REPUBLIC OF KENYA

MINISTRY OF EDUCATION

UPPER PRIMARY LEVEL DESIGNS

LEARNING AREA: ENGLISH

GRADE 5

NOVEMBER 2019

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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 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 equiped 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.

General Learning Outcomes for English

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

1. Listen fluently for the main idea and specific information from a variety of print and digital texts.
2. Speak fluently, accurately and with expression on a variety of subjects and genres.
3. Read a variety of texts fluently, accurately and interpretively for lifelong learning.
4. Use grammatical forms to communicate ideas, opinions and emotions appropriately in different settings.
5. Write texts for various purposes legibly, accurately, creatively and cohesively for self-expression.
6. Apply Digital Literacy skills to enhance their language competency.

STRANDS

 Listening and Speaking

1. Reading

2. Grammar in Use

3. Writing

THEMES

In the Grade Five 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 Rights and Responsibilities

2. National Celebrations

3. Etiquette -Table Manners

4. Road Accidents - Prevention

5. Nutrition - Traditional Foods

6. Jobs and Occupations - Various Occupations

7. Technology - Learning through Technology

8. The Farm - Cash Crops

9. Diseases - Communicable Diseases

10. Leisure Time Activities

11. Sports - Appreciating Talents

12. Environmental Pollution

13. Money – Savings and Banking

NB: Although the curriculum design includes fixed phrases, and phrasal verbs in the **Suggested Vocabulary**, these terms should not be introduced to learners because they are too complicated. Hence, learners may be exposed to appropriate examples of fixed phrases and phrasal verbs but the terms should not be mentioned at all. Further, Upper Primary learners should only be exposed to **proverbs, similes, idioms**, **fixed phrases, metaphors** and **phrasal verbs** with straight forward meanings. Preferably, one or two examples may be used. Metaphors will be introduced at Grade Six but even then, the term metaphor should not be used. Rather, specific examples of metaphors should be incorporated in learning materials and during the lesson delivery.

1.0 CHILD RIGHTS AND RESPONSIBILITIES

Suggested Vocabulary:

responsible, food, clothing, shelter, street, duties, punish, rest, respect, needs, abuse, exercise, violence, interest, harm, rights, law, freedom, security, unfair, education, deny, protect, rescue, citizen, justice, community, equal, prison, jail, adopt, labour,

Fixed phrase : above all, all right, take care off, fall asleep

Simile: work like a donkey; as busy as a bee

Idiom : in safe hands

Proverbs : All is well that ends well; Actions speak louder than words

Phrasal verb: breath in, care for, left behind

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 Listening and Speaking	**1.1.1 Pronunciation and Vocabulary 1.1.1,1** Listening Comprehension: Oral Narratives (about 130 words) **1.1.1.2 Sounds: /ʌ/ as in cup, but ; /ɑ: / as in fast, far, hard, car (2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Recognise sounds, words and phrases correctly. b) Construct sentences orally using words related to the theme. c) Use words and phrases related to the theme correctly. d) Listen for the main idea and specific details for effective communication. e) Respond to information from an oral text. f) Relate attentive listening to effectiveness in communication.	**Learner is guided to:** • Listen to an oral narrative in pairs or groups. • Identify words and phrases containing the sounds /ʌ/ /ɑ: / from a print or audio text. • Say words and phrases related to the theme accurately. • Construct sentences using words and phrases, in pairs. • Say tongue twisters containing the selected sounds. • Write sentences and phrases containing the selected sounds and words. • In pairs or small groups, make an audio recording of a poem containing the sounds /ʌ/ and /ɑ: /**.** • Play the audio recording and obtain feedback.	1. Why should we say sounds on words, phrases and sentences correctly? 2. How can we improve our pronunciation? 3. Why should we listen attentively?

Core Competencies:
- Communication and Collaboration - developed as learners work in pairs and groups to construct sentences
- Digital Literacy - enhanced when they use electronic devices to listen and record themselves
- Learning to Learn - enhanced as they appreciate to use correct pronunciation in various context

Link to PCIs: Citizenship - as they learn about child rights and responsibilities	**Values:** responsibility, cooperation, love - as children learn about child rights and responsibilities
Link to other Subjects: Social Studies and CRE - when they learn about child rights and responsibilities	**Suggested Community Service Learning:** Learners recite poems and sing songs on child rights and responsibilities during community activities.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Pronouncing words and phrases related to the theme	Consistently pronounces words and phrases related to the theme correctly	Pronounces words and phrases related to the theme correctly	Pronounces some words and phrases related to the theme correctly	Pronounces words and phrases related to the theme with difficulty
Picking out specific information and main idea from an oral text	Picks out specific information and the main idea from an oral text with ease.	Picks out specific information and the main idea from an oral text.	Picks out some specific information and the main idea from an oral text.	Has difficulty picking out specific information and the main idea from an oral text.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	**1.2.1 Extensive reading 1.2.1 .1 Use of Reference Materials** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Select relevant reference materials on a variety of subjects. b) Spell words correctly for effective communication. c) Read a variety of materials independently for information and pleasure. d) Use reference materials systematically to find necessary information. e) Demonstrate in interest in using reference materials for lifelong learning.	**Learner is guided to:** • Select appropriate print and non-print reference materials (dictionaries, junior encyclopedias and subject specific encyclopaedia). • Read selected reference materials independently. • Look for information related to the theme from reference materials. • Report and discuss what they have read in small groups. • Visit a library to find reference materials for information related to the theme.	1. Why do you read books? 2. Which type of books do you enjoy reading?

Core Competencies:
- Digital Literacy- when manipulating electronic reference materials
- Learning to Learn- when using reference materials to get information

Link to PCIs:	**Values:**
Life Skills Education: Interpersonal relationship when learning about child rights and responsibilities	unity and responsibility – developed as children learn to select reading materials and read independently
Link to other Subjects:	**Suggested Community Service Learning Activities:**
All learning areas - learners read extensively for information in all learning areas	Inculcate a reading culture by encouraging peers to read a variety of materials for pleasure and information.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Obtaining information from reference materials	Obtains information from reference materials with ease.	Obtains information from reference materials.	Obtains some information from reference materials.	Has difficulty obtaining information from reference materials.
2. Reading a variety of materials independently	Consistently reads a variety of materials independently.	Reads a variety of materials independently.	Reads some materials independently.	Reads some materials independently with assistance from peers.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
1.3 Grammar in Use	**1.3.1 Word Classes 1.3.1.1 Demonstrative Determiners** *this, that, these, those* **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify demonstrative determiners in a variety of texts. b) Use demonstrative determiners correctly. c) Choose the correct demonstrative determiner to use during communication.	**Learner is guided to:** • Identify demonstrative determiners from a text in pairs. • Read sentences containing demonstrative determiners in print or electronic materials. • Construct sentences using demonstrative determiners in small groups. • Make sentences containing demonstrative determiners from a substitution table. • Use demonstrative determiners to fill gaps in sentences. • Search for more examples of sentences containing demonstrative determiners in print and digital texts.	1. How do you identify objects that are near or far? 2. Which words do we use to show that an object is far or near?

Core Competencies:
• Self-Efficacy- as learners use demonstrative determiners in sentences correctly
• Communication and Collaboration - as learners work in groups and pairs
• Digital Literacy - as learners manipulate digital devices

Link to PCIs Life Skills Education - learners self-esteem is developed as they learn how to communicate effectively	**Values:** cooperation and respect – developed as children work accomplish tasks in groups
Link to other Subjects: Kiswahili and indigenous languages: demonstrative determiners are learnt these learning areas	**Suggested Community Service Learning Activities:** Learners pick out demonstrative determiners with siblings/friends from newspapers, magazines or journals.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying demonstrative determiners in a text correctly	Identifies all the demonstrative determiners in a text.	Identifies most demonstrative determiners in a text.	Identifies some demonstrative determiners in a text.	Has difficulty identifying any demonstrative determiner in a text.
2. Using demonstrative determiners in sentences correctly	Always uses demonstrative determiners in sentences correctly.	Uses demonstrative determiners in sentences correctly.	Uses some demonstrative determiners in sentences correctly.	Hardly uses any demonstrative determiner in sentences correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Writing	1.4.1 Functional Writing 1.4.1.1 Filling Forms (2 lessons)	**By the end of the sub strand, the learner should be able to:** a) Record specific details in a variety of forms. b) Design a form to obtain required information. c) Acknowledge the importance of filling forms correctly.	**Learner is guided to:** • Search for sample forms from the internet, individually. • Select the information to be filled in a form in pairs. • Fill a form related to the theme using the following details: *Personal information, school information, Parents/Guardians details, Religion/County information, favourite sport/hobby among others.* • Discuss the importance of filling forms correctly, in pairs. • Download forms and fill them, in pairs or small groups. • Design a form to obtain information, in groups.	1. Why do we fill forms? 2. Why is it important to fill forms accurately? 3. What details do we fill in forms?

Core Competencies:
- Communication and Collaboration - as learners discuss and fill in forms in groups
- Digital Literacy - as learners search and download forms from the internet
- Creativity and Imagination - as learners design forms

Link to PCIs: • Life Skills Education- effective communication skills developed through group discussions • Citizenship - social cohesion is enhanced as learners work in groups	**Values:** responsibility and social justice – developed as learners design a form based on the theme in groups
Link to other Subjects: Social Studies - handles content related to child rights and responsibilities	**Suggested Community Service Learning Activities:** Learners to guide siblings on how to fill forms.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Filling in forms	Always fills details in forms accurately.	Fills details in forms accurately.	Fills some details in forms accurately.	Hardly fills any information in forms accurately.
2. Designing forms	Creatively designs a form and includes required details.	Designs a form and includes required details.	Designs a form and includes some required details.	Designs a form but hardly includes any required detail.

2.0 NATIONAL CELEBRATIONS

Suggested Vocabulary:

parade, guests, heroes, heroines, leaders, crowd, security, custom, ceremony, decoration, gathering, history, remember, costumes, famous, patriotic, citizens, national anthem, festivals, concert, event, entertain, unity, fireworks, ribbons, memories, Jamhuri Day, Madaraka Day, Labour Day, independence, freedom fighter

Fixed phrase : do your best, come to an end; far away, enjoy yourself; go to sleep
Simile: as happy as a king; as happy as a lark

Idiom : just around the corner; with open arms;

Proverbs : Practice makes perfect

Phrasal verb: come along, get away; move on

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.1 Listening and Speaking	**2.1.1 Pronunciation and Vocabulary: 2.1.1.1 Listening Comprehension:** Dialogue (about 130 words) **2.1.1.2 Sounds /b/ as** Labour **/p/ as party, patriotic, history,** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify words, phrases and sentences containing the target sounds. b) Construct sentences orally using words related to the theme. c) Listen for the main idea and specific details for effective communication. d) Respond to information from an oral text. e) Interpret a speaker's feelings and emotions (non-verbal cues) correctly during an oral presentation .	**Learner is guided to:** • Identify words with these sounds: **/p/ /b/** from print materials such as newspapers, magazines. • Listen to audio-visual recordings of dialogue containing the sounds **/b/ /p/.** • Practise saying tongue twisters with the sounds **/b/ /p/.** • Discuss in groups the vocabulary used in the text. • Construct sentences using the vocabulary. • Respond correctly to questions based on the dialogue. • Write the main points from the listening text. • Role play the events in the dialogue. • Interpret gestures, eye contacts and facial expressions correctly.	1. Why should we listen carefully? 2. Why do we take turns when talking?

Core Competencies:	
• Self Efficacy - as learners role play and construct sentences using the vocabulary • Learning to Learn - taking short notes from the text they have listened to • Digital Literacy - as learners listen to audio-visual recording	

Link to PCIs:	Values:
• Life Skills Education - effective communication and self-awareness through group tasks • Citizenship - social cohesion is enhanced as learners listen to texts on national celebrations	unity, respect and peace – as learners engage in role play and answer questions related to the theme in pairs or small groups

Link to other Subjects:	Suggested Community Service Learning Activities
• Kiswahili and Indigenous languages - listening comprehension is learnt in these subjects • Social Studies - the learning area deals with National celebrations	Learners can perform choral verses during national celebrations or school functions.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying words containing the sounds **/p/ /b/**	Always identifies words containing the sounds **/p/ /b/** correctly.	Identifies words, containing the sounds **/p/ /b/** correctly.	Identifies some words containing the sounds **/p/ /b/** correctly.	Hardly identifies any words with the sounds /**p/ /b/** correctly.
2. Picking out specific information and main idea from an oral text	Picks out specific information and the main idea from an oral text with ease.	Picks out specific information and the main idea from an oral text.	Picks out some specific information and the main idea from an oral text.	Has difficulty picking out specific information and the main idea from an oral text.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	**2.2.1** **Intensive Reading:** **Reading Comprehension** **2.2.1.1 Oral Narrative** **(about 400 words)** **2.2.1.2 Poem of About 5** **stanzas** **(2 lessons)**	**By the end of the sub strand the learner should be able to:** a) Identify characters, places and events in a story for comprehension. b) Predict events in a text for comprehension. c) Respond correctly to factual and inferential questions for comprehension. d) Use contextual clues to infer the meaning of words for comprehension. e) Recommend appropriate reading techniques to peers.	**Learner is guided to:** • Make predictions of what a story is about; what happens next in a story using the title/pictures in a story. • Infer the meaning of words from the context. • Use their imagination to visualise the events in a story. • Draw pictures, diagrams or posters of events in the story. • Read poems of not more than five stanzas. • Read a narrative of up to **400 words** silently. • Answer factual and inferential questions from a story. • Retell a narrative or recite a poem and create a video or audio recording of the story.	1. What do we learn from the title of a story or poem? 2. How do we predict events in a story or poem? 3. How do we tell the meaning of unknown words in story?

Core Competencies:
- Communication and Collaboration - as learners discuss the title of the narrative or poem
- Digital Literacy - learners watch a video on National celebration
- Learning to Learn - retelling the narrative and reciting the poem

Link to PCIs: Life Skills Education - effective communication is enhanced through discussion and collaboration	**Values:** unity, love, patriotism and peace – enhanced as learners sing songs or recite poems related to National Celebrations
Link to other Subjects: All languages - learners read for comprehension	**Suggested Community Service Learning Activities:** Learners share information learnt about National Celebrations, with peers

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Predicting events in a text.	Consistently predicts events in a text with ease.	Predicts events in a text.	Predicts some events in a text.	Has difficulty predicting events in a text.
2. Responding to factual and inferential questions	Consistently responds to factual and inferential questions correctly.	Responds to factual and inferential questions correctly.	Responds to some factual and inferential questions correctly.	Hardly responds to factual and inferential questions.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Grammar in Use	**2.3.1 Word Classes 2.3.1.1Collective nouns 2.3.1.2 Reflexive pronouns (2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify collective nouns and reflexive pronouns in texts. b) Use collective nouns and reflexive pronouns in sentences correctly. c) Suggest collective and reflexive pronouns to be used during communication.	**Learner is guided to:** • Identify reflexive pronouns and collective nouns from print and digital texts. • Watch a video clip in which collective nouns and reflexive pronouns (myself, ourselves) have been used in sentences. • Pick out the collective nouns and reflexive pronouns and list them, in pairs. • Give more examples of collective nouns and reflexive pronouns in groups. • Construct sentences using collective nouns and reflexive pronouns. • Create and complete crossword puzzles using collective nouns and reflexive pronouns.	1. How do you emphasise that you did something on your own? 2. Which words do you use to refer to a group of things or animals?

Core Competencies:
- Communication and collaboration: as learners work in pairs or groups
- Digital Literacy: as learners watch a video clip featuring nouns and pronouns

Link to PCIs: • Citizenship - group activities enhance social cohesion • Life Skill Education - as learners communicate effectively	**Values:** unity, responsibility, respect – developed through answering questions, creating crossword puzzles in pairs
Link to other Subjects: All language learning areas focus on collective nouns and reflexive pronouns	**Suggested Community Service Learning Activities:** Learners work with peers to identify collective nouns and reflexive pronouns from magazines, online resources (internet), newspapers or journals.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying collective nouns and reflexive pronouns in texts	Consistently identifies collective nouns and reflexive pronouns in texts.	Identifies collective nouns and reflexive pronouns in texts.	Identifies some collective nouns and reflexive pronouns in texts.	Has difficulty Identifying collective nouns and reflexive pronouns in texts.
2. Using collective nouns and reflexive pronouns correctly	Always uses collective nouns and reflexive pronouns in sentences correctly.	Uses collective nouns and reflexive pronouns in sentences correctly.	Uses some collective nouns and reflexive pronouns in sentences correctly.	Has difficulty using collective nouns and reflexive pronouns in sentences.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions(s)
2.4 Writing	2.4.1 Creative Writing: 2.4.1.1 Open ended Compositions (100-150 words) (2 lessons)	**By the end of the sub strand, the learner should be able to:** a) Select relevant points to plan their composition. b) Write an open ended compositions creatively. c) Advocate the use of creativity in writing among peers.	**Learner is guided to:** • Brainstorm and discuss possible point to include in their composition. • Write the first paragraph in pairs while observing correct punctuation and spelling. • Complete the composition individually. • Proof read their compositions in pairs. • Suggest suitable titles for their compositions. • Display the completed compositions in class. • Conduct a gallery walk and give feedback. • Search and read compositions online.	1. How do we express ideas on different topics? 2. Why do we share ideas?

Core Competencies:
- Communication and Collaboration - as learners work in groups and pairs
- Critical Thinking and Problem Solving - as learners suggest ideas to complete a story

Link to PCIs: • Life Skill Education – as learners express ideas effectively • Citizenship - patriotism as learners write texts about national celebrations	**Values:** cooperation, responsibility – enhanced as learners collaborate to plan and create a composition
Link to other Subjects: Composition writing is learnt in all languages	**Suggested Community Service Learning Activities** Learners write and share their compositions with friends, peers or parents.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Selecting the relevant points when planning a composition.	Consistently selects all relevant points when planning a composition.	Selects all relevant points when planning a composition.	Selects some relevant points when planning a composition.	Hardly selects any relevant point when planning a composition.
2. Create a story whose beginning has been provided	Consistently creates a story whose beginning has been provided with ease.	Create a story whose beginning has been provided.	Create a story whose beginning has been provided	Has difficulty creating a story whose beginning has been provided.

3.0 ETIQUETTE-TABLE MANNERS

Suggested Vocabulary:

neat, neatly, plate, cutlery, choke, chew, serve food, gesture, mouthful, order, host, restaurant, belch, lick, delicious, disgusting, dining room, good manners, habit, set the table, dessert, appetizer, polite, serve, table, napkins, dinner, table cloth, glass, saucer, serviette, cloth,

pass the salt,

Fixed phrase: I beg your pardon, wash the dishes, have had enough, feel at home, forgive me

Simile: as hungry as a wolf; as greedy as a hyena

Idiom : eat like a horse

Proverbs : Courtesy costs nothing

Phrasal verb: throw away

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.1 Listening and Speaking	**3.1.1 Pronunciation and Vocabulary: 3.1.1.1 Polite Words Phrases and Expressions 3.1.1.2 Sounds: /ɔɪ/ as in boy, noise (2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify polite words, phrases and expressions in oral contexts. b) Construct sentences orally using words related to the theme. c) Listen for specific sounds in words, phrases and expressions. d) Use polite words, phrases and expressions to complement others. e) Recommend appropriate words and phrases for expressing politeness.	**Learner is guided to:** • Listen to correct pronunciation of sounds, phrases and expressions from the teacher, audio-visual recordings among others. • Practise saying the sound /ɔɪ/ in words. • Say words containing the sound /ɔɪ/ in words and phrases. • Write down the specific sounds, words, phrases and expressions, from an oral text and pronounce them correctly. • Practise using polite words and phrases in pairs. • Role play the use of polite words, phrases and expressions at meal times. • Access correct pronunciation of sounds, words, phrases and expressions from digital texts. • Listen to/recite poems with words featuring the target sounds	1. Why should you use polite expressions when talking to others? 2. Why should you listen to others attentively? 3. Which words, phrases or expressions do we use to show politeness?

Core Competencies:
  • Self Efficacy - as learners engage in role play using polite words, phrases and expressions

• Digital Literacy- learners use digital devices to listen to pronunciation of sounds, words and phrases	
Link to PCIs: Life Skills Education - effective communication through proper articulation of sounds	**Values:** love, responsibility, respect – developed through role play as well as listening/reciting poems related to the theme
Link to other Subjects: • Home science - This learning area focuses on etiquette- table manners • Kiswahili and other language areas - Proper articulation of sounds is emphasised	**Suggested Community Service Learning Activities** Learners practise saying sounds, words and polite expressions correctly with their peers.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying words with the sound **/ɔɪ/**	Consistently identifies words with the sound **/ɔɪ/** with ease.	Identifies words with the sound **/ɔɪ/**.	Identifies some words with the sound **/ɔɪ/**.	Hardly identifies any word with the sound **/ɔɪ/**.
2. Using polite words, phrases and expressions	Consistently uses polite words, phrases and expressions with ease.	Uses polite words, phrases and expressions.	Uses some polite words, phrases and expressions.	Hardly uses any polite words, phrases and expressions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	**3.2.1 Intensive Reading Comprehension 3.2.1.1 Narrative of About 400 words)** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Relate events in the story with their life experiences. b) Predict events in a text for comprehension. c) Create mental images from the events in a story. d) Respond to factual and inferential questions correctly. e) Relate events in a reading text to real life experiences.	**Learner is guided to:** • Make predictions on a story when reading. • Use their imagination to visualise the events in a story. • Scan and skim texts for new words and information, in small groups. • Answer factual and inferential questions from the texts, in groups. • Use digital devices to read online stories for comprehension.	1. How do you get information from a text? 2. Which things do you predict or visualize in a story?

Core Competencies:
- Self Efficacy - as learners predict and visualise stories from texts
- Communication and Collaboration - as learners work in groups and share information

Link to PCIs: • Life Skills Education - learners acquire skills of living with others. • Citizenship - as learners learn to share their experiences	**Values**: integrity and social justice – developed as learners read stories/narratives featuring these values

Link to other Subjects: Home science - Etiquette is an area covered in this learning area	**Suggested Community Service Learning Activities** Learners help their peers to read texts for information.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Predict and visualise events in a story.	Predicts and visualises events in a story with ease.	Predicts and visualises events in a story.	Predicts and visualises some events in a story.	Has difficulty predicting and visualises events in a story.
2. Responding correctly to factual and inferential questions	Always responds correctly to direct and inferential questions.	Responds correctly to direct and inferential questions.	Responds correctly to some direct and inferential questions.	Hardly answers any question correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Grammar in Use	**3.3.1 Language Pattern**: **3.2.1 Use of too…to/for** **3.2.1 Use of Must/Should with an Adverb/Adverbial** **(2 Lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify sentences in which the language patterns are used. b) Use the language patterns in sentences correctly. c) Challenge others to use sentence patterns correctly for clarity of communication.	**Learner is guided to:** • Make sentences with too…to/for from a substitution table. *For example,* *The stone is too heavy for Nanjala to lift.'* Construct sentences using : *'must/should with an adverb/adverbial' for example, We must brush our teeth every day.* • Recite poems with the language patterns. • Discuss instances when the sentence patterns are used, in small groups, • Fill blank spaces in sentences using the patterns. • Search for examples of sentences with the language patterns from the internet, newspapers, and magazines among others.	1. How do you identify correct sentences? 2. Why is it important to use sentences correctly?

Core Competencies:
- Citizenship - as learners work in groups
- Learning to Learn- as learners search for examples of sentences in newspapers, internet, magazines among others

Link to PCIs: • Life Skills Education - effective communication • Citizenship – social cohesion is enhanced as learners work in groups	**Values:** responsibility, respect – developed through listening to poems based on the theme and answering questions in pairs or small groups
Link to other Subjects: Etiquette is learnt in all languages, Home Science and Religious Education	**Suggested Community Service Learning Activities** Reciting poems or narrating stories with the sentence patterns during national holidays.

Suggested Formative Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying sentences in which the language patterns are used	Always identifies sentences in which the language patterns are used.	Identifies sentences in which the language patterns are used.	Identifies some sentences in which the language patterns are used.	Hardly identifies any sentence in which the language patterns are used.
2. Using the language patterns correctly in sentences	Consistently uses the language patterns correctly.	Uses the language patterns correctly.	Uses some language patterns correctly.	Hardly uses any language pattern correctly.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
3.4 Writing	**3.4.1 Mechanics of Writing 3.4.1.1 Handwriting** *Joined/ (cursive script)* **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify text written in joined letters or cursive script. b) Write legibly using joined letters/cursive script. c) Use visuals to create a story. d) Recommend ways of improving legibility and neatness in written communication.	**Learner is guided to:** • Copy words, sentences and paragraphs in their books. • Observe visuals/pictures and compose a story of about **(120 -160 words)** • Discuss the importance of writing legibly and neatly as a class in pairs. • Search for information from the internet or print sources and make notes in pairs or groups.	1. Why should we write legibly and neatly? 2. How can you improve your handwriting?

Core Competencies:
- Creativity and Imagination - as learners use visuals to write notes
- Digital Literacy- as learners use the internet access online resources

Link to PCIs: • Life skills Education - self-esteem and confidence enhanced as learner becomes more proficient in self-expression • Citizenship - social cohesion and integration developed through pair and group work	**Values:** respect and social justice – developed as learners search for material featuring these values and write compositions based on the characters, places or events
Link to other Subjects: Legible handwriting is emphasised in all learning areas.	**Suggested Community Service** Learners assist other children in the community to write legibly.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Writing texts legibly and neatly using cursive script	Always writes texts legibly and neatly	Writes texts legibly and neatly.	Occasionally writes texts legibly and neatly.	Occasionally writes texts legibly and neatly with assistance from peers or the teacher.
2. Interpreting visuals to create a story	Always interprets visuals correctly to create a story.	Mostly interprets visuals correctly to create a story.	Interprets some visuals correctly to create a story.	Hardly interprets any visuals correctly to create a story.

4.0 ROAD ACCIDENTS - PREVENTION

Suggested Vocabulary:

lose control, skid, speed, distract, hit and run, reckless, block, traffic, accident, speed, , fatal, first aid, rescue, ambulance, road signs, zebra crossing, bump , pedestrian, risk, slide, smog, brake, emergency, conscious, police, license, prevent, safety, vehicle, prevention, fracture, risk, ,crowd, victim, brake, control, conscious, collision, crash,

Fixed phrase: by accident, catch fire, heavy traffic, in a hurry, jump the queue,, in a minute, a narrow escape

Simile: as fast as a hare; as fast as a deer

Idiom : Within a fraction of a second, within a twinkle of an eye

Proverb: Prevention is better than cure

Phrasal verbs: run over, roll over,

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 Listening and Speaking	**4.1.1 Pronunciation and Vocabulary:** **4.1.1 Word Stress** (contrast between, nouns/verbs, verb /adjectives) **4.1.1 Sounds** : **/t/** as in fatal, /d/ as in first aid, pedestrian, road **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) List words whose meaning differs according to pronunciation. b) Construct sentences orally using words related to the theme. c) Pronounce words using the correct stress. d) Use vocabulary related to the theme correctly. e) Advocate the importance of correct use of stress in communication.	**Learner is guided to:** • Recite a poem and apply the correct stress on words. Listen/watch to an audio visual material on pronunciation. • List the words that are stressed. • Classify the nouns, verbs, and adjectives from the list. • Practise saying words using the correct stress, in pairs or small groups for example; *conflict (verb)/conflict (noun). subject(verb)/subject(noun)* • Say words containing the sounds **/t/** and **/d/.** • Construct sentences orally using the new vocabulary. • Take part in a language game involving word stress.	1. Why should we pronounce words correctly? 2. Why do word have different meanings at times?

Core Competencies:
  - Communication and Collaboration - as learners practise correct pronunciation of sounds and words in small groups
  - Self Efficacy - as learners recite poems and stress words correctly

Link to PCIs:	Values:
Life Skill Education- as learners learn content on accident prevention	love, peace, respect – enhanced as help one another to improve their pronunciation
Link to other Subjects: Home Science, Science and Technology and Physical and Health Education - the concept of accidents is learnt in these learning areas	**Suggested Community Service Learning Activities:** Learners to narrate stories or make speeches on the dangers of careless driving during community gatherings.

Suggested Formative Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronouncing words whose meaning differs according to pronunciation	Consistently pronounces words whose meaning differs according to pronunciation correctly.	Pronounces words whose meaning differs according to pronunciation correctly.	Pronounces some words whose meaning differs according to pronunciation correctly.	Hardly pronounces any words whose meaning differs according to pronunciation correctly.
2. Using vocabulary correctly	Consistently uses vocabulary correctly.	Mostly uses vocabulary correctly.	Uses some vocabulary correctly.	Hardly uses any vocabulary correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	**4.2.1 Intensive Reading 4.2.1.1 Comprehension (Visuals) (2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) List the visuals in the classroom. b) Make predictions based on visuals for comprehension. c) Create mental images from text they have viewed, read or heard. d) Answer factual and inferential questions correctly. e) Judge the appropriateness of visuals in conjunction with peers.	**Learner is guided to:** • View pictures, *illustrations, posters, videos, pictures maps mnemonics,* and symbols among others in small groups. • Describe and interpret visuals correctly in pairs or small groups. • Preview and make predictions based on pictures, illustrations, titles and experiences. • Compose, songs, stories, poems or dialogues based on the visuals. • Answer questions based on the visuals, in small groups. • Represent own stories using pictures or videos. • Create visuals based on their experiences.	1. Why do you like pictures? 2. How can you use pictures to communicate? 3. What are some of the messages that pictures communicate?

Core Competencies:
- Self Efficacy - as learners read visuals
- Digital Literacy- as learners look or watch visuals

Link to PCIs: Life Skills Education - effective communication through interpreting visuals	**Values:** cooperation, responsibility, unity – developed as learners compose poems and answer questions related to the theme in pairs or groups
Link to other Subjects: • Art and craft - drawing is a skill in this learning area • Social studies - interpreting maps and charts	**Suggested Community Service Learning Activities:** Learners help their younger siblings/ friends to read and interpret visuals such as road signs.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Making predictions based on visuals	Consistently, makes correct predictions based on visuals.	Mostly, makes correct predictions based on visuals.	Makes some correct predictions based on visuals.	Hardly makes correct predictions based on visuals.
2. Creating mental images from text	Creates a variety of relevant mental images from text.	Creates mental relevant images from text.	Creates some relevant mental images from text.	Creates some relevant mental images from text with assistance from peers.
3. Answering factual and inferential	Always answers factual and inferential correctly.	Mostly answers factual and inferential correctly.	Answers some factual and inferential correctly.	Answers some factual questions correctly.

Strand	Sub - Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
4.3 Grammar in Use	**4.3.1 Word Classes: 4.3.1.1 Personal Pronouns 4.3.1.2 Possessive Pronouns 4.3.1.3 Pronouns Use of *belong to ...*** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify possessive forms in print or digital texts. b) Use possessive forms correctly in sentences. c) Advocate the correct use of possessive forms among peers.	**Learner is guided to:** • In pairs, engage in online/offline games involving pronouns such as *dice, goofy cards and word search*. • Simulate, dramatise or role play a conversation featuring possessive forms. • Watch videos/songs involving the use of possessive pronouns/ *belong to*. • Compose songs based on the use of personal and possessive pronouns. • Fill gaps in sentences correctly using *possessive pronouns and belong to.* • Create a list of sentences with possessive and personal pronouns for display in small groups.	1. Why should we use possessive forms correctly? 2. Which words show something belongs to a person?

Core Competencies:
- Communication and Collaboration - as learners work in pair or groups
- Self Efficacy - confidence and self-esteem is developed as learners create display charts

Link to PCIs: Citizenship - social cohesion and integration as learners play language games	**Values:** responsibility, integrity, love – developed as learners use pronouns in spoken and written sentences to show possession
Link to other Subjects: Pronouns is an aspect learnt in all language areas	**Suggested Community Service Learning Activities:** Learners recite poems or sing songs featuring pronouns in community gatherings.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying possessive forms	Consistently identifies possessive forms.	Mostly identifies possessive forms.	Identifies some possessive forms in sentences.	Has difficulty identifying possessive forms in sentences.
2. Using possessive forms and personal pronouns correctly	Always uses possessive forms and personal pronouns correctly.	Mostly uses possessive forms and personal pronouns correctly.	Uses some possessive forms and personal pronouns correctly.	Hardly uses any possessive form and personal pronoun correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Writing	**4.4.1 Functional Writing 4.4.1.1 A Reply to a Friendly Letter** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify the components of a friendly letter. b) Write a friendly letter using the correct format. c) Judge the appropriateness of words, phrases and sentences used in friendly letters.	**Learner is guided to:** • Read a sample friendly letter in small groups and pick out the parts such as address, salutation, date, complementary close among others. • Write a reply to a sample friendly letter using the correct format. • Proof read the letters in pairs and make necessary corrections. • Present some letters to the class. • Search for sample friendly letters in the internet, in pairs.	1. How do you communicate with people who are far away? 2. Why do we write letters?
Core Competencies: • Learning to Learn- enhanced as learners respond to letters • Creativity and Imagination - promoted as learners compose friendly letters					
Link to PCIs: Life Skills Education - effective communication enhanced through letter writing			**Values:** love, social justice – enhanced as learners read and write friendly letters which reflect the theme and these values		
Link to other Subjects: Letter writing is learnt in all languages			**Suggested Community Service Learning Activities:** Learners assist peers and siblings to write letters in the correct format.		

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying the parts of a friendly letter	Identifies the parts of a friendly letter with ease.	Identifies the parts of a friendly letter correctly.	Identifies some parts of a friendly letter correctly.	Has difficulties identifying the parts of friendly letter.
2. Writing a friendly letter using the appropriate format and style	Always writes a friendly letter using the appropriate format and style.	Writes a friendly letter using the appropriate format and style.	Writes a friendly letter using the appropriate format but leaves out some components.	Writes a friendly letter but leaves out most of the components and has many errors.

5.0 TRADITIONAL FOODS

Suggested Vocabulary:

dish, flavour, diet, smell, delicious, appetite, nature, culture, herbs, grains, junk food, obesity, *ugali* , recipe, tasty, Kenyan, wild, digest, home-made, cereals, mixture, energy, berries, vegetables, unhealthy, diet, *githeri, pilau, matoke, muthokoi*, avocado, yams, sweet potatoes, arrow roots, cassava, millet, porridge

Fixed phrase: more than; more and more; long ago, a long time ago

Simile: as sweet as sugar; as sweet as honey; as bitter as herbs

Idiom : in hot soup

Proverb: Charity begins at home

Phrasal verbs: hurry up; feed on

Strand	Sub - Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 Listening and Speaking	**5.1.1 Listening Comprehension: 5.1.1.1 Speech 5.1.1.2 Sound** /e/ as in energy, diet, recipe **5.1.1.3 Adjectives** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Recognise sounds, words and phrases correctly. b) Construct sentences orally using words related to the theme. c) Listen for the main idea and specific details for effective communication. d) Respond appropriately to *a* speech related to the theme. e) Display varied emotions and feelings during an oral presentation.	**Learner is guided to:** • Listen to a speech and pick out words containing sound /e/. • Interpret non verbal cues such as gestures, facial expressions and eye contact correctly in pairs. • Prepare and make a speech in groups. • Listen to correct pronunciation of sounds, words and phrases from the teacher or audio-visual recordings. • Practise saying the words and phrases with the sound /e/ in pairs. • Listen to a poem with various adjectives describing traditional foods. • Recite the poem in pairs and pick out adjectives. • Search for examples of adjectives in the internet, newspapers and magazines.	1. Why should we pronounce sounds correctly? 2. Which words do we use to describe things, people or events?

Core Competency:
• Citizenship - as learners discuss traditional foods from different communities
• Self Efficacy - learner confidence is enhanced as they recite poems and make speeches

Link to PCIs:	Values:
Citizenship – enhanced as learners learn about traditional foods from different communities	patriotism, social justice – developed as learners perform various tasks based on the theme and featuring these values

Link to other Subjects:	Suggested Community Service Learning:
All language areas – listening comprehension is emphasised in all learning areas	Learners identify traditional food crops grown in their community, write their English language equivalents and share the benefits of those foods with peers.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronouncing words and phrases with the sound **/e/**	Consistently pronounces words and phrases with the sound **/e/** accurately.	Pronounces words and phrases with the sound **/e/** accurately.	Pronounces some words and phrases with the sound **/e/** accurately.	Pronounces words and phrases with the sound **/e/** accurately with difficulty.
2. Picking out specific information and main idea from a speech	Picks out specific information and the main idea from a speech with ease.	Picks out specific information and the main idea from a speech.	Picks out some specific information and the main idea from a speech.	Has difficulty picking out specific information and the main idea from a speech.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.2 Reading	**5.2.1 Extensive Reading: 5.2.1.2 Fiction and Non Fiction Materials (1000-1250 Words)** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Select relevant reading materials from a collection of books. b) Scan a text to obtain specific information. c) Skim through digital or print texts to establish appropriateness and relevance. d) Read a variety of materials for fluency. e) Judge the appropriateness of a reading text on the basis of language and interest.	**Learner is guided to:** • Preview a text to determine suitability. • Skim through reading materials. • Select **fiction and non-fiction reading materials** (both print and non-print). • Read selected materials independently. • Set up an after school reading club where they meet regularly. • Share reflections on the books read in groups.	1. What materials do you enjoy reading? 2. Why is it necessary to read many books?

Core Competencies:
- Communication and Collaboration - enhanced through after school reading clubs
- Digital Literacy - reading a variety of offline and online materials
- Learning to Learn - independent reading enhances sourcing for information

Link to PCIs: Citizenship – as learners practise living together through establishment of after school reading clubs	**Values:** unity and responsibility – developed as learners engage in pair and group work
Link to other Subjects: Kiswahili and Indigenous languages - extensive reading learnt in these learning areas	**Community Service Learning** Learner establish a reading club where they help others to select reading materials.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Skimming and scanning through a text to obtain main idea and specific details	Always skims and scans a text to obtain the main idea and specific details.	Skims and scans through a text to obtain the main idea and specific details.	Skims and scans through a text and obtain some idea and specific details.	Has difficulty skimming and scanning through a text to obtain idea and specific details.
2. Read a variety of materials for understanding	Read a variety of materials for understanding with ease	Reads a variety of materials for understanding.	Reads a few materials for understanding.	Hardly reads any material for understanding.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3 Grammar in Use	**5.3.1 Word Classes 5.3.1.1 Comparatives and Superlatives forms of Regular and Irregular adjectives 5.3.1.2 Order of Adjectives (Size, shape and age) (2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify comparative and superlative forms of adjectives in a text. b) Order adjectives in terms of size, shape and age appropriately. c) Use the comparative and superlative forms of adjectives accurately. d) Advocate the importance of using adjectives correctly in communication.	**Learner is guided to:** • Describe items using the comparative and superlative forms of adjectives e.g. That window is bigger than this one • Change positive forms of regular and irregular adjectives to their comparative and superlative forms, in pairs. • Pick out adjectives of size, shape and age from a narrative or poem in small groups. • Construct sentences featuring adjectives of size, shape and age. • Fill gaps using adjectives in the correct order. • Create a crossword puzzle using adjectives.	1. How do we compare things people or events? 2. Which words are used to describe things or people?

Core Competencies:
- Creativity and Imagination - as learners create crossword puzzles and make sentences based on adjectives
- Digital Literacy- as learners search for various adjectives on the internet

Link to PCIs: Environmental Education - as learners are exposed to information on traditional foods	**Values:** cooperation – enhanced as learners perform pair and group tasks
Link to other Subjects: Adjectives is an aspect learnt in all languages	**Suggested Community Service Learning Activities:** Learners create crossword puzzles featuring adjectives and share peers through posters, letters or email.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying comparative and superlative forms of adjectives in a text	Consistently identifies comparative and superlative forms of adjectives in a text.	Identifies comparative and superlative forms of adjectives in a text.	Identifies some comparative and superlative forms of adjectives in a text.	Hardly identifies comparative and superlative forms of adjectives in a text.
2. Ordering adjectives in terms of size, shape and age correctly	Always orders adjectives in terms of size, shape and age in sentences correctly.	Orders adjectives in terms of size, shape and age in sentences correctly.	Sometimes orders adjectives in terms of size, shape and age in sentences correctly.	Hardly orders adjectives in terms of size, shape and age in sentences correctly.
3. Using the comparative and superlative forms of adjectives accurately for effective communication	Consistently uses comparative and superlative forms of adjectives correctly.	Uses comparative and superlative forms of adjectives accurately correctly.	Uses some comparative and superlative forms of adjectives correctly.	Hardly uses any comparative and superlative forms of adjectives correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.4 Writing	**5.4.1 Creative Writing** **5.4.1.1Narrative Compositions** **(120 -160 words)** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify the parts of a narrative composition. b) Write coherently on different topics. c) Create a narrative composition for self-expression. d) Promote creativity in writing among peers.	**Learners is guided to:** • Brainstorm ideas for a narrative composition in small groups. • Read samples of narrative compositions in pairs. • Identify the parts of a narrative composition. • Compose a narrative of **(120 -160 words)** individually or in pairs. • Practise writing own narratives. • Listen or view a recording of a narrative and rewrite it in their own words. • Proof read each other's work and give feedback.	1. Why do you enjoy reading stories? 2. How do you make your composition interesting? 3. What are some of the stories you know?
Core Competencies: • Creativity and Imagination - as learners create stories • Learning to Learn - as learners access digital resources				
Link to PCIs: Citizenship – as learners work in groups			**Values:** social justice and patriotism – developed as learners create narratives compositions featuring these values	
Link to other Subjects: Both Home Science and Science and Technology expose learners to knowledge about traditional food crops			**Suggested Community Service Learning Activities:** With peers, learners will write stories on traditional food crops and share them during community gatherings, on social media, or send them by mail/ email to their friends.	

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Writing coherently on different topics	Always writes a narrative composition coherently.	Writes a narrative composition coherently.	Writes a narrative composition with some inconsistencies.	Writes a narrative composition but with lots of inconsistencies.
2. Creating a narrative composition	Always creates a narrative composition and uses a variety of vocabulary.	Creates a narrative composition and uses a variety of vocabulary.	Creates a narrative composition and varies vocabulary at times.	Creates a narrative composition and uses limited vocabulary with assistance.

6.0 JOBS AND OCCUPATIONS

Suggested Vocabulary:

job, occupation, accountant, actor, actress, banker, baby sitter, captain, dentist, gardener, garbage collector, hairdresser, builder, butcher, chemist, cobbler, cop, judge, teacher, lecturer, lawyer, magician, mason ,model, musician, nun,

Fixed phrase: how much; make friends; by the way

Simile: as busy as an ant; as sober as a judge; as free as a bird

Idiom : call a spade a spade

Proverb: A bad workman quarrels with his tools; The early bad catches the worm; Make hay while the sun shines.

Phrasal verbs: stand up; hurry up

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.1 Listening and Speaking	**6.1.1 Pronunciation and Vocabulary: 6.1.1.1 Stress and Intonation 6.1.1.2 Questions – WH-, Yes/No 6.1.1.3 Statements 6.1.1.4 Sounds /f/ as in farmer, /v/ as in van driver (3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Sort statements and questions based on rising and falling intonation. b) Pronounce words and phrases with the target sounds correctly. c) Construct sentences orally using words related to the theme. d) Use stress and intonation appropriately in statements and questions. e) Advocate the need for correct stress and intonation in varied contexts.	**Learners is guided to:** • Reproduce appropriate patterns of stress and intonation in speech. • Sort the statements and questions on the basis of rising or falling intonation in small groups. • Practise saying words, phrases and sentences with the sounds /f/ and /v/. • Say tongue twisters with the sounds /f/ and /v/ in groups. • Watch a video of a dialogue in which statements and questions are used. • Recite a choral verse in pairs or small groups. • Role play a telephone conversation with intonation. • Sing songs featuring stress and intonation.	1. Why should we pronounce sounds and words correctly? 2. Why do we raise our voices when asking some questions? 3. How can you change your voice to show different meanings?

Core Competencies:
• Communication and Collaboration - as learners reproduce speech in pairs or groups
• Self Efficacy - as learners role play telephone conversations

Link to PCIs:	Values:
Life Skills Education - effective communication promoted through group and pair activities.	cooperation and respect – enhanced as learners practise asking questions in the right way

Link to other Subjects:	Suggested Community Service Learning Activities:
Kiswahili and other languages expose learners to stress and intonation	Learners narrate stories and sing songs while applying stress and intonation, in churches, mosques or other communal gatherings.

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronouncing words with the sound /f/ and /v/.	Pronounces all the words with the sound /f/ and /v/ accurately.	Pronounces words with the sound /f/ and /v/ accurately.	Pronounces some words with the sound /f/ and /v/ accurately.	Strains to pronounce words with the sound /f/ and /v/ accurately.
2. Uses appropriate patterns of stress and intonation in speech correctly	Consistently uses appropriate patterns of stress and intonation in speech correctly.	Uses appropriate patterns of stress and intonation in speech correctly.	Sometimes uses appropriate patterns of stress and intonation in speech.	Hardly uses appropriate patterns of stress and intonation in speech.

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	**6.2.1 Intensive Reading** **6.2.1.1 Comprehension (Dialogues about 400 words**)	**By the end of the sub strand, the learner should be able to:** a) Select unfamiliar words and phrases from a reading text. b) Use contextual clues to infer the meaning of words. c) Respond to direct and inferential questions for comprehension. d) Relate events in the story with their own experiences.	**Learners is guided to:** • Make connections between the characters in the text and the people they know. • Relate events in the dialogue with their experiences. • Read and role play a dialogue in small groups. • Pick out main ideas from the dialogue. • Answer direct and inferential questions based on the dialogue. • Infer the meaning of words from the context (for example, from words occurring before or after).	1. How do we tell the meaning of words? 2. What makes you a good reader?
Core Competencies: Communication and Collaboration - as learners engage in role playing dialogues				
Link to PCIs: • Learner Support Programmes - career guidance is emphasized when learners discuss job occupations • Citizenship - social cohesion is enhanced as learners work together in small groups			**Values:** responsibility, unity – developed as learners role play dialogues related to the theme	
Link to other Subjects: All language areas – leaners read for comprehension			**Suggested Community Service Learning Activities:** Learners participate in a dialogue with their siblings.	

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Relating events in the story with their own experiences	Relates all events in the story with their own experiences.	Relates most events in the story with their own experiences.	Relates some events in the story with their own experiences.	Hardly relates any event in the story with their own experiences.
2. Using contextual clues to infer the meaning of words	Uses contextual clues to infer the meaning of all.	Uses contextual clues to infer the meaning of most words.	Uses contextual clues to infer the meaning of some words.	Hardly uses contextual clues to infer the meaning of any word.
3. Responding to direct and inferential questions	Responds to all direct and inferential questions correctly.	Responds to most direct and inferential questions correctly.	Responds to some direct questions and inferential questions correctly.	Hardly responds to any questions correctly.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
6.3 Grammar in Use	**6.3.1 Word Classes 6.3.1.1 Determiners** as quantifiers**:** *Few/ a few, little/ a little, a lot, each, all, enough, most, least* **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify quantifying determiners in a variety of texts. b) Use quantifying determiners appropriately in a variety of contexts. c) Judge the appropriateness of quantifying determiners in oral and written texts.	**Learners is guided to:** • Read a passage related to the theme featuring quantifying determiners. • Identify quantifying determiners from the passage, in pairs. • Match quantifying determiners with corresponding countable and uncountable nouns. • List quantifying determiners that can be used with both countable and uncountable nouns. • Read sentences containing quantifying determiners from the internet, in small groups • Construct sentences using quantifying determiners with nouns in small groups. • Complete sentences by filling in gaps using the correct quantifying determiners.	1. Which words do we use to show amount or quantity? 2. Why is it important to tell the quantity of something?

Core Competencies:
- Self Efficacy - as learners use quantifying determiners in sentences correctly
- Communication and Collaboration - as learners work in groups and pairs
- Digital Literacy- as learners use the internet

Link to PCIs: Life Skills Education - effective communication promoted as learners practise using quantifiers correctly	**Values:** cooperation, respect – enhanced as learners complete pair and group tasks involving the use of quantifiers
Link to other Subjects: All languages feature quantifying determiners	**Suggested Community Service Learning Activities:** Learners assist their siblings or friends to describe quantity of things or people.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying quantifying determiners in a text	Consistently identifies quantifying determiners in a text.	Identifies quantifying determiners with ease in a text.	Identifies some quantifying determiners in a text.	Hardly identifies quantifying determiners in a text.
2. Using quantifying determiners appropriately	Consistently uses quantifying determiners appropriately.	Uses quantifying determiners appropriately.	Uses some quantifying determiners appropriately.	Hardly uses any quantifying determiners appropriately.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4 Writing	**6.4.1** **Creative Writing** **6.4.1.2** **Pictorial Composition (120 -160 words)** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Choose possible topics for pictorial compositions. b) Create a composition based on the visuals or pictures. c) Judge visuals appropriately for creativity in writing.	**Learners is guided to:** • Interpret pictures, in pairs. • Match the pictures with the different parts of a composition: *beginning, middle and end.* • Watch a variety of animations, videos and sample write pictorial compositions, in groups. • Arrange different pictures logically to write a story coherently, in groups. • Write a pictorial compositions in small groups. • Proof read each groups work and give feedback. • Display their compositions in class.	1. Why do we enjoy looking at pictures? 2. What messages do pictures communicate?

Core Competencies:
- Communication and Collaboration - as learners work in groups
- Creativity and Imagination - learners interpret pictures and write stories

Link to PCIs: Life Skill Education - effective communication expressed in writing	**Values:** unity, responsibility, respect – promoted through creation of narrative compositions featuring these values
Link to other Subjects: • Art and craft - drawing is a skill in this learning area • Social studies – features interpretation of maps and charts	**Suggested Community Service Learning Activities:** • Learners help peers to interpret pictures in stories. • Learners create posters with various messages and display them during public holidays and functions.

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Interpreting pictures for information	Interprets all the pictures correctly.	Interprets most pictures correctly.	Interprets some pictures correctly.	Interprets some pictures correctly with assistance from the teacher or peers.
2. Writing a composition based on the pictures creatively and coherently	Always writes a composition based on the pictures creatively and coherently.	Writes a composition based on the pictures creatively and coherently.	Writes a composition based on the pictures with some creativity and coherence.	Writes an incoherent composition with many errors.

7.0 TECHNOLOGY - LEARNING THROUGH TECHNOLOGY

Suggested Vocabulary:
browse, cartoon, google, internet, bundle, email, video chat, Bluetooth, key in, , boot, shut down, log in, log out, download, upload, delete, attach, create, , website, wireless, online, laptop, tablet, desktop, research, source, speed, projector, invent, network, email, discover, connect, modern

Fixed phrase : make use of

Simile: as wise as Solomon; as wise as an owl

Idiom : make yourself at home; in broad daylight

Proverbs : Slow but sure wins the race

Phrasal verb: put down; pick up

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (s)
7.1 Listening and Speaking	**7.1.1 Pronunciation and Vocabulary: 7.1.1.1 Interactive Listening 7.1.1.2 Sounds /ə/ as in here, year ;/eɪ/ as in make, brain** **(3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify words, phrases or sentences with the target sound. b) Construct sentences orally using words related to the theme. c) Pronounce sounds correctly for accuracy in speech. d) Use words and non verbal cues to express different moods. e) Challenge others to listen interactively for effective communication.	**Learner is guided to:** • Select words with the sounds /ə/ and /eɪ/ from a dialogue. • Take turns to read a dialogue in pairs. • Interrupt appropriately. • View a video of conversation and list words or phrases used to interrupt politely. • Say the target sounds as modelled from a recording. • Make sentences with words containing the sounds: /ə /eɪ/.	1. Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak? 4. How do you tell if someone is happy or sad?

Core Competencies:
- Self Efficacy - as learners improve their pronunciation skills
- Digital Literacy- as learners interact with digital devices

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Link to PCIs: Personal safety – promoted through responsible use of technology	Values: cooperation, respect, patriotism – enhanced as learners practise listening interactively, turn taking and correct use of non-verbal cues
Link to other Subjects: All language areas emphasise correct pronunciation	Suggested Community Service Learning Activities: Learners help peers improve their fluency through interaction with online/offline materials involving sound identification.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronouncing words with sound and /ə/ and /eɪ/ accurately	Consistently pronounces words with sound /ə/ and /eɪ/ accurately.	Pronounces words with sound /ə/ and /eɪ/ accurately.	Sometimes pronounces words with sound /ə/ and /eɪ/ accurately.	Hardly pronounces words with sound /ə/ and /eɪ/ accurately.
2. Using words and nonverbal cues to express different moods	Always uses words and nonverbal cues to express different moods.	Mostly uses words and nonverbal cues to express different moods.	Sometimes uses words and nonverbal cues to express different moods.	Has difficulty using words and nonverbal cues to express different moods.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
7.2 Reading	**7.2.1 Extensive Reading 7.2.1.1 Fiction and Non-Fiction Texts (1000-1250 words) 7.2.1.2 Poems (not more than 5 stanzas)** **(2 Lessons)**	**By the end of the sub strand, the learner should be able to:** a) Select relevant reading materials from a collection of books. b) Read a variety of materials for information and pleasure. **c)** Judge the appropriateness of reading materials on the basis of interest, complexity and subject.	**Learner is guided to:** • Skim through reading materials to obtain the main idea. • Preview texts to determine suitability and relevance. • Scan materials for specific details, in pairs • Select appropriate reading materials from a library. • Read the selected materials individually. • Share reflections on the books read in groups. • Keep a record of materials read.	1. What kind of information do you find in books? 2. Why is it necessary to read many books? 3. What do you consider when choosing a material to read?

Core Competencies:
- Communication and Collaboration - enhanced by setting up after school clubs for reading purposes
- Digital Literacy - reading materials from electronic sources
- Learning to Learn - independent reading enhances sourcing for information on their own

Link to PCIs: Citizenship: social cohesion as learners work together	**Values:** unity, social justice, integrity – enhanced as learners assist one another to select appropriate reading materials
Link to other Subjects: Extensive reading skills are applied in all learning areas	**Suggested Community Service Learning Activities:** Learner establishes a reading club in their neighbourhood in collaboration with peers.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Previewing texts	Consistently previews materials to select a relevant reading text with ease.	Previews materials to select a relevant reading text with ease.	Previews materials to select a relevant reading text with a little strain.	Previews materials to select a relevant reading text with a lot of difficulty.
2. Reading a variety	Consistently reads a wide variety of materials independently.	Reads a variety of materials independently.	Sometimes reads materials independently.	Hardly reads materials independently.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
7.3 Grammar in Use	**7.3.1 Tense 7.3.1.1 Future Time using will/shall** (2 lessons)	**By the end of the sub strand, the learner should be able to:** a) Identify words that indicate future time in sentences. b) Use will and shall to express future time correctly. c) Collaborate with others to determine the correctness and appropriates of the tense used in own or provided texts.	**Learner is guided to:** • Pick sentences which express future time from a text. • Make sentences from a substitution table. • Answer questions on **future time** using **will**/**shall** in pairs. • Construct sentences using **will/shall** in pairs or groups. • Role play activities they plan or wish to do in future in small groups. • Watch videos, computer, tablets, audio materials you tube which feature future time. • Make predictions (events, weather among others using will and shall • Create display charts with sentences which feature will and shall.	1. Which words do we use to show future time? 2. How do you tell the time something happened? 3. What will you do tomorrow?

Core Competency:
Communication and Collaboration **-** as learners express future plans using will/shall in pairs.

Link to PCIs: Citizenship - group activities promote cohesion and integration	**Values:** social justice and unity – developed as learners engage in role play
Link to other Subjects: Future time is learnt in Arabic, Indigenous languages, Chinese , Kiswahili, German and French	**Suggested Community Service Learning:** Learners create narratives or poems featuring future time and share them online, in magazines or recite them in in public functions.

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying sentences in which future time is used	Always identifies sentences in which future time is expressed.	Identifies sentences in which future time is expressed.	Sometimes identifies sentences in which future time is expressed.	Hardly identifies any sentence in which future time is expressed.
2. Using will and shall to express future time in sentences correctly	Consistently uses will and shall to express future time in sentences correctly.	Uses will and shall to express future time in sentences correctly.	Sometimes uses will and shall to express future time correctly in sentences	Hardly uses will and shall correctly to express future time.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
7.4 Writing	7.4.1 Mechanics of Writing 7.4.1.1 Punctuation 7.4.1.1.1 Use of the Commas 7.4.1.1.2 Use of Double Quotation Marks (2 lessons)	By the end of the sub strand, the learner should be able to: a) Identify commas and double quotation marks in written texts. b) Use the comma and double quotation marks correctly in sentences. c) Advocate the use of correct punctuation in written communication.	Learner is guided to: • Read a text in pairs. • Identify punctuation marks used in the text in pairs. • Use commas to show pauses between words, phrases or clauses. • Complete sentences using double quotation marks and commas. • Pick out sentences with double quotation marks in newspapers, magazines, articles or internet resources. • Play punctuation games. • Create posters or charts with sentences with double quotation marks and commas and display them in class.	1. Which punctuation marks do you know? 2. Why do we punctuate sentences?

Core Competency:
Learning to Learn- as learners explore internet resources on the use of the comma and double punctuation marks

Link to PCIs:	Values:
Life Skills Education - effective communication enhanced as learners work in groups	responsibility, cooperation, love – enhanced through correct use of punctuation marks in groups

Link to other Subjects:	Suggested Community Service Learning Activities:
Correct punctuation are required in all learning areas	Learner assists peers to edit written work at home or in the community.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identifying commas and double quotation marks	Always identifies commas and double quotation marks in a text.	Identifies commas and double quotation marks in a text.	Sometimes identifies commas and double quotation marks in a text.	Hardly identifies commas and double quotation marks correctly in a text.
Using the comma and double quotation marks	Consistently uses the comma and double quotation marks in sentences correctly.	Uses the comma and double quotation marks in sentences correctly.	Sometimes uses the comma and double quotation marks in sentences correctly.	Has difficulty using the comma and double quotation marks in sentences correctly.

8.0 The Farm: Cash Crops

Suggested Vocabulary:

acre, harvest, workers, cooperative, fertilizer, greenhouse, machine, season, agriculture, plantation, labourer, swamp, highland, subsistence, sell, commercial, harvest, equipment, fertile, yield, nursery, seedlings, climate, sow, cash crop, sugar cane, coffee, cultivate, estate, granary, irrigate, plough, rice paddy, scarecrow, cotton, wheat, sisal, tea

Fixed phrase : go away; go on

Similes: as busy as a bee; as faithful as a dog; strong like a horse

Idiom : at the end of the day; not the end of the world

Proverbs : Unity is strength; The early bird catches the worm; A bad workman quarrels with his tools

Phrasal verb: search for

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.1 Listening and Speaking	**8.1.1 Pronunciation and Vocabulary** **8.1.1.1 Sounds /k/ as in acre, cotton; /g/ as in grow, green** **8.1.1.2 Oral narrative featuring proverbs and sayings (about 130 words)** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) List proverbs and saying in a narrative. b) Construct sentences orally using words related to the theme. c) Pronounce words with the target sounds correctly. d) Use words, proverbs and sayings appropriately in oral communication. e) Anticipate what is likely to happen as a story unfolds.	**Learner is guided to:** • Listen to a narrative and select proverbs and saying. • Match the vocabulary with their meanings. • Make oral sentences using vocabulary. • Practise saying words with the sounds **/k/ /g/,** in pairs. • Create tongue twisters with the sounds **/k/ /g/.** • Search for vocabulary, proverbs and sayings in the internet • Listen and view stories and songs featuring proverbs and sayings.	1. Why should we pronounce words correctly? 2. Which proverbs and sayings do you know? 3. Why are proverbs and sayings important in speech?

| | | f) Display varied emotions and feelings when listening to an oral presentation. | • Create posters and charts with common proverbs and sayings that the learners can relate to, in small groups.
• Display them in the classroom. | |

Core Competencies:
- Digital Literacy- as learners search for proverbs and sayings from the internet
- Learning to Learn- as they appreciate to use correct pronunciation in various contexts

Link to PCIs:	**Values:**
Environmental Education - as the learner is exposed to information about cash crops	unity and cooperation – developed as learners practise using proverbs which encourage cooperation and unity among people
Link to other Subjects:	**Suggested Community Service Learning:**
Agriculture and Social Studies – learners are exposed to information on cash crops	Learners tell stories and proverbs related to cash crops in agricultural trade fairs and other communal gatherings.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronouncing words and phrases with the sounds /k/ and /g/	Consistently pronounces words and phrases with the target sounds correctly.	Pronounces words and phrases with the target sounds correctly.	Pronounces some words and phrases with the target sounds correctly.	Has difficulty pronouncing words and phrases with the target sounds correctly.
2. Using words, proverbs and sayings in sentences	Always uses all words, proverbs and sayings in sentences correctly.	Uses most words, proverbs and sayings in sentences correctly.	Uses some words, proverbs and sayings in sentences correctly.	Has difficulty using words, proverbs and sayings in sentences correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	**8.2.1 Fluency in Reading 8.2.1.2 Texts of about 400 words (3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify unfamiliar words in texts for fluency. b) Read a text accurately and with expression for fluency. c) Read a text at the right speed for fluency. d) Challenge peers and parents to read accurately, at the right speed and without hesitation.	**Learner is guided to:** • Skim and scan through paragraphs for information, in pairs or small groups. • Search for an article on a topic they enjoy, select a portion to read, set a goal of the words to read per minute and time themselves as they read. • Find a word or phrase from a word - chart within a stipulated time. • Read aloud in unison as a whole class or groups (choral reading). • Read a short passages from a poem reader's theatre materials, poems, and short plays. • Echo or imitate a model intonation and expression as they read a short paragraph or sentence at a time.	1. What makes someone a good reader? 2. How long do you take to read a text? 3. What can you do to improve your reading speed?

Core Competency:
Learning to Learn- is promoted as learners practise reading texts at the right speed and pace

Link to PCIs: Environmental Activities - as the learner interacts with information about cash crops	**Values:** respect and unity – enhanced through group tasks and pair work
Link to other Subjects: Agriculture and Social Studies - both learning areas deal with cash crops	**Suggested Community Service Learning Activities:** Learners recite poems or read the holy books in religious gathering and rituals.

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Reading a text accurately and with expression	Always reads a text accurately and with expression.	Reads a text accurately and with expression	Reads a text with some accuracy and expression.	Reads a text with some expression with assistance from peers or the teacher.
2. Reading a text at the right speed	Always reads a text at the right speed.	Reads a text at the right speed.	Reads a text at a slow speed.	Reads a text very slowly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Grammar in Use	8.3.1 Sentences 8.3.1.1 Use of Double imperatives: how many/ could/would 8.3.1.2 Question Tags on the Verb to be (3 Lessons)	By the end of the sub strand, the learner should be able to: a) Identify double imperatives correctly in texts. b) Use question tags correctly in different contexts. c) Write correct sentences using double imperatives for effective communication. d) Advocate the correct use of double imperatives and question tags in communication.	Learners is guided to: • Fill in gaps in sentences using double imperatives. • Select question tags from a story, dialogue or poem. • Match statements with the correct question tag to make a tag question. • Practise giving instructions using double imperatives • Practise giving instructions related to the theme using double imperatives such as: *Shut down your tablets and listen to the teacher. Type this word in your tablet and look up its meaning.* • Role play giving and receiving instructions at home using double imperatives. • Use double imperatives to make rules for their class and display them in charts or posters.	1. What are some of your school rules? 2. How do you give instructions? 3. Why do we ask questions?

Core Competency:
Self Efficacy - as learners formulate school or class rules using double

Link to PCIs: Life Skill Education - effective communication as learners practice asking question	**Values:** cooperation, respect, patriotism – developed as learners practise using question tags and giving of instructions
Link to other Subjects: All languages feature question tags and double imperatives.	**Suggested Community Service Learning Activities:** Learner recites poems and sings songs featuring double imperatives and question tags during a community event.

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Using question tags correctly	Uses all question tags correctly.	Uses most question tags correctly.	Uses some question tags correctly.	Uses some question tags correctly with assistance.
2. Using double imperatives in sentences correctly	Consistently uses double imperatives sentences correctly.	Uses double imperatives in sentences correctly using.	Uses some double imperatives in sentences correctly.	Uses some double imperatives in sentences correctly with assistance.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (s)
8.4 Writing	**8.4.1 Creative Writing 8.4.1.1 Narrative Composition (120 -160 words)** **8.4.1.2 Similes and Proverbs (3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify similes and proverbs in a variety of texts. b) Use similes and proverbs in writing for self-expression. c) Create a narrative composition featuring similes and proverbs. d) Advocate the use of similes and proverbs to enhance creativity in writing.	**Learner is guided to:** • Read narratives with formulaic expressions in print and digital format. • List similes and proverbs in texts, in small groups. • Create a clear and coherent story line using proverbs and similes. • Engage in a dialogue to advance plot and story line. • Compose a story featuring similes and proverbs, small groups. • Write creative compositions using featuring similes and proverbs, individually. • Create and display charts with proverbs and similes, in pairs or small groups.	1. How do we make our compositions interesting? 2. Which stories do you enjoy reading? 3. Which similes and proverb do you know?

Core Competencies:
- Self Efficacy - enhanced as learners become more proficient in writing
- Creativity and Imagination - creating and composing narratives on various topics

Link to PCIs: • Citizenship - group activities promote cohesion and integration • Life Skills Education - writing compositions enhances effective communication skills	**Values:** responsibility and unity - could be enhanced through the use of similes and proverbs such as 'as busy as a bee' 'As faithful as a dog' ' The early bird catches the worm'
Link to other Subjects: All languages expose learners to creative writing.	**Suggested Community Service Learning Activities:** Learners collaborate with peers to write narratives related to cash crops and narrate them during Agricultural Trade Fairs.

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Using similes and proverbs in writing	Always uses similes and proverbs in writing correctly.	Uses similes and proverbs in writing correctly.	Sometimes uses similes and proverbs in writing correctly.	Has difficulty using similes and proverbs in writing correctly.
2. Creating narrative composition featuring similes and proverbs	Always creates a narrative composition featuring wide range of similes and proverbs.	Creates a narrative composition featuring similes and proverbs.	Creates a narrative composition featuring a few similes and proverbs.	Hardly uses any simile or proverb to create a narrative composition.

9.0 Health – Communicable Diseases

Suggested Vocabulary:

virus, hygiene, bacteria, ,tuberculosis, , , measles, pneumonia, cold, mumps, cholera, typhoid, parasite, infect, germs, illness, symptoms, vomit, signs, pharmacy, treat, dose, overdose, blood pressure, weight loss, injection, tablet, vaccine, thermometer, medicine, syrup, tablet, laboratory, cure, outbreak, infected, epidemic, immunity,

Fixed phrase: at last; from time to time, in future

Simile: as helpless as a baby; as patient as job

Idiom: spread like wild fire

Proverb: An apple a day keeps the doctor away. ; Cleanliness is next to godliness.

Phrasal verb: pass away

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.1 Listening and Speaking	**9.1.1 Speaking Fluency** **9.1.1.12 Narrative of about 1**5**0 words** **9.1.1.2 Sounds**: **/h/** as in health, heal **(3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) List words with sound /h/ from an oral text. b) Construct sentences orally using words related to the theme. c) Speak accurately, at the right speed and with expression on a given topic. d) Use vocabulary related to the theme correctly. **e)** Display appropriate emotions and feelings when making an oral presentation.	**Learner is guided to:** • Construct sentences in pairs or small groups. • Listen to a poem or narrative and identify words with the /h/ sound. • Retell the narrative in own words in small groups. • Listen to graded texts with audio recordings of whole narratives. • Listen to music and pick out sounds and vocabulary. • Watch news at home for fun, and retell the interesting episodes to peers and friends in the classroom. • Practise delivering the news highlights in the classroom. • Respond to oral questions on given texts confidently and with speed. • Make **one-minute speeches** on communicable diseases in small groups. • Recite poems on communicable diseases.	1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? 3. Which words do you use to talk about diseases?

Core Competencies:
- Communication and Collaboration - as learners make short speeches in small groups
- Creativity and Imagination - as learners create speeches on topical issues

Link to PCIs:	Values:
Health Related Issues - communicable diseases	love and responsibility – enhanced as learners acquire and share information about communicable diseases
Link to other Subjects: Fluency in listening and speaking is emphasised in all languages	**Suggested Community Service Learning Activities:** Learners tell stories on communicable diseases during health events in churches, mosques and other communal gatherings.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Retelling short narratives	Always retells short narratives, expressively, accurately and without hesitation.	Retells short narratives expressively, accurately and without hesitation.	Retells some parts of the narrative with expression and without hesitates.	Retells parts of a narrative with assistance and hesitates a lot.
2. Speaking accurately, at the right speed and with expression on a given topic	Always speaks accurately, at the right speed and with expression on a given topic.	Speaks accurately, at the right speed and with expression on a given topic.	Speaks accurately but with some hesitations.	Speaks inaccurately, and with many hesitations.
3. Using vocabulary related to the theme correctly	Uses a wide range of vocabulary and expressions in sentences correctly.	Uses a wide range of vocabulary in sentences correctly.	Uses vocabulary in sentences correctly.	Hardly uses any vocabulary in sentences correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	**9.2.1 Intensive Reading 9.2.1.1 Descriptive Fictional or Non-Fictional Texts (About 400 words)** **(3 Lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify the main idea in each paragraph. b) Visualise events, characters and descriptions in texts for comprehension. c) Summarise the main points of a text. d) Answers factual and inferential questions for comprehension. e) Challenge others to focus on detail when reading a text.	**Learners are guided to:** • Make connections between events in the text and their experiences. • Retelling the story in pairs. • Use illustrations, the introduction and the title of a text to make predictions. • Describe in groups the characters, episodes and places in a text. • Scan a text for specific details. • Answer questions from a text. • Say the main ideas from a text. • Watch a video related to the theme and pick specific information.	1. How do you describe things? 2. How can you tell what will happen in a story?
Core Competency: Learning to Learn - as learner read for information from a text				
Link to PCIs: • Health Education - enhanced through exposure to information on communicable diseases • Environmental Education - as learners read texts about diseases		**Values:** responsibility, unity – developed as learners read texts which feature these values	
Link to other Subjects: Communicable diseases are leant Environmental Studies, Science and Technology, Physical Education		**Suggested Community Service Learning Activities:** Sharing ideas with peers on how to prevent diseases through poems and narratives.	

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Answering factual and inferential questions for comprehension	Always answers all the factual and inferential questions.	Answers most factual and inferential questions.	Answers some factual and inferential questions.	Hardly answers any factual and inferential questions.
2. Summarising the main points of a text	Summarises all the main points of a text.	Summarises most the main points of a text.	Summarises some the main points of a text.	Hardly identified any of the main points in a text.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.3 Grammar in Use	9.3.1 Word Classes 9.3.1.1 Adverbs (manner, time, place, frequency) 9.3.1.2 How many…could/would (3 lessons)	By the end of the sub strand, the learner should be able to: a) Distinguish between adverbs of manner, time place and frequency for effective communication. b) Construct sentences using *how many… could/would* correctly. c) Use adverbs of manner, time, place and frequency in oral and written contexts. d) Judge the appropriateness of adverbs used in oral and written texts.	Learners is guided to: • Identify and list adverbs from a digital or print text, in pairs. • Make sentences from a substitution table using the pattern *how many…could/would.* • Fill blank with appropriate adverbs. • Construct sentences using adverbs of manner, time place and frequency. • Recite poems containing adverbs, in groups.	1. How often do you come to school? 2. Which words describe when, how and where actions take place?

Core Competency:
Self Efficacy - enhanced as learners recite poems

Link to PCIs:	Values:
Health Education - as learners acquire information on communicable diseases	peace, love, responsibility – these values are enhanced as learners use adverbs to talk about different actions
Link to other Subjects: • Home Science – learners are exposed to information on different disease • All language areas feature adverbs	**Suggested Community Service Learning Activities:** Learners create poems about communicable diseases and share them in children's magazines, newspapers among others.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Distinguish between adverbs of manner, time, place and frequency	Always demonstrates ability to distinguish between adverbs of manner, time, place and frequency.	Demonstrates ability to distinguish between adverbs of manner, time, place and frequency.	Sometimes demonstrates ability to distinguish between adverbs of manner, time, place and frequency.	Hardly demonstrates ability to distinguish between adverbs of manner, time, place and frequency.
2. Constructing sentences using *how many… could/would* correctly	Always constructs sentences using *how many… could/would* correctly.	Constructs sentences using *how many… could/would* correctly.	Constructs some sentences using *how many… could/would* correctly.	Has difficulty constructing sentences using *how many… could/would* correctly.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question (s)
9.4 Writing	**9.4.1 Mechanics of Writing** **9.4.1.1 Punctuation Marks** **9.4.1.1.1 Apostrophe** **9.4.1.1.2 Exclamation Mark** **(2 Lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify apostrophe and exclamation mark in sentences. b) Punctuate sentences correctly using the apostrophe and the exclamation mark. c) Collaborate with others to punctuate own or provided documents.	**Learner is guided to:** • Listen to a short oral text and write the text with the correct punctuation marks. • Underline the apostrophe and exclamation marks in a text, in pairs. • Construct sentences using apostrophe and exclamation mark. • Watch online videos or slides about the correct use of apostrophe and exclamation mark. • Complete exercises related to the apostrophe and exclamation mark online and offline. • Create and display charts or posters with sentences in which apostrophe and exclamation mark are used, in groups. • Conduct a gallery walk and view the charts made by each group.	1. Which punctuation marks do you know? 2. Why do we punctuate sentences?

Core Competencies:
- Communication and Collaboration - as learners punctuate sentences in pairs or groups
- Creativity and Imagination - as learners develop and display posters and charts
- Learning to Learn- as the learner searches for information on the internet

Link to PCIs: Health Education - as the learner interacts with material on the common communicable diseases	**Values:** responsibility, love, respect - developed as learners use different types of sentences and punctuate them correctly
Link to other Subjects: Other language areas emphasise the use of punctuation marks in writing	**Suggested Community Service Learning Activities:** Learner asset peers to edit their letters to children magazines.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying the apostrophe and exclamation mark in sentences	Identifies the apostrophe and exclamation mark in all sentences correctly.	Identifies the apostrophe and exclamation mark in most sentences correctly.	Identifies the apostrophe and the exclamation mark in some sentences correctly.	Hardly identifies the apostrophe and exclamation mark in any sentence correctly.
2. Punctuating sentences using the apostrophe and exclamation mark correctly	Always punctuates sentences using the apostrophe and exclamation mark correctly.	Punctuates sentences using the apostrophe and exclamation mark correctly.	Punctuates some sentences using the apostrophe and exclamation mark correctly.	Has difficulty punctuating sentences using the apostrophe and exclamation mark correctly.

10.0 LEISURE TIME ACTIVITIES

Suggested Vocabulary:
 leisure, interest, favourite, cinema, tennis, karate, swimming, skating, basketball, cycling, jogging, diving, fishing, picnic, hiking, gardening, hobby, entertain, enjoy, racing, , talent, event, visit, park,

Fixed phrase: in future, from now on

Simile: as free as a bird

Idiom: face the music

Proverb: An idle mind is the devil's workshop. ; Birds of a feather flock together
Phrasal verb: shut up

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
10.1 Listening and Speaking	**10.1.1 Pronunciation and Vocabulary** **10.1.1.1 Interactive Listening** **10.1.1.1.1 Choral verse** **10.1.1.1.2 Narrative in dialogue format (conversational narrative)** **10.1.1.1.3 Sounds /s/ as in surf; and /z/ as in zoo** **(3 lessons)**	By the end of the sub strand, the learner should be able to: a) Identify different moods in a narrative or a choral verse. b) Use words and phrases with the selected sound in sentences. c) Interrupt appropriately during turn- taking for self-expression. d) Challenge others to listen interactively during conversations.	Learner is guided to: • Listen to a narrative and retell it while expressing different moods or feelings. • Construct sentences orally in pairs or small groups. • Say words containing the sounds **/s/** and **/z/** in pairs or small groups. • Watch a video of a conversational narrative or a choral verse online or offline. • Discuss about appropriate turn-taking skills in the conversation. • Engage in a conversation in pairs, focusing on turn-taking and interrupting skills.	1. How do you behave when someone is speaking to you? 2. Which words do you use to join an ongoing conversation?

Core Competencies:
• Communication and Collaboration - as learners work in pairs and groups
• Creativity and Imagination - as learner create and role play conversations

Link to PCIs:	Values:
• Life Skills Education - as learners acquire the art of conversation during turn taking • Citizenship - social cohesion is enhanced during pair and group activities	peace, responsibility, social justice – promoted through recitation of choral verses and narration of narratives featuring these values
Link to other Subjects: Conversation is a feature in all languages	**Suggested Community Service Learning Activities** Learners assist their peers to practise turn-taking skills.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Using words and phrases with the selected sound in sentences	Uses words and phrases with the selected sound in sentences correctly with ease.	Uses words and phrases with the selected sound in sentences correctly.	Uses words and phrases with the selected sound in some sentences correctly.	Has difficulty using words and phrases with the selected sound in any sentence.
2. Interrupting appropriately in a conversation	Uses varied words and expressions to interrupt appropriately in a conversation.	Uses words and expressions to interrupt appropriately in a conversation.	Sometimes uses words and expressions to interrupt appropriately in in a conversation.	Has difficulty using any word or expression to interrupt appropriately in a conversation.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Reading	**10.2.1** **Intensive Reading** **10.2.1.1 Factual Texts of About 400 Words** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Relate the ideas in a text with their experiences. b) Respond to factual and inferential questions correctly. c) Summarise the main ideas in the text for comprehension. d) Encourage others to pay attention to detail when reading.	**Learner is guided to:** • Skim through a text and obtain the main idea. • Scan through a text to obtain specific information. • Discuss and relate ideas with their experiences, in groups. • Read a text independently. • Answer direct and inferential questions from the text. • Watch a video on leisure time and write the main points.	1. Why do you read texts? 2. What makes you a good reader? 3. Why do we make notes when reading?

Core Competencies:
- Learning to Learn- as learners skim and scan texts for information
- Self-efficacy - as learners answer comprehension questions

Link to PCIs: • Safety and Security – personal safety as learners acquire skills on proper use of leisure time	**Values:** responsibility and peace – developed through reading different texts and answering questions in pairs or small groups
Link to other Subjects Religious Education - appropriate use of leisure time is covered in this learning areas	**Suggested Community Service Learning Activities:** Learners recite poems on appropriate use of leisure time during community functions

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Relating the ideas in a text with their experiences	Relates all ideas in a text with their experiences.	Relates most ideas in a text with their experiences.	Relates some ideas in a text with their experiences.	Has difficulty relating any idea in a text with their experience.
2. Responding to direct and inferential questions	Responds to all direct and inferential questions correctly.	Responds to most direct and inferential questions correctly.	Responds to some direct and inferential questions correctly.	Has difficulty responding to any direct and inferential questions.
3. Summarising the main ideas in the text	Summarises all ideas in a text.	Summarises most ideas in a text.	Summarises some ideas in a text.	Hardly identifies any idea in a text.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10. 3 Grammar in Use	**10.3.1 Word Classes 10.3.1.1Conjunctions and, but, or, because, since, also, for, yet, since** **(3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify conjunctions in texts for effective communication. b) Use conjunctions correctly in communication. c) Judge the correctness and appropriateness of conjunctions used in oral and written texts.	**Learner is guided to:** • Listen to a short dialogue and identify the conjunctions. • Make sentences from a substitution table using **but, or, yet, because, since** and **also**. • Construct sentences using the conjunctions in pairs. • Fill blank spaces using conjunctions in sentences or paragraphs. • Create a display chart of sentences containing conjunctions, in small groups. • Conduct a gallery walk and give feedback to each group.	1. How do you join words or sentences? 2. Why do you join words and sentences?

Core Competencies:
- Communication and Collaboration - as learners work in groups
- Creativity and Imagination - as learners create a display chart

Link to PCIs: • Life Skills Education - as learners are exposed to proper use of leisure time • ESD - safety education is emphasised as they learn how to use leisure time	**Values:** unity, respect, integrity, responsibility – enhanced through construction of oral and written sentences using various conjunctions
Link to other Subjects: All language areas emphasise the use of conjunctions.	**Suggested Community Service Learning Activities:** Learners share information on proper use of conjunctions with siblings.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying conjunctions in sentences	Always identifies conjunctions in sentences.	Identifies conjunctions in sentence.	Identifies conjunctions in some sentences.	Has difficulty identifying conjunctions in sentences.
2. Using conjunctions in sentences	Consistently uses conjunctions in sentences correctly.	Uses conjunctions in sentences correctly.	Uses conjunctions in some sentences correctly.	Uses conjunctions incorrectly most of the time.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
10.4 Writing	**10.4.1 Creative Writing: 10.4.1.1 Descriptive Composition ((120 -160 words)** **(3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Describe people or things mentioned in a text. b) Create a descriptive composition related to the theme for effective communication. c) Collaborate with peers to critique a composition on the choice of words, creativity, relevance to theme and logical flow.	**Learner is guided to:** • Read a sample composition from print or electronic sources. • Talk about people or things in the text. • Make sentences to describe how they spent their leisure time, in pairs. • Organise the sentences to make a paragraph, in groups. • Write a descriptive composition individually. • Proof read their compositions, in pairs or groups.	1. How do we describe things or events? 2. Why is it important to describe things or events?

Core Competencies:
- Communication and Collaboration - as learners work in groups and pairs
- Creativity and Imagination - as learners create own compositions

Link to PCIs: Life Skills Education - as learners acquire effective communication skills	**Values:** cooperation and respect **-** developed as learners write descriptive compositions about various characters
Link to other Objects: All language areas cover descriptive writing	**Suggested Community Service Learning Activities:** Learners assist their siblings or friends to describe people, things or events.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Describing people or things in a text	Always describes people and things in texts correctly.	Describes people or things in texts correctly.	Describes people or things in some texts correctly.	Has difficulty describing people or things in any text correctly.
2. Writing descriptive compositions	Writes a descriptive composition logically and accurately.	Writes a descriptive composition logically.	Writes a descriptive composition with some logical flow.	Writes a descriptive composition with assistance from peers and the teacher.

11.0 SPORTS - APPRECIATING TALENTS

Suggested Vocabulary:
competition, cheer, score, award, medal, champion, guest, spectators, fans, courage, whistle, upper hand, walkover, celebrate, talent, sports, ability, gifted, genius, artist, magic, skill, blessing, giant, adjudicator, talent show, athletic, discover, brave

Fixed phrase: at present; no problem

Simile: as proud as a peacock; as simple as one, two, three

Idiom: loud and clear

Proverbs: Slow but sure wins the race; The race is not to the swift

Phrasal verb: breath in

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
11.1 Listening and Speaking	**11.1.1 Pronunciation and Vocabulary: 11.1.1.1 Listening fluency (Short speeches or dialogues of about 130 words) 11.1.1.2 Sound /aɪ/ as in my, mind, ride, wide** **11.1.1.3 Non-verbal cues** **(3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Select words containing the target sound in sentences. b) Construct sentences orally using words related to the theme. c) Listen for words with the sound /aɪ/ from an audio text. d) Interpret a speaker's emotions and feelings correctly during oral presentations.	**Learner is guided to:** • Listen to oral presentations *(dialogues or poems on topical issues)* containing words with the sound /**aɪ**/ • Identify words with the sound sound /aɪ/ from texts. • Practise saying selected tongue twisters in pairs. • Make a **three-minute speech** based on the theme in groups. e) Recite poems based on the theme. f) Interpret non-verbal cues correctly.	1. Why is it important to listen carefully? 2. How can we become better listeners?

Core Competencies:
- Communication and Collaboration - as learners make short speeches in groups
- Self Efficacy - as learners pick out the target sounds from poems or stories

Link to PCIs:	Values:
• Life Skills Education - as learners practise effective listening, they acquire effective communication skills • Learner Support Programmes - games and sports provides the context for leaning listening and speaking	peace, love, social justice, unity and responsibility – enhanced as learners prepare and make speeches
Link to other Subjects: • Fluency in listening is learnt in all languages • Physical Education - sports and games are covered in this learning area	Suggested Community Service Learning Activities: Learners practise tongue twisters with siblings

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Listening for words with the sound /aɪ/ from an audio text	Correctly selects all the words with the sound /aɪ/ from an audio text.	Selects most of the words with the sound /aɪ/ from an audio text.	Selects some of the words with the sound /aɪ/ from an audio text.	Hardly selects any word with the sound /aɪ/ from an audio text.
2. Interpreting non-verbal cues correctly.	Interprets all the non-verbal cues correctly.	Interprets most non-verbal cues correctly.	Interprets some non-verbal cues correctly.	Hardly interprets non-verbal cue correctly.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions (s)
11.2 Reading	11.2.1 Intensive Reading 11.2.1.1 Reading with Technology (2 lessons)	By the end of the sub strand, the learner should be able to: a) Relate ideas in the text to personal experiences. b) Creates mental images from the events, characters or places in a text. c) Answer factual and inferential questions correctly. d) Judge the appropriateness of digital texts on the basis word choice, theme and interest.	Learner is guided to: • Infer the meaning of words from context. • Make connections between their experiences and events in the reading text. • Create pictures, mimes, videos or crossword puzzles in small groups. • Search and read texts from the internet in pairs and groups, online. • Answer questions in pairs. • Dramatise or role play the stories they have read online. • Print the visuals obtained from online sources and share or display in a gallery.	1. Why is it important to relate what you read with your experiences? 2. What digital resources can you use in your reading? 3. Why are digital materials more interesting to read than print ones?

Core Competencies:
- Critical Thinking and Problem Solving - as learners research online
- Digital Literacy- as learners use digital devices to read online and offline

Link to PCIs: Learner Support Programmes – enhanced through the theme of sports	**Values:** responsibility, integrity - developed as learners read using technology and use technology responsibly
Link to other Subjects: Reading comprehension is applicable in all learning areas	**Community Service Learning Activities** Learners help other people access online reading resources.

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Relating ideas in the text to personal experiences	Relates all ideas in the text to personal experiences.	Relates most all ideas in the text to personal experiences.	Relates some all ideas in the text to personal experiences.	Hardly relates any idea in the text to personal experiences.
2. Creating mental images from the events, characters or places in a text	Always creates mental images from the events, characters or places in a text.	Creates mental images from the events, characters or places in a text.	Creates mental images from the events, characters or places in a text.	Creates mental images from the events, characters or places in a text.
3. Answering factual and inferential questions	Answers all factual and inferential questions correctly.	Answers most factual and inferential questions correctly.	Answers some factual and inferential questions correctly.	Hardly answers any factual or inferential questions correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
11.3 Grammar in Use	11.3.1 Sentences 11.3.1.1 Use of Interrogatives When, who, how, why, which, how much, what else (3 lessons)	By the end of the sub strand, the learner should be able to: a) Identify interrogatives in sentences correctly. b) Use interrogatives accurately in sentences. c) Collaborate with others to determine the correctness and appropriateness of interrogatives used in oral and written texts.	Learner is guided to: • Mention the words used to ask questions - *how, what, when, why, who* • Use the **Wh-** words and **How** to ask questions. • Construct questions using the pattern: ***how much more…, when/who/why/what else*** in small groups, for example, *Who else attended the ceremony? How much more sugar was bought?* • Use the interrogatives with: else, much … to complete sentences • Use digital devices to practice constructing questions.	1. Why do we ask questions? 2. How do we ask questions?

Core Competencies:
- Learning to Learn- as learners learn to use interrogatives correctly
- Communication and Collaboration- as learners work in groups and pairs

Link to PCIs: Citizenship - social cohesion is reinforced through pair and group activities	**Values:** cooperation, respect and patriotism - enhanced through the use of interrogatives in pairs or small groups
Link to other Subjects: All learning areas use interrogatives	**Suggested Community Service Learning Activities:** Learners assist their siblings or friends to use interrogatives correctly to seek for information

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying interrogatives	Identifies all interrogatives in sentences with ease.	Identifies nearly all interrogatives in sentences.	Identifies some interrogatives in sentences.	Has difficulty identifying interrogatives.
2. Using interrogatives	Uses interrogatives in all sentences correctly.	Mostly uses interrogatives in sentences correctly.	Uses some interrogatives in sentences correctly.	Uses interrogatives in some sentences but with assistance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
11.4 Writing	**11.4.1 Spelling 11.4.1.1 Commonly Misspelt Words 11.4.1.2 Homophones 11.4.1.3 Homonyms (2 lessons)**	**By the end of the sub strand the learner should be able to:** a) Spell selected words correctly for effective communication. b) Use homophones and homonyms in sentences correctly. c) Advocate the use of correct spelling of words among peers.	**The learner should be guided to:** • Discuss in groups words they find difficult to spell. • Make a presentation on correct spelling homophones and homonyms • Write words from a dictation by the teacher or from an audio-visual recording. • Play spelling games in pairs; for example, scramble or scrabble. • Use jigsaw puzzle to form words correctly in groups. • Make words from jumbled up letters.	1. Why do we write words correctly? 2. Which words do you find difficult to write? 3. How do we learn to spell words?

Core Competencies:
- Communication and Collaboration - as learners in groups to find the spelling of words
- Critical Thinking and Problem Solving - as learners make words from jumbled up letters
- Learning to Learn- as learners spell words

Link to PCIs:	Values:
• Life Skills Education - effective communication and interpersonal communication promoted as learners excel in spelling words correctly • Social cohesion - as learners work in groups	unity, responsibility, love – promoted as learners write examples of different words and play spelling games such as scrabble in pairs and groups

Link to other Subjects: Spelling of words is useful in all learning areas	Suggested Community Service Learning Activities Learner creates a spelling game like scrabble with the help of parents or guardians and plays it with peers

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Spelling words correctly	Spells all words correctly.	Spells most words correctly.	Spells some words correctly.	Hardly spells any word correctly.
2. Using commonly misspelt words in sentences	Uses all commonly misspelt words in sentences correctly.	Uses most commonly misspelt words in sentences correctly.	Uses some commonly misspelt words in sentences correctly.	Has difficulty using commonly misspelt words in sentences.

12.0 ENVIRONMENTAL POLUTION

Suggested Vocabulary:

environment, atmosphere, conserve, acid rain, recycle, sewage, poisonous, pollution, destroy, dirt, disaster, dump, erosion, famine, poison, preserve, purify, sewage, waste, flood, dirty, chemicals, sick, cancer

Fixed phrase: fresh air, keep a promise, excuse me

Simile: as white as snow; as clear as glass, as clear as the sky
Idiom: feel at home, fight for your life

Proverbs: cleanliness is next to godliness;

Phrasal verb: grow up

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.1 Listening and Speaking	**12.2 Pronunciation and Vocabulary 12.2.1 Speaking Fluency (content from other learning) 12.2.2 Making a Speech) 12.2.3 Sounds /f/ as purify; as in; and /v/ as in vapour preserve, (3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Pronounce words with selected sounds accurately for effective communication. b) Construct sentences orally using words related to the theme. c) Speak accurately, without hesitation and with expression. d) Challenge others to speak accurately, at the right speed and to display appropriate expressions during oral presentations.	**Learner is guided to:** • Say words containing the sounds /f/ and /v/ in small groups. • Pronounce the words related to the theme correctly. • Construct oral sentences using vocabulary learnt. • Listen to a recorded speech from a digital device. • Make short speeches using vocabulary learnt, and appropriate non- verbal cues.	1. Why should we speak clearly and confidently? 2. Why do we make speeches?

Core Competencies:
- Communication and Collaboration - as learners work in groups
- Self Efficacy - as learners create and make speeches

Link to PCIs: Environmental Education - as learners interact with content related to environmental pollution	**Values:** responsibility, patriotism – developed as learners practise caring for the environment

Link to other Subjects:	Suggested Community Service Learning Activities:
• Science and Agriculture - these learning areas have content on environmental pollution • Public speaking is learnt in all languages	Learners help their peers to make speeches and deliver them fluently

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Pronouncing words with selected sounds	Pronounces all words with selected sounds accurately.	Pronounces most words with selected sounds accurately.	Pronounces some words with selected sounds accurately.	Pronounces some words with selected sounds accurately but with assistance.
2. Speaking accurately, without hesitation and with expression	Consistently speaks accurately, without hesitation and with expression.	Mostly speaks accurately, without hesitation and with expression.	Speaks with some hesitation and expression.	Speaks with many hesitations and minimal expressions.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
12.2 Reading	**12.2.1 Intensive Reading: 12.2.1.1 Poems, Songs and Tongue Twisters (2 lessons)**	**By the end of the sub strand the learner should be able to:** a) Creates mental images from events, characters and places in a text. b) Infer information and meaning of words from context. c) Answer factual and inferential questions correctly for comprehension. d) Relate events and characters in the reading text to personal experiences.	**Learner is guided to:** • Watch a video on environmental pollution and answer questions. • Read a poem or song and role play the events, experiences or characters in the text. • Answer factual and inferential questions on the poem and song they read.	1. What can you learn from poems and songs? 2. Which poems and songs do you know? 3. How do you tell the meaning of unfamiliar words while reading?

Core Competencies:
- Communication and Collaboration - enhanced as learners discuss the passage in groups
- Digital Literacy - as learners watch a video
- Learning to Learn- as learners recite poems

Link to PCIs: • Environmental Education – as learners interact with content on environmental pollution • Life Skills Education – communication skills are enhanced as learners recite poems and sing songs	**Values:** responsibility, integrity and love – promoted when learners read poems/listen to songs and answer questions
Link to other Subjects: • Songs and poems are also learnt in music and other languages • Environmental pollution is a concept learnt in science	**Suggested Community Service Learning activities:** Learners sing songs about environmental conservation in communal gatherings

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Creating mental images from events, characters and places	Creates mental images from all events, characters and places.	Creates mental images from most events, characters and places.	Creates mental images from some events, characters and places.	Hardly creates any mental image from events, characters and places.
2. Inferring the meaning of words from context	Infers the meaning of all words from context correctly.	Infers the meaning of most words from context correctly.	Infers the meaning of some words from context correctly.	Hardly infers the meaning of any word from context correctly.
3. Answering factual and inferential questions correctly	Answers all factual and inferential questions correctly.	Answers most factual and inferential questions correctly.	Answers some factual and inferential questions correctly.	Hardly answers any factual and inferential questions correctly.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(S)
12. 3 Grammar in Use	12.3.1 Word Classes 12.3.1 12.3.1,2 Nouns which only Occur in Singular or Plural (3 lessons)	By the end of the sub strand, the learner should be able to: a) Identify nouns which only occur in singular or plural from given sentences. b) Use nouns which only occur in singular or plural to make sentences. c) Collaborate with others to determine the correctness and appropriateness of nouns used in various texts.	Learner is guided to: • Identify and underline nouns which only occur in singular or plural sentences. • Construct sentences in pairs or groups using nouns which only occur in singular or plural such as *news, dirt, waste and rubbish,* • Practise a conversation using plurals of nouns which only occur in singular or plural, in pairs. • Watch videos on nouns which only occur in singular or plural and answer questions. • Create display charts on nouns which only occur in singular or plural in sentences.	1. Why is it important to use words correctly? 2. Which singular nouns end with letter -s?

Core Competencies:
- Communication and Collaboration - as learners use words correctly
- Digital Literacy- as learners watch videos and play language games

Link to PCIs: Citizenship - group activities promote cohesion and integration	Values: responsibility, respect and unity - constructing sentences related to the theme enhances learner awareness about the need to conserve the environment
Link to other Subjects: Other language areas - these learning areas emphasise correct use of sentence patterns	Suggested Community Service Learning Activities Learners create poems using nouns and send them friends through email, social media or posters.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying selected nouns which only occur in singular or plural	Consistently identifies all the selected nouns correctly.	Identifies most of the selected nouns correctly	Identifies some of the selected nouns correctly	Has difficulty identifying any of the selected nouns correctly.
2. Using selected nouns which only occur in singular or plural correctly	Consistently uses all the selected nouns correctly.	Uses most of the selected nouns correctly.	Uses some of the selected nouns correctly.	Has difficulty using any of the selected nouns correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.4 Writing	**12.4.1 Functional Writing 12.4.1 Personal Diary 12.4.1 Journal (3 days) (2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Identify the key components of a diary/journal. b) Create a journal/diary to convey desired information in the right format. c) Collaborate with peers to create personal journals and diaries on varied topics.	**Learner is guided to:** View a sample diary sample journal/and identify the components. • Make journal/diary entries in pairs or small groups. • Create a diary in pairs. • Create a three day journal in small groups. • Display their work in class and take a gallery walk. • Give feedback to the work of each group. • Search for more examples of diaries or journals on the internet, textbooks or the library. • Create a diary or journal individually.	1. Why should we plan our activities in advance? 2. What is the most memorable experience in your life?

Core Competencies:
- Communication and collaboration - as learners work in groups
- Creativity and imagination- as learners create diaries

Link to PCIs:	Values:
Life Skills Education - effective communication enhanced as learners use improve their writing skills	unity, integrity, responsibility and respect – enhanced as learners create diaries and journals related to the environment

Link to other Subjects:	Suggested Community Service Learning Activities:
Diaries and journals are learnt in all other languages	Learners peers, religious group or siblings to plan activities using a diary.

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying the features of a diary/journal	Identifies all features of a journal/diary.	Identifies most features of a journal/diary.	Identifies some features of a journal/diary.	Has difficulty identifying any feature of a journal/diary.
2. Creating a diary/journal with all entries correctly made	Creates a diary/journal with all the entries correctly made.	Creates a diary/journal with most of the entries correctly made.	Creates a diary/journal with some of the entries correctly made.	Creates a diary/journal with hardly any entry correctly made.

13.0 MONEY- SAVINGS AND BANKING

Suggested Vocabulary:
debt, banker, teller, lend, customer care, banking hall, queue, ATM machine, safe, save, savings ,account, balance, cash, deposit , interest, internet, cheque, exchange, loan, value, credit, bank manager, a lot

Fixed phrase: be in debt; make money
Simile: as cheap as dirt; as good as gold
Idiom : go for; money changed hands; loud and clear
Proverbs : A fool and his money are soon parted.; Keep something for a rainy day; Money does not grow on trees
Phrasal verb: give back, give out; give away

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.1 Listening and Speaking	**13.1.1 Pronunciation and Vocabulary 13.1.1.1 Intensive Listening (Dialogue containing similes) 13.1.1.2 Sounds : /m/ as in money; /n/ as in notes, /ŋ/ as in shilling 13.1.1.3 Digraphs: sn as in sneeze, sl as in sling (3 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Select words and phrases with the target sounds, digraphs and consonant clusters from a text. b) Use similes and vocabulary related to the theme correctly in sentences. c) Judge the appropriateness of words, similes and nonverbal cues during an oral presentation. d) Interpret a speaker's feelings and emotions correctly during oral presentations.	**Learner is guided to:** • Say words containing the sounds /m/ /n/ /ŋ/ in small groups. • Identify similes from an oral text. • Use similes and words in sentences in small groups. • Listen to a dialogue from an audio-visual recording or read by the teacher and select words with the target sounds, digraphs and clusters in pairs. • Identify words featuring the target sounds. • Identify similes from an audio visual text. • List the similes in small groups. • Discuss new words found in the dialogue in pairs. • Construct sentences using the new words individually. • Dramatise the dialogue in small groups.	1. Why should we listen attentively? 2. How can you tell someone is attentive?

Core Competencies:
• Communication and Collaboration - enhanced as learners work in pairs and groups
• Digital Literacy- as learners listen to dialogues from digital devices

Link to PCIs:	Values:
• ESD - financial literacy as learners listen to dialogues based on the theme of money • Life Skills Education - effective communication	love, peace, responsibility, respect – developed as learners familiarise themselves with words like saving, money and a proverb like: 'A fool and his money are soon parted'

Link to other Subjects:	Suggested Community Service Learning Activities
Intensive listening is applicable in all learning areas	Learners could participate in presentations of dramatised poems or dialogues featuring the learnt sounds and words in community gatherings.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Selecting words and phrases with the target sounds, digraphs d consonant clusters from a text	Selects all words and phrases with the target sounds, digraphs d consonant clusters from a text	Selects most words and phrases with the target sounds, digraphs d consonant clusters from a text	Selects some words and phrases with the target sounds, digraphs d consonant clusters from a text	Has difficulty selecting most words and phrases with the target sounds, digraphs d consonant clusters from a text
2. Using similes in sentences	Uses all similes in sentences correctly.	Uses most similes in sentences correctly.	Use some similes in sentences correctly.	Has difficulty using similes in sentences correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.2 Reading	**13.2.1 Extensive Reading** **13.2.1.1 Variety of Texts such as (texts of about 1001 - 1250)** **13.2.1.2 Newspapers, magazines, class readers and poems** **(2 lessons)**	**By the end of the sub strand, the learner should be able to:** a) Select suitable reading materials from a variety of texts. b) Read a variety of materials independently for information and pleasure. c) Use fluency strategies such as previewing, skimming and scanning strategies to find necessary information. **d)** Judge the appropriateness of a reading text on the basis of theme, interest and language complexity.	**Learner is guided to:** • Select appropriate print and non-print reading materials; *newspapers, magazines, class readers or poems.* • Preview reading materials to determine suitability. • Scan through a text for specific details. • Skim through a material to obtain the main idea. • Scan through newspapers, magazines among others to find specific information. • Skim through materials in small groups. • Read selected materials Independently. • Promote extensive reading among peers and the greater community. • Collaborate with peers to determine the appropriateness of reading texts on the basis of interest, themes and complexity of language • Look for specific information from a reading material in pairs. • Make notes on a topic they read in groups. • Make an entry of what they have read in their creative writing diary. • Visit a library to read online and offline materials.	1. Why do you read? 2. How do you obtain specific information from a text? 3. What materials do you enjoy reading?

Core Competencies:
- Digital Literacy- as they search for online reading materials
- Learning to Learn- as learners find new information from newspapers, magazines, class readers and poems

Link to PCIs:	Values:
ESD - financial literacy is enhances as learners read material containing topics on money	unity, responsibility, integrity – promoted as learners read materials about spending money wisely and the importance of saving money
Link to other Subjects: All learning areas - as learners read extensively for information	**Suggested Community Service Learning Activities** Learners to encourage peers to read a variety of materials for pleasure and information.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Reading a variety of materials independently for information and pleasure	Always reads a variety of materials independently for information and pleasure.	Reads a variety of materials independently for information and pleasure.	Reads some materials independently for information and pleasure.	Hardly reads any material independently for information and pleasure.
2. Use fluency strategies such as previewing, skimming and scanning strategies to find required information	Uses fluency strategies such as previewing, skimming and scanning strategies to find all the required information.	Uses fluency strategies such as previewing, skimming and scanning strategies to find most of the required information.	Uses fluency strategies such as previewing, skimming and scanning strategies to find some of the required information.	Has difficulty using fluency strategies such as previewing, skimming and scanning strategies to find most of the required information.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions

13.3 Grammar in Use	**13.3.1 Word Classes**
	13.2.1.2 Prepositions
	• Time such as : in, on, at
	• Place such as :in, on, at
	• Direction such as : into, towards, to, through
	(2 lessons)
		By the end of the sub strand, the learner should be able to:
		a) Identify prepositions of time, place and direction in sentences.
		b) Use prepositions of time, place and direction appropriately for effective communication.
		c) Collaborate with others to judge the accuracy, appropriateness and correctness of prepositions used in varied texts.
			Learner is guided to:
			• Underline prepositions of time, place and direction in sample sentences:
			   o time such as in, on, at)
			   o place such as :in, on, at
			   o direction such as : into, towards, to, through
			• Play preposition games and songs online/offline.
			• Construct sentences using prepositions.
			• Use prepositions to perform classroom tasks.
			• Watch videos and online material on prepositions and in pairs/groups.
			• Create display charts containing preposition of time and direction.
			• Create crossword puzzles using prepositions.
			• Solve code words and crossword puzzles involving prepositions.
			• Search for prepositions online, from newspapers magazines among others.
				1. Which words show direction and time?
				2. Why is it important to show time and direction?

Core Competency:
- Communication and Collaboration - as learners sing and play preposition games
- Digital Literacy- as learners watch videos and online materials

Link to PCIs:	Values:
• Citizenship - social cohesion is enhanced as learner sings and play language games • Life Skills Education - as learners use prepositions accurately in communication	responsibility, respect and integrity – enhanced through correct use of prepositions in sentences

• Financial literacy – learners acquire information about banking	
Link to other Subjects: All language learnings areas - preposition is a concept in these learning area	**Suggested Community Service Learning Activities** Learners sing or play preposition games with their peers.

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Identifying prepositions of time and direction	Identifies all prepositions from a text correctly.	Identifies most prepositions from a text correctly.	Identifies some prepositions from a text correctly.	Has difficulty identifying most prepositions from a text correctly.
2. Using prepositions in sentences	Uses all prepositions in sentences correctly.	Uses prepositions in sentences correctly	Uses some prepositions in sentences correctly.	Has difficulty using most prepositions in sentences correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
13.4 Writing	**13.4.1 Spelling 13.2.2 Homophones; 13.2.3 Words with double consonants 13.2.4 Words with double vowels (2 Lessons)**	**By the end of the sub strand the learner should be able to:** a) Identify homophones, words with double consonants and words with double vowels correctly. b) Spell homophones, words with double consonants and words with double vowels correctly. c) Uses homophones, words with double consonants and words with double vowels in sentences correctly. **d)** Recommend to peers ways of enhancing their spelling skills for clarity of communication. **e)** Collaborate with others to judge the appropriateness of words, phrases and sentences used in own or provided documents.	**Learner is guided to:** • Identify homophones, words with double consonants and words with double vowels from a text. • Listen to words read by the teacher or from audio recording for example: - *waist/waste* - *Collect or dropped* • Write down from a dictation correctly. • Use jigsaw puzzle to form words correctly in groups. • Make words from jumbled up letters. • Form sentences from the words they have spelt. • Search for homophones, words with double consonants and words with double vowels from the internet.	1. Why should we write words correctly? 2. Which words have the same pronunciation but different spelling?

Core Competencies:
- Communication and Collaboration - as learners work in groups to find the spelling of words
- Creativity and problem solving - as learners make words from jumbled up letters
- Learning to Learn - as learners spell words

Link to PCIs: Financial literacy - as learners learn vocabulary about money	**Values:** unity, responsibility and love – developed as learners create puzzles and rearrange jumbled up sentences in pairs or small groups
Link to other Subjects: All languages - spelling of words is learnt in these learning areas	**Suggested Community Service Learning activities** Learners play games involving spelling of words with peers

Suggested Formative Assessment Rubrics

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
1. Spelling homophones, words with double consonants and words with double vowels correctly	Spells all homophones, words with double consonants and words with double vowels correctly.	Spells most homophones, words with double consonants and words with double vowels correctly.	Spells some homophones, words with double consonants and words with double vowels correctly.	Has difficulty spelling most homophones, words with double consonants and words with double vowels correctly.
2. Uses homophones, words with double consonants and words with double vowels in sentences correctly	Uses all homophones, words with double consonants and words with double vowels in sentences correctly	Uses most homophones, words with double consonants and words with double vowels in sentences correctly	Uses some homophones, words with double consonants and words with double vowels in sentences correctly	Has difficulty using most homophones, words with double consonants and words with double vowels in sentences correctly

SUGGESTED ASSESSMENT METHODS, NON FORMAL ACTIVITIES AND LEARNING RESOURCES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Non Formal Activities	Suggested Learning Resources
1.1 Listening and Speaking	**1.1 Pronunciation and Vocabulary**	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions g) Oral presentations h) Public speaking i) Teacher-made tests j) Peer assessment k) Self-assessment and standardised listening tests	• Participation in poetry recitations during music and drama festivals. • Readers' theatres organised after classes where poems are read for fun. • Engaging in public speaking contests where knowledge on pronunciation is applied. • Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency. • Debating club contests • Taking part in the 4K club and young farmers association to reinforce learnt vocabulary. • Christian union, Catholic action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues. • Taking part in integrity clubs in schools to help learners hone their speaking skills.	**Non Digital Resources** • course books • story books • poetry books • pictures and photographs • newspapers • magazines • junior encyclopaedia • journals • dictionaries • diorama • flash cards • word wheels • word puzzles • code words • charts and realia **Digital** • digital story books • pictures and photographs • journals • electronic and digital devices • electronic or online dictionaries
2.0 Reading	**2.1 Intensive Reading** **2.2 Extensive** **2.3 Reading Fluency**	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests f) Learner summaries of what they read	• Reading news during the morning assembly. • Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps.	

		g) Learner journals h) Learner portfolios i) Peer assessment j) Self-assessment and standardised reading tests k) Keeping a record of books read	• Collecting narratives from their community for a school magazine. • Performing short plays, conversational poems or choral verses within the school or during drama festivals. • Acting as reporters, sports commentators or journalists during sports and games activities in school.	• flash cards • charts • video clips • audio-visual resources • other web resources
3.0 Grammar in Use	**3.1 Word Classes** **3.2 Sentences** **3.3 Patterns** **3.4 Tense**	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation h) Matching tasks i) Substitution tables j) Word games k) Puzzles l) Teacher made tests	• Essay writing competitions on different topics. • Debating club sessions to enhance their language competency.	
4.0 Writing	**4.1 Creative Writing** **4.2 Functional Writing** **4.3 Mechanics of Writing**	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardised writing tests	• Establishment of writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. • Spelling contests among schools. • Set up an after school club where they meet on a regular basis to read books and do extensive reading activities	