.				
Link to other Learning Areas:				
The learner links the concept of opposites of gender sets to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.4 Writing	9.4.1 Punctuation (The comma) (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) recognise the comma in a text, b) use the comma correctly in listing items, c) adopt the use of the comma in writing.	The learner is guided to: <ul style="list-style-type: none"> • identify commas from writings on wall charts/ chalkboard/digital and print resources, • use the comma correctly in written exercises, with peers. • use commas to write lists of items/ names, • write sentences using the comma correctly, • engage in role-play conversations in which the comma is used and then write down some sentences on a digital device.. 	Why do you think we use a comma when writing?
Core Competencies to be developed:				
Communication: The learner’s ability to write clearly and effectively is enhanced as they use the comma correctly in listing items.				
Digital Literacy: The learner’s interaction with digital devices is enriched as they write down sentences on digital devices.				
Values:				
Responsibility: is cultivated as the learner takes up roles during role-play conversations.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s self-esteem is boosted as they use the comma correctly in writing.				
Link to other Learning Areas:				
The learner links the use of comma to learning of similar concepts in Kiswahili and Indigenous Language Activities.				

THEME 10.0: POSITION AND DIRECTIONS

SUGGESTED VOCABULARY: left, right, behind, in front, up, down, centre, across, middle, opposite, compass, north, south, east, west

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.1 Listening and Speaking	10.1.1 Pronunciation and Vocabulary <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter sound combinations</i> • <i>Vocabulary</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise words with the target letter-sound combinations /ɪə/, /ə /, /ɜ:/, /dr /, /ɔɪ/ and /aɪ / in a text, b) pronounce words with the target letter-sound combinations /ɪə/, /ə /, /ɜ:/, /dr /, /ɔɪ/ and /aɪ / in preparation for reading, c) use new words in relevant contexts to talk about position and direction, d) appreciate the importance of listening attentively for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • pick out words with the target letter-sound combinations from a conversation/teacher read aloud/ a story/audio recording, for example: <ul style="list-style-type: none"> - /ɪə/ as in ear - /ə / as in her, - /ɜ: / as in first, bird, fur - dr as in draw - /ɔɪ/ as in boy, toy - /aɪ/ as in time, • pronounce the words and phrases, • listen to an audio/video recording of a conversation on position and direction, • engage in simple dialogues using words related to the theme, • construct oral sentences using the new words, • recite rhymes/ sing songs, using the vocabulary learnt, • practise matching vocabulary learnt to pictures and objects. 	<ol style="list-style-type: none"> 1. Why is it important to pronounce words correctly? 2. Why should you give good directions?

Core Competencies to be developed:

Communication: Learner's ability to listen keenly and actively is improved as they listen to oral texts and pick out words with the target letter-sound combinations.

Values:

Respect is fostered as the learner values the contribution of peers during dialogues.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-esteem): The learner's self-esteem is raised as they use new words in relevant contexts to talk about position and direction.

Link to other Learning Areas:

The learner can link the vocabulary learnt on position and direction to learning of similar concepts in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	10.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> Target letter sounds Reading speed Reading with expression 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify words with the target sounds /ɪə/, /ə/, /ɜ:/, /dr/, /ɔɪ/ and /aɪ/ accurately for clarity of speech, read a text at the right speed displaying the right facial expressions for fluency, realise the importance of reading fluency in communication. 	The learner is guided to: <ul style="list-style-type: none"> identify words with the target letter-sound combinations as modelled by peers, teacher, or a digital device, /ɪə/, /ə/, /ɜ:/, /dr/, /ɔɪ/ and /aɪ/ read words with the target letter-sound combinations, /ɪə/, /ə/, /ɜ:/, /dr/, /ɔɪ/ and /aɪ/ in isolation and in a text, practise reading a text accurately, with expression and while observing the correct punctuation, engage in timed reading displaying the right emotions or feelings when reading, role-play telling directions using the new words. 	Why is it important to read words properly?
Core Competencies to be developed:				
Learning to Learn: The learner's ability to learn independently is enhanced as they practise reading a text accurately, with expressions, and while observing the correct punctuation on their own or with peers.				
Values				
Responsibility is cultivated as the learner takes up roles during role-play activities with peers.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner's self-esteem is boosted as they acquire reading fluency skills.				
Link to other Learning Areas:				
The learner can apply reading fluency skills such as speed and accuracy when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.2 Reading	10.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Inferring meaning</i> • <i>Comprehension questions</i> • <i>Visualization</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) make predictions on the events of a story based on the title and pictures for comprehension, b) use contextual clues to infer the meaning of new vocabulary items, c) answer direct and indirect questions based on a text for information, d) create a mental picture of events, characters, or places in a text, e) enjoy reading pictures and texts for information. 	The learner is guided to: <ul style="list-style-type: none"> • observe the pictures and title of the story and talk about the likely events in the story, • read a print or digital text of about 60 words, • infer the meanings of new words as used in the text using contextual clues, • locate sentences to respond to direct questions, • get clues from the story to answer indirect questions, • read the story aloud and visualise the characters, setting, and events in the story, • share the pictures they have created in their minds with peers, • retell a story in their own words, • talk about their own experiences in relation to the story. 	<ol style="list-style-type: none"> 1. What do you think will happen in this story? 2. What do the pictures tell us about the story?
Core Competencies to be developed:				
Creativity and Imagination: The learner’s ability to make connections is enhanced as they talk about their own experiences in relation to the story.				
Values:				
Love is enhanced as the learner exercises tolerance with others as they talk about their own experiences in relation to the story.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s self-esteem is nurtured as they answer comprehension questions correctly.				
Link to other Learning Areas:				
The learner can use reading comprehension strategies when reading texts learnt in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.3 Language use	10.3.1 Prepositions <i>(2 Lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) identify target prepositions: <i>beside, above, over, below, across, to, at</i> in an oral text, b) use prepositions accurately to describe the position, location and direction of things, c) appreciate the use of prepositions for clarity in communication.	The learner is guided to: <ul style="list-style-type: none"> listen to an audio clip of a poem, conversation, or story and list the prepositions used, read sentences with the prepositions: (<i>beside, above, over, below, across, to, at</i>), play a miming game with peers, describe the location of various objects in the classroom using suitable prepositions, construct sentences using target prepositions and share them with peers, practise using target prepositions in a dialogue, with peers, sing short songs/rhymes with prepositions, play language games containing target prepositions. 	Where do we keep different things in the school and at home?
Core Competencies to be developed:				
Citizenship: This is promoted as the learners willingly take up roles and offer support to each other when playing language games on prepositions.				
Values:				
Integrity: This is promoted as the learner exhibits fairness to peers as they play language games.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner's self-esteem is enhanced as they use prepositions appropriately in communication.				
Link to other Learning Areas:				
The learner uses the knowledge of prepositions to learn similar concepts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
10.4 Writing	10.4.1 Punctuation (The exclamation mark) (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) recognise the exclamation mark in a written text, b) use the exclamation mark correctly in writing, c) appreciate the use of the exclamation mark in writing.	The learner is guided to: <ul style="list-style-type: none"> • recognise the exclamation mark from writings on wall charts/ chalkboards/ digital and print resources, • trace the exclamation mark patterns to form accurate shape, size and direction, • use the exclamation mark correctly in written exercises, • play games with peers that involve placing the exclamation mark correctly in a text, • team up to prepare creative flashcards with exclamation marks and display in class. 	Why do you think it is important to use the exclamation mark when writing?
<p>Core Competencies to be developed: Creativity and imagination: The learner is able to embrace creative ideas to create things when teaming up to prepare creative flashcards with exclamation marks and display in class.</p>				
<p>Values: Peace: This is inculcated as the learner works harmoniously with peers when playing games that involve placing the exclamation mark correctly in a text.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is raised as they use the exclamation mark correctly in writing.</p>				
<p>Link to other Learning Areas: The learner uses the exclamation mark when writing texts in Kiswahili and Indigenous Language Activities.</p>				

THEME 11.0: ENVIRONMENT

SUGGESTED VOCABULARY: classroom, school, trees, nature, people, plants, flowers, area, local, protect, environment, neat, dirty

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.1 Listening and Speaking	11.1.1 Pronunciation and Vocabulary <i>(2 Lessons)</i> <ul style="list-style-type: none"> Target letter sounds Vocabulary 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify the target letter-sound combinations 'fr' /ʌʊ/, /ɔ:/ and /ə/ during a conversation about the environment, articulate words with the target letter-sound combinations 'fr' /ʌʊ/, /ɔ:/ and /ə/ correctly for effective communication, pronounce the vocabulary related to the theme correctly for effective communication, appreciate the importance of correct pronunciation in effective communication. 	The learner is guided to: <ul style="list-style-type: none"> Listen to a conversation and pick out words with the target letter-sound combinations, <ul style="list-style-type: none"> 'fr' as in frog -/ʌʊ/ as in bow, now -/ɔ:/ as in more, born -/ə/ as in alarm, river practise pronouncing new words with the learnt sounds in response to picture cues, sound prompts, and lists of words with the sounds, recite poems/rhymes that have the target letter-sound combinations, with peers, observe and name things in their environment during a nature walk, pronounce the vocabulary related to the theme correctly, draw and colour things found in the environment, share the drawings with peers and give feedback, use the vocabulary to construct simple sentences. 	<ol style="list-style-type: none"> How can you tell that someone is listening keenly? Why should we listen attentively when other people are talking?

Core competencies to be developed:

Communication: The learner's ability to speak clearly and effectively is improved as they pronounce words correctly and use them in a variety of contexts.

Learning to Learn: The learner's ability to learn independently is fostered as they draw and colour the things in the environment on their own or with peers.

Values:

Respect is inculcated as the learner appreciates drawings from peers and gives positive feedback.

Pertinent and Contemporary Issues (PCIs):

Environmental Education and Climate Change: The learner becomes aware of the features of the environment during a nature walk.

Link to other Learning Areas:

The learner uses attentive listening skills to learn concepts in other learning areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	11.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • Target letter sounds • Reading speed • Reading with expression 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with target letter-sound combinations ‘fr’ and /aw /in preparation for reading, b) read a text transitioning from word-by-word reading to phrasal reading for understanding, c) read a grade-appropriate text accurately, at the right speed, and with expression, d) realise the importance of reading fluency for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> • pick out and read words containing the target letter-sound combinations ‘fr-’ and ‘-ow’ from a written text or digital story, • play a word ladder game while listening to audio/ audio-visual recordings of words with the letter-sound combinations, • practise reading sentences with the new words, • engage in timed reading of a text displaying the right emotions and feelings, • participate in a reader’s theatre with peers and record on a digital device. 	<ol style="list-style-type: none"> 1. Why is it important to read fluently? 2. How can we improve our reading speed?
Core Competencies to be developed: Digital Literacy: The learner’s interaction with digital devices is improved as they read and record their voices on a digital device.				
Values: Unity: The learner’s ability to cooperate with others is intensified as they work collaboratively with peers to play a language game.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is boosted as they acquire reading fluency skills.				
Link to other Learning Areas: The learner applies reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.2 Reading	11.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Making connections</i> • <i>Inferring meaning</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) make predictions on the likely outcomes of a story related to the theme, b) make connections between events, characters, and places in a text with real life, c) infer the meaning of new words in a text using contextual clues, d) answer direct and indirect questions based on a text, e) appreciate talking about a text they have read. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures and the title of a text and say what will happen in the story, • read the text aloud with peers, • talk about where the actions are taking place, using clues from pictures and the text, with peers, • infer the meaning of words using contextual clues, • locate sentences containing answers to direct questions and answer the questions, • use contextual clues to answer indirect questions, • retell parts of the story in turns, with peers, • relate the text to everyday experiences. 	<ol style="list-style-type: none"> 1. How can we predict how a story, poem, or conversation will end? 2. How can we tell where events have taken place?
Core Competencies to be developed:				
Communication: The learner’s ability to speak engagingly is improved as they retell the story clearly and effectively using their own words.				
Creativity and Imagination: The learner’s ability to make connections is enhanced as they relate the events in the text to everyday experiences.				
Values:				
Responsibility is inculcated as the learner takes up roles in retelling parts of the story in turns with peers.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s self-esteem is raised as they answer comprehension questions correctly.				
Link to other Learning Areas:				
The learner applies the comprehension strategies learnt when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
11.3 Language Use	11.3.1 Regular comparative and superlative adjectives <i>(2 Lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) identify words that end with <i>-er</i> and <i>-est</i> in a written text, b) use words that end with <i>-er</i> and <i>-est</i> in sentences for effective communication, c) appreciate the importance of using regular comparatives and superlative adjectives to describe people, things, and places.	The learner is guided to: <ul style="list-style-type: none"> • read a story, poem, or conversation from a textbook or a digital device and identify regular comparatives and superlatives, • place objects into three groups of different sizes as they compare them using regular comparatives and superlatives (-er and -est), with peers, • describe objects inside and outside the classroom using comparative and superlatives adjectives, • construct sentences using comparatives and superlatives, • fill in blank spaces using the correct forms of comparatives and superlatives, • play a language game to practise regular comparative and superlative adjectives, • team up to sing rhymes and songs that show comparative and superlative forms of adjectives. 	Which words do we use to compare things/people?
<p>Core Competencies to be developed: Critical thinking and problem solving: This is promoted as the learner thinks critically when considering alternatives to fill in blank spaces using the correct forms of comparatives and superlatives. Learning to Learn: The learner’s ability to learn independently is cultivated as they describe objects inside and outside the classroom using adjectives.</p>				
<p>Values: Responsibility: This is developed as the learner participates in a language game to practise regular comparative and superlative adjectives.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is nurtured as they use regular comparative and superlative adjectives effectively in communication.</p>				
<p>Link to other Learning Areas: The learner can apply the knowledge of adjectives to learn similar concepts in Kiswahili and Indigenous Language Activities.</p>				

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

THEME 12.0: TECHNOLOGY

SUGGESTED VOCABULARY: mobile phone, tablet, charge, charger, power, battery, cable, keyboard, type, send, receive, delete, error, switch off, switch on, press

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.1 Listening and Speaking	12.1.1 Pronunciation and vocabulary <i>(2 Lessons)</i> <ul style="list-style-type: none"> • Target letter sounds • Vocabulary 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with the target letter-sound combinations ‘<i>gr</i>’ ‘<i>pr</i>’ /<i>ɔɪ</i>/, /<i>u:</i>/ and /<i>ʊ</i>/ in an oral text, b) articulate words with the target letter-sound combinations ‘<i>gr</i>’ ‘<i>pr</i>’ /<i>ɔɪ</i>/, /<i>u:</i>/ and /<i>ʊ</i>/ correctly, c) recognise words related to the theme for effective communication, d) appreciate the importance of correct pronunciation in language learning. 	The learner is guided to: <ul style="list-style-type: none"> • listen attentively for the target letter-sound combinations from video clips or audio recordings, • pick out words with the target letter-sound combinations, <ul style="list-style-type: none"> - ‘<i>gr</i>’ as in <i>grass, green</i> - ‘<i>pr</i>’ as in <i>print, press</i> - /<i>ɔɪ</i>/ as in <i>oil, point</i> - /<i>u:</i>/ as in <i>p o o l, spoon</i> - /<i>ʊ</i>/ as in <i>put</i> • practise pronouncing words with the target letter-sound combinations, • listen to a story on technology, say words related to the theme correctly as modelled by the teacher, peers, or audio recording, • practise pronunciation of words related to the theme in response to picture cues with peers, • talk about the appropriate use of technology, • construct simple sentences using the words related to the theme, • role-play using words related to the theme. 	<ol style="list-style-type: none"> 1. Why should we pronounce words correctly? 2. Why should we understand the meaning of words used in a text?

Core Competencies to be developed:

Communication: The learner’s ability to listen keenly and actively is enhanced as they listen for words with the target letter-sound combinations and pronounce them correctly.

Digital Literacy: The learner’s digital citizenship is cultivated as they talk about the appropriate use of technology.

Values:

Responsibility is inculcated as the learner takes up roles during role-play activities with peers using words related to technology.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-esteem): The learner’s self-esteem is boosted as they use vocabulary learnt in communication.

Link to other Learning Areas:

The learner applies the skill of correct pronunciation of words when reading words in Kiswahili and Indigenous Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter sounds</i> • <i>Vocabulary</i> • <i>Reading speed</i> • <i>Reading with expression</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify words with target letter-sound combinations: <i>'gr-', 'pr-', /ɔɪ /, / u:/, /o/</i> in preparation for reading, pronounce words related to the theme accurately for information clarity, read a text related to the theme at the right speed displaying the right emotions and feelings, appreciate the importance of reading in lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • point out and read words with letter-sound combinations: <i>'gr-', 'pr-', /ɔɪ /, / u:/, /o/</i>: from either print or digital stories, • take turns to read at an appropriate speed as modelled by the teacher or peers, • recite poems using the correct expressions (<i>tonal variation, facial expressions, and gestures</i>), • read texts with words related to the theme using an appropriate speed and correct expressions, • play a word ladder game involving pronunciation from audio/ audio-visual recordings of words learnt. 	<ol style="list-style-type: none"> 1. What should we do to improve our reading speed? 2. Why should we show the right feelings when reading a text?
Core Competencies to be developed: Communication: The learner's ability to speak engagingly is enhanced as they pronounce words correctly for information clarity. Collaboration: Teamwork is cultivated as the learner recognises the value of peers and observes the rules of engagement as they play word ladder games.				
Values: Integrity is inculcated as the learner fosters fairness to peers as they play word ladder games.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner's self-esteem is raised as their reading fluency skills improve.				
Link to other Learning Areas: The learner applies the reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.2 Reading	12.2.1 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Characters</i> • <i>Making predictions</i> • <i>Comprehension questions</i> • <i>Inferring meaning</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the characters in a text for comprehension, b) make predictions on the outcomes of a story based on the pictures and the title, c) answer direct and indirect questions based on a text, d) infer the meaning of new words as used in the text, e) enjoy reading a variety of texts for information. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures and titles of a text and talk about what will happen in the story with peers, • read the story aloud in turns with peers, • talk about and describe the characters in a text, • find the meaning of new words as used in the text, • locate sentences containing answers to direct questions from a text and answer the questions, • interact with the text to answer indirect questions using contextual clues, • retell a story they have read using the ‘five finger’ retell model. 	<ol style="list-style-type: none"> 1. What makes a story interesting? 2. How can we tell where events have taken place?
Core Competencies to be developed: Communication: The learner’s ability to speak engagingly is improved as they retell the story they have read clearly and effectively. Collaboration: Teamwork is cultivated as the learner contributes to group discussions with peers observing the rules of engagement.				
Values: Respect is fostered as the learner appreciates the opinions of others during group discussions.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is boosted as they answer comprehension questions correctly.				
Link to other Learning Areas: The learner uses comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.3 Language Use	12.3.1 Possessive Pronouns (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the words <i>mine, yours, ours, hers, his</i> in a text, b) use the words <i>mine, yours, ours, hers, and his</i> in sentences, c) adopt the use of possessive pronouns in day-to-day communication.	The learner is guided to: <ul style="list-style-type: none"> • read a text/dialogue and talk about the things that belong to them/ their parents/guardians using possessive pronouns (<i>mine, yours, ours, hers, his</i>), • role-play ownership of items and objects in the classroom, • construct sentences using possessive pronouns based on the role-play with peers, • ask and answer questions that prompt responses with possessive pronouns, • fill in blank spaces in sentences using possessive pronouns, • sing songs/rhymes using the possessive pronouns. 	How do you talk about things that belong to other people?
Core Competencies to be developed:				
Communication: The learner’s ability to speak clearly and effectively is improved as they use possessive pronouns correctly in communication.				
Values:				
Responsibility is cultivated as the learner takes up roles during role-play activities with peers to show ownership of items.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s self-esteem is nurtured as they use possessive pronouns correctly in day-to-day conversations.				
Link to other Learning Areas:				
The learner can relate the concept of possessive pronouns to learning similar concepts in Kiswahili and Indigenous Languages Activities.				

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

THEME 13.0: CULTURAL ACTIVITIES

SUGGESTED VOCABULARY: wedding, dance, party, marry, songs, poems, birthday, vows, smile, smart, celebrate, present, enjoy, happy

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>13.1</p> <p>Listening and Speaking</p>	<p>13.1.1</p> <p>Pronunciation and Vocabulary</p> <p><i>(2 Lessons)</i></p> <ul style="list-style-type: none"> • <i>Target letter sounds</i> • <i>Vocabulary</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify words with the target letter-sound combinations: tr, sm, /tʃ/, /aʊ/ and /j:/ in oral texts, b) articulate the words with the target letter-sound combinations, tr, sm, /tʃ/, /aʊ/ and /j:/ in a conversation, c) recognise new words related to the theme correctly, d) realise the importance of the correct use of vocabulary in various contexts. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a teacher read aloud text/ audio clips with target letter-sound combinations: <ul style="list-style-type: none"> - tr as in tree, trap - letter combination sm as in smile - /tʃ/ as in catch, fetch, watch - /aʊ/ as in out bow, now - /j:/ as in ewe, new • point out words with the target sound combinations from conversations, • practise saying words with the target letter-sound combinations, • respond to instructions given by the teacher or peers, • construct simple sentences using the new words, • listen to other learners say their simple sentences using the new words and give feedback. 	<p>Why should we listen attentively when other people are talking?</p>

Core Competencies to be developed:

Learning to learn: This is promoted as the learner reflects on their own learning by giving feedback when other learners say their simple sentences using the new words

Values:

Respect is inculcated as the learner appreciates the work of others during peer assessment of the simple sentences they have constructed.

Pertinent and Contemporary Issues (PCIs):

Life Skills (Self-esteem): The learner's self-esteem is enhanced as they master the skill of listening attentively and correct pronunciation.

Link to other Learning Areas:

The learner applies attentive listening skills when learning concepts in other learning areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	13.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter sounds</i> • <i>Reading speed</i> • <i>Reading with expression</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with the target letter-sound combinations: 'tr', 'sm', /tʃ/, /aʊ /, /aʊ/ and /j:/ in a text, b) pronounce words with the target letter-sound combinations: 'tr', 'sm', /tʃ/, /aʊ /, /aʊ/ and /j:/ accurately, c) read a grade-appropriate text accurately, at the right speed, and with expression, d) adopt reading varied grade-level texts. 	The learner is guided to: <ul style="list-style-type: none"> • single out words with the target letter-sound combinations from print/digital stories: 'tr', 'sm', /tʃ/, /aʊ /, /aʊ/ and /j:/, • pronounce words with the letter-sound combinations, • read texts with words related to the theme, • engage in timed reading of a text displaying the right expressions, • play word ladder games to practise correct pronunciation with peers, • retell a story for fluency. 	Why should we read fluently?
Core Competencies to be developed: Collaboration: Teamwork is fostered as the learner collaboratively plays the word ladder game with peers to practise correct pronunciation.				
Values: Integrity is inculcated as the learner exhibits fairness to peers as they play language games.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner's self-esteem is boosted as they read fluently.				
Link to other Learning Areas: The learner applies reading fluency skills when reading texts in Kiswahili Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
13.2 Reading	13.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Characters and events</i> • <i>Inferring meaning</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) predict the likely outcomes of a story related to the theme using picture cues and the title, b) identify the characters and events in a text for comprehension, c) infer the meaning of new words as used in the text, d) answer simple direct and indirect questions based on a text, e) adopt talking about a text they have read. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures and the title of a text and say what is likely to happen in the story, • recognise the setting and characters in a story, using clues from pictures and the text • use context clues to find the meaning of words, • locate sentences containing answers to direct questions, • answer indirect questions from a text with peers, • retell a story with peers. 	<ol style="list-style-type: none"> 1. How can we tell how a story/ poem or conversation will end? 2. How can we tell where events are taking place in a story/ poem?
Core Competencies to be developed: Communication: The learner’s ability to speak engagingly is enhanced as they retell the story clearly and effectively in their own words.				
Values: Patriotism is cultivated as the learner becomes aware of their culture and appreciates the diverse cultures as they work together.				
Pertinent and Contemporary Issues (PCIs): National and Cultural identity: The learner develops a sense of identity after learning about cultural activities.				
Link to other Learning Areas: The learner applies the comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.				

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

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

THEME 14.0: CHILD LABOUR

SUGGESTED VOCABULARY: work, duty, abuse, pain, overwork, mistreat, injure, tired, labour, heavy, domestic, rest, househelp

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 <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter sounds</i> • <i>Vocabulary</i> 	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations: /k/ 'sn' 'sp' /u/ in an oral text, b) pronounce words with the target letter-sound combinations: /k/ 'sn' 'sp' /u/ accurately, c) use the new words related to the theme in simple sentences, d) respond to specific simple two-directional instructions in oral communication, e) realise the importance of listening attentively for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • select words with the target letter-sound combinations as modelled by the teacher, peers, or audio recording: <ul style="list-style-type: none"> - /k/ as in quiet - 'sn' as in sneeze - 'sp' as in spit, speed, speak - /u/ as in cook • say the words with the target letter-sound combinations correctly, • play language games involving the target letter-sound combinations, • articulate the new words, • construct simple sentences using the new words, • listen to instructions from the teacher, without interrupting, • discuss the instructions given by the teacher with peers for understanding, • respond to instructions given by the teacher/peers. 	1. Why should we listen attentively when somebody is talking to us? 2. What is likely to happen if we don't listen carefully to instructions?

Core Competencies to be developed:

Communication: The learner's ability to listen keenly and actively is enhanced as they listen for words with the target sounds and pronounce them correctly.

Values:

Unity: The learner's ability to cooperate with others is reinforced as they work collaboratively with peers.

Pertinent and Contemporary Issues (PCIs):

Citizenship (Social cohesion): The learner's interpersonal skills are enhanced as they interact harmoniously 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)
14.2 Reading	14.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • Target letter sounds • Reading speed • Reading with expression 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with target letter-sound combinations: ‘sn-’, ‘sp-’/k/ and /u/ in preparation for reading, b) pronounce words accurately when reading a text, c) read a grade-appropriate text accurately, at the right speed, and with expression, d) realise the importance of reading fluently for lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> • identify words with target letter-sound combinations: ‘sn-’, ‘sp-’/k/ and /u/ from a print or digital text, • read words with the target letter-sound combinations ‘sn-’, ‘sp-’/k/ and /u/, • read words related to the theme in pairs and individually, • take turns to conduct a timed-reading session, • display the right tonal variations and pause appropriately when reading, • recite poems for fluency. 	<ol style="list-style-type: none"> 1. How can we improve our fluency in reading? 2. Why should we pronounce words correctly?
Core Competencies to be developed:				
Collaboration: The learner’s ability to cooperate with peers is enhanced as they take turns to conduct a timed-reading session.				
Values:				
Unity is fostered as the learner observes turn-taking during timed reading with peers.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s self-esteem is raised as they display the right expressions when reading.				
Link to other Learning Areas:				
The learner applies the reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.2 Reading	14.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Setting</i> • <i>Inferring meaning</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) make predictions on the events of a story, b) identify the setting of a story for comprehension, c) infer the meanings of new words using contextual clues, d) answer direct and indirect questions based on a text, e) adopt talking about a text read to deepen understanding. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures and the title of a text and say what is likely to happen in the story, • talk about the setting and characters in a text, • read a text at an appropriate speed, • infer the meanings of words as used in a text with peers, • make sentences using the new words learnt, • answer direct questions by locating sentences with the answers, • respond to indirect questions using contextual clues, • make connections between the story and real-life experiences. 	<ol style="list-style-type: none"> 1. Why is it important to be keen as we read? 2. How can we tell that someone has understood what he/she has read?
Core Competencies to be developed:				
Creativity and Imagination: The learner's ability to make connections is enhanced as they relate the events in the story to real-life experiences.				
Values:				
Unity: The learner's ability to cooperate with others is enhanced as they work collaboratively with peers.				
Pertinent and Contemporary Issues (PCIs):				
Child's rights: The learner becomes aware of their rights as they read texts related to child labour.				
Link to other Learning Areas:				
The learner applies reading comprehension skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.3 Language Use	14.3.1 Adverbs of time <i>(2 Lessons)</i>	By the end of the Sub Strand, the learner should be able to: a) identify adverbs of time: <i>soon, late, now, today, tomorrow, early</i> from a written text, b) use adverbs of time to construct sentences, c) realise the use of adverbs of time for self-expression.	The learner is guided to: <ul style="list-style-type: none"> • pick out adverbs of time (<i>soon, late, now, today, tomorrow, early,</i>) in a text, • make sentences using adverbs of time, • engage in dialogues featuring adverbs of time, • role-play a conversation on child labour using adverbs of time, • fill in blank spaces in sentences using appropriate adverbs, • sing/recite short poems/rhymes to practise the use of adverbs of time. 	<ol style="list-style-type: none"> 1. What do we usually do at different times of the day? 2. Why is it important to set a time for doing things?
Core Competencies to be developed:				
Creativity and imagination: The learner’s ability to explore creative ideas is nurtured as they role-play a conversation on child labour using adverbs of time.				
Learning to Learn: The learner’s ability to develop relationships is enhanced as they engage in dialogues featuring adverbs of time.				
Values:				
Responsibility is enhanced as the learner takes up roles during role-play of a conversation on child labour with peers.				
Pertinent and Contemporary Issues (PCIs):				
Child labour: This is addressed as the learner interacts with information on child labour and what it involves.				
Link to other Learning Areas:				
The learner links the concept of adverbs of time to learning similar concepts in Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
14.4 Writing	14.4.1 Guided Writing (2 Lessons)	By the end of the Sub Strand, the learner should be able to: a) identify words related to the theme from a grade appropriate text, b) write short sentences based on the vocabulary for effective communication, c) recount and write a short sequence of three or four events, actions, thoughts, or feelings from a story, d) realise the importance of sequencing ideas for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • pick out vocabulary related to the theme from a text, • work jointly to find the meaning of vocabulary identified, • make short sentences using vocabulary from the theme, • work with peers to assess each other’s simple sentences, • talk about the correct way of ordering jumbled sentences to form a coherent text, • take turns in playing games with jumbled words to form meaningful sentences with peers, • listen to a narrative and write two to three sentences based on the story, • work with peers to write about personal opinions and experiences. 	Why is it important to present ideas in correct order?
Core Competencies to be developed:				
Creativity and imagination: This is enhanced as the learner makes simple sentences from the vocabulary identified from a text.				
Learning to Learn: The learner’s ability to learn independently is enhanced as they practise working with peers to write about personal opinions and experiences.				
Values:				
Respect is cultivated as the learner appreciates others and gives positive feedback during peer assessment of simple sentences.				
Pertinent and Contemporary Issues (PCIs):				
Life Skills (Self-esteem): The learner’s self-esteem is nurtured as they form meaningful sentences from jumbled words.				
Link to other Learning Areas:				
The learner uses the correct order of words when writing sentences in other learning areas.				

THEME 15.0: CARING FOR OTHERS

SUGGESTED VOCABULARY: care, listen, special, help, love, sick, kind, nice, old, hungry, friend, hurt, neighbour, poor, family, blind

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.1 Listening and Speaking	15.1.1 Pronunciation and vocabulary <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter sounds</i> • <i>Vocabulary</i> 	By the end of the Sub Strand, the learner should be able to: a) identify words with the target letter-sound combinations ‘ <i>scr-</i> ’, ‘ <i>spr-</i> ’ ‘ <i>str-</i> ’, ‘ <i>sw-</i> ’ and ‘ <i>st-</i> ’ in an oral text, b) pronounce words with the target letter-sound combinations ‘ <i>scr-</i> ’, ‘ <i>spr-</i> ’ ‘ <i>str-</i> ’, ‘ <i>sw-</i> ’ and ‘ <i>st-</i> ’ accurately in oral communication, c) construct sentences using vocabulary related to the theme, d) respond to specific two-directional instructions in oral communication, e) appreciate the importance of listening attentively for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • identify words with the letter-sound combinations as modelled by the teacher, peers, or from audio recordings, <ul style="list-style-type: none"> - ‘<i>scr-</i>’ as in <i>scream</i>, - ‘<i>spr-</i>’ as in <i>sprain</i> - ‘<i>str-</i>’ as in <i>street</i>, - ‘<i>sw-</i>’ as in <i>sweat</i> - ‘<i>st-</i>’ as in <i>stay, step, stop</i> • articulate words with the target letter-sound combinations, • pronounce the new words with peers, • practise using the vocabulary in sentences with peers, • listen and respond to instructions, without interrupting as modelled by the teacher, • role-play simple two-directional instructions, • play games such as the ‘chinese whisper’, and ‘Simon says’ with peers to give instructions. 	Why should we pronounce words correctly?

Core Competencies to be developed:

Communication: The learner’s ability to listen keenly and effectively is enhanced as they listen to oral texts and identify words with the target letter-sound combination.

Values:

Responsibility is enhanced as the learner takes up roles as they engage in activities with peers.

Pertinent and Contemporary Issues (PCIs):

Peer Education and Mentorship: The learner’s interpersonal skills are enhanced as they help peers pronounce words correctly.

Link to other Learning Areas:

The learner applies attentive listening skills to learning concepts in other learning areas.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	15.2.1 Fluency <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Target letter sounds</i> • <i>Reading speed</i> • <i>Reading with expression</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify words with the target letter-sound combinations: ‘<i>scr-</i>’, ‘<i>spr-</i>’, ‘<i>str-</i>’, ‘<i>sw-</i>’ and ‘<i>st-</i>’ in a text, b) pronounce words with the target sounds accurately for clarity of speech, c) read a grade-appropriate text related to the theme at the right speed displaying the right facial expressions, d) adopt reading grade-level texts in a variety of genres. 	The learner is guided to: <ul style="list-style-type: none"> • pick out words with the target letter-sound combinations from a text: ‘<i>scr-</i>’, ‘<i>spr-</i>’, ‘<i>str-</i>’, ‘<i>sw-</i>’ and ‘<i>st-</i>’, • read words with the letter-sound combinations from either print or digital stories, • read texts with words related to the theme with peers, • pronounce words correctly while reading, • engage in timed-reading varying tones to express emotions when reading, • recite poems for fluency. 	<ol style="list-style-type: none"> 1. How can we become better readers? 2. How can we express emotions while reading?
Core Competencies to be developed: Learning to Learn: The learner’s self-discipline is promoted as they practise reading texts at the right speed and with the right expressions on their own.				
Values: Unity is fostered as the learner collaborates with peers when engaging in timed reading.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is nurtured as they read fluently.				
Link to other Learning Areas: The learner applies reading fluency skills when reading texts in Kiswahili and Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.2 Reading	15.2.2 Comprehension <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Making predictions</i> • <i>Characters and events</i> • <i>Inferring meaning</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) predict the likely outcomes of a story using picture cues and the title, b) identify the characters and events in a text for comprehension, c) infer the meaning of new words as used in a text, d) answer direct and indirect questions for comprehension, e) adopt talking about a text they have read. 	The learner is guided to: <ul style="list-style-type: none"> • observe pictures and the title of a text and say what is likely to happen in the story, • read a text and identify the setting and characters with peers, • use context clues to find the meaning of new words, • answer direct questions by locating sentences containing the answers, • respond to indirect questions using context clues, • connect events in the story with real-life experiences, 	<ol style="list-style-type: none"> 1. How can we know the meanings of new words in a story? 2. Why is it important to know where the events in a story happen?
Core Competencies to be developed: Creativity and Imagination: The learner’s ability to make connections is enhanced they connect the events in the story with real-life experiences.				
Values: Love is inculcated as the learner reads materials about caring for others and portrays a caring attitude towards peers.				
Pertinent Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner’s self-esteem is enhanced as they answer comprehension questions correctly.				
Link to other Learning Areas: The learner applies the reading comprehension strategies when reading texts in Kiswahili Indigenous Language Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.3 Language Use	15.3.1 Imperatives (commands) 15.3.2 Interjections of excitement/joy <i>(2 Lessons)</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify commands in a written text, respond to specific commands to show understanding, use commands appropriately in simple sentences, use interjections of excitement in sentences appropriately, appreciate the use of imperatives and interjections in day-to-day communication. 	The learner is guided to: <ul style="list-style-type: none"> point out commands after listening to an audio recording of a short dialogue, distinguish the target imperatives in oral sentences, practise using commands with peers in a roleplay related to the theme, play games that involve responding to commands, team up to identify common words used to show or express excitement or joy, work jointly to prepare creative flashcards with interjections and display in class, pick out interjections of excitement in an oral text, use interjections of excitement correctly in conversations. 	<ol style="list-style-type: none"> What commands do we give to each other? How do we show feelings of excitement/ joy?
Core Competencies to be developed:				
Communication: The learner's ability to speak engagingly is improved as they use interjections of excitement correctly in conversations.				
Learning to Learn: The learner develops relationships as they play language games harmoniously with peers.				
Values:				
Responsibility is inculcated as the learner takes up assigned roles when playing language games with peers.				
Pertinent and Contemporary Issues (PCIs):				
Social cohesion: This is enhanced as the learner interacts with texts on caring for others.				
Link to other Learning Areas:				
The learner relates the concepts of interjections and imperatives to learning of similar concepts in Indigenous Languages Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
15.4 Writing	15.4.1 Guided Writing <i>(2 Lessons)</i> <ul style="list-style-type: none"> • <i>Punctuation marks</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise the correct punctuation marks to be used in preparation for writing, b) write well-punctuated sentences related to the theme for effective communication, c) appreciate the importance of writing correct short sentences for communication. 	The learner is guided to: <ul style="list-style-type: none"> • point out the different punctuation marks used in a variety of sentences, • punctuate sentences correctly, • practise writing short sentences related to the theme from a substitution table, • respond to picture prompts and write sentences (<i>not more than seven words</i>) related to the theme, • work jointly to prepare a talking tree with a variety of punctuation marks learnt. 	<ol style="list-style-type: none"> 1. How do we prepare for writing? 2. What makes it easy to write a good sentence?
Core Competencies to be developed: Communication: The learner's ability to write clearly and correctly is enhanced as they write well-punctuated sentences.				
Values: Responsibility is instilled as the learner works diligently to write well-punctuated sentences.				
Pertinent and Contemporary Issues (PCIs): Life Skills (Self-esteem): The learner's self-esteem is enhanced as they write well-punctuated sentences.				
Link to other Learning Areas: The learner can apply knowledge on punctuation marks in sentences in Kiswahili and Indigenous Language Activities.				

APPENDIX 1: SUGGESTED ASSESSMENT RUBRIC

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

APPENDIX 2: COMMUNITY SERVICE LEARNING

GUIDELINES FOR GRADE 3 COMMUNITY SERVICE LEARNING PROJECT

INTRODUCTION

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

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

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

Steps in carrying out the integrated CSL activity	
1) Preparation	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<p>Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:</p> <ul style="list-style-type: none"> ● what went well and why? ● what did not go well and why? ● what can be done differently next time? ● what they have learnt?

ASSESSMENT OF CSL INTEGRATED PROJECT

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

APPENDIX 3: SUGGESTED NON-FORMAL LEARNING ACTIVITIES

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

APPENDIX 4: SUGGESTED ASSESSMENT METHODS

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

APPENDIX 5: SUGGESTED LEARNING RESOURCES

Non-digital	Digital
<ul style="list-style-type: none">• Course books• Storybooks• Poetry books• Pictures and photographs• Newspapers• Magazines• Junior encyclopaedia• Journals• Dictionaries• Diorama• Flashcards• Word wheels• Word puzzles• Code words• Charts and realia	<ul style="list-style-type: none">• Digital story books• Pictures and photographs• Journals• Electronic and digital devices• Electronic or online dictionaries• Flashcards• Charts• Video clips• Audio-visual resources• Other web resources