



REPUBLIC OF KENYA

LOWER PRIMARY SCHOOL CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 3



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



First Published 2021

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed in any form or by any means; electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-43-818-5

Published and printed by Kenya Institute of Curriculum Development



Table of Contents

NATIONAL GOALS OF EDUCATION	ii
LESSON ALLOCATION AT LOWER PRIMARY	iv
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION	v
ESSENCE STATEMENT	v
SUBJECT GENERAL LEARNING OUTCOMES	vi
STRAND: 1.0 INTRODUCING SELF AND OTHERS	1
STRAND: 2.0 THE COMMUNITY	6
STRAND 3.0 WILD ANIMALS	11
STRAND: 4.0 ROAD SAFETY	16
STRAND: 5.0 SEASONS OF THE YEAR	21
Appendix 1:.....	26



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

iii) Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.



iv) Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v) Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

vi) Promote respect for and development of Kenya's rich and varied cultures.

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
	Pastoral Instruction Programme	1
Total		31



GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

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



SUBJECT GENERAL LEARNING OUTCOMES

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

1. Express self, confidently in indigenous language in different contexts.
2. Use thematic vocabulary in indigenous language to communicate appropriately.
3. Read texts accurately and fluently in indigenous language to access information.
4. Express feelings, ideas, and opinions through writing in indigenous language.
5. Practice appropriate cultural norms and good conduct expected of societal members.
6. Apply indigenous knowledge to conserve and preserve the environment.



STRAND: 1.0 INTRODUCING SELF AND OTHERS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.1 Listening and Speaking	1.1.1 Imitation of expressions	By the end of the sub strand, the learner should be able to: a) identify simple expressions used when introducing self and others, b) respond to questions using expressions appropriately for comprehension, c) appreciate using expressions to introduce self and others.	The learner is guided to: • collaborate with peers to listen to recorded clips on introducing self and others, • identify instances when they have to introduce self or others, • introduce self and others formally to peers in class, • listen to conversations from a radio lesson about the importance of introducing self and others, • respond to questions from the radio lesson with peers, • take turns to describe thematic pictures to tell a story on introducing self and others, • role play a short skit where they introduce themselves and their friends to others, • conduct a peer review to help each other improve on their introductions.	Why is it important to introduce self and others?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration is enhanced as the learner introduces self, peers and others formally. • Learning to learn is developed as the learner conducts a peer review to help each other improve on their introductions. 				

**Values:**

- Unity is enhanced as the learner works harmoniously work with peers to describe pictures to tell a story on introducing self and others.
- Responsibility is promoted as the learner uses digital devices to listen to recorded clips on introducing self and others without diverting to inappropriate sites.

Pertinent and Contemporary Issues (PCIs):

Self- awareness is enhanced as the learner practices ways of introducing self and others formally.

Links to Other Learning Areas:

The learner is able to apply the use of expressions to introduce self and others in their learning in English Language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.2 Reading	1.2.1 Independent Reading	By the end of the sub strand, the learner should be able to: a) identify the main idea in a simple passage on the theme for comprehension, b) read supplementary readers related to the theme	The learner is guided to: • skim and scan for information from simple texts, • read a passage and supplementary readers to pick out main ideas, • with peers practice identifying the main idea in passages and give peer review, • read level readers, independently and answer questions collaboratively, • search for short paragraphs on the theme from digital platforms, • identify vocabulary from a text and infer their meaning,	1. What are the benefits of reading on your own? 2. How do you identify the main idea from a passage?



		and answer questions, c) develop interest in reading for pleasure.	<ul style="list-style-type: none"> • choose materials available in the class library on introducing self and others and read them to improve their independent reading skills, • team up to make simple summary notes from readers and present them in class. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration is enhanced as the learner read and identifies the main ideas from simple passages on introducing self and others accurately. • Learning to learn is developed as the learner practices scanning, skimming and making simple summary notes from the readers with peers. 				
Values: <ul style="list-style-type: none"> • Responsibility is acquired as the learner uses materials available in the class library carefully to improve their independent reading skills. • Respect is enhanced as the learner demonstrates tolerance for individual differences as they read and make notes from simple passage. 				
Pertinent and Contemporary Issues (PCIs): Digital literacy is promoted as the learner teams up with peers to search for and interact with reading materials from online sources.				
Link to Other Learning Areas: The learner is able to relate and apply reading strategies learnt such as scanning, skimming and note taking to their learning in English and Kiswahili.				



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

**Core Competencies to be developed:**

- Citizenship is developed as the learner freely introduces self and others without fear of discrimination based on background information.
- Learning to learn is enhanced as the learner participates in fishing games to fish and arrange word cards to form simple sentences.

Values:

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

Pertinent and Contemporary Issues (PCIs):

Group dynamics is appreciated as the learner teams up with others peacefully to arrange word cards to form simple sentences about introducing self and others.

Links to Other Learning Areas:

The learner is able to apply the concept of sentence formation to their learning of language skills in Foreign languages



STRAND: 2.0 THE COMMUNITY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.1 Listening and Speaking	2.1.1 Stories	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify words related to the types of occupations in the community, respond to questions about characters from a story for comprehension, use creative words and expressions to tell a story on occupations in the community, develop interest in story telling for enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> team up to listen to stories related to occupations in the community from recorded clips, guest speaker or teacher, identify words related to types of occupations and characters used in the story, take turns to listen to stories on the occupations in the community, respond to questions from the story use creative words and expressions to retell stories in correct sequence, with peers, use digital devices to find stories on occupations in the community, recreate and retell them using creative words and expressions. 	<ol style="list-style-type: none"> Why are occupations important? How do we tell stories in sequence?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication is developed as the learner is able to listen and respond to questions from stories related to occupations in the community. Critical thinking and problem solving is developed as the learner listens to a story, answers questions and identifies the 				



characters mentioned in the story.
Values: <ul style="list-style-type: none"> • Respect is developed as the learner appreciates peers as they take turns to retell stories in correct sequence. • Responsibility is promoted as the learner uses digital devices to find stories on occupations in the community without diverting to inappropriate sites.
Pertinent and Contemporary Issues (PCI's): Financial literacy is promoted as the learner teams up with peers to talk about occupations that generate income in the community.
Links to Other Learning Areas: The learner is able to apply story listening and comprehension skills in their learning in Kiswahili and English Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.2 Reading	2.2.1 Reading Aloud	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) read simple stories fluently and clearly for communication, b) pronounce words in sentences related to the theme for accuracy, c) develop an interest in reading with correct 	The learner is guided to: <ul style="list-style-type: none"> • work with peers to practice reading simple stories about occupations in the community correctly, fluently and clearly, • team up to practice pronouncing words correctly as they read 	<ol style="list-style-type: none"> 1. What is the importance of reading fluently and clearly? 2. How do we use the word attack strategy in reading? 3. Why is it important to



		pronunciation.	<p>sentences about occupations in the community correctly and give feedback,</p> <ul style="list-style-type: none"> • collaborate to use word attack strategies to read simple texts on occupations in the community correctly, • practice reading aloud and give peer review, • select and read an appropriate story book from the reading corner and read aloud at correct speed, • access digital platforms to find stories on occupations in the community and read them aloud. 	pronounce words correctly when reading?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn is developed as the learner practices pronouncing words correctly, as they read sentences about occupations in the community correctly and give feedback. • Critical thinking and problem solving is acquired as the learner selects and read an appropriate storybook from the 				



reading corner aloud and at correct speed.
Values: <ul style="list-style-type: none"> Responsibility is acquired as the learner takes care of a storybook selected from the reading corner as they read. Unity is enhanced as the learner participates in peer assessment during reading activities to practice word attack skills.
Pertinent and Contemporary Issues (PCI's): Self-esteem is promoted as the learner teams up with classmates to practice pronouncing words in sentences accurately.
Links to Other Learning Areas: The learner is able to apply the word attack and library reading skills in their learning in English and Kiswahili languages.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.3 Writing	2.3.1 Writing Simple Stories	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> spell thematic words in sentences correctly for accuracy, Write texts legibly using correct spacing and shaping of letters for effective communication, develop interest in writing simple stories about topical issues 	The learner is guided to: <ul style="list-style-type: none"> Trace and model letters correctly, Team up to write legibly using correct spacing and shaping of letters and peer review, read a simple story and identify main ideas. write words from a dictation provided by the teacher, use the words to write simple stories about occupations in the community, 	<ol style="list-style-type: none"> What is the importance of spacing words when writing? Why is it important to spell words correctly? How do we use connecting words in sentences?



		creatively.	<ul style="list-style-type: none"> • generate and organizing ideas to create simple interesting stories, • practice using connecting words appropriately in sentences, • collaborate to use digital tools to create simple stories about occupation in the community. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Collaboration is promoted as the learner engage in teams to practice writing legibly using correct spacing and shaping of letters and give peer reviews. • Creativity and imagination is enhanced as the learner is uses vocabulary and organises ideas to create simple interesting stories. 				
Values: <ul style="list-style-type: none"> • Respect is developed as the learner appreciates peers as they give peer reviews on writing legibly in correct spacing and letter shapes. • Integrity is acquired as the learner writes words and sentences from a dictation on their own or without referring to other sources. 				
Pertinent and Contemporary Issues (PCI's): Career guidance is enhanced as the learner is able to identify and look forward to taking up occupations available in the community when they grow up.				
Links to Other Learning Areas: The learner is able to relate and use creative writing skills in their learning for effective communication in Kiswahili and Foreign Languages.				



STRAND 3.0 WILD ANIMALS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.1 Listening and Speaking	3.1.1 Presentation skills	By the end of the sub strand, the learner should be able to: a) identify skills used during presentations for effective communication, b) make a presentation using audience awareness skills for communication, c) embrace the importance of presentation skills in oral communication.	The learner is guided to: <ul style="list-style-type: none">• listen to each other's presentations about wild animals,• identify presentation skills that have been used and give peer review,• practice presenting the short notes confidently and in sequence,• team up to talk about types of wild animals using correct articulation and voice projection and give peer review,• listen to a resource person, audio/visual clips, on riddles,• use digital devices to record themselves as they pose and respond to riddles and give feedback.	Why is it important to know your audience when making a presentation?

**Core Competencies to be developed:**

- Communication is promoted as the learner prepares and makes a presentation using audience awareness skills.
- Self- efficacy is enhanced as the learner articulately presents on a topic confidently and fluently.

Values:

- Respect is developed as the learner listens to each other's presentations about wild animals.
- Responsibility is acquired as the learner handles digital devices carefully to record himself or herself as they pose and respond to riddles.

Pertinent and Contemporary Issues (PCIs):

Digital literacy is acquired as the learner uses digital devices to record himself or herself as they pose and respond to riddles and give feedback.

Links to Other Learning Areas:

The learner is able to apply presentation skills learnt to their learning in Kiswahili and English activities.



Strand	Sub strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.2 Reading	3.2.1 Reading comprehension	By the end of the sub strand, the learner should be able to: a) create personal collections of thematic words from texts on wild animals for reading, b) respond to questions from passages about types of wild animals for comprehension, c) embrace reading for comprehension texts for lifelong learning.	The learner is guided to: <ul style="list-style-type: none"> • practice locating thematic words from texts and creating personal word banks, • team up to read short passages and respond to comprehension questions, • work with peers to practice reading texts on wild animals accurately and fluently, and give peer review, • make personal opinions about stories read on wild animals, • team up to identify favourite animals and give personal opinion. • read texts to identify thematic vocabulary and use them to construct sentences, • manipulate and use digital devices to identify texts and read. 	<ol style="list-style-type: none"> 1. Why is it important to read texts fluently and accurately? 2. How do we read texts with understanding to give personal opinions?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner works with peers to practice reading texts about wild animals accurately and fluently, and give peer review. • Creativity and imagination is cultivated as the learner uses thematic vocabulary to compose sentences about wild animals. 				

**Values:**

- Responsibility is enhanced as the learner manipulates and uses digital devices to identify reading texts.
- Honesty is enhanced as the learner gives their own truthful opinion on their peer's work.

Pertinent and Contemporary Issues (PCIs):

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

Link to Other Learning Areas:

The learner is able to relate the knowledge on wild animals to the concepts learnt in Environmental Activities and Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Specific Learning Experiences	Key Inquiry Questions
3.3 Writing	3.3.1 Spelling Instruction	By the end of the sub strand, the learner should be able to: a) spell words in sentences about wild animals for accuracy, b) write short passages on wild animals using correct spelling, c) Value the importance of	The learners is guided to: • team up to brainstorm on new words related to wild animals and practice spelling them correctly, • write sentences and short paragraphs legibly with correct spelling, • sort words related to wild animals into well spelt and misspelt words and make corrections collaboratively, • Manipulate digital devices to engage in spelling games and give peer review, • participate in class language games to	1. Why is it important to spell words correctly? 2. How does spelling of words influence comprehension of written texts?



		accurate spelling in the understanding of written texts.	form words using letter cut outs and scrabble, • collaborate to identify and correct spelling errors in texts.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner teams up to brainstorm on new words related to occupations and practice spelling them correctly. • Learning to learn is promoted as the learner uses a range of spelling strategies to correct misspelled words in sentences. 				
Values: <ul style="list-style-type: none"> • Respect is achieved as the learner appreciates each other's opinion as they brainstorm on vocabulary related to wild animals. • Unity is enhanced as the learner works harmoniously with peers to identify and correct spelling errors in texts about wild animals. 				
Pertinent and Contemporary Issues (PCIs): Environmental Education is enhanced as the learner is exposed to content on care for wild animals and their habitat.				
Links to Other Learning Areas: The learner is able to relate the concept of spelling to the learning of Kiswahili and English languages.				



STRAND: 4.0 ROAD SAFETY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.1 Listening and Speaking	4.1.1 Active listening	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none">a) listen actively to identify the main idea from aural texts on road safety,b) respond to comprehension questions from oral passages on road safety,c) desire to develop active listening skills for effective communication.	<p>The learners is guided to:</p> <ul style="list-style-type: none">• observe pictures about road safety and talk about them with peers.• listen actively to comprehension passages and identify main ideas on road safety.• use digital devices to listen to recorded clips based on the theme,• respond to comprehension questions from a passage on road safety,• practice sharing personal experiences related to road safety,• manipulate digital devices to record each other as they share own experiences with others,• recite poems based on the theme.	<p>How do we observe road safety?</p>



Core Competencies to be developed:

- Communication is enhanced as the learner shares with peers personal experiences on road safety.
- Digital literacy is achieved as the learner manipulates digital devices to record each other as they share personal experiences.

Values:

- Responsibility is enhanced as the learner acquires knowledge on road safety and practices it to prevent accidents.
- Unity is developed as the learner works collaboratively to record himself or herself sharing personal experiences.

Pertinent and Contemporary Issues (PCI's):

Child road safety is promoted as the learner gains knowledge on road safety to prevent possible accidents.

Link to Other Learning Areas:

The learner is able to relate the knowledge acquired on road safety to their learning in Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.2 Reading	4.2.1 Reading for fluency	By the end of the sub strand, the learner should be able to: a) identify road safety measures from a comprehension passage, b) read a passage on road safety at correct speed for	The learner is guided to: <ul style="list-style-type: none"> • observe road signs pictures on charts and interpret them with peers, • read a comprehension passage based on the theme and answer questions, • read a paragraph in correct speed in turns, • Identify road safety measures from the passage, • conduct readers theatre for fluency 	How do we identify specific information from texts?



		fluency, c) desire to acquire reading skills for self- fulfillment.	and give peer review, • use a digital device to read texts based on the theme, • practice reading text fluently and give peer review.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration is developed as the learner participates in a reader's theatre with peers to practice reading fluency and peer review. • Critical thinking and problem solving is enhanced as the learner reads texts to identify key ideas on road safety. 				
Values: <ul style="list-style-type: none"> • Responsibility is developed as the learner takes their turns during the reading comprehension activity in class. • Honesty is promoted as the learner gives sincere feedback on peer's work during the review session. 				
Pertinent and Contemporary Issues (PCIs): Social cohesion is enhanced as the learner works harmoniously with peers to read passages in turns and participate in the readers' theatre.				
Links to Other Learning Areas: The learner is able to apply the fluency strategies to their reading of texts in Kiswahili and English Language.				



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.3 Writing	4.3.1 Writing to give Information	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) create a paragraph on road safety using appropriate punctuation, b) write a text legibly and neatly for effective communication, c) value the importance of writing effectively to give information. 	<p>The learner is guided to :</p> <ul style="list-style-type: none"> • with peers observe displayed thematic sentences to correct the punctuation errors, • write sentences in upper case and lower case letters, • compete and challenge peers to write sentences legibly and neatly, • work collaboratively to create short paragraphs of a story using punctuation marks (<i>capitalization, commas, full stop</i>) and give peer review, • engage in a fishing game to practice combining short sentences to create a paragraph about road safety in logical sequence, • type in sentences on digital devices with peers. 	<p>What is the role of punctuation in writing?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy is enhanced as the learner manipulates the digital devices to type in sentences with peers. • Creativity and imagination is promoted as the learner is able to create and write a paragraph of a story using punctuation marks correctly. 				

**Values:**

- Unity is enhanced as the learner works together with peers to correct wrongly punctuated sentences and to create a story paragraphs.
- Love is developed as the learner plays language games and assist peers to perform challenges tasks.

Pertinent and Contemporary Issues (PCIs):

Self-esteem is achieved as the learner is able to compose and write a story paragraph with correct punctuation marks.

Links to Other Learning Areas:

The learner is able to relate punctuation skills acquired with those learnt in Kiswahili and English Language Activities.



STRAND: 5.0 SEASONS OF THE YEAR

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.1 Listening and Speaking	5.1.1 Expressing Self Creatively	By the end of the sub strand, the learner should be able to: a) respond to questions about seasons of the year for expression, b) make a presentation on activities carried out during different seasons of the year for comprehension, c) show interest in listening to texts for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • listen to oral texts about seasons of the year, • listen to a guest speaker presentation on different seasons of the year, • answer oral questions based on oral texts listened to, • sings songs on seasons of the year with peers, • discuss and role play activities carried out in different seasons of the year in sequence, • sequentially present short narrations on activities carried out in different seasons of the year, • use digital devices to record peers as they make presentations, • play tongue twisters with peers. 	<ol style="list-style-type: none"> 1. Why do we listen to texts? 2. Why is it important to sequence ideas while speaking?
Core competencies to be developed: <ul style="list-style-type: none"> • Learning to learn is enhanced as the learner patiently listens to a guest speaker and ask questions on activities done in different seasons of the year. • Creativity and imagination is achieved as the learner role-plays activities carried out during different seasons in turns. 				

**Values:**

- Respect is promoted as the learner humbly and patiently listens to the guest speaker while interrupting appropriately to ask questions.
- Responsibility is acquired as the learner cares for digital devices used to record peers as they make presentations.

Pertinent and Contemporary Issues (PCI's):

The knowledge of time and seasons is developed as the learner interacts with peers and resource persons to discuss seasons in a year.

Links to other learning areas:

The learner is able to relate the concept of seasons of the year to their learning in Environmental Activities and Social Studies.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.2 Reading	5.2.1 Reading to Acquire Information	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) read a simple text about seasons and activities of the year with accuracy, b) give the meaning of sayings used in texts on seasons of the year for information, c) develop an interest for reading simple texts for enjoyment. 	<p>The learners is guided to:</p> <ul style="list-style-type: none"> • observe pictures based on the theme with peers and talk about them, • conduct a reading theatre on texts based on the theme and answer comprehension questions, • infer meaning of vocabulary in contexts, • identify sayings in the text with peers, • take turns to explain the meaning of sayings used in the text related to the theme, • use digital devices to find information about seasons and activities of the year. 	<ol style="list-style-type: none"> 1. What materials do we read for enjoyment? 2. Why is it important to explain the meaning of sayings in context?



Core Competencies to be developed:

- Communication and collaboration is developed as the learner takes turns with peers to read and explain the meaning of sayings used in the stories.
- Digital literacy is enhanced as the learner uses digital devices to find information about seasons and activities of the year and answers related questions.

Values:

- Unity is enhanced as the learner collaboratively works with other learners during the readers' theatre.
- Social justice is developed as each learner is given equal opportunity to identify and explain the meaning of sayings from texts.

Pertinent and Contemporary Issues (PCIs):

Self-esteem is developed as the learner is able to confidently infer meaning of vocabulary in contexts of use in the texts.

Links to other learning areas:

The learner is able to apply the reading strategies acquired in their reading activities in Kiswahili Language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.3 Writing	5.3.1 Creative writing	By the end of the sub strand, the learner should be able to: a) compose short paragraphs about seasons of the year b) create short poems about seasons using	The learner is guided to : <ul style="list-style-type: none"> • copy short texts from charts using correct spacing and shaping of letters • draft and arrange points in sequence to compose short paragraphs about seasons of the year. • Create short poems about seasons of the year with peers 	<ol style="list-style-type: none"> 1. What is the importance of using correct spacing and shaping of letters in writing? 2. Why is it important to



		thematic vocabulary c) Acknowledge the importance of using correct spacing and shaping of letters in writing.	<ul style="list-style-type: none"> • Write guided compositions about seasons using simple sayings, • proof read the texts they have written about seasons of the year for each other and give feedback 	sequence ideas in paragraphs?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creative thinking and imagination is enhanced as the learner creates own short poems about seasons of the year with peers. • Learning to learn is enhanced as the learner proofreads their work to make necessary corrections for improvement. 				
Values: <ul style="list-style-type: none"> • Integrity is developed as the learner honesty gives feedback during peer review sessions and helps others to improve. • Responsibility is enhanced as the learner does the assigned task promptly and effectively. 				
Pertinent and Contemporary Issues (PCIs): The concept of climate change and resilience is developed as the learner appreciates changing weather patterns that affect livelihoods.				



Appendix 1:

Steps in carrying out the integrated CSL activity
<p>1) Preparation</p> <ul style="list-style-type: none">● Determine the activity for the learners● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity● Identify resources required for the activity (locally available materials)● Stagger the activities across the term (Set dates and time for the activities)● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community● Identify and develop assessment tools
<p>2) Implementation of CSL Activity</p> <ul style="list-style-type: none">● Assigning roles to learners.● Ensure every learner actively participates in the activity● Observe learners as they carry out the CSL activity and record feedback.● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)● Assess the targeted core competencies, values and subject skills.



3) Reflection on the CSL Activity

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

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

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

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

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