



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

# **UPPER PRIMARY LEVEL DESIGNS**

**SUBJECT  
ENGLISH  
GRADE 6**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**JANUARY 2021**

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for education, training and research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. In relation to this, the Ministry of Education (MoE) embarked on curriculum reforms that culminated in the full implementation of the Competency Based Curriculum (CBC) in January, 2019 from the level of Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). This was followed by the roll out of the curriculum in Grade 4 in 2020. In readiness for the progression of the Grade 4 cohort, the curriculum designs for Grade 5 were developed.

Grade 6 designs have now been developed. These curriculum designs are intended to ensure that the core competencies attained by learners at Grade 5 are enhanced even as further opportunities are provided for identification and nurturing of every learner's potential as learners prepare to transit to Junior Secondary school.

The curriculum designs include the general and specific learning outcomes for the learning areas (subjects) as well as strands and sub - strands. The designs also outline suggested learning experiences, key inquiry questions, assessment rubric, pertinent and contemporary issues, values and Community Service Learning (CSL) activities.

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

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**CABINET SECRETARY**  
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## **PREFACE**

The Ministry of Education (MoE) is currently implementing the second phase of the curriculum reforms with the roll out of the Competency Based Curriculum (CBC) at Grade 4 in 2020. This is the first cohort of the Upper Primary level in the new education structure. Grade 5 and 6 designs have also been developed.

Grade 6 being the final stage of the upper primary level is very critical in the realization 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 **Nurturing every Learner's potential**.

Therefore, the Grade 6 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs also continue to link the activities in the main learning areas to the other aspects of the CBC including links to Pertinent and Contemporary Issues (PCIs), Values and Community Service Learning (CSL). The designs also offer several suggested interactive learning activities and variety of assessment techniques. It is expected that the curriculum designs will guide the teachers to enable learners attain the expected learning outcomes for Grade 6 and prepare them effectively for the next Grade.

It is my expectation that the teacher will use the designs to make learning interesting, exciting and enjoyable.

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## ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2018) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking and robust stakeholder engagement. Through this systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Kenya Constitution 2010, Kenya and the Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

KICD obtains its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implantation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 6 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 6 curriculum designs. In relation to this, we acknowledge the support of the Secretary - Teachers Service Commission (TSC) and the Chief Executive Officer of the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Dr. Sara Ruto and other members of the Council for very consistent guidance in the process. we assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 6 and preparation of learners for Grade 7.

**PROF. CHARLES O. ONG'ONDO**  
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## TABLE OF CONTENTS

FOREWORD.....	iii
PREFACE.....	iv
ACKNOWLEDGEMENT.....	v
NATIONAL GOALS OF EDUCATION .....	viii
SUGGESTED TIME ALLOCATION .....	x
GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION .....	xi
ENGLISH .....	1

## **NATIONAL GOALS OF EDUCATION**

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

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

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

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

#### **c) Technological and Industrial Needs**

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

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

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



**4. Promote sound moral and religious values**

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

**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

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

## SUGGESTED TIME ALLOCATION

#	Subject	Lessons Per Week
	Mathematics	5
	Physical and Health Education	5
	English language	4
	Kiswahili Language KSL for learners who are deaf	4
	Science and Technology	4
	Agriculture	3
	Creative Arts (Art and craft, Music)	3
	Home science	3
	Religious Education (CRE/IRE/ HRE)	3
	Social Studies (Citizenship, Geography, History)	3
	Other Languages	2
	Pastoral Programme and Instructions	1
	<b>TOTAL</b>	<b>40</b>

## **GENERAL LEARNING OUTCOMES FOR MIDDLE SCHOOL EDUCATION**

By the end of Middle School, the learner should be able to:

- 1) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
- 2) communicate effectively in diverse contexts,
- 3) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- 4) practise hygiene, appropriate sanitation and nutrition to promote health,
- 5) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- 6) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- 7) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- 8) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence,
- 9) manage pertinent and contemporary issues in society effectively.

## **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 today's world. In Kenya, English is learnt as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, mastery of English will not only enhance learning in Junior Secondary School but will also prepare the learner to communicate appropriately in the national and international arenas.

Proficiency in English is key to the realisation of the National Goals of Education, the link to the global community, and the door to the worldwide information network. For this reason, the Upper Primary School learner must be equipped with adequate oral, reading, and writing competencies in the English language. This will enable the learner to function competently in varied national and global communicative contexts.

## **Subject General Learning Outcomes**

By the end of the Upper Primary Level, the learner should be able to:

- a) Listen for the main idea and specific information from a variety of print and digital texts.
- b) Speak, at the right speed, accurately, and with expression on a variety of subjects and genres.
- c) Read a variety of texts fluently, interpretively, and with comprehension for lifelong learning.
- d) Use grammatical forms to communicate ideas, opinions, and emotions appropriately in different settings.
- e) Write texts for various purposes legibly, accurately, creatively, and cohesively for self-expression.
- f) Apply Digital Literacy skills to enhance their language competency.

## **STRANDS**

1. Listening and Speaking
2. Reading
3. Grammar in Use
4. Writing

## **THEMES**

In the Grade Six English curriculum, the four language skills and grammar in use are presented through themes. The following themes will facilitate the learning of English in context:

1. Child Labour
2. Cultural and Religious Celebrations
3. Etiquette - Telephone Etiquette
4. Emergency Rescue Services
5. Our Tourist Attractions
6. Jobs and Occupations -Work Ethics
7. Technology - Scientific Innovations
8. The Farm - Animal Safety and Care
9. Diseases – Lifestyle Diseases
10. Proper Use of Leisure Time
11. Sports - Indoor Games
12. Environmental Conservation
13. Money - Trade

**NB:** Although the Grade Six Curriculum Design includes fixed phrases and phrasal verbs but these terms should not be introduced to the learner because they are too complex. The terms proverbs, similes, idioms, and metaphors may however be used. The learner could be exposed to relevant examples of similes, metaphors, fixed phrases, proverbs, idioms and phrasal verbs. However, these **proverbs, similes, idioms, fixed phrases, metaphors, and phrasal verbs** should be grade appropriate. The expressions should also not be overused.

Finally, the aim of English language learning is attainment of competency. Hence, in as much as learners will be exposed to certain terms, the emphasis of English language learning materials and assessment should be on usage rather than linguistic terms.

## 1.0 CHILD LABOUR

### Suggested Vocabulary

orphanage, orphan, domestic, servant, work, underage, teenager, labour, homeless, baby-sitter, trafficking, street children, children's department, children's court, exploit, chores, house help, violate, fatigue, tiredness, wages, employer, long hours, salary, income

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>1.1 Listening and Speaking</b>	<b>1.1.1 Pronunciation and Vocabulary: Listening comprehension (2 Lessons)</b>	<b>By the end of the sub strand, the learner should be able to:</b> a) Select words with the target sound from an oral narrative. b) Use vocabulary related to the theme in sentences correctly. c) Use proverbs, fixed phrases, idioms and metaphors with straight forward meanings in oral communication.	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>• Listen to an oral narrative from a digital device or read by the teacher.</li> <li>• Listen for specific information such as sounds: /ɪə/ as in tears, appear, rear, clear and severe from a text.</li> <li>• Listening for the main idea from a text.</li> <li>• Practise saying words with the sound /ɪə/ in pairs and small groups.</li> </ul>	1. Why should you listen keenly? 2. Why should you pronounce words accurately?

		<p>d) Listen for the main idea from an oral text.</p> <p>e) Listen for specific details such from a read or recorded text.</p> <p>f) Value the importance of listening attentively.</p>	<ul style="list-style-type: none"> <li>• Infer the meaning of vocabulary and phrases using contextual clues.</li> <li>• Answer oral questions based on the listening comprehension.</li> <li>• Use digital and print resources to look up the meaning and spelling of words.</li> <li>• Retell the story and record the narration on a digital device.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - as learners play listening and pronunciation games in small groups</li> <li>• Digital Literacy - enhanced as learners manipulate digital devices</li> <li>• Learning to Learn - as learners practise pronunciation of words</li> </ul>				
<p><b>Link to PCIs</b></p> <p>Citizenship – as learners listen to texts on child labour</p>		<p><b>Values</b></p> <p>responsibility, love, respect – enhanced as learners interact with listening texts related to child labour</p>		



<p><b>Link to other subjects</b></p> <ul style="list-style-type: none"> <li>• Social Studies and CRE – these learning areas emphasise child rights and protection</li> <li>• All languages – listening is one of the skills that learners focus on when learning a language</li> </ul>	<p><b>Suggested Community Service Learning Activities</b></p> <p>Learners could sensitise the community on the evils of child labour through recitation of poems during political and religious celebrations.</p>
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### Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Responding to questions from a listening comprehension text	Consistently responds to all questions from a listening comprehension text correctly.	Responds to most questions from a listening comprehension text correctly.	Responds to some questions from a listening comprehension text correctly.	Responds to some questions from a listening comprehension correctly with assistance.
2. Pronouncing words and phrases correctly	Accurately pronounces words and phrases correctly with ease	Pronounces words and phrases correctly.	Pronounces some words and phrases correctly.	Has difficulty pronouncing words and phrases correctly.

<p>3. Using words and (proverbs, metaphors, idioms, fixed phrases, similes and phrasal verbs) related to the theme correctly</p>	<p>Uses all words related to the theme correctly and with ease</p>	<p>Uses most words related to the theme correctly.</p>	<p>Uses some words related to the theme correctly.</p>	<p>Uses few words related to the theme correctly with assistance.</p>
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive reading (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Select appropriate reading materials in collaboration with peers.</p> <p>b) Read a variety of materials independently for information and pleasure</p> <p>c) Use reference materials to find the required information.</p> <p>d) Judge the suitability of sample extensive reading materials.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Select age appropriate reference materials from print and non-print sources</li> <li>• Read selected reference materials independently.</li> <li>• Search for information on child labour from reference materials.</li> <li>• Compile a list of new words and their meaning.</li> <li>• Create a crossword puzzle from the list of new words in groups.</li> <li>• Make notes on information they have obtained.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you select the books you read?</li> <li>2. Why do you read books?</li> </ol>

<p><b>Core Competencies</b></p> <p>Digital Literacy - as learners manipulate electronic reference materials</p> <p>Learning to Learn - as learners use reference materials to access information</p> <p>Communication and Collaboration – as learners select appropriate reading materials in collaboration with peers</p>	
<p><b>PCIs</b></p> <p>Citizenship – as learners read material on child rights</p>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• unity and responsibility – promoted as learners obtain information about child labour and share it with other people</li> <li>• respect – promoted as learners collaborate with one another in material selection</li> </ul>
<p><b>Link to other subjects</b></p> <p>CRE and Social Studies - learners are exposed to materials containing information on child rights</p>	<p><b>Suggested Community Service Learning Activities</b></p> <p>Learners encourage peers to read a variety of materials for pleasure and information.</p>

### Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Selecting appropriate reading materials in collaboration with peers	Consistently selects appropriate reading materials in collaboration with peers.	Selects appropriate reading materials in collaboration with peers.	Selects some appropriate reading materials in collaboration with peers.	Has difficulty collaborating with peers to select appropriate reading material.
2. Reading a variety of materials independently	Reads a variety of materials independently with ease.	Read materials independently.	Reads materials some materials independently.	Reads some materials with some assistance.
3. <u>Using</u> reference materials to find the required information	Uses reference materials and obtains all the required information with ease	Uses reference materials and obtains all the required information.	Uses reference materials and obtains some required information.	Uses reference materials and obtains some required information with guidance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>1.3 Grammar in Use</b>	<b>1.3.1 Word Classes: Determiners (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify determiners in sentences correctly.</p> <p>b) Use determiners in sentences correctly.</p> <p>c) Collaborate with peers to judge the correct use of determiners in sentences.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify the determiners <i>some, enough, each</i> and <i>a lot of</i> in sentences</li> <li>• Complete online quizzes and exercises involving the use of <i>some, enough, each, and a lot of</i>.</li> <li>• Construct sentences using determiners, in groups.</li> <li>• Make sentences using determiners from substitution tables.</li> <li>• Correct sentences constructed by a peer.</li> <li>• featuring determiners in pairs.</li> <li>• Work in groups and determine the correctness of a sample of sentences.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we express the quantity or amount of something?</li> <li>2. Why should we give the exact amount of something?</li> </ol>

<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - as learners work in pairs to read and identify sentences featuring determiners from a print or digital text</li> <li>• Digital Literacy - Complete online quizzes and exercises involving the use of some, enough, each, and a lot of</li> </ul>	
<p><b>PCIs</b></p> <p>Citizenship: as learners work in groups, social cohesion is enhanced</p>	<p><b>Values</b></p> <p>Unity, responsibility and respect – enhanced as learners construct different types of sentences using determiners</p>
<p><b>Link to other subjects</b></p> <p>All languages learners encounter the concept of determiners in all language learning areas</p>	<p><b>Suggested Community Service Learning Activities</b></p> <p>Learner could help peers judge the correctness of sentences used in a poem or story he or she has created.</p>

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Identifying determiners	A Confidently identifies all determiners correctly.	Identifies all determiners correctly.	Identifies some determiners correctly.	Has difficulty identifying any determiner correctly.
2. Using determiners in sentences	b) uses determiners correctly in all sentences with ease.	Uses all determiners correctly in sentences.	Uses some determiners correctly in sentences.	Has difficulty using most determiners correctly without assistance.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.4 Writing</b>	<b>1.4.1 Guided Writing (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Record specific details on forms to convey information.</li> <li>b) Design a form to provide required information.</li> <li>c) Advocate the importance of filling forms correctly.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Discuss different types of forms they have filled in groups.</li> <li>• Search for relevant sample forms from the internet, individually.</li> <li>• Download relevant forms and fill them, in pairs or small groups.</li> <li>• Fill in the basic details, personal information and the why details in a form.</li> <li>• Design a form in with basic, personal and why details in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>a) Why do we fill forms?</li> <li>b) Why is it important to fill forms accurately and correctly?</li> <li>c) What details do we fill in forms?</li> </ul>
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination - as learners design forms</li> <li>• Digital Literacy - as learners search, download and fill in relevant information in forms</li> </ul>				
<b>PCIs</b>			<b>Values</b>	

<p>Citizenship – social cohesion as learners interact with content on child labour and learn how to treat people with respect</p>	<ul style="list-style-type: none"> <li>• Cooperation and responsibility - developed as learners download and fill forms in pairs or small groups</li> <li>• Social justice – enhanced as learners are sensitised on the need to treat one another respectfully and with dignity</li> </ul>
<p><b>Link to other subjects</b> Social Studies - content related to child rights is learnt in this subject</p>	<p><b>Suggested Community Service Learning Activities</b> Learner could work with peers to design a form and share it through posters, social media, among other channels</p>

### Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Filling in details in a form	Confidently fills in all details in a form correctly.	Fills in all details in a form correctly.	Fills in some details in a form correctly.	Has difficulty filling in most details in a form correctly.
2. Designing a form	Creatively designs a form with all the required details correctly.	Designs a form with all of the required details correctly.	Designs a form with some of the required details correctly.	Has difficulty designing a form with most of the required details correctly.

## 2.0 CULTURAL AND RELIGIOUS CELEBRATIONS

### Suggested Vocabulary

Festival, culture, annual, tradition, artist, ethnic, folkdance, folksong, anniversary, reunion, homecoming, concert, circumcision, guest, eulogy, reception, hijab, Sunday best, Christmas, Easter, Good Friday, Diwali, Idd-al-Fitr, entertain

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Pronunciation and Vocabulary: Listening Comprehension (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Identify proverbs from a text for effective communication.</li> <li>b) Listen for the main idea and specific details from a text.</li> <li>c) Use words, similes, metaphors and proverbs containing</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Listen to a comprehension passage of about 150 words.</li> <li>• Use the proverbs to create a paragraph in pairs or groups.</li> <li>• Pronounce words containing the sounds /l/ and /r/ in pairs.</li> <li>• Say tongue twisters after the teacher.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you pronounce words correctly?</li> <li>2. Why should you listen attentively?</li> <li>3. Why do we use proverbs?</li> </ol>

		<p>selected sounds correctly.</p> <p>d) Value the importance of attentive listening in communication.</p>	<ul style="list-style-type: none"> <li>• Create tongue twisters containing words with the selected sounds.</li> <li>• Give the meaning of new words and use them in sentences.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy - as learners practise pronouncing words containing the sounds /l/ and /r/ in pairs</li> <li>• Creativity and Imagination - enhanced as learners use proverbs to create a paragraph in pairs or groups.</li> <li>• Communication and Collaboration - as learners work in pairs to construct sentences</li> </ul>				
<p><b>PCIs</b></p> <p>Citizenship – social cohesion is enhanced as learners engage in collaborative language activities</p>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility, respect and love – enhanced as learners participate in different celebrations</li> <li>• Patriotism – promoted through appreciation of cultural and religious celebrations</li> </ul>		
<p><b>Link to other subjects</b></p> <p>Social Studies and CRE - culture and religious celebrations are learnt in these subjects</p>		<p><b>Suggested Community Service Learning Activities</b></p> <p>Learner could recite poems related to the theme during cultural and religious celebrations.</p>		

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Listening for the main idea and specific details in a text	Consistently obtains all the specific details and the main idea of a text.	Obtains all the specific details and the main idea of a text.	Obtains some of the specific details and the main idea of a text.	Has difficulty obtaining most of the specific details and the main idea of a text.
2. Using vocabulary	Uses all the vocabulary in sentences correctly with ease.	Uses all of the vocabulary in sentences correctly.	Uses some of the vocabulary in sentences correctly.	Has difficulty using most of the vocabulary in sentences correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	2.2.1 Intensive Reading (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify characters and events in a text for comprehension.</p> <p>b) Predict events in a text accurately.</p> <p>c) Answer factual and inferential questions correctly for comprehension.</p> <p>d) Create mental images from the events in poems and stories.</p> <p>e) Judge the characters or events in a story in collaboration with peers.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify the characters or events in a poem or story.</li> <li>• Read a story of about 500 words.</li> <li>• Read a poem of not more than six stanzas in small groups.</li> <li>• Recite a poem in small groups.</li> <li>• Summarise events in a story by retelling it in small groups.</li> <li>• Create crossword puzzles using learnt vocabulary.</li> <li>• Collaborate with peers to describe characters or places in poems or stories.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we enjoy reading stories and poems?</li> <li>2. Which stories and poems have you read?</li> </ol>

<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - as learners collaborate with peers to describe characters or events in poems or stories</li> <li>• Creativity and Imagination - as learners create crossword puzzles using learnt vocabulary</li> <li>• Self-efficacy - as learners recite poems, they become more confident</li> </ul>	
<p><b>PCIs</b></p> <p>Life Skills Education - effective communication is enhanced as learners become more proficient readers</p>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Respect – interaction with culture and traditions during celebrations promotes a genuine appreciation for our heritage</li> <li>• Integrity and patriotism – developed as learners recite poems individually, in pairs or small groups</li> </ul>
<p><b>Link to other subjects</b></p> <p>Kiswahili and Indigenous Languages – poems and stories are learnt in these subjects</p>	<p><b>Suggested Community Service Learning Activities</b></p> <p>Learner could participate in poetry recitations about appreciation of traditions, cultural and religious celebrations during public functions.</p>

## Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Identifying characters and events in a text for comprehension	Identifies all characters and events in a text correctly and with ease.	Identifies all characters and events in a text correctly.	Identifies some characters and events in a text correctly.	Identifies some characters and events in a text correctly with assistance.
2. Predicting events in a text accurately	Consistently predicts all events in a text accurately.	Predicts all events in a text accurately.	Predicts some events in a text accurately.	Predicts some events in a text accurately with guidance from peers or the teacher.
3. Answering factual and inferential questions correctly	Excellently answers all factual and inferential questions correctly.	Answers all factual and inferential questions correctly.	Answers some factual and a few inferential questions correctly.	Answers some factual questions correctly but with assistance from peers.
4. Creating mental images from the events in poems and stories.	Creatively creates vivid mental images from all events in a poem or story.	Creates vivid mental images from most events in a poem or story.	Creates mental images from some of the events in a poem or story.	Needs assistance to create some mental images from some events in a poem or story.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
2.3 Grammar in Use	2.3.1 Word Classes: Nouns (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify concrete and abstract nouns correctly.</p> <p>b) Use concrete and abstract nouns correctly in a variety of contexts.</p> <p>c) Appreciate the role of concrete and abstract nouns in communication.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Listen to a story, conversation or poem containing abstract nouns and concrete nouns.</li> <li>• Pick out concrete and abstract nouns from a story, conversation poem, magazines or brochures among others in groups.</li> <li>• Construct sentences using concrete and abstract nouns, in pairs.</li> <li>• Make sentences from a substitution table featuring concrete and abstract nouns.</li> <li>• Use a laptop, tablet, computer, Manila paper, notebook, among others and create a crossword puzzle or a word search in pairs or groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which things can you see and touch in the classroom?</li> <li>2. Which things cannot be seen or touched?</li> </ol>

			<ul style="list-style-type: none"> <li>• Share the puzzle or word search through c, email, other social media platforms, posters or the school notice board.</li> </ul>	
<p><b>Core Competency:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - as learners make sentences using nouns</li> <li>• Creativity and Imagination - as learners use a laptop, tablet, computer, Manila paper, notebook, among others to create a crossword puzzle or a word search in pairs or groups</li> </ul>				
<p><b>PCIs</b> Life Skills Education - effective communication is enhanced as learners practise using nouns in communication</p>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Love and peace – enhanced as learners read articles related to the theme and construct sentences in pairs or small groups</li> </ul>		
<p><b>Link to other subjects</b> Language – concept of noun is learnt in all languages</p>		<p><b>Suggested Community Service Learning Activities:</b> Learner could create a puzzle or word search and share it with peers through what sup, email, other social media platforms.</p>		

**Assessment Rubrics**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Identifying concrete and abstract nouns in sentences	Identifies all concrete and abstract nouns with ease	Identifies all concrete and abstract nouns.	Identifies some of the concrete and abstract nouns.	Has difficulty identifying most concrete and abstract nouns.
2. Constructing sentences using concrete and abstract nouns	Exquisitely constructs correct sentences using all the concrete and abstract nouns correctly.	Constructs correct sentences using all the concrete and abstract nouns.	Constructs correct sentences using some concrete and abstract nouns correctly.	Has difficulty constructing sentences using most concrete and abstract nouns correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.4 Writing	2.4.1 <b>Creative Writing:</b> <b>(2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Identify topics and possible ideas for open ended compositions.</li> <li>b) Organise ideas in a paragraph logically.</li> <li>c) Use proverbs, idioms fixed phrases, similes and metaphors with straight forward meanings in a composition.</li> <li>d) Create an open-ended composition on a variety of themes.</li> <li>e) Judge a narrative composition for correctness of language and relevance of topic.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• List topics and possible ideas for open ended compositions.</li> <li>• Discuss in groups ideas and experiences on a given topic.</li> <li>• Write down points to guide them in the writing of an open-ended composition.</li> <li>• Create the first paragraph in small groups or pairs.</li> <li>• Complete the composition individually.</li> <li>• Proofread the composition and make necessary corrections.</li> <li>• Critique an open-ended composition in pairs or groups while focusing on: <ul style="list-style-type: none"> <li>○ organisation of ideas (coherence)</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. How can you make your composition interesting to read?</li> <li>2. Why is it important to proofread your composition?</li> </ol>

			<ul style="list-style-type: none"> <li>○ creativity</li> <li>○ relevance of topic</li> <li>○ accuracy of language (grammar, choice of words, spelling)</li> </ul> <ul style="list-style-type: none"> <li>● Grade a composition written by peers.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination – as learners create compositions based on a variety of themes</li> <li>● Learning to Learn – as learners brainstorm, research and list topics and possible ideas for open ended compositions in pairs or groups</li> </ul>				
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>● Life Skills Education – effective communication is enhanced through composition writing</li> <li>● Citizenship – patriotism is promoted through writing about cultural and religious celebrations</li> </ul>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>● Unity and Love – enhanced as learners write open-ended compositions individually, in pairs or small groups</li> </ul>		
<p><b>Link to other subjects:</b></p>		<p><b>Suggested Community Service Learning Activities</b></p>		

All languages – open-ended compositions is a concept learnt in these subjects	Learner could collaborate with peers to compose a story, critique it, publish it on social media or present it for publication in a children’s magazine.
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### Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Identifying and organising ideas into a logical paragraph	Flawlessly identifies and organises all ideas into a logical paragraph.	Identifies and organises all ideas into a logical paragraph.	Identifies and organises some ideas into a logical paragraph.	Have difficulty identifying and organising ideas to form a logical paragraph.
2. Creating an open ended composition	Creatively writes an open-ended composition, which is relevant to the topic and has no errors.	Creates an open-ended composition, which is relevant to the topic and has few errors.	Creates an open-ended composition, which is relevant to the topic but has some errors.	Creates an open-ended composition, which is not relevant to the topic and has many errors.

### 3.0 ETIQUETTE - TELEPHONE

#### Suggested Vocabulary

phone, telephone, mobile, dial, cell phone, call, handset, disconnect, receive, network, signal, proper, mindful, polite, rude, voicemail, answering machine, etiquette, tone, courteous, inquire, privacy, guidelines, receiver, connect, video call

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.1 Listening and Speaking</b>	<b>3.1.1 Pronunciation and Vocabulary (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to</b></p> <p>a) Identify polite words and phrases from a text.</p> <p>b) Use relevant words and phrases to show politeness.</p> <p>c) Use a variety of similes, proverbs,</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Say words containing the sounds /æ/ and /ɜ:/ in pairs or groups.</li> <li>• Interrupt others appropriately.</li> <li>• Listen to a telephone conversation (either recorded or read) in which someone is asking for directions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we use polite words and phrases in a conversation?</li> <li>2. How can we interrupt a speaker politely?</li> </ol>

		<p>idioms and fixed phrases in oral communication.</p> <p>d) Give clear directions in a variety of contexts.</p> <p>e) Respond appropriately to directions.</p> <p>f) Collaborate with peers to judge whether words or phrases have been used politely in a text.</p>	<ul style="list-style-type: none"> <li>• Identify polite words and phrases used in a telephone conversation in pairs.</li> <li>• Role-play a telephone conversation in pairs.</li> <li>• Use polite language to interrupt politely in sentences in groups.</li> <li>• Practise using :  <i>fixed phrase: make friends,</i>  <i>simile: as proud as a peacock,</i>  <i>metaphor: Peter is a giraffe. He is so tall.</i>  <i>idiom: feel at home</i>  <i>proverbs: charity begins at home,</i>  <i>phrasal verb: pass by, look for, look at</i> </li> </ul>	
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**Core Competencies**

- Communication and Collaboration – as learners practise interrupting one another politely
- Self-efficacy – as learners learn to give and respond to directions appropriately



<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Life Skills Education – effective communication is promoted through group task</li> <li>• Critical Thinking – as learners give and receive directions</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Respect and peace – developed as learners as learners give and receive directions appropriately</li> </ul>
<p><b>Link to other subjects</b></p> <p>Etiquette is a concept learnt in Home Science as well as in all languages</p>	<p><b>Suggested Community Service Learning Activities</b></p> <p>Learner could write compose a poem or story on the use of polite words and expressions; giving and receiving directions for publication in children’s magazine, poster, newspapers or social media.</p>

### Suggested Formative Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying polite words and phrases from a text.	Ingenuously identifies all polite words and phrases from a text	Identifies all polite words and phrases from a text.	Identifies some polite words and phrases from a text.	Has difficulty identifying polite words and phrases from a text.

2. Using polite words and phrases to interrupt appropriately.	Uses polite words and phrases to interrupt appropriately and with ease.	Uses polite words and phrases to interrupt appropriately.	Uses polite words and phrases to interrupt appropriately.	Uses polite words and phrases to interrupt appropriately.
3. Giving and receiving directions appropriately	Gives and receives directions appropriately with ease.	Gives and receives directions appropriately most of the time.	Gives and receives directions appropriately sometimes.	Struggles to give and receive directions appropriately.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	3.2.1 <b>Intensive Reading</b> <b>(2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify new words in a text for comprehension.</p> <p>b) Answers direct and inferential questions for comprehension.</p> <p>c) Infer the meaning of words, similes, proverbs, metaphors and idioms with straight forward meanings using contextual clues.</p> <p>d) Summarise information from a text for effective communication.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● Skim and scan a text for specific information.</li> <li>● Read a text of up to 500 words.</li> <li>● Answer direct and inferential questions.</li> <li>● Role-play and dramatise events in the text.</li> <li>● Use contextual clues such as : synonyms and antonyms as well as neighbouring words to infer the meaning of fixed phrases, simile, metaphor, idiom, proverbs and phrasal verbs</li> <li>● Use a dictionary to check the meaning of unfamiliar words.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we read stories?</li> <li>2. How do you obtain information from a text?</li> <li>3. How do you tell the meaning of unfamiliar words?</li> </ol>

		e) Advocate the need to read intensively for lifelong learning.	<ul style="list-style-type: none"> <li>• Create a crossword puzzle using vocabulary from the text in groups.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn – as learners infer the meaning of words using contextual clues and look up the meaning of unfamiliar words from a dictionary</li> <li>• Creativity and Imagination - as learner creates a crossword puzzle using vocabulary from the text in groups.</li> </ul>				
<p><b>PCIs</b> Citizenship – social cohesion is enhanced through group activities</p>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Unity and respect – developed as learners read materials about etiquette</li> </ul>		
<p><b>Link to other subjects</b> Kiswahili and Foreign Languages – telephone etiquette is learnt in Kiswahili and Foreign Languages</p>		<p><b>Suggested Community Service Learning Activities:</b> Learners could help their peers or neighbours to skim and scan for information from newspapers.</p>		

**Assessment Rubrics**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Identifying new words in a text and infers their meaning for comprehension	Excellent, identifies all the new words in a text and infers their meaning.	Identifies all the new words in a text and infers their meaning.	Identifies some the new words in a text and infers their meaning.	Finds it difficult to identify new words in a text and infer their meaning.
2. Answers direct and inferential questions for comprehension	Answers all the direct and inferential questions correctly and with ease	Answers all the direct and some inferential questions correctly.	Answers some direct and a few inferential questions correctly.	Answers some of the direct questions.
3. (Summarising) Retelling the key events from a text	Retells all the key events from a text chronologically and with ease	Retells all the key events from a text chronologically.	Retells some of the key events from a text.	Has difficulty recalling most of the key events in the text.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Grammar in Use	3.3.1 Use of correlative conjunctions (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify correlative conjunctions in an oral or written text.</p> <p>b) Use correlative conjunctions correctly in oral and written communication.</p> <p>c) Use the pattern show... nominal... how/where/who in sentences.</p> <p>d) Acknowledge the importance of using well-formed sentences in communication.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify the pattern : use of show... nominal... how/where/who in a text</li> <li>• Use correlative conjunctions either...or/neither...nor in sentences.</li> <li>• Construct sentences using show... nominal... how/where/who in pairs.</li> <li>• Fill in blanks in provided sentences to practise the use of the pattern how/where/who.</li> <li>• Search for instances in which correlative conjunctions either...or/neither are used in newspapers or magazines or the internet.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words do we use when asking questions?</li> <li>2. Which words do we use to show making a choice between two things?</li> </ol>

<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn – as learners search for instances in which correlative conjunctions either...or/neither are used in newspapers or magazines</li> <li>• Creativity and Imagination – as learners create short dialogues using sentence patterns</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Citizenship – peace is promoted as learners are sensitised on how to observe courtesy during a telephone conversation</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility – developed as learners construct sentences related to telephone etiquette</li> </ul>
<p><b>Link to other subjects:</b> All languages – correlative conjunctions are a concept learnt not only in English but also in the Foreign Languages such as German and Chinese and Kiswahili</p>	<p><b>Suggested Community Service Learning Activities</b> Learners could create dialogues featuring correlative conjunctions and share them on social media.</p>

## Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Identifying correlative conjunctions either...or/neither...nor in an oral or written text	Consistently identifies all the correlative conjunctions (either...or/neither...nor) in an oral or written text.	Identifies all correlative conjunctions (either...or/neither...nor) in an oral or written text.	Identifies some correlative conjunctions (either...or/neither...nor) in an oral or written text.	Identifies some correlative conjunctions (either...or/neither...nor) in an oral or written text with assistance.
2. Using correlative conjunctions either...or/neither...correctly	Uses all (correlative conjunctions either...or/neither...) correctly in sentences with ease	Uses all (correlative conjunctions either...or/neither...) correctly in sentences.	Uses some (correlative conjunctions either...or/neither...) correctly in sentence.	Uses all (correlative conjunctions either...or/neither...) correctly in sentences.
3. Using the pattern show... nominal... how/where/who correctly	Ingeniously forms correct sentences featuring the pattern - show... nominal... how/where/who - at all times.	Forms correct sentences featuring the pattern - show... nominal... how/where/who - most of the time.	Sometimes forms correct sentences featuring the pattern - show... nominal... how/where/who.	Sometimes forms correct sentences featuring the pattern - show... nominal... how/where/who - when guided by the teacher or peers.



Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
3.4 Writing	3.4.1 Mechanics of Writing: (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify numerals, common abbreviations and acronyms from a text.</p> <p>b) Compose a story incorporating acronyms, abbreviations and numerals.</p> <p>f) Use similes, proverbs, metaphors and idioms with straight forward meanings in a composition.</p> <p>c) Judge correctness of abbreviations, numerals and acronyms used in a text.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Search for numerals, common abbreviations and acronyms from the internet.</li> <li>• Create a crossword puzzle featuring numerals, common abbreviations and acronyms in groups.</li> <li>• Display the crossword puzzles in class.</li> <li>• Compose a story of about (150-200 words) incorporating common acronyms, abbreviations, numerals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we use abbreviations and acronyms?</li> <li>2. How do we write numerals?</li> </ol>
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - as learners create and display crossword puzzles in groups</li> <li>• Digital Literacy – as learners search for common abbreviations and acronyms from the internet</li> </ul>				

<p><b>PCIs</b> Citizenship – peaceful co-existence is promoted as learners engage in collaborative writing tasks and display their work</p>	<p><b>Values</b> Love and responsibility – developed as learners create compositions based on the theme</p>
<p><b>Link to other subjects</b> All Languages – all languages present aspects such as punctuation and spelling to learners</p>	<p><b>Suggested Community Service Learning Activities</b> Learner could assist peers to create crossword puzzles featuring abbreviations and share them through letter writing or social media.</p>

**Assessment Rubric**

<p><b>Levels</b> <b>Indicators</b></p>	<p><b>Exceeds Expectations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Approaches Expectations</b></p>	<p><b>Below Expectations</b></p>
<p>1. Identifying numerals, common abbreviations and acronyms</p>	<p>Identifies all numerals, common abbreviations and acronyms correctly and with ease</p>	<p>Identifies all numerals, common abbreviations and acronyms correctly.</p>	<p>Identifies some numerals, common abbreviations and acronyms correctly.</p>	<p>Has difficulty identifying most numerals, common abbreviation or acronym correctly.</p>

2. Composing a story incorporating acronyms, abbreviations and numerals	Distinctively composes a story incorporating all the acronyms, abbreviations and numerals.	Composes a story incorporating all of the acronyms, abbreviations and numerals.	Composes a story incorporating some of the acronyms, abbreviations and numerals.	Composes a story incorporating some of the acronyms, abbreviations and numerals with assistance.
3. Using numerals (cardinal and ordinal), common abbreviations and acronyms	Uses all the numerals (cardinal and ordinal), common abbreviations and acronyms correctly and with ease	Uses all numerals (cardinal and ordinal), common abbreviations and acronyms correctly.	Uses some numerals (cardinal and ordinal), common abbreviations and acronyms correctly.	Has difficulty using most numerals (cardinal and ordinal), common abbreviation or acronyms correctly.

## 4.0 EMERGENCY RESCUE SERVICES

<b>Suggested Vocabulary</b>				
red cross, ambulance, emergency, flying doctors, rescue, security, epidemic, amputate, workers, aid, stroke, unconscious, casualty, oxygen mask, hazard, precaution, prepare, critical, escape, critical care, intensive care unit, watch out				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>4.1 Listening and Speaking</b>	<b>4.1.1 Pronunciation and Vocabulary:  (2 lessons)</b>	<b>By the end of the sub strand, the learner should be able to</b> a) Select words with the target sound from a text. b) Use appropriate words, similes, proverbs, with straight forward meanings in day to day communication. c) Distinguish nouns, verbs and adjectives by	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>• Pronounce words containing the sound /və/ in pairs or groups.</li> <li>• Pronounce words with same spelling but different meaning.</li> <li>• Distinguish verbs, nouns and adjectives on the basis of stress, for example, extract/extract, perfect /perfect, wound/wound in pairs.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words have the same spelling but different meaning?</li> <li>2. Why is it important to say words accurately?</li> <li>3. Why do we enjoy listening to songs and poems?</li> </ol>

		<p>stressing syllables correctly.</p> <p>d) Apply stress on content words and helping verbs for speech clarity.</p> <p>e) Advocate the correct use of stress in oral communication.</p>	<ul style="list-style-type: none"> <li>• Make recording of the poetry recitation in pairs or groups.</li> <li>• Sing a song and lay emphasis on content words.</li> <li>• View a video of a recitation of a poem and identify the stressed words.</li> <li>• Make recordings as they pronounce words and read sentences while applying the stress correctly.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration – as learners distinguish verbs, nouns and adjectives on the basis of stress</li> <li>• Digital Literacy – as learners make recordings of songs and poetry recitations</li> </ul>				
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Health Education - as learners interact with content related to emergency rescue services</li> <li>• Life Skills Education - effective communication is enhanced through group activities</li> </ul>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Unity, respect and peace – developed through information on how to alleviate the suffering of injured people as well as working in unity to save lives</li> </ul>		

<p><b>Link to other subjects</b> Foreign Languages and Kiswahili – pronunciation is learnt in Kiswahili and foreign languages such as Chinese and French</p>	<p><b>Suggested Community Service Learning Activities</b> Learners recite poems and narrate stories based on the theme during public functions.</p>
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### Assessment Rubric

Levels Indicators	Exceeds Expectation	Meets Expectations	Approaches Expectations	Below Expectations
1. Selecting words with the target sound	Excellently selects all words with the target sound.	Selects all words with the target sound.	Selects some words with the target sound.	Has difficulty selecting most words with the target sound.
2. Distinguishing nouns, verbs and adjectives by stressing syllables correctly	Distinguishes all nouns, verbs and adjectives by stressing syllables correctly and with ease	Distinguishes all nouns, verbs and adjectives by stressing syllables correctly.	Distinguishes some nouns, verbs and adjectives by stressing syllables correctly.	Distinguishes some nouns, verbs and adjectives by stressing syllables correctly with assistance.
3. Applying stress correctly	Ingenuously applies stress correctly on all	Applies stress correctly on all	Applies stress correctly on some	Has difficulty applying stress

on content words and helping verbs for speech clarity	content words and helping verbs for speech clarity.	content words and helping verbs for speech clarity.	content words and helping verbs for speech clarity.	correctly on most content words and helping verbs for speech clarity.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	4.2.1 <b>Intensive Reading: visuals</b> <b>(2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Predict events from visuals.</p> <p>b) Create images from viewed, read or heard texts.</p> <p>c) Answer direct and inferential questions correctly for comprehension.</p> <p>d) Assess the relevance of visuals in a text.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Read a variety of visuals related to the theme.</li> <li>• Make predictions about a story based on the visuals.</li> <li>• Watch videos, mimes or cartoons.</li> <li>• Answer question from based on visuals.</li> <li>• Create a story from visuals and retell it.</li> <li>• Give directions using a map.</li> <li>• Collaborate with peers to judge the relevance of visuals.</li> <li>• Create a pictorial composition based on provided pictures in groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we use pictures?</li> <li>2. How can we communicate without using words?</li> <li>3. What information do we obtain from pictures?</li> </ol>



<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration – as learners use visuals to tell their stories.</li> <li>• Digital Literacy – as learners watch and create stories from visuals</li> <li>• Creativity and Imagination – as learners arrange visuals to tell a story</li> </ul>	
<p><b>Link to PCIs</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy – as learners use tablets, laptops, mobile phones and television, among others, to view visuals related to the theme</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility – developed as learners learn to work together and interpret visuals related to the theme</li> </ul>
<p><b>Link to other subjects</b></p> <p>Art and Craft - drawing and use of visuals to pass messages is learnt in this area</p>	<p><b>Suggested Community Service Learning Activities</b></p> <p>Learner could work with peers to create visuals that tell a story related to safety or staying away from danger and share their work through posters or wall hangings in the neighbourhood or social media platforms.</p>

## Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Predicting events from visuals	Interprets and predicts all events from visuals correctly and with ease	Interprets and predicts all events from visuals correctly.	Interprets and predicts some events from visuals correctly.	Interprets and predicts some events from visuals correctly with prompts from peers.
2. Creating images from viewed, read or heard text	All the images created from viewed, heard or read text are clear and relevant and done innovatively	All the images created from viewed, heard or read text are clear and relevant.	Some the images created from viewed, heard or read text are clear and relevant.	Most of the images created from viewed, heard or read text are vague and unrelated to the theme.
3. Answering correctly to direct and inferential information from visuals	Answers all direct and inferential questions from visuals correctly and with ease	Answers most direct and inferential questions from visuals correctly.	Answers most direct and some inferential questions from visuals correctly.	Has difficulty answering most direct and inferential questions from visuals correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.3 Grammar in Use</b>	<b>4.3.1 Word Classes: Pronouns  (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify relative and indefinite pronouns in a text.</p> <p>b) Use relative and indefinite pronouns correctly in oral and written texts.</p> <p>c) Judge the correctness of sentences featuring relative and definite pronouns from various texts.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify relative pronouns such as ‘<i>whose</i>’ from a text.</li> <li>• Use indefinite pronouns such as <i>anyone, anything, everybody, everyone, everything, nobody, somebody, and someone</i> and <i>each</i> from a text.</li> <li>• Collaborate with others to judge the correctness of sentences from a sample text.</li> <li>• Search for examples of sentences in which relative and indefinite pronouns have been used on the internet.</li> <li>• Create posters, crossword puzzles or charts featuring</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we form questions?</li> <li>2. Which words do we use when we are not sure who did something?</li> </ol>

			relative and indefinite pronouns in groups.	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - as interact in groups</li> <li>• Creativity and Imagination - as learners create posters, crossword puzzles or charts featuring relative and indefinite pronouns</li> </ul>				
<p><b>PCIs</b></p> <p>Learner support programmes - as learners collaborate in activities of the First Aid Club, among others, learn to live together and save lives</p>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Love – developed as learners display their work and appreciate the projects accomplished by their peers</li> </ul>		
<p><b>Link to other subjects</b></p> <p>All language areas - pronouns are learnt in these learning areas</p>		<p><b>Suggested Community Service Learning Activities</b></p> <p>Learner could collaborate with peers to create crossword puzzles based on relative and indefinite pronouns and share them through, charts, poster email, newspaper columns, magazines or social media.</p>		

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Identifying relative and indefinite pronouns correctly	Identifies all relative and indefinite pronouns correctly and with ease	Identifies all relative and indefinite pronouns correctly.	Identifies some relative and indefinite pronouns correctly.	Has difficulty identifying most relative and indefinite pronouns correctly.
2. Using relative and indefinite pronouns correctly	Creatively uses all the relative and indefinite pronouns correctly.	Uses all the relative and indefinite pronouns correctly.	Uses some the relative and indefinite pronouns correctly.	Has difficulty using most relative and indefinite pronouns correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Writing	4.4.1 Functional Writing (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to</b></p> <p>a) Identify the key features of a formal letter.</p> <p>b) Create an invitation letter using the correct format.</p> <p>c) Judge a formal letter for correctness of language and relevance.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Observe a sample formal letter and identify its components in pairs.</li> <li>• Search and download samples of formal letters online.</li> <li>• Plan a formal invitation letter in groups.</li> <li>• Write the formal letter individually.</li> <li>• Proofread the letter and make corrections, in pairs.</li> <li>• Display the letter in the classroom, noticeboard or posters.</li> <li>• Upload the letter online.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which kinds of letters do you write?</li> <li>2. Why do you write letters?</li> </ol>

<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - as learners upload the invitation letter online or send through email, WhatsApp, among others, to peers</li> <li>• Digital Literacy - as learners search for sample letters online and download them</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Citizenship – social cohesion is enhanced as learners write the formal invitation letter in pairs or groups</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility and love – enhanced as learners practise using language correctly when writing invitation letters</li> </ul>
<p><b>Link to other subjects</b> Formal letter writing skill is learnt in all languages</p>	<p><b>Suggested Community Service Learning Activities</b> Learner invite peers to their birthday celebrations through formal letters.</p>

### Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets expectations	Approaches Expectations	Below Expectations
1. Identifying the key features of a formal letter	Identifies all the features of a formal letter with ease	Identifies all features of a formal letter.	Identifies some features of a formal letter.	Has difficulty identifying most features of a formal letter.

2. Creating a formal invitation letter using the correct format	Creatively writes a formal invitation letter and includes all the components.	Creates a formal invitation letter and includes all components.	Creates a formal invitation letter and includes some components.	Creates a formal invitation letter but leaves out most components.
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## 5.0 Our Tourist Attractions

### Suggested Vocabulary

big five, museum, attract, tour, park, warder, game park, wonder, seven wonders of the world, poach, protect, national park, game reserve, film, watch, beauty, beach, holiday, tourist, tour guide, hotel, nature walk, travel, bird watching, swimming, snake park, dance, music, mountain climbing, foreign exchange, game keeper, sun bathe,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.1 Listening and Speaking</b>	<b>5.1.1 Pronunciation and Vocabulary (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Listen for specific information and the main idea for self-expression.</p> <p>b) Respond to oral questions based on the theme.</p> <p>c) Use similes, metaphors and proverbs in oral communication.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Listen to correct pronunciation of sounds, words, and phrases from the teacher, audio-visual recordings among others.</li> <li>• Say words and phrases with the sounds /ð / and /θ /.</li> <li>• Listen to a poem with various adverbial phrases such as proudly, in the park, by the river etc and recite it.</li> <li>• Make sentences using the identified adverbials.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce sounds correctly?</li> <li>2. What information do we obtain when we listen keenly?</li> <li>3. Which words tell us how or when an action was done?</li> </ol>

		d) Advocate the importance of listening comprehension.	<ul style="list-style-type: none"> <li>• Practise using words and adverbial phrases in oral communication.</li> </ul>	
<b>Core Competencies</b> <ul style="list-style-type: none"> <li>• Citizenship - enhanced as learner discusses Kenya's tourism attractions</li> <li>• Self-efficacy - developed as learner gains confidence and self-esteem as he or she acquires the skills of listening for the main idea and specific information</li> </ul>				
<b>PCIs</b> Citizenship – patriotism as learner discusses Kenya's tourist attractions		<b>Values</b> Patriotism and social justice as learners acquire knowledge about different parts of Kenya		
<b>Link to other subjects</b> All language areas – adverbials are learnt in all languages		<b>Suggested Community Service Learning Activities:</b> Learner could carry out a project where they visit tourist attraction sites in their locality and draw, take photographs or record videos, of the animals they see and upload them online		

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Selecting words with the sounds /ð/ and /θ/ from a text.	Selects all the words with the sounds /ð/ and /θ/ from a text with a lot of ease.	Selects all of the words with the sounds /ð/ and /θ/ from a text.	Selects some words with the sounds /ð/ and /θ/ from a text.	Has difficulty selecting most words with the sounds /ð/ and /θ/ from a text.
2. Responding to oral questions based on the theme for self-expression	Responds to all the oral questions correctly and with ease	Responds to all oral questions correctly.	Responds to some oral questions correctly.	Has difficulty responding to most oral questions correctly.
3. Using words and adverbial phrases correctly in sentences	Skilfully uses all the words and adverbial phrases correctly in sentences.	Uses all of the words and adverbial phrases correctly in sentences.	Uses some of the words and adverbial phrases correctly in sentences.	Has difficulty using most of the words and adverbial phrases correctly in sentences.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	5.2.1 Extensive Reading: Fiction/ Non Fiction (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Select appropriate reading materials from varied texts.</p> <p>b) Read a variety of texts for enjoyment and general understanding.</p> <p>c) Assess a text for appropriateness and relevance.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● Preview a text by focusing on the title, author, among others (fiction/ non-fiction) 1251- 1500 words).</li> <li>● Work in groups to determine the appropriateness of a reading text in pairs.</li> <li>● Skim through various texts to find out the general idea.</li> <li>● Scan a text to find specific details such as key words.</li> <li>● Select an appropriate reading text based on their interest.</li> <li>● Read fiction/non-fiction, narrative, newspapers, magazines poems, and class readers.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we read a variety of materials?</li> <li>2. Why is it important to read independently?</li> <li>3. How do you identify the book you want to read?</li> </ol>

<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn - enhanced as learner interacts with a variety of texts</li> <li>• Critical Thinking and Problem Solving - developed as learners select an appropriate reading text based on their interest</li> </ul>	
<p><b>PCIs</b></p> <p>Environmental Education - is enhanced by exposing learners to texts on tourist attraction sites and natural resources</p>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility and love – developed as learners are encouraged to love and become more responsible for protecting animals and natural resources</li> </ul>
<p><b>Link to other subjects</b></p> <p>Social Studies equips the learner with knowledge about animals and our natural resources</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could work with peers to establish libraries or a reading club in the neighbourhood.</p>

### Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Selecting appropriate reading	Critically selects materials that are	Selects materials that are appropriate from varied texts.	Some selected materials are appropriate for	Has difficulty selecting appropriate reading

materials from varied texts	appropriate from varied texts.		reading from varied texts.	materials from varied texts.
2. Reading a variety of texts for general understanding and enjoyment	Confidently reads a variety of texts for general understanding and enjoyment.	Reads a variety of texts for general understanding and enjoyment.	Sometimes reads a variety of texts for general understanding and enjoyment.	Reads a variety of texts for general understanding and enjoyment but with assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>5.3</b>  <b>Grammar</b> <b>in Use</b>	<b>5.3.1</b>  <b>Adjectives</b> <b>(2 lessons)</b>	<b>By the end of the sub strand, the learner should be able to:</b>  a) Identify comparative and superlative forms of adjectives in print and digital texts correctly. b) Use comparative and superlative forms of adjectives in oral and written texts. c) Acknowledge the importance of using adjectives correctly in communication.	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>• Identify adjectives in print and digital texts.</li> <li>• Compare items using comparative and superlative forms of adjectives.</li> <li>• List regular and irregular adjectives individually or in small groups.</li> <li>• Order adjectives correctly in terms of opinion, shape, age, colour, and origin to talk about objects and people, in small groups.</li> <li>• Use adjectives in their correct forms and order to complete sentences individually.</li> <li>• Create a crossword puzzle and a word search in pairs or groups.</li> <li>• Display the completed crossword puzzle and word</li> </ul>	1. Which words do we use to describe people, things, and places? 2. Why do we describe people, things, and events?

			search on social media, posters, or charts.	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy - as learners practise using adjectives correctly in various contexts</li> <li>• Digital Literacy – developed as learners display the completed crossword puzzle and word search on social media, posters, or charts</li> </ul>				
<p><b>PCIs</b></p> <p>Safety and Security Education - promoted as learners learn about safety when interacting with animals and when they visit various tourist attraction sites</p>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility and Respect – responsibility and respect for animals and our environment are promoted as learners use adjectives appropriately to construct sentences about animals and tourist sites, among others</li> </ul>		
<p><b>Link to other subjects</b></p> <p>All languages - adjectives are a key aspect in the grammar lessons in Chinese, French, German and other languages</p>		<p><b>Suggested Community Service Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Learner could write descriptions of various tourist attractions in their neighbourhood and share those descriptions on social media, posters, and charts, among others.</li> </ul>		



**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Identifying comparative and superlative forms of adjectives correctly	Identifies all comparative and superlative forms of adjectives correctly and with ease	Identifies all comparative and superlative forms of adjectives from a text.	Identifies some comparative and superlative adjectives from a text.	Has difficulty using most comparative and superlative forms of the adjective correctly.
2. Using comparative and superlative forms of adjectives correctly	Uses all comparative and superlative forms of adjectives correctly and creatively	Uses all comparative and superlative forms of adjectives correctly.	Uses some comparative and superlative forms of adjectives correctly.	Has difficulty using most comparative and superlative forms of adjectives correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>5.4</b></p> <p><b>Writing</b></p>	<p><b>5.4.1</b></p> <p><b>Creative Writing</b></p> <p><b>(2 lessons)</b></p>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Plan a narrative composition collaboratively.</p> <p>b) Organise ideas coherently, clearly, and logically for writing fluency.</p> <p>c) Create a narrative composition on a variety of topics.</p> <p>d) Judge a narrative composition for correctness of language, relevance of the topic, and organisation of ideas.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● Identify the parts of a narrative composition ( about 100-200 words) in pairs.</li> <li>● Read sample narrative compositions with peers and critique them for: <ul style="list-style-type: none"> <li>○ correctness of language</li> <li>○ flow or organisation of ideas</li> <li>○ relevance to the topic</li> <li>○ creativity</li> </ul> </li> <li>● Create a narrative composition of 100-120 words using the steps of the writing process.</li> <li>● Use appropriate fixed phrases such as: catch fire,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we organise ideas in our compositions?</li> <li>2. How can you make your writing interesting?</li> <li>3. What are some of the narratives you know?</li> </ol>

			<p>similes such as: as fast as lightning, metaphors such as : the boy was a fox. He was so cunning, proverbs such as : prevention is better than cure, idioms such as get into hot water and phrasal verbs such as: care for,</p>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - enhanced as learners follow the stages of the writing process and create a narrative composition in groups</li> <li>• Creativity and Imagination - developed as learners create enhanced as learner writes narrative compositions</li> </ul>				
<p><b>PCIs</b> Environmental education through familiarisation with tourist attractions and other natural features</p>		<p><b>Values</b> Unity and responsibility – developed as learners create narrative compositions about ways of protecting natural resources and proofread them in pairs or groups</p>		
<p><b>Link to other subjects</b> All Languages: Narrative compositions are learnt in all languages</p>		<p><b>Suggested Community Service Learning Activities:</b> Learner writes narratives on tourist attractions and shares them with penpals or through letters to the editor.</p>		

## Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Planning a narrative composition collaboratively	Plans a narrative composition collaboratively and creatively and includes all the components.	Plans a narrative composition collaboratively and includes all components.	Plans a narrative composition collaboratively and includes some components.	Plans a narrative composition collaboratively but leaves out most components.
2. Organising ideas coherently, clearly, and logically	All the ideas are organised creatively and logically and the paragraphs are clear and coherent.	All ideas are organised logically and the paragraphs are clear and coherent.	Some ideas are organised logically and the paragraphs are clear and somehow coherent.	Ideas are not organised logically and most paragraphs incoherent.
3. Creating a narrative composition	Writes an excellent narrative composition with :	Writes a narrative composition which has: creativity	Writes a narrative composition which has: some creativity	Writes a narrative composition which has: little creativity

on a variety of topics	a lot of creativity accurate language and is relevant to the topic	accurate language and is relevant to the topic	some inaccurate language and is relevant to the topic	many inaccurate words and expressions and little relevance to the topic
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## 6.0 JOBS AND OCCUPATION - WORK ETHICS

### Suggested Vocabulary

value, work, bad, virtue, upright, code, responsible, occupation, teamwork, integrity, trespass, co-worker, self-esteem, passion, smart, early, unethical, loyal, hardworking, hard work, character, corrupt, honest, reward, excel,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
6.1 Listening and Speaking	6.1.1 Pronunciation and Vocabulary (3 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Identify words and phrases with the sounds /f/ /v/ and /əʊ/.</li> <li>b) Use vocabulary related to the theme in sentences correctly.</li> <li>c) Apply stress and intonation in questions, statements, and exclamatory sentences.</li> <li>d) Value the importance of stress and intonation in sentences.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Say sounds, words, phrases, and sentences with the sounds /f/ and /v/ and /əʊ/.</li> <li>• Say tongue twisters with the sounds /f/ and /v/ and /əʊ/.</li> <li>• Watch a video of a dialogue and imitate the use of stress and intonation by the speakers.</li> <li>• Recite a choral verse in pairs or small groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce sounds and words correctly?</li> <li>2. Why do we raise our voices when asking questions?</li> <li>3. How can you vary your voice to convey different meanings?</li> </ol>

			<ul style="list-style-type: none"> <li>• Sing songs featuring stress and intonation.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration – as learners role-play a telephone conversation featuring statements and questions.</li> <li>• Self-efficacy – developed as learners role-play telephone conversations</li> </ul>				
<p><b>PCIs</b> Life Skills - effective communication enhanced through interactions in groups</p>		<p><b>Values</b> Responsibility and respect – enhanced as learners learn to value of hard work through proverbs and similes</p>		
<p><b>Link to other subjects</b> Kiswahili and other languages present the concept of stress and intonation to learners</p>		<p><b>Suggested Community Service Learning Activities:</b> Learner could narrate stories and recite poems while applying stress and intonation in churches, mosques, or other communal gatherings.</p>		

### Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Using words with the sound /əʊ/ /f/ and /v/ in sentences correctly	Uses all the words with the sound /əʊ/ /f/ and /v/ correctly in sentences and with ease	Uses all words with the sound /əʊ/ /f/ and /v/ correctly in sentences.	Uses some words with the sound /əʊ/ /f/ and /v/ correctly in sentences.	Has difficulty using most words with the sound /əʊ/ /f/ and /v/ correctly in sentences.
2. Applying stress and intonation correctly in sentences	Applies stress and intonation correctly in all sentences and with ease	Applies stress and intonation correctly in sentences.	Applies stress and intonation correctly in some sentences.	Has difficulty applying stress and intonation correctly in most sentences.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	6.2.1 Intensive Reading  (Dialogue of about 500 words)  (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Make connections between events in the text and prior experiences.</li> <li>b) Use contextual clues to infer the meaning of vocabulary such as words, proverbs, fixed phrases, similes, and phrasal verbs.</li> <li>c) Predict the likely outcome of a story by focusing on the title or visuals.</li> <li>d) Create mental images from read, viewed, or heard text.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Relate the title and illustrations/pictures with their personal experiences.</li> <li>• Skim a text to obtain a general idea (dialogue of about 500 words).</li> <li>• Scan a text for specific details.</li> <li>• Observe the cover, pictures, and read the title to make predictions.</li> <li>• Infer the meaning of unknown words, similes, metaphors and fixed phrases from context.</li> <li>• Create mental images (visualise) from read, viewed, or heard text.</li> <li>• Retell events in a story/dialogue in their own words.</li> <li>• Make posters featuring the new words he or she has learnt in pairs or groups.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to relate events in a story to our own experience?</li> <li>2. How can you predict what will happen in a story or passage?</li> <li>3. How can we infer the meaning of new words in a text?</li> </ol>

		<p>e) Answer direct and inferential questions for comprehension.</p> <p>f) Acknowledge the role of reading comprehension in lifelong learning.</p>	<ul style="list-style-type: none"> <li>• Answer literal and inferential questions.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - enhanced through role play as well as respond to questions from a text</li> <li>• Self-efficacy - as learner makes posters featuring the new words he or she has learnt</li> </ul>				
<p><b>PCIs</b></p> <p>Life-Skills Education – effective communication is developed as learners engage in role-play and retell the events in the story</p>		<p><b>Values</b></p> <p>Respect, unity, and love – enhanced as learners role-play and make posters related to the theme</p>		
<p><b>Link to other subjects</b></p> <p>All languages - intensive reading is learnt in Chinese, Kiswahili, and German</p>		<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could create or recite conversational poems emphasising the importance of work during communal events</p>		

**Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Making predictions and connections between events and prior experiences	Creatively makes predictions and connections between events and prior experiences are accurate.	All predictions and connections between events and prior experiences are accurate.	Some predictions and connections between events and prior experiences are accurate.	Most predictions and connections between events and prior experiences are inaccurate.
2. Using contextual clues to infer the meaning of unfamiliar words and expressions	Confidently uses contextual clues to infer the meaning of all unfamiliar words and expressions.	Uses contextual clues to infer the meaning of all unfamiliar words and expressions.	Uses contextual clues to infer the meaning of some unfamiliar words and expressions.	Uses contextual clues to infer the meaning of some unfamiliar words and expressions with but with assistance.
3. Creating mental images from read viewed or heard texts	Creatively created mental images from read viewed or heard texts that are vivid and relevant.	All of the created mental images from read viewed or heard texts are vivid and relevant.	Some of the created mental images from read viewed or heard texts are vivid and relevant.	Most of the created mental images from read viewed or heard texts are neither vivid nor relevant.

4. Answering direct and inferential questions correctly	Confidently answers all direct and inferential questions correctly.	Answers all direct and all inferential questions correctly.	Answers some direct and a few inferential questions correctly.	Answers some direct questions correctly but is unable to answer inferential questions.
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Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (s)
6.3 Grammar in Use	6.3.1 Phrasal quantifiers (2 lessons)	<p><b>By the end of the Sub strand, the learner should be able to:</b></p> <p>a) Recognise phrasal quantifiers in oral and written contexts.</p> <p>b) Use phrasal quantifiers with countable and uncountable nouns correctly.</p> <p>c) Judge the correctness of phrasal quantifiers in sentences.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• View a video or listen to an audio text featuring phrasal quantifiers and identify them in pairs or groups.</li> <li>• Make sentences using phrasal quantifiers such as a lot of..., a pinch of... plenty of..., a number of, a crate of ...</li> <li>• Create crossword puzzles using phrasal quantifiers and share them through charts, posters, or social media in pairs or groups.</li> <li>• Form sentences from a substitution table.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we tell countable nouns from uncountable ones?</li> <li>2. Which words are used to show the amount of something?</li> </ol>
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - as learners express themselves using phrasal quantifiers in pairs or groups</li> </ul>				

<ul style="list-style-type: none"> <li>Digital Literacy – promoted through interaction with videos featuring phrasal quantifiers or displaying charts and posters online or on digital devices</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>Citizenship - social activities as well as pair and group tasks promote cohesion and integration</li> <li>Learner Support Programmes – learning to live together is developed through group activities</li> </ul>	<p><b>Values</b></p> <p>Respect, integrity, and unity – promoted as learners create charts in pairs or small groups</p>
<p><b>Link to other subjects</b></p> <p>Phrasal quantifiers are a concept learnt in many languages including German, Arabic, and Indigenous Languages</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could write a poem featuring phrasal quantifiers for a children’s magazine or newspaper column.</p>

**Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Recognising phrasal quantifiers in a text	Confidently recognises all phrasal quantifiers in a text.	Recognises most phrasal quantifiers in a text.	Recognises some phrasal quantifiers in a text.	Has difficulty recognising most phrasal quantifiers in a text.
2. Using phrasal quantifiers correctly	Uses all phrasal quantifiers correctly and with ease	Uses most phrasal quantifiers correctly.	Uses some phrasal quantifiers correctly.	Has difficulty using most phrasal quantifiers correctly.

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
6.4 Writing	6.4.1 Pictorial composition s ( 2 lessons)	<p><b>By the end of the Sub strand, the learner should be able to:</b></p> <p>a) Plan a composition in preparation for writing.</p> <p>b) Organise ideas logically, coherently, and clearly.</p> <p>c) Use appropriate words and expressions such as similes, metaphors, fixed phrases, phrasal verbs and idioms in written communication.</p> <p>d) Create a pictorial composition from visuals.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• View a variety of pictures, illustrations, and other visuals in print and digital texts and discuss what is happening in pairs or groups.</li> <li>• View comic strips from newspapers and magazine columns.</li> <li>• Use relevant <ul style="list-style-type: none"> <li>○ fixed phrases: have no idea,</li> <li>○ similes: as happy as a king,</li> <li>○ metaphors: Wambui is a bee. She is so busy.</li> <li>○ idioms: go the extra mile</li> <li>○ proverbs such as : the sun does not wait for a king and phrasal</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. How can you make others want to read your composition?</li> <li>2. What information do we obtain from pictures or visuals?</li> </ol>



		e) Judge a pictorial composition for relevance of topic, correctness of language, and creativity.	<p>verbs such as grow up in a composition.</p> <ul style="list-style-type: none"> <li>• Use visuals to compose a story of about 120-160 words in pairs.</li> <li>• Revise their composition by incorporating suggestions given by peers in pairs.</li> <li>• Publish the composition by displaying it on the wall, charts, online, posters, and social media platforms, among others.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination – is enhanced by creating a story from a collection of visuals provided by the teacher.</li> <li>• Self-efficacy - publishing compositions by displaying them on the wall, charts, online, posters, and social media platforms, among others, boosts the confidence of learners</li> </ul>				
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking - observe visuals or pictures and plan a composition in pairs.</li> </ul>			<p><b>Values</b></p>	

<ul style="list-style-type: none"> <li>• Creativity - compose a story of about 120-160 words in pairs</li> </ul>	Responsibility, respect, and love - developed as learners critique visuals in groups and then create pictorial compositions related to the theme
<p><b>Link to other subjects</b>          Languages such as French, German, and Chinese emphasise aspects of pictorial compositions in their curricula</p>	<p><b>Suggested Community Service Learning Activities:</b>          Learner could collect, download, or draw visuals that tell a story or convey a special message for children in an orphanage, sick people, or children's magazine.</p>

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Planning a pictorial composition	Creatively plans a pictorial composition and includes all the components.	Plans a pictorial composition and includes most components.	Plans a pictorial composition and includes some components.	Plans a pictorial composition but leaves out most components.
2. Organising ideas coherently, clearly, and logically	All the ideas are excellently organised and logical and the paragraphs are clear and coherent.	All ideas are organised logically and the paragraphs are clear and coherent.	Some ideas are organised logically and the paragraphs are clear and somehow coherent.	Ideas are not organised logically and most paragraphs incoherent.
3. Creating a pictorial composition from visuals	Creatively writes a pictorial composition by correctly interpreting all visuals.	Creates a pictorial composition by correctly interpreting most visuals.	Creates a pictorial composition by correctly interpreting some visuals.	Creates a pictorial composition by correctly interpreting some visuals with assistance from peers.

## 7.0 TECHNOLOGY: SCIENTIFIC INNOVATIONS

### Suggested Vocabulary

Engineer, computer science, device, app, telephone, industrial, laboratory, evolve, architect, irrigation, electronic, wireless, digital, invent, modern, medical, advance, space, rocket, science, discover, satellite,

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
7.1 Listening and Speaking	7.1.1 Pronunciation and Vocabulary: Interactive Listening (3 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Identify different moods in a picture, story, or poem.</li> <li>b) Articulate sounds correctly for communication clarity.</li> <li>c) Use appropriate words, similes, metaphors, proverbs among others</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Practise saying the sounds: /p/ as in hot, /s:/ as in hold, coat among others.</li> <li>• Take turns and interrupt appropriately during conversations.</li> <li>• Show moods such as happiness, surprise, sadness, regret, and pain, among others.</li> <li>• Role-play short interviews.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you interrupt a speaker politely during a conversation?</li> <li>2. What emotions or feelings do we show on our face when talking?</li> <li>3. Which words or phrases do</li> </ol>

		<p>to express different moods in oral contexts.</p> <p>d) Seek clarification during a two-way conversation.</p> <p>e) Interrupt appropriately during a conversation.</p> <p>f) Advocate the importance of interactive listening.</p>	<ul style="list-style-type: none"> <li>• Watch partial dialogues on video, the computer, tablets, and other devices and respond to questions appropriately.</li> <li>• Practise using expressions such as fixed phrases: a long time ago; similes such as work like magic, idioms such as the apple of my eye; proverbs such as practice makes perfect and phrasal verbs such as look for...</li> </ul>	<p>we use when we are not sure what someone said?</p>
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy - enhanced as the learner watches partial dialogues on video, the computer, and tablets, and other devices and respond to questions appropriately</li> <li>• Communication and Collaboration - enhanced as the learner takes turns during a conversation.</li> </ul>				
<p><b>PCIs</b></p> <p>Life Skills Education - effective communication is acquired as the learner practises turn-taking and interrupting one another appropriately</p>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Love and respect – are enhanced as learner takes turns to speak during conversations and seek clarification during a conversation</li> </ul>		

<p><b>Link to other subjects</b> Interactive listening features in languages such as Arabic, Indigenous Languages, Chinese, Kiswahili, German and French, among others</p>	<p><b>Suggested Community Service Learning Activities:</b> Learner could record a two-way conversation about the importance of technology and share it on social media.</p>
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### Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying and expressing different moods in oral contexts	Displays creatively all the expected facial expressions in a conversation and interprets a speaker's feelings correctly.	Displays all of the expected facial expressions in a conversation and interprets a speaker's feelings correctly.	Displays some of the expected facial expressions in a conversation and interprets some aspects of a speaker's feelings correctly.	Has difficulty displaying the expected facial expressions in a conversation and interpreting most aspects of a speaker's feelings correctly.
2. Interrupting appropriately	Critically interrupts appropriately and seeks clarification	Interrupts appropriately and seeks clarification	Interrupts appropriately and seeks clarification	Has difficulty interrupting appropriately and

and seeking clarification	during all two-way conversations.	during two-way conversations.	during some of the two-way conversations.	seeking clarification during most two-way conversations.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	7.2.1 Extensive Reading: fictional and non-fictional  (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Select appropriate reading texts from a library.</p> <p>b) Read a variety of texts for general information and enjoyment.</p> <p>c) Acknowledge the importance of reading widely in lifelong learning.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Select a reading text from a varied collection of materials or library.</li> <li>• Preview the table of contents from a book, find the required information, and answer oral questions.</li> <li>• Skim through a text to obtain the gist or general idea.</li> <li>• Scan through a text to obtain specific information.</li> <li>• Select a reading text (1251-1500 words).</li> <li>• Use a dictionary to look up the meaning of unfamiliar words.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can you obtain the general idea of what a text is about?</li> <li>2. Why is it important to read many books?</li> </ol>



			<ul style="list-style-type: none"> <li>• Write a summary of a text he or she has read.</li> </ul>	
<b>Core Competencies</b> <ul style="list-style-type: none"> <li>• Learning to Learn - as the learner selects a reading text from a varied collection of materials or library</li> <li>• Communication and Collaboration – as learner shares the content or story he or she has read in groups</li> </ul>				
<b>PCIs</b> <ul style="list-style-type: none"> <li>• Critical Thinking – as learner skims through a text to obtain the gist or general idea</li> </ul>		<b>Values</b> <ul style="list-style-type: none"> <li>• Responsibility and respect – developed as learners read poems and narratives related to the theme and perform various tasks</li> </ul>		
<b>Link to other subjects</b> Kiswahili, Foreign and Indigenous Languages promote extensive reading		<b>Suggested Community Service Learning Activities:</b> Learner could work help peers to select reading materials from a community library or establish a reading club or collect reading materials in a church, mosque, temple, or neighbourhood		

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Selecting appropriate reading materials from a library	All selected materials are critically chosen and appropriate.	All of the selected materials are appropriate.	Some of the selected materials are appropriate.	Has difficulty selecting appropriate reading materials from a library.
2. Reading a variety of texts for general understanding and enjoyment	Reads a variety of texts for general understanding and enjoyment with confidence.	Reads a variety of texts for general understanding and enjoyment.	Reads some texts for general understanding and enjoyment.	Reads some texts for general understanding and enjoyment but with assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>7.3 Grammar in Use</b>	<b>7.3.1 Tense: Future Continuous Tense  (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify sentences featuring future continuous tense in print and digital texts.</p> <p>b) Use future continuous tense in oral and written contexts correctly.</p> <p>c) Assess sentences for correctness and appropriateness of tense.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Ask the following questions in pairs: <i>What are you doing; What were you doing yesterday?; What will you be doing tomorrow?</i></li> <li>• View a map, globe, list of time zones, video or pictures of animals, plants, or people and describe what will probably happen the next day starting with the words, <i>they, he, and she</i>, among others,</li> <li>• Talk about activities in the past, present, and future time in pairs or groups.</li> <li>• Search the internet for examples of sentences expressing continuous tense.</li> </ul>	<ol style="list-style-type: none"> <li>1. What will you be doing next week?</li> <li>2. How do you show an action will take place tomorrow?</li> <li>3. Which words do you use to show when an action occurred?</li> </ol>

			<ul style="list-style-type: none"> <li>Collaborate with peers to determine the correctness of tense in sample sentences.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>Communication and Collaboration - enhanced when the learner talks about activities in the past, present, and future time in pairs or groups</li> <li>Self-efficacy - developed as learners role- use the future continuous time while role-playing an action related to the theme</li> </ul>				
<p><b>PCIs</b> Life Skills Education - Effective Communication is promoted through role play</p>		<p><b>Values</b> Unity and love – developed as learner reads a story and identifies instances when future continuous forms have been used in pairs or small groups</p>		
<p><b>Link to other subjects</b> Tense is an aspect learnt in all languages</p>		<p><b>Suggested Community Service Learning Activities:</b> Learner could recite poems featuring past, present, and future continuous time during community events.</p>		

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Identifying sentences in which the future continuous tense has been used	Confidently identifies all sentences in which the future continuous tense has been used correctly.	Identifies all of the sentences in which the future continuous tense has been used correctly.	Identifies some of the sentences in which the future continuous tense has been used correctly.	Has difficulty identifying most sentences in which the future continuous tense has been used correctly.
2. Using the future continuous tense correctly	Uses future continuous tense correctly all the time and with ease	Uses future continuous tense correctly all the time.	Sometimes uses future continuous tense correctly.	Has difficulty using the future continuous tense correctly most of the time.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
7.4 Writing	7.4.1 Punctuation Marks (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify the comma and quotation mark in a text.</p> <p>b) Use the comma and quotation marks correctly in oral and written text.</p> <p>c) Collaborate with peers to determine the correctness featuring the comma and the quotation mark.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● Identify sentences in which the comma and the quotation mark have been used in small groups.</li> <li>● Recite a poem while paying attention to the use of the comma and the quotation marks.</li> <li>● Listen to an oral presentation and answer questions in pairs or groups.</li> <li>● Form sentences from a substitution table.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we punctuate our speech or writing correctly?</li> <li>2. Which punctuation marks do you use frequently?</li> </ol>

**Core Competencies**

Learning to Learn - enhanced as learners look for information on the Web

Self-efficacy – developed as learners recite a poem while paying attention to the use of the comma and the quotation marks.

<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Effective Communication - enhanced as learners use punctuation marks in oral and written contexts</li> <li>• Critical Thinking - listen to an oral presentation and answer questions in pairs or groups</li> </ul>	<p><b>Values</b></p> <p>Love and unity – developed through recitation or performance of poems in groups</p>
<p><b>Link to other Subjects</b></p> <p>All languages – punctuation is a key component incorporated in the learning of Kiswahili and Foreign Languages, among others</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could help other children to observe punctuation marks correctly as they read a children’s magazine, Quran, Bible, or any other relevant text.</p>

### Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying the comma and the quotation mark correctly	Confidently identifies the comma and the quotation mark correctly in all texts.	Identifies the comma and the quotation mark correctly in all texts.	Identifies some instances in which the comma and the quotation mark correctly.	Identifies some instances in which the comma and the quotation mark correctly with support from peers.

<p>2. Using the comma and the quotation mark correctly</p>	<p>Uses the comma and the quotation mark correctly in all sentences a with ease</p>	<p>Uses the comma and the quotation mark correctly in all sentences.</p>	<p>Uses the comma and the quotation mark correctly in some sentences.</p>	<p>Uses the comma and the quotation mark correctly in some sentences with support from others.</p>
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## 8.0 THE FARM – ANIMAL SAFETY AND CARE

### Suggested Vocabulary

veterinary, poisonous, cruel, brand, sanctuary, adoption, orphanage, cage, inspect, helmet, pesticide, tether, endangered, die, protect, safety, danger, care, cage, suffering, clean, pet, feed, animal rights, overwork,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.1 Listening and Speaking</b>	<b>8.1.1 Pronunciation and Vocabulary (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Recognise the difference between riddles and proverbs.</li> <li>b) Pronounce sounds, words, and phrases related to the theme accurately.</li> <li>c) Use words, idioms, fixed phrases, phrasal verbs and proverbs in varied contexts.</li> </ul>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>• Participate in a riddling session in pairs or groups.</li> <li>• Say sounds, words, idioms, and proverbs with the sounds / ʃ / and /tʃ / accurately.</li> <li>• Use words, phrases, and proverbs in a conversation.</li> <li>• Find and use words and expressions such as fixed phrases: a long time ago; similes such as</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we tell riddles and proverbs?</li> <li>2. Which are some of the proverbs you know?</li> </ol>

		d) Acknowledge the importance of proverbs, riddles, and idioms in communication.	<p>work like magic, idioms such as the apple of my eye; proverbs such as practice makes perfect and phrasal verbs such as look for...</p> <ul style="list-style-type: none"> <li>• Create own riddles and share them with their peers.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy - enhanced as learners search for information online</li> <li>• Learning to Learn - promoted when learners learn how to use proverbs and idioms appropriately</li> </ul>				
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Life Skills Education- effective communication as learners pronounce words correctly for effective communication</li> <li>• Critical Thinking – as learners unravel the meaning of proverbs, idioms, and riddles</li> </ul>		<p><b>Values</b></p> <p>responsibility, respect, love – developed as learners listen to a text about animal safety and care</p>		
<p><b>Link to other subjects</b></p> <p>All languages emphasise correct pronunciation</p>		<p><b>Suggested Community Service Learning Activities:</b></p>		

	Learner could engage peers in a riddling session for enjoyment purposes.
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### Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Pronounce words and phrases with the target sounds / <i>ʃ</i> / / <i>tʃ</i> /	Pronounces all words and phrases with the target sounds correctly and with ease	Pronounces all words and phrases with the target sounds correctly.	Pronounces some words and phrases with the target sounds correctly.	Has difficulty pronouncing most words and phrases with the target sounds correctly.
2. Recognising the difference between riddles and proverbs	Confidently picks out all proverbs and riddles from a text.	Picks out all proverbs and riddles from a text.	Picks out some proverbs and riddles from a text.	Has difficulty picking out proverbs and riddles from a text and cannot tell the difference.
3. Using words, idioms and proverbs correctly	Flawlessly uses all words, idioms, and proverbs correctly.	Uses all words, idioms, and proverbs correctly.	Uses some words, idioms, and proverbs correctly.	Has difficulty using most words, idioms, and proverbs correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.2 Reading</b>	<b>8.2.1 Fluency: proverbs and idioms</b>  <b>(3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Select specific details from a text.</p> <p>b) Read a text at a reasonable speed for fluency.</p> <p>c) Read a text accurately and with expression.</p> <p>d) Acknowledge the importance of reading fluency in lifelong learning.</p>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>● Obtain specific information from a text.</li> <li>● Practise reading at the right speed in pairs or groups.</li> <li>● Read a text, while observing punctuation marks correctly.</li> <li>● Watch a video on reading fluency and practise:</li> <li>● Read a choral verse in small groups.</li> <li>● Read a paragraph, a passage, or story in turns.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we hesitate as we read at times?</li> <li>2. How can you improve your reading speed?</li> <li>3. What are some of the feelings you show when reading a story or poem?</li> </ol>

			<ul style="list-style-type: none"> <li>Identify proverbs from a text.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>Self-efficacy - developed as learner becomes more fluent in reading</li> <li>Digital Literacy – as learner watches a video and practises various aspects of reading fluency</li> </ul>				
<p><b>PCIs</b> Life Skills Education - effective communication is developed as learners become more fluent in reading</p>		<p><b>Values</b> Unity and respect – developed through reading materials featuring various idioms and proverbs and working in groups</p>		
<p><b>Link to other Subjects</b> Fluency in reading is emphasised in Kiswahili, Foreign and Indigenous Languages</p>		<p><b>Suggested Community Service Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Learner could present a choral verse related to the theme in a communal gathering.</li> </ul>		

**Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Selecting specific details from a text	Confidently selects all the required details from a text.	Selects most of the required details from a text.	Selects some required details from a text.	Has difficulty selecting most of the required details from a text.
2. Reading a text accurately at a reasonable speed and with expression	Skilfully reads a text accurately, without hesitations, and with expression.	Reads a text accurately, without hesitations, and with expression.	Reads a text somewhat inaccurately, with hesitations and with some expression.	Reads a text inaccurately, hesitates a lot, and shows little expression.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>8.3 Grammar in Use</b>	<b>8.3.1 Sentence Patterns: (3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Distinguish the active and passive voice in a sample text correctly.</p> <p>b) Contrast the use of some given words in sentences.</p> <p>c) Use active and passive voice correctly.</p> <p>d) Assess sentences for correctness on the use of active and passive voice.</p>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>● Identify sentences in the active and passive voice from a text.</li> <li>● Change sentences from active to passive voice and vice-versa in pairs.</li> <li>● Sort pairs of sentences and classify them into either active or passive voice categories.</li> <li>● Contrast the use of keep, put, think, and hope in a substitution table.</li> <li>● Construct sentences in the active and passive voice, type them on a computer, laptop, tablet, or mobile phone and share them through</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we say some sentences are in active or passive voice?</li> <li>2. How do we change a sentence from active to passive form?</li> </ol>

			<p>email or other web platforms.</p> <ul style="list-style-type: none"><li>• Search for more examples of sentences in the active and passive voice from the internet.</li><li>• Collaborate with peers to determine the correctness of sentences.</li><li>• Form sentences from a substitution table in groups.</li><li>• Write the sentences on charts in small groups.</li><li>• Display the charts and conduct a gallery walk.</li><li>• Construct sentences using the words keep, put, think, and hope.</li><li>• Play a game: sentence scramble where they manipulate jumbled up words to form correct sentences.</li></ul>	
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<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy - enhanced as learners search the Web for more examples of active and passive sentences</li> <li>• Critical Thinking and Problem-Solving - rearrange jumbled up sentences into a coherent paragraph</li> </ul>	
<p><b>PCIs</b></p> <p>ESD - animal welfare is enhanced as learners construct sentences related to animal welfare</p>	<p><b>Values</b></p> <p>Unity and respect – developed as learners work in groups to form active and passive sentences from a substitution table</p>
<p><b>Link to other Subjects</b></p> <p>Care for animals is a concept emphasised in subjects like Agriculture and Science</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p><b>Learner could:</b></p> <ul style="list-style-type: none"> <li>• Write stories featuring the passive and active voice for publication on the internet, blogs, newspapers, posters, noticeboards, and magazines, among others</li> </ul>

## Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Recognising sentences in the active and passive voice	Recognises sentences in the active and passive voice in a text with ease	Recognises sentences in the active and passive voice in a text	Recognises some sentences in the active and passive voice in a text	Recognises a few sentences in the active and passive voice in a text.
2. Contrasting the use of given words in a sentence	Contrasts the use of the words: <i>keep</i> , <i>put</i> , <i>think</i> , and <i>hope</i> in sentences correctly and with confidence.	Contrasts the use of the words: <i>keep</i> , <i>put</i> , <i>think</i> , and <i>hope</i> in sentences correctly.	Contrasts the use of the words: <i>keep</i> , <i>put</i> , <i>think</i> , and <i>hope</i> in some sentences correctly.	Contrasts the use of the words: <i>keep</i> , <i>put</i> , <i>think</i> , and <i>hope</i> in some sentences correctly when assisted by others.
3. Using active and passive voice in sentences	Uses active and passive voice correctly in all sentences.	Uses active and passive voice correctly in all sentences.	Uses active and passive voice correctly in some sentences.	Has difficulty using active and passive voice correctly in most sentences.

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (s)
8.4 Writing	8.4.1 Creative Writing (3 lessons)	<p><b>By the end of the Sub strand, the learner should be able to:</b></p> <p>a) Plan a narrative composition in preparation for writing.</p> <p>b) Use proverbs, phrasal verbs and idiomatic expressions in writing.</p> <p>c) Create a narrative composition based on a given theme for self-expression.</p> <p>d) Judge a narrative composition for creativity, organisation of ideas, relevance of topic, and correctness.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify idioms, proverbs, and similes from an oral or written text.</li> <li>• Complete a gap-filling exercise involving similes, proverbs, and idioms.</li> <li>• Use appropriate words and expressions such as fixed phrases: a long time ago; similes such as work like magic, idioms such as the apple of my eye; proverbs such as practice makes perfect and phrasal verbs such as look for in their writing.</li> <li>• Use the writing process (planning, drafting, editing, revising, and publishing) and create a</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to plan your composition?</li> <li>2. What makes a composition interesting?</li> <li>3. Why do we use idioms and proverbs in compositions?</li> </ol>

			<p>narrative composition in groups:</p> <ul style="list-style-type: none"> <li>• Display their compositions in class, on charts, school magazine, noticeboard and blogs, among others.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination - developed as learner creates narrative compositions</li> <li>• Critical Thinking and Problem-Solving – as learner proofreads composition written by a peer and proposes corrections</li> <li>• Digital Literacy – as learner displays his or her composition in the classroom, on charts, school magazine, noticeboard and blogs among others</li> </ul>				
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• ESD - animal welfare is promoted through the theme of taking care about animals</li> <li>• Creativity – developed as learner plans a narrative composition in pairs</li> </ul>		<p><b>Values</b></p> <p>Responsibility, respect, love for animals - enhanced as learner uses proverbs and idioms in a narrative composition about farm animals</p>		
<p><b>Link to other Subjects</b></p> <p>All language subjects - composition writing is learnt in Kiswahili, Foreign Languages and Indigenous Languages</p>		<p><b>Suggested Community Service Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Learner could create a narrative composition on the care of animals and share it on social media or educational website.</li> </ul>		

**Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Planning a narrative composition	Consistently plans a narrative composition and includes all the components.	Plans a narrative composition and includes all the components.	Plans a narrative composition and includes some the components.	Plans a narrative composition but leaves out most components.
2. Using a variety of proverbs and idiomatic expressions	Confidently uses all the proverbs and idiomatic expressions appropriately in a composition.	Uses proverbs and idiomatic expressions appropriately in a composition	Uses some proverbs and idiomatic expressions appropriately in a composition.	Uses most of the proverbs and idiomatic expressions inappropriately in a composition.
3. Creating a narrative composition	Creates a narrative composition that: is relevant to the theme with ease	Creates a narrative composition that: is relevant to the theme	Creates a narrative composition that: has some relevance to the theme	Creates a narrative composition that: has little relevance to the theme

## 9.0 LIFESTYLE DISEASES

### Suggested Vocabulary

cancer, high blood pressure, heart disease, heart attack, obesity, overweight, diabetes, exercise, incurable, cure, allergy, treat, distress, headache, prevention, diet, lifestyle, heart disease, stroke, obesity,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>9.1 Listening and Speaking</b>	<b>9.1.1 Pronunciation and Vocabulary: Speaking Fluency  (3 lessons)</b>	<b>By the end of the sub strand, the learner should be able to:</b> a) Identify words, phrases and sentences with the target sounds. b) Use words and expressions such as idioms, proverbs and similes related to the theme in sentences correctly.	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>• Say words and phrases with the sounds /eə/ /aʊ/ and /h / correctly.</li> <li>• Practise saying tongue twisters with the selected sounds.</li> <li>• Recite poems with words which have the sounds /eə/ /aʊ/ and /h/.               <ul style="list-style-type: none"> <li>○ Speak at the right speed.</li> <li>○ Say words and phrases accurately.</li> <li>○ Display the right feelings when saying something.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you speak accurately and without hesitations?</li> <li>2. Why should you show the right feelings when reciting a poem or telling a story?</li> </ol>

		<p>c) Make an oral presentation related to the theme fluently.</p> <p>d) Acknowledge the importance of fluency in oral communication.</p>	<ul style="list-style-type: none"> <li>• Make short speeches expressively, accurately and without hesitations.</li> <li>• Recite choral and oral verses poems and show the right facial expressions through readers' theatres.</li> <li>• Use fixed phrases such as fall sick similes such as ... as right as rain, metaphor e.g Kadzo is a lark. she is always happy. idioms such as fit as a fiddle, sick like a dog, proverbs such as an apple a day keeps the doctor away, , prevention is better than cure, phrasal verbs such as pass out.</li> <li>• Make short videos of the poetry recitation, narrations or readers theatre and share them with friends or peers.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration – enhanced as learner makes short videos of the poetry recitation, narrations or readers theatre and share them with friends or peers</li> </ul>				

<ul style="list-style-type: none"> <li>• Self-Efficacy – promoted as the learner begins to speak more fluently and with confidence</li> </ul>	
<p><b>PCIs</b> Life Skills Education – effective communication</p>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility – developed as learners deliver speeches on lifestyle disease</li> <li>• Peace and unity – developed through performance of group tasks</li> </ul>
<p><b>Link to other subjects</b> Languages -speaking fluency is learnt in Kiswahili, Indigenous and Foreign languages</p>	<p><b>Suggested Community Service Learning Activities:</b> Learner could deliver recitations of poems during public health forums.</p>

### Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
1. Identifying words and phrases with the target sounds	Confidently identifies all the words and phrases with the target sounds and using them in sentences correctly.	Identifies most the words and phrases with the target sounds and using them in sentences correctly.	Identifies some words and phrases with the target sounds and using	Has difficulty identifying most words and phrases with the target sounds and using



and using them in sentences			them in sentences correctly.	them in sentences correctly.
2. Make speeches and oral presentations at the right speed, accurately and with expression	Confidently makes speeches and oral presentations accurately, without hesitation and displays appropriate expressions.	Makes speeches and oral presentations accurately, without hesitations and displays appropriate expressions.	Makes speeches and oral presentations accurately, with some hesitations and displays some appropriate expressions.	Makes speeches and oral presentations with many inaccuracies, many hesitations and little expression.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
9.2 Reading	9.2.1 Intensive Reading - fictional or non-fictional  (3 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Make connections between events in the text and real life experiences.</p> <p>b) Create mental images from viewed, heard or read text for comprehension.</p> <p>c) Use contextual clues to infer the meaning of unfamiliar words and expressions such as fixed phrases, idioms, phrasal verbs, similes, proverbs and metaphors.</p> <p>d) Answer direct and inferential questions</p>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>• Predict events by studying the title, cover or pictures in a text.</li> <li>• Picture events, characters or places in their minds.</li> <li>• Read texts of up to 500 words related to the selected theme</li> <li>• Connect events in a text with an occurrence in their own life or real world events.</li> <li>• Use the image on the front cover to predict events in the text.</li> <li>• Infer the meaning of unfamiliar words and expressions such as fixed phrases, idioms, proverbs and phrasal verbs.</li> <li>• Retell the events depicted in a text in their own words.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we relate events in a text with real life, people or places?</li> <li>2. How can we predict what will happen in a text or story?</li> </ol>

		<p>correctly for comprehension.</p> <p>e) Summarise events described in a text through retelling.</p> <p>f) Acknowledge the importance of reading comprehension in lifelong learning.</p>	<ul style="list-style-type: none"> <li>• Answer direct and inferential questions from a variety of texts</li> <li>• Create a mind map using words in a text.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn – enhanced as learners infer the meaning of unfamiliar words and phrases</li> <li>• Creativity and Imagination - enhanced through creation of mind maps using words in a text</li> </ul>				
<p><b>PCIs</b></p> <p>Environmental and Health Education – enhanced as learners become more knowledgeable on lifestyle diseases</p>		<p><b>Values</b></p> <p>Responsibility, love – enhanced through interaction with fictional and non-fictional texts</p>		
<p><b>Link to other subjects</b></p> <p>Lifestyle or non-communicable diseases are learnt in Home Science, Physical Education as well as Science and Technology</p>		<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could create poems or narratives on lifestyle disease and upload them on blogs, social media or send them through email and <i>WhatsApp</i>. They could also display them on posters, charts or noticeboards.</p>		

## Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meeting Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Making connections between events in the text and real life experiences	Makes connections between all events in the text and real life experiences accurately and with ease.	Makes connections between all events in the text and real life experiences accurately.	Makes some connections between all events in the text and real life experiences accurately.	Makes some connections between all events in the text and real life experiences when supported by peers.
2. Creating mental images from viewed, heard or read text for comprehension	Creates vivid mental images from viewed, heard or read texts with ease.	Creates vivid mental images from viewed, heard or read texts.	Creates some mental images from viewed, heard or read texts.	Creates some mental images from viewed, heard or read texts with assistance.
3. Using contextual clues to infer the meaning of unfamiliar words.	Uses contextual clues to infer the meaning of all unfamiliar words with ease	Uses contextual clues to infer the meaning of unfamiliar words.	Uses contextual clues to infer the meaning of some unfamiliar words.	Uses contextual clues to infer the meaning of some unfamiliar words with assistance.

4. Answering direct and inferential questions	Confidently answers all direct and inferential questions correctly	Answers all direct and inferential questions correctly.	Answering most direct and some inferential questions correctly.	Answering a few direct questions but none of the inferential questions correctly.
5. Summarising events described in a text through retelling	Summarises all the key events described in a text through retelling with ease	Summarises the key events described in a text through retelling.	Summarises some the key events described in a text through retelling.	Summarises some the key events described in a text through retelling with assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>9.3 Grammar in Use</b>	<b>9.3.1 Adverbs (3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify adverbs in oral and written texts.</p> <p>b) Use adverbs to express different meanings correctly.</p> <p>c) Judge the appropriateness of adverbs used in oral and written texts.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify the adverbs of manner, time place and frequency in a text.</li> <li>• Underline the adverbs in a passage.</li> <li>• Pick out different adverbs from print texts or the internet in small groups.</li> <li>• Collaborate with peers to judge the correctness of sentences featuring adverbs.</li> <li>• Form sentences using adverbs.</li> <li>• Create a poem or story using different types of adverbs.</li> <li>• Create and solve crossword puzzles using adverbs in pairs.</li> </ul>	<p>1) How do we show where, how, when and how many times an action occurs?</p> <p>2) What are some of the words you could use to talk more about an action?</p>

<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy - promoted as learner searches for adverbs on the internet</li> <li>• Creativity and Imagination - nurtured as learner creates crossword puzzles using adverbs in pairs</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• ESD -safety - promoted as learners are sensitised on the need to reduce the risk of contracting lifestyle diseases</li> </ul>	<p><b>Values</b></p> <p>unity, respect, responsibility - developed as learners interact with texts on lifestyle diseases and learn how to reduce the risk of contracting these disease</p>
<p><b>Link to other Subjects</b></p> <p>Adverbs are learnt in all languages</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could compose poems and songs featuring adverbs, present them during recite community functions or upload them on blogs or social media.</p>

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Identifying adverbs	Identifies all adverbs correctly and with ease	Identifies adverbs correctly.	Identifies some adverbs correctly.	Identifies some adverbs correctly but with assistance.
2) Using adverbs to express different meanings in sentences	Confidently uses all adverbs to express different meanings correctly.	Uses most adverbs to express different meanings correctly.	Uses some adverbs to express different meanings correctly.	Has difficulty using most adverbs to express different meanings correctly.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
9.4 Writing	9.4.1 Punctuation: Quotation marks and hyphen (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify quotation marks and the hyphen in a written text.</p> <p>b) Use quotation marks correctly in sentences.</p> <p>c) Break a long word at the end of a line in a text using a hyphen.</p> <p>d) Judge sentences for correctness of language, the use of quotation marks and the hyphen.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify quotation marks and the hyphen in pairs.</li> <li>• Practise using the hyphen to break words at the end of a line.</li> <li>• Watch a video on the internet on how quotation marks and the hyphen are used.</li> <li>• Punctuate texts such as sentences and paragraphs correctly.</li> </ul> <p><b>Note: Just show learners how to break words at the end of the line. The hyphen will be covered in greater detail in higher grades.</b></p>	1) Why do we punctuate texts?
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration – promoted as learners practise forming sentences in pairs or small groups</li> </ul>				

<ul style="list-style-type: none"> <li>• Digital Literacy – Enhanced as learner views videos on the internet explaining how quotation marks and the hyphen are used</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Life skills Education: effective communication is enhanced through correct use of punctuation marks</li> <li>• Health Education – lifestyle diseases - enhanced as learners use the hyphen and the quotation marks to punctuate texts on lifestyle diseases correctly</li> </ul>	<p><b>Values</b></p> <p>love, unity, responsibility – developed as punctuate texts on lifestyle diseases and learn how to reduce the risk of contracting those diseases</p>
<p><b>Link to other Subjects</b></p> <p>All languages emphasise the importance of correct punctuation</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could help children in an orphanage, peers, or members of a religious group to proofread documents and ensure the hyphen and quotation marks are correctly used.</p>

### Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Identifying quotation marks in a text	Identifies with ease all sentences in which quotation marks are used correctly.	Identifies sentences in which quotation marks are used correctly.	Identifies some sentences in which quotation marks are used correctly.	Identifies some sentences in which quotation marks are used correctly but with assistance.
2) Breaking a long word at the end of a line in a text	Confidently breaks all words correctly using a hyphen.	Breaks all words correctly using a hyphen	Breaks some words correctly using a hyphen.	Breaks some words <i>correctly</i> using a hyphen with support from the tutor or peers.
3) Using quotation marks and the hyphen correctly in sentences	Confidently uses quotation marks and the hyphen correctly in all the sentences	Uses quotation marks and the hyphen correctly in the sentences.	Uses quotation marks and the hyphen correctly in some of the sentences.	Has difficulty using quotation marks and the hyphen correctly in most of the sentences.

## 10.0 PROPER USE OF LEISURE TIME

### Suggested Vocabulary

holiday, enjoy, drugs, recreation, leisure, pastime, vacation, relax, loiter, waste, squander, idle, pleasure, hobbies, bully, misconduct, stroll, insult, blackmail, exercise, sports, games, picnic,

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (s)
<b>10.1</b> <b>Listening and Speaking</b>	<b>10.1.1</b> <b>Pronunciation and Vocabulary:</b> <b>Interactive Listening</b> <b>(3 lessons)</b>	<b>By the end of the Sub strand, the learner should be able to:</b> a) Identify words with the sound /h/ in an oral text. b) Take turns during a conversation. c) Interrupt a speaker appropriately during a conversation. d) Express appropriate moods during a conversation.	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>• Pick out the sound /h/ as in holiday from an audio text.</li> <li>• Listen to a text and say words and phrases with the sound /h/.</li> <li>• Take turns during (short interviews, debates and discussions on grade appropriate topics)</li> <li>• Interrupt appropriately during a class discussion, interview or debate.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we take turns in a conversation?</li> <li>2. How can you interrupt a speaker politely?</li> <li>3. What are some of the moods/feelings we can show during a conversation?</li> </ol>

		e) Advocate importance of polite interruption and turn taking in oral communication.	<ul style="list-style-type: none"> <li>• Perform a choral verse (about six stanzas) or conversational poem in a reader's theatre, and display various moods.</li> <li>• Practise using expressions such as fixed phrase: kill time; simile: sleep like a log; metaphor: my mother is hawk eyed. she sees everything; proverbs: there is no time like the present, idioms: day dream, phrasal verbs: good at,</li> </ul>	
<b>Core Competencies</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration - developed as learner recites choral poems in pairs or small groups.</li> <li>• Self-efficacy – learner gains confidence as he or she learns to communicate effectively with peers</li> </ul>				
<b>PCIs</b> <ul style="list-style-type: none"> <li>• Life Skill Education - effective communication enhanced through acquisition of interactive listening skills</li> </ul>		<b>Values</b> Respect, love , responsibility – enhanced through interaction with materials based on the responsible and constructive use of leisure time		

<ul style="list-style-type: none"> <li>Learner Support Programmes – as learner interacts with texts that guide him or her how to utilise leisure time appropriately</li> </ul>	
<p><b>Link to other Subjects</b> Languages such as Arabic, Indigenous Languages, Chinese, Kiswahili, German and French stress the importance of turn-taking</p>	<p><b>Suggested Community Service Learning Activities:</b> Learner could record a dramatised choral verse and share it online aided by parents or guardians.</p>

### Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Taking turns and interrupts a speaker appropriately during a conversation	Confidently takes turns and interrupts a speaker appropriately during a conversation and guides peers on how to go about it.	Takes turns and interrupts a speaker appropriately during a conversation.	Takes turns but is unable to interrupt a speaker appropriately during a conversation at times.	Takes turns but is unable to interrupt a speaker appropriately during a conversation at times but with assistance.

2. Expressing different moods appropriately during a conversation	Expresses with ease all the expected moods/feelings appropriately during a conversation.	Expresses the expected moods/feelings appropriately during a conversation.	Expresses some of the expected moods/feelings appropriately during a conversation.	Has difficulty expressing most of the expected moods/feelings appropriately during a conversation.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.2 Reading	10.2.1 Intensive Reading (3 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Make connections between events in a text and real life experiences.</p> <p>b) Answer direct and inferential questions correctly for comprehension.</p> <p>c) Predict events in a text accurately.</p> <p>d) Use contextual clues to infer the meaning of unfamiliar words and expressions such as proverbs, similes among others.</p> <p>e) Summarise information in a text by restating it in own words.</p> <p>f) Acknowledge the role of reading comprehension in lifelong learning.</p>	<p><b>Learners is guided to:</b></p> <ul style="list-style-type: none"> <li>• Preview a text( of about 500 words) for general understanding.</li> <li>• Make predictions about events.</li> <li>• Infer the meaning of new words using prior knowledge and clues.</li> <li>• Answer questions in pairs.</li> <li>• Retell events in a text in small groups.</li> <li>• Create a crossword puzzle using the learnt vocabulary.</li> </ul>	<p>1) Why should we relate events in a book to our own life experiences?</p> <p>2) How can you predict the information in a book even before you read it?</p> <p>3) How can you tell the meaning of unfamiliar words?</p>



<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn - enhanced as the learner becomes a better reader by applying the comprehension strategies</li> <li>• Critical Thinking and Problem-Solving – developed as learners use prior knowledge and contextual clues to infer the meaning of unfamiliar words</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Life Skills Education – effective communication is promoted through intensive reading</li> <li>• Learner Support Programmes – developed as learners interact with texts on guidance and counselling, proper utilisation of leisure time among others</li> </ul>	<p><b>Values</b></p> <p>Responsibility and respect – learner interacts with texts about Responsible use of leisure time</p>
<p><b>Link to other Subjects</b></p> <p>All languages emphasise reading comprehension</p>	<p><b>Suggested Community Service Learning Activities</b></p> <p>Learner could compose stories or songs about responsible use of leisure time for publication in children’s magazines, newspaper columns and blogs, among others.</p>

## Assessment Rubric

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Making connections between events in a text and real life experiences.	Confidently makes connections between all events in a text and real life experiences.	Makes connections between events in a text and real life experiences.	Makes connections between some events in a text and real life experiences.	Have difficulty connecting most events in a text with real life experiences.
2) Using contextual clues to infer the meaning of unfamiliar words	Uses contextual clues to infer the meaning of all unfamiliar words with ease	Uses contextual clues to infer the meaning of unfamiliar words.	Uses contextual clues to infer the meaning of some unfamiliar words.	Needs assistance to infer the meaning of some unfamiliar words using contextual clues.
3) Answering direct and inferential	Answers all direct and inferential questions correctly with ease	Answers all direct and most inferential questions correctly.	Answers some direct questions and a few inferential questions correctly.	Answers some direct questions but no inferential question correctly.

questions correctly				
4) Predicting events in a text accurately	Predicts confidently all events in the text correctly.	Predicts events in the text correctly.	Predicts some events in the text correctly.	Needs assistance to predict some events in the text correctly.
5) Summarises information through retelling	Creatively summarises all the information in a text through retelling.	Summarises the information in a text through retelling	Summarises some of the information in a text through retelling	Needs assistance to summarise some of the information in a text through retelling

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>10.3 Grammar in Use</b>	<b>10.3.1 Conjunctions (3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify conjunctions in a text.</p> <p>b) Use conjunctions in varied contexts correctly.</p> <p>c) Judge the appropriateness of conjunctions used in sentences.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify the conjunctions since, so, nor, far, yet, for, unless, although, though, in a text in pairs.</li> <li>• Construct sentences using conjunctions in small groups.</li> <li>• Fill in blanks in sentences using conjunctions individually or in pairs.</li> <li>• Collaborate with peers to construct sentences using conjunctions.</li> <li>• Create a crossword puzzle using conjunctions and share it with others through posters, charts or social media.</li> </ul>	<p>1) Why should you write sentences correctly?</p> <p>2) How do you join two or more sentences?</p>
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy - as learners gain confidence in the correct identification and use of conjunctions in sentences</li> </ul>				

<ul style="list-style-type: none"> <li>Digital Literacy - as learners create a crossword puzzle using conjunctions and share it with others through posters, charts or social media</li> </ul>	
<p><b>PCIs</b></p> <p>Life skills Education - effective communication is developed through correct use of conjunctions</p>	<p><b>Values</b></p> <p>Love and responsibility – developed as learners use conjunctions to construct sentences in pairs or groups</p>
<p><b>Link to Other Subjects</b></p> <p>Kiswahili, Indigenous and Foreign languages - Conjunctions are learnt in all languages</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could compose a poem featuring conjunctions, upload it on social media, blog, send it through email or recite it during public gatherings.</p>

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Identifying conjunctions correctly	Consistently identifies all conjunctions correctly.	Identifies conjunctions correctly.	Identifies some conjunctions correctly.	Identifies some conjunctions correctly but with assistance.
2) Using conjunctions correctly	Creatively uses all conjunctions correctly in sentences.	Uses conjunctions correctly in sentences.	Uses some conjunctions correctly in sentences.	Needs assistance to use some conjunctions correctly in sentences.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
10.4 Writing	10.4.1 Creative Writing (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Use appropriate adjectives to describe a person, object or a place.</p> <p>b) Plan a descriptive composition in preparation for writing.</p> <p>c) Create a descriptive composition on a variety of topics.</p> <p>d) Judge a descriptive composition for correctness of language, relevance to the topic, creativity</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify key points about an event such as a wedding ceremony, football match and dance, among others.</li> <li>• Suggest people, events, places or objects that can be described in pairs.</li> <li>• Plan a descriptive composition of about (120-160 words) in small groups.</li> <li>• Select and use appropriate expressions such as proverbs and idioms in a composition.</li> <li>• Write the introductory paragraph of the descriptive essay in small groups.</li> <li>• Complete the descriptive composition individually.</li> </ul>	<ol style="list-style-type: none"> <li>1) Why should you plan your composition?</li> <li>2) How do we describe objects, people or events?</li> <li>3) Which words do we use to describe people, objects or events?</li> </ol>

		and organisation of ideas.	<ul style="list-style-type: none"> <li>• Proofread the composition with peers.</li> <li>• Display the corrected composition in the classroom or share it over the internet, email or social media.</li> </ul>	
<b>Core Competencies</b> <ul style="list-style-type: none"> <li>• Creativity and imagination are developed by nurturing writing skills</li> <li>• Digital Literacy - as learner displays a corrected composition in the classroom or shares it over the internet, email or social media</li> </ul>				
<b>PCIs</b> Life Skills Education - effective communication is enhanced through descriptive writing		<b>Values</b> Responsibility and love - enhanced as learners create descriptive compositions individually, in pairs or in groups		
<b>Link to other Subjects</b> All learning areas - descriptive writings skill are required in all learning areas		<b>Suggested Community Service Learning Activities</b> Learner could create a descriptive composition related to the theme for a newspaper column, magazine or share it through social media.		



**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Using appropriate adjectives to describe a person, object or a place	Uses all adjectives appropriately to describe a person, object or a place with a lot of ease.	Uses all adjectives appropriately to describe a person, object or a place.	Uses some adjectives appropriately to describe a person, object or a place.	Uses some adjectives appropriately to describe a person, object or a place with assistance.
2) Planning a descriptive composition collaboratively	Critically plans a descriptive composition collaboratively and includes all the components.	Plans a descriptive composition collaboratively and includes all components.	Plans a descriptive composition collaboratively and includes some components.	Plans a descriptive composition collaboratively but leaves out most components.
3) Creating a descriptive composition on a variety of topics	Writes a descriptive composition with: a lot of creativity accurate language and is relevant to the topic with ease	Writes a descriptive composition which has: creativity ,accurate language and is relevant to the topic	Writes a descriptive composition which has: some creativity	Writes a descriptive composition which has: little creativity

			some inaccuracy language and is relevant to the topic	many inaccuracies words and expressions and little relevance to the topic
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## 11.0 SPORTS – INDOOR GAMES

### Suggested Vocabulary

Sports, volleyball, basketball, wrestling, gymnasium, arena, stadium, monopoly, lane, chess, court, card room, host, draw, front runner, table tennis, badminton, Olympics, netball, boxing, swimming, compete, win, hobby,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>11.1 Listening and Speaking</b>	<b>11.1.1 Pronunciation and Vocabulary: audio files  ( 3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Select sounds, words and phrases from a text for listening fluency.</p> <p>b) Use words and expressions such as proverbs, phrasal verbs, proverbs among others related to the theme in sentences.</p> <p>c) Interpret non-verbal cues correctly during conversations.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Listen to audio stories and pick out specific sounds, words, phrases or sentences in pairs.</li> <li>• Say words with the sounds /ʊ/ and /u:/ correctly.</li> <li>• Listen to choral poems with the sounds /ʊ/ and /u:/ in small groups and pick out words with the selected sounds.</li> <li>• Say tongue twisters with the target sounds.</li> </ul>	<ol style="list-style-type: none"> <li>1) Why should we look at the face of people as they speak?</li> <li>2) How are audio stories different from a story book?</li> </ol>

		<p>d) Listen for specific details and main idea from audio recordings, internet, radio or television programmes.</p> <p>e) Appreciate the importance of effective listening in communication.</p>	<ul style="list-style-type: none"> <li>● <b>Practise using expressions such as fixed phrases:</b> out of breath;  <b>similes:</b> as bright as day;  <b>metaphor:</b> Lodunga is a deer. He runs very fast. ;  <b>idioms:</b> get a head start;  <b>proverbs:</b> look before you leap and <b>phrasal verbs such as</b> pass round.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration - enhanced as learner listens to audio stories and picks out specific sounds, words, phrases or sentences in pairs.</li> <li>● Digital Literacy - as learner records the role play of a dialogue in pairs or groups</li> </ul>				
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>● Life Skills Education – effective communication promoted when learners role play dialogues</li> <li>● Learner Support Programme – enhanced as learner interacts with audio files on various indoor sports and games</li> </ul>		<p><b>Values</b></p> <p>Love, respect, social justice – are developed through listening and responding to poems and narratives about indoor games</p>		

<p><b>Link to other Subjects</b></p> <ul style="list-style-type: none"> <li>• All languages - listening fluency features in all languages</li> <li>• PHE – indoor games are learnt in this subject</li> </ul>	<p><b>Suggested Community Service Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Learner could read texts such as the Bible or Quran or recite poems during communal gatherings.</li> <li>• Learner could compose a poem or story about indoor games and share it with peers through blogs, posters, email or WhatsApp</li> </ul>
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### Assessment Rubric

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Selecting sounds, words and phrases from a text for listening fluency	Selects all sounds, words and phrases from a text with ease	Selects sounds, words and phrases from a text.	Selects some sounds, words and phrases from a text.	Selects a few sounds, words and phrases from a text.
2) Using words related to the theme in sentences	Uses all words related to the theme in sentences correctly and confidently	Uses words related to the theme in sentences correctly.	Uses some words related to the theme in sentences correctly.	Needs assistance to use some words related to the theme in sentences correctly.

3) Interpreting non-verbal cues correctly	Interprets all non-verbal cues correctly and with ease.	Interprets non-verbal cues correctly.	Interprets some non-verbal cues correctly.	Interprets some non-verbal cues correctly but with assistance.
4) Listening for the main idea and specific details from sound files	Critically listens for the main idea and picks out all specific details from sound files.	Listens for the main idea and picks out specific details from sound files.	Listens for the main idea and picks out some specific details from sound files.	Listens for the main idea but leaves out most specific details from sound files.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
11.2 Reading	11.2.1 Intensive Reading – digital stories (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify words, phrases and proverbs from a digital text.</p> <p>b) Create mental images from viewed, heard or read text.</p> <p>c) Use contextual clues to infer the meaning of words and expressions.</p> <p>d) Answer direct and inferential questions correctly for comprehension.</p> <p>e) Acknowledge the role of reading</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>● Participate in a reader’s theatre and read solo or choral poems in small groups.</li> <li>● Make predictions about a text by observing the cover or title.</li> <li>● Make connections between the pictures in a text and real life situations.</li> <li>● Summarise important ideas and restate them in own words.</li> <li>● Retell events in a poem chronologically.</li> <li>● Use contextual clues to infer the meaning of expressions such as fixed phrases,</li> </ul>	<p>How can the pictures in a book or cover help us to make predictions about the story?</p> <p>How are digital stories different from story books?</p>

		comprehension in lifelong learning.	similes, metaphors, idioms: proverbs and phrasal verbs. <ul style="list-style-type: none"> <li>Summarise events in a text through retelling.</li> </ul>	
<b>Core Competencies</b> <ul style="list-style-type: none"> <li>Self-efficacy - developed as learner becomes more fluent in reading</li> <li>Creativity and Imagination - promoted through the creation of mental images from viewed, heard or read text</li> </ul>				
<b>PCIs</b> <ul style="list-style-type: none"> <li>Learner Support Programmes – enhanced through interaction with reading texts related to indoor sports and games</li> </ul>		<b>Values</b> <ul style="list-style-type: none"> <li>Unity – enhanced through pair and group tasks</li> </ul>		
<b>Link to other subjects</b> Intensive reading supports learning in all subjects		<b>Suggested Community Service Learning Activities:</b> Learner records poems, stories or composition related to the theme and shares them on YouTube and other Web platforms with the help of parents.		



**Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Identifying words, phrases and proverbs from a text	Confidently identifies all words, phrases and proverbs from a text.	Identifies words, phrases and proverbs from a text.	Identifies some words, phrases and proverbs from a text.	Identifies some words, phrases and proverbs from a text with assistance.
2) Using contextual clues to infer the meaning of unfamiliar words	Uses contextual clues to infer the meaning of all unfamiliar words with ease	Uses contextual clues to infer the meaning of unfamiliar words.	Uses contextual clues to infer the meaning of some unfamiliar words.	Needs assistance to infer the meaning of some unfamiliar words using contextual clues.
3) Answering direct and inferential questions correctly	Answers all direct and inferential questions correctly and with ease	Answers all direct and inferential questions correctly.	Answers some direct and a few inferential questions correctly.	Answers some direct but no inferential question correctly.

4) Predicting events in a text accurately	Predicts all events in the text correctly and confidently	Predicts events in the text correctly.	Predicts some events in the text correctly.	Needs assistance to predict some events in the text correctly.
5) Summarises information through retelling	Creatively summarises all the information in a text through retelling.	Summarises the information in a text through retelling	Summarises some of the information in a text through retelling	Needs assistance to summarise some of the information in a text through retelling

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>11.3 Grammar in Use</b>	<b>11.3.1 Interrogatives (3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify interrogatives in print or digital texts.</p> <p>b) Use interrogatives correctly to express different meanings.</p> <p>c) Assess the appropriateness of conjunctions used in print and digital texts.</p>	<p><b>Learners are guided to:</b></p> <ul style="list-style-type: none"> <li>• Discuss in pairs or groups which among the following words are not interrogatives: whip, how, what, when, whom, why which, whisper, where and whole</li> <li>• Practise using when clauses with present tense to show the future: ‘When are you going to school’ in pairs.</li> <li>• Collaborate with peers to use interrogatives in sentences correctly.</li> <li>• Create lists of interrogative sentences using words related to the theme.</li> <li>• Type the list using a computer, laptop or tablet in groups and display his or her work to peers.</li> </ul>	<ol style="list-style-type: none"> <li>1) How do you form questions?</li> <li>2) Why do we ask questions?</li> </ol>

<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem-Solving - developed as learners answer questions</li> <li>• Creativity and Imagination - developed as learner forms sentences from a substitution table</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Life Skills Education - effective communication is enhanced through pair work</li> <li>• Learner Support Programmes – the theme of indoor games broadens the learner’s knowledge regarding games and sports</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Unity and responsibility – enhanced by guiding the learner to appropriately ask questions using interrogatives as well as group work</li> <li>• Integrity and unity - promoted through exposure to indoor games and the need for fair rules and honest</li> </ul>
<p><b>Link to other subjects</b> Indoor games are also learnt in PHE</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could write a story on how his or her favourite indoor game is played and share on blogs, noticeboards, email or children’s magazine.</p>

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Identifying interrogatives in a text	Identifies all interrogatives in a text with ease	Identifies interrogatives in a text.	Identifies some interrogatives in a text.	Needs assistance to identify interrogative correctly in a text.
2) Using interrogatives correctly to express different meanings	Confidently uses all interrogatives correctly to express different meanings.	Uses interrogatives correctly to express different meanings.	Uses some interrogatives correctly to express different meanings.	Uses some interrogatives correctly to express different meanings but with assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.4 Writing	11.4.1 Spelling: Synonyms and Antonyms  (2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify synonyms and antonyms correctly for writing fluency.</p> <p>b) Use synonyms, and antonyms correctly in sentences.</p> <p>c) Advocate the use of a rich vocabulary in writing.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Listen/watch a video recording and identify words with synonyms and antonyms.</li> <li>• Form sentences in pairs or small groups using synonyms and antonyms.</li> <li>• Identify synonyms and antonyms from newspapers, magazines or the internet in pairs and create a crossword puzzle.</li> <li>• Display their work on posters.</li> </ul>	<ol style="list-style-type: none"> <li>1) How do you tell the meaning of unfamiliar words?</li> <li>2) Which are some of the words with same or opposite meaning?</li> </ol>
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn - as learner identifies synonyms and antonyms from newspapers, magazines or the internet in pairs</li> </ul>				

<ul style="list-style-type: none"> <li>• Creativity and Imagination - developed as learners create crossword puzzles and a word list featuring synonyms and antonyms</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Life Skills Education - effective communication is enhanced through mastery of synonyms and antonyms</li> <li>• Creative Thinking - developed as learners create puzzles and word lists</li> </ul>	<p><b>Values</b></p> <p>Unity and love – promoted as learners suggest synonyms and antonyms and then use them to form sentences in pairs or small groups</p>
<p><b>Link to other Subjects</b></p> <p>Synonyms and antonyms are learnt in all languages</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could collaborate with peers on a project to create crossword puzzles and word lists featuring synonyms and antonyms related to sports and upload the project on a blog.</p>

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Identifying synonyms and antonyms	Skilfully identifies all synonyms and antonyms correctly.	Identifies synonyms and antonyms correctly.	Identifies some synonyms and antonyms.	Has difficulty identifying most synonyms and antonyms correctly.
2) Using synonyms and antonyms appropriately in sentences	Confidently uses all synonyms and antonyms appropriately in sentences.	Uses synonyms and antonyms appropriately in sentences.	Uses some synonyms and antonyms appropriately in sentences.	Needs assistance to use most synonyms and antonyms appropriately in sentences.



## 12.0 ENVIRONMENT CONSERVATION

### Suggested Vocabulary

conserve, preserve, restore, wildlife, nature, drought, dry, die, reforestation, safeguard, sustain, sewage, garbage, refuse, pollute, forest, gullies, recycle, soil erosion,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>12.1 Listening and Speaking</b>	<b>12.1.1 Pronunciation and Vocabulary (3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Listen for specific details such as sounds words, expressions such as proverbs, similes, metaphors, fixed phrases and idioms for effective oral communication.</p> <p>b) Make oral presentations such as speeches accurately, with minimal</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Say words and phrases with the sounds / ʒ/ / dʒ/ correctly.</li> <li>• Recite poems with words that have the sounds /ʒ/ / dʒ/.</li> <li>• Listen for specific details such as <b>fixed phrases</b> - as long as, <b>similes</b> - as wide as the sky; <b>metaphor</b> - <b>He</b> is a tortoise. He walks slowly!; <b>idioms</b> - a drop in the ocean, <b>proverbs</b> - Prevention is better than cure; <b>phrasal verbs</b> - clean up, cut down</li> <li>• Speak on topics based on content from other areas.</li> </ul>	<p>a) Why should you speak at the right speed, accurately, and with expression?</p> <p>b) How do our faces, hands, and eyes help us communicate better?</p>

		<p>hesitations and with expressions.</p> <p>c) Use non-verbal cues appropriately to enhance fluency.</p> <p>d) Judge the appropriateness of non verbal cues in a conversation or video recordings.</p>	<ul style="list-style-type: none"> <li>● Participate in mock interviews in small groups.</li> <li>● View videos on recitations of poems or narration of narratives.</li> <li>● Recite choral and solo verses related to the theme.</li> <li>● Participate in a reader’s theatre in which he or she reads poems and narratives in groups.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration - enhanced as learners make short speeches and recite poems</li> <li>● Self-efficacy - promoted as the learner masters the art of speaking fluently</li> </ul>				
<p><b>PCIs</b></p> <p>Critical Thinking - as the learner listens/watches a video related to the theme and answer questions.</p>		<p><b>Values</b></p> <p>Peace and unity – are enhanced through pair and group activities based on content from other areas</p>		
<p><b>Link to other Subjects</b></p> <p>Fluency in speaking features in all languages</p>		<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could create essays, poems, or narratives related to environmental conservation for publication in newspapers, magazines, or the internet.</p>		

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Listening for specific details for effective oral communication	Listens and picks out specific details such as sounds, words and phrases during an oral presentation and writes them down with ease	Listens and picks out specific details such as sounds, words and phrases during an oral presentation.	Listens and picks out some specific details such as sounds, words and phrases during an oral presentation.	Listens and picks out some specific details such as sounds, words and phrases with assistance during an oral presentation.
2) Making oral presentations such as speeches accurately, with minimal hesitations and with expressions	Confidently makes oral presentations such as speeches accurately, with no hesitations and with expressions.	Makes oral presentations such as speeches accurately, with no hesitations and with expressions.	Makes oral presentations such as speeches with minimal hesitations and with expressions.	Makes oral presentations such as speeches with many hesitations and minimal expressions.

3) Using non-verbal cues appropriately to enhance fluency	Creatively uses all non-verbal cues appropriately to enhance fluency	Uses all non-verbal cues appropriately to enhance fluency.	Uses some non-verbal cues appropriately to enhance fluency.	Uses some non-verbal cues to enhance fluency with assistance from peers.
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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>12.2 Reading</b>	<b>12.2.1 Intensive Reading (3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify words, phrases, and proverbs used in a song or poem.</p> <p>b) Uses stress and rhythm correctly while reading lines and words in a poem or song.</p> <p>c) Create mental images from viewed, heard, or read poem events, characters, or places in a text.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Participate in a reader’s theatre and read solo or choral poems in small groups.</li> <li>• Sing along as a video of poetry recitation or song plays with the lyrics provided.</li> <li>• Make predictions about events in a poem by observing the cover or title.</li> </ul>	<p>1) Why are songs and poems more enjoyable than reading a book?</p> <p>2) How can we tell what a story is about even before we read it?</p> <p>3) How are digital stories different from printed storybooks?</p>

		<p>d) Use contextual clues to infer the meaning of words and expressions in a song or poem.</p> <p>e) Answer direct and inferential questions correctly from a song or poem.</p> <p>f) Advocate the importance of correct stress and rhythm in communication.</p>	<ul style="list-style-type: none"> <li>• Answer questions from a comprehension passage.</li> <li>• View pictures or events in a poem or song and compare them to real-life situations in pairs.</li> <li>• Infer the meaning of new words and expressions such as fixed phrases, proverbs, idioms, phrasal verbs and similes from the way they have been used in a text.</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy - enhanced as learner becomes more fluent and better readers</li> <li>• Learning to Learn - developed as learners use comprehension strategies to research, understand and apply information</li> </ul>				

<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Life Skills Education - effective communication is improved reading comprehension skills</li> <li>• Creative Thinking - enhanced as learners give the meaning of new words in the poem from the way they have been used in the text</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Patriotism and social justice – emphasised as learner acquires knowledge about his or her country’s environment and how to conserve it for future generations</li> </ul>
<p><b>Link to other subjects</b> Intensive reading supports learning in all subjects</p>	<p><b>Suggested Community Service Learning Activities:</b> Learner could record presentations of poems or stories related to the theme and share them on YouTube or other web platforms with the help of parents.</p>

**Assessment Rubric**

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1) Identify words, phrases, and proverbs from a song or poem.	Identifies all words, phrases, and proverbs from a song or poem with ease	Identifies all words, phrases, and proverbs from a song or poem.	Identifies some words, phrases, and proverbs from a song or poem.	Identifies some words, phrases, and proverbs from a song or poem with assistance.
2) Uses stress and rhythm while	Confidently uses stress and rhythm	Uses stress and rhythm correctly on	Uses stress and rhythm correctly on	Uses stress and rhythm correctly on

reading lines and words in a poem or song	correctly on all the lines and words in a poem or song.	the lines and words in a poem or song.	some of the lines and words in a poem or song.	some of the lines and words in a poem or song with assistance.
3) Creating mental images from viewed, heard or read events, characters or places in a text	Creates vivid mental images from all the viewed, heard, or read events, characters, or places in a text with ease	Creates vivid mental images from the viewed, heard, or read events, characters, or places in a text.	Creates some mental images from some of the viewed, heard, or read events, characters, or places in a text.	Creates some mental images from viewed, heard, or read events, characters, or places in a text with assistance.
4) Using contextual clues to infer the meaning of words in a song or poem	Innovatively uses contextual clues to infer the meaning of all words in a song or poem.	Uses contextual clues to infer the meaning of words in a song or poem.	Uses contextual clues to infer the meaning of some words in a song or poem.	Uses contextual clues to infer the meaning of some words in a song or poem with assistance.
5) Answering direct and inferential questions correctly from a song or poem	Answers all direct and inferential questions correctly from a song or poem with ease	Answers all direct and inferential questions correctly from a song or poem.	Answers some direct and a few inferential questions correctly from a song or poem.	Answers some direct questions but none of the inferential questions correctly from a song or poem.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>12.3 Grammar in Use</b>	<b>12.3.1 Question Tags: (2 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify tag questions from a print or digital text for information.</p> <p>b) Form tag questions from verbs to be, verbs to have, verbs to do, and modals.</p> <p>c) Use tag questions correctly in oral and written texts.</p> <p>d) Appreciate the importance of well formed sentences in communication.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify the verbs to be, verbs to have verbs to do and modals.</li> <li>• Form tag questions using verbs to be, verbs to have verbs to do and modals.</li> <li>• Apply rules when forming tag questions. For example, a positive statement results in a negative tag question and vice versa.</li> <li>• Search for examples of question tags on the Web.</li> <li>• Practise using tag questions in dialogues and conversations.</li> <li>• Make posters featuring tag questions in small groups and display them in class.</li> </ul>	<p>1) How do we form question tags?</p> <p>2) What is a question tag? How do</p>



<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration – enhanced as learner practises using tag questions in dialogues and conversations.</li> <li>• Digital Literacy - developed as learner searches for more examples of question tags on the internet</li> <li>• Creativity and Imagination – enhanced as learner makes posters featuring tag questions in small groups and displays them in class.</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• ESD: Environment Education - as learners role play scenes related to the theme and use question tags</li> <li>• Creativity - as learners form tag questions using verbs to be, verbs to have verbs to do and modals.</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Love and respect – as learners role-play conversations in pairs or groups</li> <li>• Unity, social justice, and patriotism – are enhanced as learner practises forming tag questions related to conservation of resources and the environment</li> </ul>
<p><b>Link to other subjects</b></p> <p>Kiswahili, Indigenous and Foreign languages -tag questions are learned and used in all languages</p>	<p><b>Suggested Community Service Learning Activities</b></p> <p>Learner could write dialogues about environmental conservation which features question tags and share it on the noticeboard, through posters, charts, or the internet.</p>

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Identifying tag questions correctly	Identifies all tag questions correctly from print or digital text with ease	Identifies all tag questions correctly from a print or digital text.	Identifies some tag questions correctly from a print or digital text.	Has difficulty identifying most tag questions correctly from a print or digital text.
2) Forming question tags correctly and using them in sentences	Forms all the question tags correctly and uses them in sentences confidently	Forms all of the question tags correctly and uses them in sentences.	Forms some questions tags correctly and uses them in sentences.	Has difficulty forming most of the question's tags correctly and using them in sentences.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.4 Writing	12.4.1 Functional Writing ( 2 lessons)	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify all the components of a personal journal.</p> <p>b) Use the correct format to create a personal journal.</p> <p>c) Judge the correctness sentences, relevance to the topic and the format of a personal journal.</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify all the components of a personal journal in small groups.</li> <li>• Read a sample personal journal in small groups.</li> <li>• Create a personal journal for seven days in pairs.</li> <li>• Peer-edit the personal journals – different pairs exchange their journals for editing.</li> <li>• Revise personal journals.</li> <li>• Display the personal journals in class, on the school notice board, internet among others.</li> </ul>	<p>1) Why do we keep journals and diaries?</p> <p>2) How do you record important occasions or dates in your life?</p>
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination – as learner creates a personal journal for seven days in pairs</li> <li>• Self-efficacy – as the learner becomes more adept at creating personal journals</li> </ul>				

<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Environmental Education – enhanced through the theme of environment</li> <li>• Citizenship – peace education is promoted as learner collaborates with peers to edit and display their journals</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility and respect - are developed through the creation of personal journals and sharing them with peers</li> <li>• Social justice – enhanced as learners acquire information about environmental conservation</li> </ul>
<p><b>Link to other Subjects</b> Kiswahili and other languages expose learners to the concept of journal writing</p>	<p><b>Suggested Community Service Learning Activities</b> Learner could create personal journals about experiences such as environmental conservation, visit a game pack and share them with peers through posters, charts, or digital platforms.</p>

### Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1) Identifying all the components of a personal journal	Confidently identifies all the components of a personal journal.	Identifies all of the components of a personal journal.	Identifies some of the components of a personal journal.	Has difficulty identifying most components of a personal journal.

2) Creating a personal journal using the correct format	Creatively writes a personal journal and includes all components.	Creates a personal journal and includes all components.	Creates a personal journal and includes some components.	Has difficulty creating a personal journal and leaves out most components.
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## 13.0 MONEY - TRADE

### Suggested Vocabulary

currency, funds, stock, purchase, foreign exchange, wholesale, retail, export, product, online trade, import, deal, hawker, boutique, service, consume, tax, negotiate, credit, hike, buy, batter trade, profit, invest, save, safe, tax

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>13.1 Listening and Speaking</b>	<b>13.1.1 Pronunciation and Vocabulary: Intensive Listening (3 lessons)</b>	<p><b>By the end of the sub strand, the learner should be able to:</b></p> <p>a) Identify specific sounds, words, phrases, and sentences from a text.</p> <p>b) Listen to a short text and rewrite it accurately.</p> <p>c) Use similes, proverbs, fixed</p>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Dictate a story featuring proverbs and similes, pick them out and list them in pairs.</li> <li>• Rewrite a short text in his or her own words accurately.</li> <li>• Read a written version of what they have listened to.</li> </ul>	<ol style="list-style-type: none"> <li>1) Why should we listen carefully?</li> <li>2) What messages do we obtain from similes and proverbs?</li> <li>3) Which proverbs and similes are you familiar with?</li> </ol>

		<p>phrases idioms and metaphors in oral contexts correctly.</p> <p>d) Advocate the need for attentive listening during oral comprehension.</p>	<ul style="list-style-type: none"> <li>● Predict the likely outcome of events in a listening text.</li> <li>● Pick out information such as amounts, dates, time, facts, characters, and the sequence of events from an oral text.</li> <li>● <b>Use fixed phrases such as</b> at once, no entry, <b>similes such as</b> sell like hot cakes, as happy as a hippo; <b>metaphors such as</b> - Chebet is a hare. She is so clever.;</li> <li><b>proverbs such as</b> A stitch in time saves nine, grow on trees, <b>idioms such as</b> back to square one, to cut corners and <b>phrasal verbs such as</b> count on, give in <b>and</b> give back.</li> </ul>	
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<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration - as learners dramatise specific events from an oral text</li> <li>• Creativity and Imagination - as the learner rewrites the short text in own words accurately</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• ESD: Financial Literacy - enhanced through the theme of money</li> <li>• Critical Thinking – developed as learner practises predicting the likely outcome of events in a listening text</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Unity, Responsibility, and Love – promoted through interaction with grade-appropriate texts featuring similes and metaphors</li> <li>• Social Justice, Integrity, and Responsibility - the theme of trade will enhance a sense of financial responsibility and fair trade practices</li> </ul>
<p><b>Link to other Subjects</b></p> <p>Intensive listening facilitates learning in all subjects</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Learner could compose a poem or narrative based on the theme and recites it during a community event.</li> <li>• Learner could write an essay based on the theme and email it to a newspaper or children’s magazine for publication.</li> </ul>



**Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Identifying specific sounds, words, phrases, and sentences from a text.	Confidently identifies all the specific sounds, words, phrases, and sentences from a text.	Identifies all of the specific sounds, words, phrases, and sentences from a text.	Identifies some of the specific sounds, words, phrases, and sentences from a text.	Identifies some of the specific sounds, words, phrases, and sentences from a text with assistance.
2) Listening to a short text and rewrite it accurately	Critically listens to a short text rewrites it accurately and includes all the sounds, words, phrases, and sentences.	Listens to a short text rewrites it accurately, and includes all the sounds, words, phrases, and sentences.	Listens to a short text rewrites it accurately and includes some of the sounds, words, phrases, and sentences.	Listens to a short text rewrites it accurately and includes some of the sounds, words, phrases, and sentences with assistance.

3) Using similes and metaphors correctly	Uses all similes and metaphors correctly in sentences with ease	Uses all similes and metaphors correctly in sentences.	Uses some similes and metaphors correctly in sentences.	Has difficulty using most similes and metaphors correctly in sentences.
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Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
13.2 Reading	13.2.1 Extensive Reading  (2 lessons)	<p><b>By the end of the Sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Select appropriate reading texts from print or digital collections.</li> <li>b) Read a variety of print or digital texts for enjoyment and general understanding.</li> <li>c) Appreciate the importance of extensive reading in lifelong learning.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Skim various texts to find out the general idea.</li> <li>• Scan a text to find specific details such as key words.</li> <li>• Read a variety of texts of about (1251 to 1500 words) newspaper, magazines, grade-appropriate digital/print texts, articles.</li> <li>• Collaborate with peers to establish a class library.</li> <li>• Read print and non-print materials (websites and blogs) independently.</li> <li>• Read newspapers, magazines poems, and class readers.</li> <li>• Read digital versions of newspapers and magazines for information.</li> </ul>	<ul style="list-style-type: none"> <li>1) Why do we enjoy reading some materials but not others?</li> <li>2) Why should we read widely?</li> <li>3) How do you obtain information from a newspaper, book, or magazine quickly?</li> <li>4) Which materials do you enjoy reading?</li> </ul>

<p><b>Core Competencies</b>  Self-efficacy - learner confidence and self-esteem boosted as they read increasingly difficult texts  Digital Literacy - enhanced as learners manipulate digital devices to read online versions of newspapers</p>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Citizenship - social activities promote cohesion and integration, child rights</li> <li>• Financial Literacy – enhanced through the theme of money</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Respect and love – developed as learner responds to information related to trade</li> <li>• Integrity, social justice, and integrity – will be developed as learner interacts with extensive reading texts about trade.</li> </ul>
<p><b>Link to other subjects</b>  Reading skills are required in all learning areas</p>	<p><b>Suggested Community Service Learning Activities:</b>  Learner could write a poem, dialogue, or song about the importance of trade for self-publishing on posters, noticeboard, internet, or publication in a newspaper column or children’s magazine.</p>

**Assessment Rubric**

<b>Levels Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1. Selecting appropriate reading texts from a print or digital collection	Selects appropriate print and digital texts for reading and guides peers.	Selects appropriate print and digital texts for reading.	Selects some appropriate print and digital texts for reading.	Selects some appropriate print and digital texts for reading with assistance from the tutor or peers.
2. Reading a variety of texts in print or digital format for general understanding and enjoyment	Enjoys reading a variety of print and digital texts and obtains the gist or a general understanding of the text.	Enjoys reading print and digital texts and obtains the gist or a general understanding of the text.	Enjoys reading print and digital texts and obtains the gist or a general understanding of the text to some extent.	Enjoys reading some print and digital texts and obtains the gist or a general understanding of the text with assistance

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (s)
<b>13.3 Grammar in Use</b>	<b>13.3.1 Word Classes: Prepositions (2 lessons)</b>	<b>By the end of the Sub strand, the learner should be able to:</b> a) Identify prepositions correctly in oral and written texts. b) Use prepositions correctly in varied texts. c) Judge the appropriateness of prepositions used in various texts.	<b>Learner is guided to:</b> <ul style="list-style-type: none"> <li>• Identify prepositions of time such as since, before, until, about, during, past directions: such as above, across, below, after agent such as by, and with instrument such as with and by</li> <li>• Collaborate with peers to create visuals demonstrating the use of various prepositions.</li> <li>• Create crossword puzzles using prepositions in pairs or small groups.</li> <li>• Create visuals to demonstrate the use of various prepositions in sentences.</li> </ul>	1) How do we describe where people or objects are? 2) Which among the following words is not a preposition? (eat, please, outside, in, on, there, how, to, above)

			<ul style="list-style-type: none"> <li>• Create charts or posters showing where objects are in pairs or small groups. ‘For example, ‘The pupils are inside the classroom.’</li> </ul>	
<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn - promoted as learner creates and displays charts featuring prepositions</li> <li>• Digital Literacy - enhanced as learner searches for examples of prepositions online</li> </ul>				
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Financial literacy – developed as learner constructs sentences based on the theme of trade</li> </ul>		<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Social justice, unity, and patriotism – enhanced as the learner interacts with material about money and trade. Issues of honesty and integrity will also feature in the texts and tasks related to trade and money</li> </ul>		
<p><b>Link to other subjects</b> Arabic, Indigenous Languages, Chinese, Kiswahili, Germany and French, among others - prepositions are learnt in all these languages</p>		<p><b>Suggested Community Service Learning Activities:</b> Learner could compose a poem about trade featuring prepositions and publish it in a blog, poster, chart, noticeboard or social media.</p>		

**Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
1) Identify prepositions correctly in oral and written texts	Confidently identifies all prepositions correctly in the oral and written texts	Identifies all prepositions correctly in the oral and written texts	Identifies some prepositions correctly in the oral and written texts	Identifies a few prepositions correctly in the oral and written texts
2) Use prepositions correctly in varied texts	Creatively uses prepositions correctly in varied texts	Uses prepositions correctly in varied texts	Uses some prepositions correctly in varied texts	Uses a few prepositions correctly in varied texts



Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
13.4 Writing	13.4.1 <b>Spelling: Affixes</b>  (2 lessons)	<p><b>By the end of the Sub strand, the learner should be able to:</b></p> <ul style="list-style-type: none"> <li>a) Recognise affixes used to change the form and meaning of words.</li> <li>b) Form new words using prefixes and suffixes.</li> <li>c) Spell words correctly for writing fluency.</li> <li>d) Determine the correctness and appropriateness of affixes used used in various texts.</li> </ul>	<p><b>Learner is guided to:</b></p> <ul style="list-style-type: none"> <li>• Identify words with prefixes and suffixes and use them to create puzzles and lists in pairs or groups.</li> <li>• Form words using prefixes and affixes in small groups.</li> <li>• Match words with their appropriate affixes (-un,-cian, -sion, - tion).</li> <li>• Use mind maps to generate a list of words related and change their form by adding affixes.</li> <li>• Create a crossword puzzle using the words they have generated.</li> </ul>	<ul style="list-style-type: none"> <li>1) Why is it important to spell words correctly?</li> <li>2) Why is it difficult to spell some words?</li> <li>3) How can we become better at spelling?</li> </ul>

<p><b>Core Competencies</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy - developed as learners become more confident at spelling</li> <li>• Creativity and Imagination – enhanced as learner creates and displays chart, cards and display them in the classroom</li> </ul>	
<p><b>PCIs</b></p> <ul style="list-style-type: none"> <li>• Financial Literacy – will be enhanced as the learner forms sentences and spells words related to money and trade correctly</li> </ul>	<p><b>Values</b></p> <p>Respect, love, unity, responsibility – promoted through word games such as puzzles, display charts in pairs or small groups</p>
<p><b>Link to other Subjects</b></p> <p>All languages - affixes feature in all languages including Kiswahili, Germany, French, Arabic and Chinese</p>	<p><b>Suggested Community Service Learning Activities:</b></p> <p>Learner could create mind maps on charts using one of the words they have formed, colour the mind map and display the charts in the neighbourhood.</p>

**Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
3) Recognising affixes, which can be added to words to change their form and meaning	Recognises all affixes, which can be added to words to change their form and meaning with ease	Recognises most affixes, which can be added to words to change their form and meaning.	Recognises some affixes, which can be added to words to change their form and meaning.	Recognises some affixes, which can be added to words to change their form and meaning with assistance.
4) Forming new words using prefixes and suffixes	Creatively forms new words using all the prefixes and suffixes.	Forms new words using all of the prefixes and suffixes.	Forms new words using some of the prefixes and suffixes.	Has difficulty forming new words using most of the prefixes and suffixes.
5) Spelling words correctly for writing fluency	Spells all words correctly and with ease	Spells all words correctly.	Spells some words correctly.	Has difficulty spelling most words correctly.

## Suggested Non-formal Learning Activities

<b>Listening and speaking</b>	
1.1	Narrating stories during music and drama festivals.
2.1	Sharing ideas from their extensive reading sessions during club activities such as the writer's club
	Role playing dialogues and staging skits during drama club meetings
2.2	Readers' theatres organised after classes where poems are read for fun.
3.1	Engaging in public speaking contests where knowledge on pronunciation is applied.
	Engage in debates to practise the use of polite words and phrases
4.1	Engaging in public speaking where knowledge stress is required
4.2	Creating and retelling stories from visuals during drama festivals
5.4	Participating in writing contests organised by the journalism club and Ministry of Education, among others
7.1	Debating club contests
8.1	Taking part in the 4K Club and Young Farmers Association to reinforce learnt vocabulary.

9.1	Preparing speeches and delivering them during the prize giving days, school assembly and extravaganzas, among others, to enhance fluency.
9.4	Taking part in activities of the writer's and journalism clubs to help learners improve their punctuation and other writing skills
12.1	Taking part in integrity clubs in schools to help learners hone their speaking skills.
13.1	Christian Union, Catholic Action, Muslim and Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.
<b>Reading</b>	
1.2	Reading news during the morning assembly.
2.2	Reciting poems during school events such as forums involving parents and teachers
5.2	Conducting virtual tours using Google Maps and establishing the direction of various national parks using Google Maps.
5.2	Performing short plays, conversational poems or choral verses within the school or during drama festivals.
7.2	Collecting narratives from their community for a school magazine.
10.2	Acting as reporters, sports commentators or journalists during sports and games activities in school.
<b>Grammar in Use</b>	

3.3	Essay writing competitions on different topics.
6.3	Debating club sessions to enhance their language competency.
12.3	Participating in clubs such as debate and journalism to enhance their communicative competency
<b>Writing</b>	
4.4	Writers Club: Functional Writing - Formal Letter- Letter of Invitation could be written to invite members from other schools.
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.
13.4	Participation in spelling contests such as the Spelling Bee Competition could help learners improve their spelling

### Suggested Assessment Methods

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

## Suggested Learning Resources

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