



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A skilled and Ethical Society*

**UPPER PRIMARY SCHOOL**

**FRENCH PROGRAMME**

**GRADE 5**



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## **NATIONAL GOALS OF EDUCATION**

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

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

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

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

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

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

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

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

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

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

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

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



**4 Promote sound moral and religious values**

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

**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

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



## **LEVEL LEARNING OUTCOMES**

By the end of the Primary Education, 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**



Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible programs. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1/YCT2

## **SUBJECT GENERAL LEARNING OUTCOMES**

**By the end of this level, the learner should be able to;**

- a) develop the ability to use the language for purposes of practical communication;





- b) appreciate the culture of other people to promote national and international relationship for peaceful co-existence
- c) contribute to the cognitive and affective development of the student;
- d) provide enjoyment and intellectual stimulation;
- e) promote positive attitudes and develop an appreciation of the value of language.

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## SUMMARY OF STRANDS AND SUBSTRANDS

Strands	Sub Strands
1.0. Listening and speaking	1.1 Oral expressions 1.2 Active listening 1.3 Interactive speaking 1.4 Phonological awareness 1.5 Imitative speaking 1.6 Listening for gist
2.0. Reading	2.1 Guided reading 2.2 Reading aloud
3.0. Writing	3.1 Guided writing



## 1.0 LISTENING AND SPEAKING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	1.1 Phonological awareness Greetings and introductions (3 lessons) Le son[z],	By the end of the sub strand, the learner should be able to: a) recognize letter sounds in words from audio stimuli, b) articulate words correctly in oral interactions, c) appreciate the importance of correct pronunciation in interactive communication.	The learner is guided to: <ul style="list-style-type: none"><li>• listen to and sing songs on simple greetings in French.</li><li>• play rhyming games to enhance vocabulary mastery.</li><li>• do simulations on greetings and self-introductions, in pairs.</li><li>• (Comment tu t'appelles ? Je m'appelle ..., Je suis une fille, Comment ça va ? Voici mon ami,)</li><li>• engage role plays to introduce self and another</li></ul>	How do you find out the well-being of one another?



			person, in groups. (Qui est-ce... ? C'est / Voici...) • play sound discrimination games in groups to mimic sounds.	
<b>Core Competencies to developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> This is developed as the learners greets and introduces themselves, showing understanding of others.</li> <li>• <b>Self-efficacy:</b> This is developed as the learner shows confidence while talking of who they are.</li> </ul>				
<b>Values:</b> <b>Respect:</b> Through appreciating the diversity of different local languages while greeting.				
<b>Pertinent and Contemporary Issues</b> <b>Self-esteem:</b> The learner develops confidence in self as they practice greetings amongst themselves.				
<b>Link to other learning areas:</b> English, Kiswahili, Chinese and mandarin as learners are able to relate greetings in these learning areas to French.				



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1 Listening and Speaking</b>	<b>1.2 Imitative speaking Family (3 lessons)</b> <i>Mon père, ma mère, ma sœur, mon frère, Mon petit frère /ma petite sœur /mon grand frère/ma grande sœur Avoir + ans/les chiffres Les professions : Professeur, mécanicien, cuisinier.</i>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>repeat sounds, words and expressions on family as articulated from an audio text,</li> <li>use spoken language patterns appropriately for effective real-life interactions,</li> <li>display a positive attitude towards speaking activities.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>practice active listening skills to reproduce spoken words, phrases and expressions on family.</li> <li>listen to authentic audio-visual dialogues introducing family members and take turns to repeat or act out the dialogues.</li> <li>use the expressions learned to ask each other questions relating to members of their nuclear family. (<i>Name, age, profession...etc</i>)</li> </ul>	What do the members of your family do?
<p><b>Core Competencies to developed:</b>  <b>Communication and collaboration:</b> This is developed as the learners work together to complete a certain task. In this case, learners listen keenly and actively to an audio-visual material to complete an assigned task.</p>				

**Values:**

**Respect:** Learners appreciates different types of families that exist.

**Pertinent and Contemporary Issues**

**Self-esteem:** Learners exhibit self-esteem as learners develop confidence while talking about their families.

**Link to other learning areas:**

English, Kiswahili, German, Arabic, Mandarin, Social studies, Indigenous languages have content on family relations.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.3 Imitative speaking</b> <b>My Surroundings – In the Classroom</b> <i>(3 lessons)</i> <i>Un stylo, un taille crayon, une craie, un livre, un cahier d'exercice, une trousse, une fenêtre, une poubelle, une porte, un tableau noir, un ordinateur, un bureau, un pupitre, une chaise, une règle, une gomme, une colle, un sac à dos, un cartable. Les couleurs.</i>	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) repeat sounds and words as articulated from an audio source,</li> <li>b) use fluent speech patterns for effective real-life interactions,</li> <li>c) display a positive attitude toward speaking activities.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>a) recall names of objects and items (<i>les affaires scolaires</i>) in the classroom;</li> <li>b) use digital resources to listen to audio-visual materials to identify objects and items in the classroom;</li> <li>c) describe objects and items which they use in the classroom (<i>name the stationery, say colour and size</i>).</li> <li>d) Mimic and participate in question- answer exercises on classroom items or objects.</li> <li>e) Participate in language games  <i>Qu'est-ce que c'est ? C'est un..... ? Oui / Non c'est....</i> </li> </ul>	What items do you need in class?
<b>Core Competencies to developed:</b> <b>Communication and collaboration:</b> This is developed as learners engage in conversations about what items they need in the classroom for study.				

**Values:**

**Love:** Learners develop love amongst themselves as they share ideas on what they need in class.

**Pertinent and Contemporary Issues**

**Self-esteem:** Learners exhibit self-discipline as they use digital resources in groups

**Links to other learning area:**

Home science: the subject has content on different items in the classroom.

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.4 Imitative speaking</b> <b>Time – Days of the week</b> (3 lessons) <i>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, Le matin, le midi, le soir, la nuit,</i>	By the end of the sub strand, the learner should be able to: a) repeat correct pronunciation of sounds and words as articulated from source, b) demonstrate mastery of vocabulary and expressions in oral interactions, c) build confidence in replicating spoken language patterns.	The learner is guided to: <ul style="list-style-type: none"> <li>listen to songs about moments of the day</li> <li>listen and repeat short simple phrases on moments of the day (<i>Le matin je me lève, à midi je prends le déjeuner, le soir je joue, la nuit je dors</i>)</li> <li>recite poems for vocabulary acquisition and r.</li> <li>talk about his activities in relation to moments of the day</li> </ul>	What activities do you do every day?
<b>Core Competencies to developed:</b> <b>Communication and collaboration:</b> This is developed as the learner listens keenly and actively and shows understanding of others' perspectives on moments of the day and related activities				
<b>Values</b> <b>Respect:</b> learners show respect for diversity as each one says their favourite moments of the day and related activities				
<b>Pertinent and Contemporary Issues</b> Self-awareness: learners share about their individual activities done in particular moments of the day.				
<b>Link to other learning areas:</b> <b>Creative arts:</b> the learner creates journals of the days of the week for better time management skill.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and Speaking</b>	<b>1.5 Imitative speaking</b> <b>Fun and Enjoyment</b> <i>(3 lessons)</i> <i>Activités de loisirs – danser, écouter de la musique, regarder la télévision, un film, jouer au + sport, jouer + instrument de musique</i>	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) make correct pronunciation of sounds and words as articulated from source,</li> <li>b) use fluent speech patterns for effective real-life interactions,</li> <li>c) display a positive attitude towards speaking activities.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>a) actively listen and repeat phrases or sentences related to hobbies as modelled by the teacher or audio-visual materials;  <i>(Pour/Dans mon temps libre, j’aime... je n’aime pas... chanter, la télé, danser, dessiner...)</i></li> <li>b) orally describe actions related to hobbies with the aid of visual aids and infographics and by respond to questions:  <i>(Qu’est-ce qu’il /elle fait ? Elle danse...).</i></li> <li>c) to exchange information on what they do during their free time at home using selected</li> </ul>	What do you do when you are free?



			vocabulary or expressions as.	
<b>Core Competencies to developed:</b> <b>Communication and collaboration:</b> This is developed as the learners listen keenly and actively to the audio visual materials and to each other as they exchange information on preferences.				
<b>Values:</b> <b>Unity:</b> Learners come together to participate in common hobbies and leisure activities.				
<b>Pertinent and Contemporary Issues</b> <b>Self-esteem:</b> Learners exhibit self-esteem as they speak about their preferences and achievements in hobbies and leisure activities.				
<b>Links to the other learning areas:</b> Social studies: the area has content on leisure activities and places they're done, during free time.				



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.6 Imitative speaking Foods and Drinks</b> (3 lessons) ( <i>Le café, le thé, le riz, le lait, la viande, le poulet, les frites, les haricots, les patates douce, l'igname, les légumes, les fruits, les céréales, l'ougali.</i> )	By the end of the sub strand, the learner should be able to: a) repeat correct pronunciation of sounds and words as articulated from source, b) apply fluent speech patterns for effective real- life interactions, c) display a positive attitude towards speaking activities.	The learner is guided to: <ul style="list-style-type: none"> <li>listen to audio-visual material relating to meals to pick out vocabulary.</li> <li>listen to and repeat sentences relating to mealtimes. (<i>Je prends le petit déjeuner le matin, je prends le diner à midi, je prends le diner le soir</i>)</li> <li>talk about meals in relation to meal times.</li> <li>play games to practice vocabulary related to mealtimes and food.</li> </ul>	What do you eat at different mealtimes?
<b>Core Competencies to be developed:</b> Communication and collaboration: This is developed as learners speak clearly and effectively using appropriate expressions and gestures on food and drinks				

**Values:**

Respect: learner shows respect for diversity as they share on what they eat at home

**Pertinent and Contemporary Issues**

Responsibility: learner develops a sense of responsibility by differentiating between healthy and unhealthy foods and drinks.

**Links to other learning areas:**

Agriculture and Nutrition: the learning area involves food items that leads to decision making on what healthy food to consume.

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.7 Imitative speaking</b> <b>My body</b> <i>(3 lessons)</i> <i>La tête, les yeux, la bouche, le nez, les mains, les orteils, les ongles, les jambes, l'estomac, les oreilles, les cils, la barbe, les sourcils, les genoux, les bras, les dents, les lèvres, les épaules.</i>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) make correct pronunciation of sounds and words as articulated from an audio text,</p> <p>b) use fluent speech patterns for effective real-life interactions,</p> <p>c) display a positive attitude toward speaking activities.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to audio materials to pick out vocabulary on the different parts of the body.</li> <li>• recite poems on parts of the body.</li> <li>• observe images of different parts of the body as they match to the correct flash cards. <i>(Ma bouche est pour manger, mes oreilles sont pour écouter, i.e. Parties du corps + est/sont + verbe infinitif)</i></li> <li>• watch a video clip on functions of the parts of the body.</li> <li>• sing songs about functions of the parts of the body.</li> </ul>	
<b>Core Competencies to developed:</b> <b>Self-efficacy:</b> This is developed as learners share who they are by naming the parts of their body.				

**Values:**

Respect: learner shows respect for diversity as they appreciate the uniqueness in physical traits of fellow learners

**Pertinent and Contemporary Issues:**

Self-awareness: learners get to know about themselves as they identify parts of their body

**Links to other learning areas:**

Science and Technology: the learning area entails content where learners learn about parts of their bodies.

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.8 Phonological awareness Weather and Environment</b> (3 lessons) <i>La pluie, le climat, le soleil, les nuages, l'air, le vent, les arbres, le ciel, la lune, le soleil, les averses, orageux, nuageux</i>	By the end of the sub strand, the learner should be able to: a) recognize letter sounds in words from audio stimuli, b) articulate words correctly in oral interactions, c) appreciate the importance of correct pronunciation in interactive communication.	The learner is guided to: <ul style="list-style-type: none"><li>● watch and listen to audio-visual materials on weather and identify weather patterns; (<i>il fait beau/chaud/froid, il pleut, il fait mauvais, il y a du vent, il fait nuageux...</i>)</li><li>● listen to songs on weather patterns and weather conditions, in groups.</li><li>● play rhyming games in small groups to enhance vocabulary mastery</li><li>● group weather conditions in their immediate surroundings.</li><li>● recite poems on weather conditions with specific sounds. (<i>Nuageux, orageux</i>)</li><li>● source vocabulary on weather patterns from digital devices.</li><li>● play games on vocabulary search in groups using digital devices.</li><li>● recite tongue-twisters.</li></ul>	What weather conditions do you experience?



**Core Competencies to developed:**

**Communication and Collaboration:** learner listens keenly and actively to show understanding of simple concepts like weather patterns

**Values:**

**Unity:** learners work in groups and unity is strengthened through group activities

**Pertinent and Contemporary Issues**

**Disaster risk reduction:** learners share and learn on the adverse effects of some weather conditions as they work in groups.

**Links to other learning areas:**

**Social studies:** the learners learn about the weather conditions in their surroundings and their effects.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Listening and speaking</b>	<b>1.9 Imitative speaking Getting Around</b> (3 lessons) <i>Tableau, étagère, échelle, armoire, pupitre, chaise, bureau, craies, poubelle, tapis, fenêtre, porte</i> <i>Devant, derrière, en face de, devant, entre, sous, dans</i>	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"><li>a) make correct pronunciation of sounds and words as articulated from an audio text,</li><li>b) use spoken language patterns appropriately for effective real-life interactions,</li><li>c) display a positive attitude toward speaking activities.</li></ul>	The learner is guided to: <ul style="list-style-type: none"><li>● participate in “Repeat-after-me” exercise to acquire vocabulary on class items. (<i>tableau, chaises, poubelle, pupitre, porte, chiffon, règle, cahier, stylo...</i>)</li><li>● listen to and sing songs on objects found in class.</li><li>● source and watch video clips with authentic dialogues on locating items.</li><li>● play games in groups to state the location or position of items in class. (<i>Dans, derrière, à côté de, sur, sous</i>)</li><li>● listen and follow instructions on putting items in their right places. (<i>Mets les cahiers dans le pupitre. Range les livres dans les étagères</i>)</li><li>● participate in simple simulations on asking for and giving location.</li><li>● ask for the location of some household items in paired activities.</li></ul>	Where do you keep items at home?



<b>Core Competencies to developed:</b>
Communication and collaboration: learners develop teamwork skills as they play games in groups to locate items in class
<b>Values:</b>
Responsibility: learners keep class items at their rightful places
<b>Pertinent and Contemporary Issues</b>
Safety and security: as learners place items in their right places to avoid accidents
<b>Links to other subjects:</b>
Home science: the learner is able to relate skills on how to keep objects in order and locate them to avoid home accidents.

### Assessment Rubrics

<b>Levels Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to use spoken language patterns for effective communication <i>[pronunciation, intonation, rhythm, pacing]</i>	The learner speaks fluently exhibiting a good articulation of words and expressions bringing out a spectacular pronunciation. The pace is excellent giving an excellent rhythm in a conversation allowing passage of the intended information. Speaks with enthusiasm and makes a perfect intonation like native in a conversation.	The learner speaks fluently exhibiting a good intonation with proper pauses. The pace is excellent giving an impressive smoothness due to a proper articulation of words and expressions. Speaks mostly in familiar contexts.	The learner speaks exhibiting some fair intonation due to an effort made to articulate words and expressions correctly. The pace is moderate giving a fair smoothness. Tries to hold a conversation for shorter period of time.	The learner pronounces words and phrases with difficulties. Speaks with some pauses that affects the smoothness of the conversation. The pace is slow as the learner tries to articulate words correctly.



Ability to demonstrate mastery of vocabulary and expressions in oral interactions	The learner uses wide range of vocabulary. Exhibits an excellent sentence structure during oral interactions.	The learner uses good range of vocabulary. Exhibits correct sentence structures during oral interactions.	The learner uses a limited range of vocabulary. Exhibits inaccuracies in sentence structures during oral interactions.	The learner uses few words correctly. Experiences difficulties in word order in a sentence during oral interactions.
Ability to recognize targeted sounds from an audio text in oral interactions	The learner is able to recognize targeted sounds in an audio text or oral interactions. Applies the acquired knowledge to other words bearing similar sounds.	The learner is able to recognize targeted sounds in an audio text or oral interactions.	The learner attempts to recognize some sounds in an audio text or oral interactions. Needs little guidance.	The learner misses out on some targeted sounds in an audio text or oral interactions. Attempts to introduce off context details.
Ability to use the target sound in oral interactions	The learner is able to use targeted sounds in an audio text or oral interactions. Applies the acquired knowledge to other words bearing similar sounds.	The learner uses the targeted sounds in an oral interaction very well.	The learner uses most targeted sounds in an oral interaction.	The learner attempts to use some few targeted sounds with frequent help.



## 2.0 READING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.1 Reading aloud</b> <b>Greetings and introductions</b> (2 lessons) <i>Le son[z]</i>	By the end of the sub strand, the learner should be able to: a) distinguish greetings in a text while reading, b) read aloud simple words with targeted sound accurately, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"><li>• practice choral reading of simple texts on greetings and introductions to follow rhythm and pace.</li><li>• practice echo reading</li><li>• practice targeted sounds in vocabulary and expressions on greetings. <i>Comment tu t'appelles ? Je m'appelle ...</i> <i>Je suis une fille</i> <i>Comment ça va ?</i> <i>Voici mon ami...)</i></li><li>• source for poems on greetings and introductions from digital devices and recite in groups.</li></ul>	What do you read that promotes interaction?



			<ul style="list-style-type: none"><li>do dramatic reading to acquire accuracy in pronunciation (e.g., <i>read like a news anchor, police officer, judge</i>)</li></ul>	
<b>Core competencies to be developed</b>				
<b>Creativity and imagination:</b> this is developed as learners take part and practice dramatic reading				
<b>Values</b>				
<b>Peace:</b> learners work together in harmony while reading texts about self.				
<b>Pertinent and Contemporary Issues</b>				
<b>Social cohesion:</b> Learners work together to source for materials				
<b>Links to other subjects:</b>				
Kiswahili, Kenya Sign Language, Mandarin, German as learners apply same knowledge on how to read information about self.				



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Spli Reading</b>	<b>2.2 Reading aloud Family</b> (2 lessons) <i>Mon père, ma mère, ma sœur, mon frère, Mon petit frère /ma petite sœur /mon grand frère/ma grande sœur</i> <i>Avoir + ans/les chiffres</i> <i>Les professions : Professeur, mécanicien, cuisinier.</i>	By the end of the sub strand, the learner should be able to: a) recognize words on nuclear family when reading, b) read aloud simple words and expressions about nuclear family with accurate pronunciation, c) develop confidence in their reading abilities through guided support, d) appreciate the importance of one's family in life.	The learner is guided to: <ul style="list-style-type: none"> <li>• practice reading games for proper pronunciation of nuclear family lexical.</li> <li>• engage in letter art reading in order to help learners that learn through visual aids.</li> <li>• create paper stripes for reading containing simple phrases about nuclear family.</li> <li>• play bingo games bearing a nuclear family lexical.</li> <li>• use flash cards for learning in order to retain vocabulary.</li> <li>• arrange jumbled up sentences to come up with the corrects sentence structure about the nuclear family.</li> <li>• create word games, using digital devices to help on vocabulary building.</li> </ul>	Why is it important to read accurately?
<b>Core Competencies to developed:</b>				
<b>Citizenship:</b> the learner develops a sense of belonging as they talk and present the members of their nuclear family.				
<b>Values:</b>				
<b>Love:</b> Demonstrate patience as others carry out given tasks according to their ability.				



<b>Pertinent and Contemporary Issues</b>
<b>Self-esteem:</b> Learners exhibit self-esteem as they learn to read aloud a wider variety of texts in French
<b>Links to other subjects:</b>
<b>Religious education:</b> learners are able to relate to values on different their families are.

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<b>2.3 Guided reading</b> <b>My Surroundings-My Classroom</b> (2 lessons) <i>Un stylo, un taille crayon, une craie, un livre, un cahier d'exercice, une trousse, une fenêtre, une poubelle, une porte, un tableau noir, un ordinateur, un bureau, un pupitre, une chaise, une règle, une gomme, une colle, un sac à dos, un cartable. Les couleurs</i>	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts about nuclear family, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts.	The learner is guided to: <ul style="list-style-type: none"><li>• practice reading skills to understand textual information related to their classroom;</li><li>• answer comprehension questions following certain clues and stimuli (<i>pictures, drawings, colours, etc.</i>) based on classroom items;</li><li>• engage in language games that facilitate vocabulary acquisition.</li><li>• source for the texts and videos on classroom using a digital device and expand their vocabulary.</li><li>• engage in echo reading in class.</li><li>• participate in short text competition reading to improve on their fluency and intonation.</li></ul>	What important objects or items should be found in your classroom?



<b>Core Competencies to developed:</b> <b>Communication and collaboration:</b> Teamwork as learners communicate and work together as they engage in language games.
<b>Values:</b> <b>Responsibility:</b> this is developed as each learner takes up the role of reading when the his/her turn comes in order to accomplish a task.
<b>Pertinent and Contemporary Issues:</b> Promotes social cohesion as learners gives a chance to other learners who learns differently, to participate in learning activities.
<b>Links to other subjects:</b> English, Kiswahili, Mandarin as learners apply knowledge acquired in these areas to infer meaning from texts



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.4 Reading aloud</b> <b>Time- days of the week.</b> (2 lessons) <i>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, Le matin, le midi, le soir, la nuit,</i>	By the end of the sub strand, the learner should be able to: a) recognize words in context when reading, b) read aloud simple words with accurate pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> <li>• practice dramatic reading in small groups to practice pronunciation.</li> <li>• read short texts on moments of the day and simple activities to practice fluency.</li> <li>• recite poems on days of the week.</li> <li>• look at pictures related to moments of the day. arrange jumbled-up words to form correct sentences.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you do at different moments of the day?</li> <li>2. How do you sequence your daily activities?</li> </ol>
<b>Core competences to be developed</b>				
<b>Communication and collaboration:</b> learners work together collaboratively to practice dramatic reading				
<b>Values</b>				
<b>Unity:</b> learner shows unity as they take turns to read texts on moments of the day.				
<b>Pertinent and Contemporary Issues</b>				
<b>Self-esteem:</b> learner develops confidence by being able to read texts related days of the moments of the day.				
<b>Link to Other learning areas:</b>				
Social studies as learners engage in making journals and citing time for planning purposes.				



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<b>2.5 Guided reading Fun and Enjoyment</b> (2 lessons) <i>Activités de loisirs – danser, écouter de la musique, regarder la télévision, un film, jouer au + sport, jouer +un instrument de musique</i>	By the end of the sub strand, the learner should be able to: a) infer meaning of words and expressions from written texts, b) read simple texts fluently using the right intonation and pace, c) demonstrate confidence in understanding written words and phrases in context.	The learner is guided to: <ul style="list-style-type: none"><li>• read aloud then silently simple written texts about hobbies and leisure activities,</li><li>• select grammatical structures from simple sentences. (E.g., <i>aimer + infinitif ; je + ne + verbe+ pas;</i>)</li><li>• respond to simple questions from reading texts.</li><li>• source for videos, songs and poems to build on vocabulary using digital devices.</li><li>• do echo-reading with the teacher or in pairs to practice on fluency.</li><li>• Watch audio-visual materials without sound but read along the subtitles in French.</li><li>• come up with a schedule on how to spend leisure activities.</li></ul>	How best can you enjoy reading?



<b>Core Competencies:</b> <b>Learning to learn:</b> Learners develop this skill as they seek to understand and apply new lexical content within the written texts.
<b>Values:</b> <b>Responsibility:</b> Talent identification and development: Learners recognize their talents as they make good use of leisure time.
<b>Pertinent and Contemporary Issues</b> Promotes time management skill as learners develops the aspect of identifying activities and time to be done.
<b>Links to other subjects:</b> Social studies: learners apply acquires skills on journals and schedules.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.6 Reading aloud Foods and Drinks</b> (2 lessons) <i>Le petit déjeuner, le goût, le dîner. Le café, le thé, le riz, le lait, la viande, le poulet, les frites, les haricots, les patates douce, l'igname, les légumes, les fruits, les céréales, l'ougali, le miel.</i>	By the end of the sub strand, the learner should be able to: a) infer meaning of words and expressions from written texts, b) read aloud simple words with accurate pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> <li>• read aloud names of meals and mealtimes.</li> <li>• extract types of food in reading short texts.</li> <li>• match names of mealtimes to images.</li> <li>• source for videos and songs to improve on vocabulary.</li> <li>• search for other dishes from other places to enhance intercultural awareness.</li> <li>• play word search games on vocabulary related to meals and mealtimes.</li> <li>• create mealtime schedules for different meals taken at different moment of the day, using a digital device.</li> </ul>	Why do we have mealtimes set at different moments of the day?
<b>Core competences to be developed</b> <b>Creativity and imagination:</b> This is developed as learners comes up with mealtime schedules from different communities.				



<b>Values</b>
<b>Patriotism:</b> learner appreciates own different types dishes prepared from their community.
<b>Pertinent and Contemporary Issues</b>
<b>Self-esteem:</b> learner develops confidence by appreciating the cultural uniqueness that exist in own and different communities.
<b>Link to other learning areas:</b>
The learners are able to relate to different types of food items covered in the in Agriculture and Nutrition.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.7 Guided reading</b> <b>My body</b> <i>(2 lessons)</i> <i>La tête, les yeux, la bouche, le nez, les mains, les orteils, les ongles, les jambes, l'estomac, les oreilles, les cils, la barbe, les sourcils, les genoux, les bras, les dents, les lèvres, les épaules.</i>	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts on body parts, b) read simple texts fluently using the right intonation and pace, c) develop confidence in their reading abilities through guided support.	The learner is guided to: <ul style="list-style-type: none"> <li>• play quick mind games “<i>sound the word</i>” on flash cards to improve on their pronunciation and speed.</li> <li>• sing composed songs on parts of the body.</li> <li>• read short texts on functions of parts of the body to acquire vocabulary.</li> <li>• source for and read short texts on functions of parts of the body from the internet with “Safe Search” turned ON.</li> <li>• respond to simple questions from reading texts.</li> <li>• use picture stimuli to read vocabulary on parts of the body.</li> </ul>	Why do we need to read on functions of parts of the body?
<b>Core competences to be developed</b> <b>Digital literacy:</b> This is developed as the learner sources for texts on functions of parts of the body from the internet.				
<b>Values</b> <b>Responsibility:</b> learner uses the internet responsibly in sourcing for information				



**Pertinent and Contemporary Issues**

**Online safety:** parental engagement involved as learners might be exposed to cyber-attacks and related issues.

**Link to other learning areas:**

The learner is able to relate to the safety measures acquired through Science and Technology learning area, while using the internet.

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.8 Guided reading Weather and environment (2 lessons)</b> <i>La pluie, le climat, le soleil, les nuages, l'air, le vent, les arbres, le ciel, la lune, le soleil, les averses, orageux, nuageux</i>	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts on weather and environment, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts reproduce.	The learner is guided to: <ul style="list-style-type: none"> <li>• source for texts on weather patterns from digital devices in groups.</li> <li>• echo read texts on weather conditions, in small groups.</li> <li>• read texts in pairs to acquire vocabulary.</li> <li>• respond to simple questions from reading texts.</li> <li>• read texts and categorize weather conditions at different moments of the day.</li> <li>• use picture stimuli to read weather patterns.</li> </ul>	How do you notice a change in weather condition?
<b>Core competences to be developed</b>				
<b>Critical thinking and problem solving:</b> this is developed as learners interpret picture stimuli to read weather patterns				
<b>Values</b>				
<b>Unity:</b> learners work together in groups to source for reading materials from digital devices				
<b>Pertinent and Contemporary Issues</b>				
Disaster risk reduction: learners share on the adverse effects of some weather features				
<b>Link to other learning areas:</b>				
The learner relate on skills on interpreting weather in Social studies.				



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Reading</b>	<b>2.9 Guided reading Getting around</b> (2 lessons) <i>Tableau, étagère, échelle, armoire, pupitre, chaise, bureau, craies, poubelle, tapis, fenêtre, porte</i> <i>Devant, derrière, en face de, devant, entre, sous, dans</i>	By the end of the sub strand, the learner should be able to: a) infer meaning of words from simple texts about the classroom, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading through exposure to simple varied texts.	The learner is guided to: <ul style="list-style-type: none"><li>• read paper stripes containing phrases about objects found in a classroom.</li><li>• recite poems on objects found in class.</li><li>• use digital devices to search, source for texts on different items in class in small groups, for vocabulary building.</li><li>• use digital devices for typing and naming of objects in class.</li></ul> <i>(La table, la chaise, la poubelle, le tableau, la porte)</i> <ul style="list-style-type: none"><li>• echo read texts in groups to practice fluency</li><li>• read texts and answer questions on location of objects and areas <i>(Dans, derrière, entre, sur, sous)</i></li><li>• matching picture stimuli to given vocabulary.</li></ul>	How do you identify different areas in your house?



<b>Core competences to be developed</b> <b>Critical thinking and problem solving:</b> learners develop a mechanism of typing and naming objects in class for vocabulary building.
<b>Values</b> <b>Unity:</b> learners work in groups to name objects in class.
<b>Pertinent and Contemporary Issues</b> Digital citizenship: learners use digital devices in an ethical manner.

### Assessment Rubric

Levels Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to infer meaning of words and expressions from a text	The learner identifies meanings, clues and details that are not explicitly stated in the text. Makes connections between the text and illustrations.	The learner identifies all meanings, clues and details that are not explicitly stated in the text.	The learner identifies some meanings, clues and details that might not be explicitly stated. Works on predictions at times.	The learner a few meanings, clues and details that are not explicitly stated in the text. Includes inaccurate details or unsubstantiated information.
Ability to demonstrate fluency while reading texts [smoothness, pace, intonation and pauses]	The learner reads texts exhibiting a good intonation with proper pauses as per the punctuations, to produce the intended meaning. The pace is excellent giving an impressive	The learner reads texts a good intonation with proper pauses as per the punctuations, to produce the intended meaning. The pace is excellent giving an impressive smoothness on	The learner reads texts with mid-sentence pauses exhibiting unstable pace due to lack of adherence to punctuations. Intonation is interrupted frequently due to unnecessary	The learner reads texts word by word followed by long pauses that affects intonation. There is repetition of words or phrases which causes a low pace hence



	smoothness on articulation of words and expressions. Reads with enthusiasm and sounds native in a conversation.	articulation of words and expressions.	pauses which affects smoothness in reading.	affecting the smoothness in reading.
Ability to exhibit accuracy for word recognition to convey the intended meaning	The learner reads words accurately decoding the syllables which eventually brings out a perfect articulation. Embeds a desired tone to bring out the intended meaning. Further applies phonological knowledge acquire in reading other words in different contexts.	The learner reads all targeted words with accurate decoding. Articulates words perfectly and embeds a desired tone to bring out the intended meaning.	The learner reads some of the targeted with accurate decoding. Articulates the syllables to a near perfection. Tries to adopt desired tone for the purpose of bringing out the intended meaning.	The learner reads a few of the targeted words with correct decoding of the syllables. Tries to adopt a tone that is ambiguous that distorts the intended meaning.



### 3.0 WRITING

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.1 Guided writing Greetings and introductions</b> (1 lesson) <i>Le son [z]</i>	By the end of the sub strand, the learner should be able to: a) spell common greeting words and expressions with correct orthography,  b) create simple sentences about greeting words and expressions using correct structures,  c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• rearrange letters to make correct greeting words.</li> <li>• fill crosswords and word puzzles about greetings.</li> <li>• fill gaps in simple dialogues using simple vocabulary of greetings and introductions.</li> <li>• complete broken dialogues on greetings and introductions.</li> <li>• make sentences from jumbled words. (<i>Ça va ? Comment</i>)</li> <li>• label items with names of friends as dictated in group activities.</li> <li>• write down dictated simple vocabulary in greetings and introductions.</li> <li>• use visual prompts like pictures and illustrations to write simple greetings to one another.</li> </ul>	How best can you convey your greetings in written form?
<b>Core competences to be developed</b>				



**Critical thinking and problem solving:** this is developed as learners think critically when rearranging letters to make correct words

**Values**

**Love:** learners write short greetings to one another to find out the well-being of others.

**Pertinent and Contemporary Issues**

Life skills education: language barriers is addressed as learners understand the importance of learning a different language.

**Link to other learning areas:**

English, Kiswahili, Chinese and mandarin as learners are able to relate greetings in these learning areas to French.

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3. 2 Guided writing</b> <b>Family</b> <i>(1 lesson)</i> <i>Mon père, ma mère, ma sœur, mon frère, Mon petit frère /ma petite sœur /mon grand frère/ma grande sœur</i> <i>Avoir + ans/les chiffres</i> <i>Les professions :</i> <i>Professeur, mécanicien, cuisinier.</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>spell common words and expressions on nuclear family with correct orthography,</li> <li>create simple sentences about nuclear family using correct structures,</li> <li>appreciate the role of family by writing in interactive communication contexts.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>compose short poems on nuclear family, in pairs.</li> <li>fill in missing letter on family lexical.</li> <li>play word games by circling the members of the nuclear family.</li> <li>compose simple songs or verses about their nuclear family, in groups.</li> <li>write coherent sentences from a group of jumbled up words to practice sentence structures.  <i>(Subject + verb + object in present tense)</i></li> <li>write short texts about the members of their nuclear family or guardians with the aid of images, photos or model texts.</li> <li>draw their family trees.</li> <li>fill in missing letter on a nuclear family word puzzle.</li> </ul>	How are you related to your family members?





<b>Core Competencies to developed:</b> <b>Creativity and imagination:</b> this is developed when the learners come up with nuclear family trees from their groups.
<b>Values:</b> <b>Patriotism:</b> learner show love and appreciation as he/she identifies oneself to a certain family.
<b>Pertinent and Contemporary Issues</b> <b>Self-esteem:</b> Learners exhibit self-esteem as they develop self-awareness within the context of their families
<b>Links to other learning areas:</b> <b>Religious education:</b> learners are able to relate to values on different their families are.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3. 3 Guided writing</b> <b>My Surroundings - My Classroom</b> <i>(1 lesson)</i> <i>Un stylo, un taille crayon, une craie, un livre, un cahier d'exercice, une trousse, une fenêtre, une poubelle, une porte, un tableau noir, un ordinateur, un bureau, un pupitre, une chaise, une règle, une gomme, une colle, un sac à dos, un cartable. Les couleurs.</i>	By the end of the sub strand, the learner should be able to: a) spell common words on classroom with correct orthography, b) create simple sentences on classroom using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"><li>• work in pairs to match a set of questions (related to the classroom) with the correct responses.</li><li>• match images to the correct words.</li><li>• use sourced videos or audios to pick out vocabulary on classroom.</li><li>• label different items and areas in the classroom as a group project, using digital devices.</li><li>• use visual prompts like pictures and illustrations to write simple texts about their class.</li><li>• write down dictated simple vocabulary about the classroom.</li></ul>	How would you describe your classroom?



<b>Core Competencies to developed:</b> <b>Critical thinking and problem solving:</b> This is developed as the learners use visual prompts to write texts
<b>Values:</b> Unity: this is instilled when learners work in small groups to label different items and areas in class
<b>Pertinent and Contemporary Issues</b> <b>Self-esteem:</b> Learners exhibit self-esteem as they display or share their written texts with classmates
<b>Link to other learning areas:</b> Science and technology as learner are able to relate the typing and creative skills in the project.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.4 Guided writing</b> <b>Time- Days of the week</b> (1 lesson) <i>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, Le matin, le midi, le soir, la nuit,</i>	By the end of the sub strand, the learner should be able to: a) spell common words with correct orthography, b) create short simple sentences, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• match picture stimuli and write down the moments of the day. (<i>le matin...</i>)</li> <li>• write texts on moments of the day and general activities.</li> <li>• fill in gaps in short texts relating to moments of the day.</li> <li>• fill a simple day schedule with personal activities.</li> <li>• fill crosswords and word puzzles with vocabulary on activities related to moments of the day in small groups.</li> <li>• write down dictated simple vocabulary about moments of the day and activities.</li> <li>• use visual prompts like pictures and illustrations to write simple texts.</li> </ul>	How do you organize your day?
<b>Core competences to be developed:</b> Critical thinking and problem solving: This is developed as learners fill crosswords and use picture stimuli to do tasks				



<b>Values</b>
<b>Unity:</b> learners fill crosswords and word puzzles together in small groups.
<b>Pertinent and Contemporary Issues</b>
<b>Self-awareness:</b> learner fills a simple day schedule with personal activities
<b>Link to other learning areas:</b> The learner is able to relate the skills used in crossword and puzzle filling to language activities in Kiswahili, English and Other foreign languages



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.5 Guided writing Fun and Enjoyment (1 lesson)</b> <i>Activités de loisirs – danser, écouter de la musique, regarder la télévision, un film, jouer au + sport, jouer +un instrument de musique</i>	By the end of the sub strand, the learner should be able to: a) spell common words on fun and enjoyment with correct orthography b) create simple sentences about fun and enjoyment using correct structures c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>• arrange letters, words and phrases to form correct and complete written sentences, in groups.</li> <li>• write text messages to their francophone friends (<i>fictitious or real</i>) describing their hobbies.</li> <li>• fill out forms with personal information.</li> <li>• fill puzzles and crosswords with vocabulary of hobbies and interests.</li> <li>• extract information from audio and write it down.</li> <li>• write short sentences about what they engage in during fun time.</li> </ul>	What do you do for fun?
<b>Core Competencies to developed:</b> <b>Critical thinking and problem solving:</b> This is developed as the learners apply what they have learned to produce written texts.				
<b>Values:</b> <b>Responsibility:</b> this is developed as learners show a choice of what they engage in during their fun time.				
<b>Pertinent and Contemporary Issues</b> <b>Self-esteem:</b> Learners exhibit self-esteem as they display or share information about themselves and the hobbies they practice with others.				

**Link to other learning areas:**

The learner is able to relate to the skills used in writing to Other foreign languages

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.6 Guided Writing Foods and Drinks</b> (1 lesson) ( <i>Le café, le thé, le riz, le lait, la viande, le poulet, les frites, les haricots, les patates douces, l'igname, les légumes, les fruits, les céréales, l'ougali.</i> )	By the end of the sub strand, the learner should be able to: a) spell common words on foods and drinks with correct orthography, b) construct short simple texts about foods and drinks with the correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"><li>• fill blank spaces with the correct word on food and drinks.</li><li>• complete broken short texts with an appropriate word on foods and drinks.</li><li>• complete a dialogue with simple phrases.</li><li>• create schedules of balanced diet during different moments of the day.</li><li>• play word games such as puzzles and crosswords finding a lexical on foods and drinks.</li><li>• write a dialogue amongst themselves talking about foods and drinks.</li></ul>	Why do we take different meals at different meal times?
<b>Core competences to be developed</b> <b>Learning to learn:</b> This is developed as learners learn how to write vocabulary on meals and mealtimes				



<b>Values</b>
<b>Respect:</b> learner shows respect they take down instructions as guided by the teacher.
<b>Pertinent and Contemporary Issues</b>
<b>Self-esteem:</b> learner develops confidence by being able to read texts meals and mealtimes
<b>Link to other learning areas:</b>
The learner is able to relate the skills used in creative writing to composing dialogues in other foreign languages

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.7 Guided writing</b> <b>My body</b> (1 lesson) <i>La tête, les yeux, la bouche, le nez, les mains, les orteils, les ongles, les jambes, l'estomac, les oreilles, les cils, la barbe, les sourcils, les genoux, les bras, les</i>	By the end of the sub strand, the learner should be able to: a) spell common words on body parts with correct orthography, b) Construct short simple texts about body parts, c) Appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>source and write about parts of the body from the internet for vocabulary acquisition; search engine has “Safe search” turned ON.</li> <li>write short texts on functions of parts of the body.</li> <li>use picture stimuli to match the parts of the body to their functions.</li> </ul> <i>(Les yeux – pour regarder. Les oreilles – pour écouter La bouche – pour manger)</i>	Why do different parts of the body have different functions?





	<i>dents, les lèvres, les épaules.</i>		<ul style="list-style-type: none"> <li>• fill in gaps in short texts relating to functions of the body.</li> <li>• create charts functions of parts of the body, using digital devices.</li> </ul>	
<b>Core competences to be developed</b>				
<b>Digital literacy:</b> This is developed as the learner sources for texts on functions of parts of their body from the internet.				
<b>Values</b>				
<b>Responsibility:</b> learner uses the internet responsibly in sourcing for information				
<b>Pertinent and Contemporary Issues</b>				
<b>Online safety:</b> as learners use the internet with the “Safe Search” turned on				
<b>Link to other learning areas:</b>				
The learner is able to relate skills used on safety while using internet in Science and Technology				



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.8 Guided writing</b> <b>Weather and environment</b> <i>(1 lesson)</i> <i>La pluie, le climat, le soleil, les nuages, l'air, le vent, les arbres, le ciel, la lune, le soleil, les averses, orageux, nuageux</i>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>spell common words on weather and environment with correct orthography,</li> <li>create simple sentences using correct structures about weather and environment,</li> <li>appreciate the role of writing in interactive communication contexts.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>rearrange letters to make lexical on weather conditions.</li> <li>fill crosswords and word puzzles for vocabulary mastery, in small groups.</li> <li>fill gaps in simple dialogues using simple vocabulary of weather conditions. (<i>Il fait beau/mauvais, il pleut, il y a du vent, il fait nuageux...</i>)</li> <li>make sentences from jumbled words to write about weather conditions, in small groups.</li> <li>write down dictated simple vocabulary of weather patterns.</li> </ul> <p>use visual prompts like pictures and illustrations to write weather patterns in categories of harsh and friendly.</p>	<p>What changes do you experience in weather?</p>

**Core competences to be developed**

**Critical thinking and problem solving:** this is developed as learners think critically when filling crosswords



<b>Values</b>
<b>Unity:</b> learners work in groups to fill crosswords and puzzles
<b>Pertinent and Contemporary Issues</b>
<b>Disaster risk reduction:</b> learners share on the adverse effects of some weather patterns
<b>Links to other learning areas:</b>
The learner is able to relate the skills used in weather reading to social studies



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Writing</b>	<b>3.9 Guided writing Getting around</b> (1 lesson) <i>Tableau, étagère, échelle, armoire, pupitre, chaise, bureau, craies, poubelle, tapis, fenêtre, porte</i> <i>Devant, derrière, en face de, devant, entre, sous, dans</i>	By the end of the sub strand, the learner should be able to: a) spell common words getting around with correct orthography, b) create simple sentences using correct structures on getting around, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: <ul style="list-style-type: none"> <li>rearrange letters to make words related to items in class.</li> <li>fill crosswords and word puzzles with vocabulary on locating items and areas in small groups.</li> <li>fill gaps in simple dialogues using simple vocabulary of locating. ((<i>dans, derrière, entre, sur, sous</i>)</li> <li>make sentences from jumbled words for sentence structure development.</li> <li>write down dictated simple vocabulary in locating items in class.</li> <li>use visual prompts like pictures and illustrations to write simple texts.</li> <li>write simple instructions on where to place different items in class.</li> </ul>	How can you identify different items in class?
<b>Core competences to be developed</b> Critical thinking and problem solving: this is developed as learners think critically when filling crosswords				



<b>Values</b> Unity: learners work in groups to fill crosswords and puzzles
<b>Pertinent and Contemporary Issues</b> Safety: learners write instructions on where to place different items in class
<b>Link to other learning areas:</b> The learner is able to relate the skills used in locating objects to social studies.

### Assessment Rubrics

<b>Levels</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to construct sentences using correct sentence structure	The learner constructs simple sentences observing all elements of a sentence structure, in varied contexts.	The learner constructs simple sentences the observing all elements of a sentence structure, in familiar contexts.	The learner constructs most simple sentences observing some elements of a sentence structure, in limited contexts.	The learner constructs very few simple sentences observing some elements of a sentence structure. Needs guidance all the time.
Ability to spell words with correct orthography	The learner spells words with correct orthography at a faster speed. Sound the words after spelling.	The learner spells words with correct orthography and a moderate speed.	The learner spells some words with correct orthography. Takes little time to find correct letters in between before proceeding.	The learner attempts spelling words with correct orthography. Needs frequent prompts to complete the task.



## APPENDIX I

### COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 5)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

#### Steps in carrying out the integrated CSL activity

##### 1) Preparation

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



## 2) **Implementation CSL Activity**

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

## 3) **Reflection on the CSL Activity**

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

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

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. 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 CSL Activity**

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 and values demonstrated. 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 or rating scale or any other appropriate tool.





## APPENDIX II

### Suggested Learning Resources, Suggested Assessment Methods and Non formal Activities that Support Learning

Suggested Resources	Suggested Assessment Methods	Suggested Non-formal Activities
<ul style="list-style-type: none"><li>• Pictures</li><li>• Video clips( where available)</li></ul>	<ul style="list-style-type: none"><li>• Answering simple questions.</li></ul>	<ul style="list-style-type: none"><li>• Songs</li><li>• Recitation of poems</li></ul>
<ul style="list-style-type: none"><li>• Flash cards(words or games)</li><li>• Video games ( where available)</li><li>• -Jumbled up grids</li><li>• Word wheel</li><li>• Word searches</li></ul>	<ul style="list-style-type: none"><li>• Filling in missing letters.</li><li>• Filling in missing words.</li><li>• Sounding words or letters</li><li>• Rearranging jumbled up letters or words.</li></ul>	<ul style="list-style-type: none"><li>• Peer education; practice with peers</li><li>• Participation in French club activities</li></ul>
<ul style="list-style-type: none"><li>• Charts</li><li>• Video clips</li><li>• Short stories</li><li>• Real objects (<i>clothes, food, classroom objects</i>)</li><li>• Name tags and labels</li></ul>	<ul style="list-style-type: none"><li>• Word searches.</li><li>• Completing word puzzles</li></ul>	<ul style="list-style-type: none"><li>• Role plays and simulation</li></ul>
<ul style="list-style-type: none"><li>• Flash cards</li><li>• Charts</li><li>• Video clips</li></ul>	<ul style="list-style-type: none"><li>• Reading aloud.</li><li>• Word searches.</li><li>• Word puzzles</li></ul>	<ul style="list-style-type: none"><li>• Role plays and simulation</li></ul>
<ul style="list-style-type: none"><li>• Pictures</li></ul>	<ul style="list-style-type: none"><li>• Writing.</li><li>• Mimicking through role-play.</li></ul>	<ul style="list-style-type: none"><li>• Role plays and simulation</li></ul>
<ul style="list-style-type: none"><li>• Pictures</li><li>• Videos</li><li>• Cards for special occasions</li></ul>	<ul style="list-style-type: none"><li>• Use of expressions</li><li>• Spelling and punctuation</li></ul>	<ul style="list-style-type: none"><li>• Peer education; practice with peers</li></ul>



<ul style="list-style-type: none"> <li>Flash cards</li> <li>Drawing materials,</li> <li>Video games</li> <li>Word puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Peer education; practice with peers</li> </ul>
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<b>3.5 Dates and events</b>	<ul style="list-style-type: none"> <li>Calendar</li> <li>Timetables</li> <li>Pictures</li> <li>Journals</li> <li>Diaries</li> </ul>	<ul style="list-style-type: none"> <li>Identifying special occasions</li> <li>Comprehension</li> </ul>	
<b>3.6 Shops and restaurants</b>	<ul style="list-style-type: none"> <li>Pictures/images</li> <li>Video clips</li> <li>Poems</li> <li>Songs</li> <li>Maps</li> </ul>	<ul style="list-style-type: none"> <li>Identifying food items and dishes</li> <li>Use of polite language</li> <li>Use of expressions of quantity</li> </ul>	<ul style="list-style-type: none"> <li>Role plays and simulation</li> </ul>
<b>3.7 Locating objects and places in our surrounding</b>	<ul style="list-style-type: none"> <li>Pictures of objects</li> <li>Pictures of places</li> <li>Charts</li> <li>Real objects (<i>clothes, food, classroom objects</i>)</li> <li>Poems</li> </ul>	<ul style="list-style-type: none"> <li>Physical identification of objects.</li> <li>Colouring shapes and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Games e.g. <i>hide and seek</i></li> </ul>
<b>3.8 Health and fitness</b>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Charts</li> </ul>	<ul style="list-style-type: none"> <li>Word searches.</li> <li>Word puzzles</li> <li>Use of idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>Games, e.g. <i>Jacques a dit....</i></li> </ul>