

# Curriculum Design Literacy

## Activities Grade Three

### ESSENCE STATEMENT

Literacy is the ability to read, write and use language proficiently According to UNESCO, literacy is a basic human right Literacy as a subject 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 At this foundational level, literacy aims at equipping the learner with basic skills in reading and writing to aid in all other subjects It will assist the learner to communicate with others as well as promote learning to learn Literacy as a set of skills will be useful in giving learners a head start in essential skills that they will carry throughout their lives The knowledge of literacy which includes the ability to understand, respond to and use forms of written language to communicate in varied contexts are important to facilitate learners' understanding of English as a second language

### SUBJECT GENERAL LEARNING OUTCOMES

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

- 1y use language in and out of school and respond in an appropriate way to spoken language
- 2y use spoken language forms appropriately in different social contexts
- 3y use thematic vocabulary to communicate appropriately in varied contexts
- 4y read texts accurately and fluently to access information
- 5y express feelings, ideas, and opinions through writing in different formats
- 6y demonstrate confidence in expressing self orally and in writing in varied contexts

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.0 LISTENING AND SPEAKING</b>	<b>1.1 Imitation</b>	By the end of the sub-strand, the learner should be able to: a) use appropriate expressions and phrases in formal and non-formal conversations b) acquire varied sentence structures to express self appropriately c) respond appropriately to conversations with varied audiences d) appreciate the importance of mannerisms while engaging in conversations	<ul style="list-style-type: none"> <li>Learners are guided to make inquiries on the different forms of conversation with various people in their community (peers, elders)</li> <li>Learners simulate conversations in different settings (focus on age appropriateness, gender differences, reinforce good mannerisms) in pairs and groups .</li> <li>Learners role play conversations in different setups (church, market, home etc)</li> <li>Learners take turns as they participate in panel discussions on issues related to self, home, and family</li> <li>Learners engage in a range of drama activities e.g. hot seating (learner is put on a hot seat as the head teacher, village elder) as learners practice appropriate communication (greetings, permission, inquiries)</li> </ul>	1) Why is it important to communicate appropriately?
	<b>Core competencies to be developed:</b> <b>Communication and collaboration:</b> learners practice communicating in different setups.			
	<b>Link to PCIs:</b> Life skills: Skills of knowing and living with others - effective communication.		<b>Link to values:</b> Respect, responsibility, unity	

	<b>Citizenship:</b> social cohesion. <b>Education for sustainable development:</b> gender, inclusion	
	<b>Links to other learning areas:</b> all learning areas	<b>Suggested community service learning:</b> learners participate in community barazas and listen to proceedings( should be age appropriate topics)
	<b>Suggested non-formal activity to support learning through application:</b> learners practice greeting peers using acceptable mannerisms.	<b>Suggested assessment:</b> Learners could listen to news items and imitate a broadcast.
	<b>Suggested resources:</b> resource persons, audiotapes, charts ,books, videos, news items	

### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> <li>creatively uses appropriate language with different people</li> <li>speaks with ease</li> <li>listens and responds appropriately.</li> </ul>	Learner <ul style="list-style-type: none"> <li>uses appropriate language with different people</li> <li>listens and provides appropriate feedback</li> </ul>	Learner <ul style="list-style-type: none"> <li>chooses with considerable assistance appropriate words during conversation</li> <li>responds hesitantly</li> </ul>	Learner <ul style="list-style-type: none"> <li>has difficulty in choosing appropriate words when conversing with different people</li> <li>barely provides an appropriate response</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.0 LISTENING AND SPEAKING</b>	<b>1.2 Story Telling</b>	By the end of the sub-strand, the learner should be able to: a) use digital knowledge to create stories b) acquire and accurately use appropriate words	<ul style="list-style-type: none"> <li>Learners listen to stories and model different techniques of story telling</li> <li>Learners listen to stories from various digital platforms and use the same platforms to create their stories</li> </ul>	1) What do stories teach us?

		and phrases from stories	<ul style="list-style-type: none"><li>• Learner could be guided to use acquired vocabulary to retell stories in pairs, groups and whole class</li><li>• Learners are prompted to take roles and act them out (using props, correct tone, pitch, tempo and body language) in pairs and groups.</li><li>• Listen and retell a story from memory</li></ul>	
<b>Core Competence to be developed:</b> <b>Communication and collaboration:</b> learners work together to recreate, dramatise and role play stories listened to <b>Critical thinking and problem solving:</b> learners recite stories <b>Digital Literacy:</b> learners use digital knowledge to create stories				
<b>Link to PCI's:</b> Life skills: Skills of knowing and living with others - effective communication			<b>Link to values:</b> respect, assertiveness, empathy, inclusion, responsibility	
<b>Links to other learning areas:</b> All learning areas			<b>Suggested community service learning:</b> learners participate in cultural days where they get to listen and retell stories	
<b>Suggested non-formal activity to support learning through application:</b> learners tell each other stories on varied themes			<b>Suggested Assessment:</b> create a story	
<b>Suggested Learning Resources:</b> digital tools e.g. computer, storybook, picture cards, audio stories, radios, props, costumes				

#### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> <li>• can recreate stories using digital media</li> <li>• use appropriate techniques while retelling a story.</li> </ul>	Learner can retell stories using appropriate techniques	Learner can retell a story with considerable assistance on use of techniques	Learner has difficulty in applying storytelling techniques.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.0 LISTENING AND SPEAKING</b>	<b>1.3 Effective communication(sharing experiences)</b>	By the end of the sub-strand, the learner should be able to: a) use compound and complex sentences to link thoughts b) listen and use talk to organize and clarify thoughts and ideas c) effectively communicate needs and feelings in a variety of ways d) listen to concerns and opinions of others and represent them in an appropriate forum e) demonstrate willingness to interact with others f) appreciate the importance of sharing one another's feelings	<ul style="list-style-type: none"> <li>Learners listen to stories and identify the main idea in pairs, groups and whole class</li> <li>Learners participate in play both in and out of class to enhance communication</li> <li>Learners listen to others as they share personal experiences on selected themes</li> <li>Learners share their opinions and represent the views of others to relevant authorities e.g. child abuse</li> </ul>	1) How do we know that the person we are talking to has understood our message?
<b>Core Competence to be developed:</b> <b>Communication and collaboration:</b> learners develop skills of effective communication				
<b>Link to PCF's:</b> Life skills: Skills of knowing and living with others - effective communication			<b>Link to Values:</b> respect, responsibility	
<b>Links to other learning areas:</b> All learning areas			<b>Suggested community service learning:</b> learners attend barazas as they get information to share with their peers in the community (age appropriate topics)	
<b>Suggested non-formal activity to support learning through application:</b> Learners participate in informal discussion with peers in and out of class			<b>Suggested Assessment:</b> learners are asked to brainstorm on a topic of interest and share information learned in class	
<b>Suggested Learning Resources:</b> audio recording machines, manila charts,				

barazas	
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### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.	Learner frequently uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.	Learner occasionally uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.	Learner rarely uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.0 LISTENING AND SPEAKING</b>	<b>1.4 Talk about</b>	By the end of the sub-strand, the learner should be able to: a) identify messages conveyed in a thematic story and engage in oral discussions b) use appropriate expressions to describe people, situations, and events c) build on one's ideas in a conversation by linking them to those given by others d) develop an interest to read stories and texts.	<ul style="list-style-type: none"> <li>Learners to talk about thematic pictures on charts displayed (my family, my community)</li> <li>Learners engage in conversations to talk about thematic texts from different media, in groups, pairs, and whole class</li> <li>Learners role play and discuss rules that govern social interactions when talking.</li> <li>Learners orally answer questions from a story read</li> <li>Learners share the message in a story with peers, parents, and others in the community</li> </ul>	1) What do you like to talk about?
	<b>Core competencies to be developed:</b> <u><b>Communication and collaboration:</b></u> learners share different experiences. <u><b>Critical thinking and problem solving:</b></u> learners organize their thoughts.			

	<b>Link to PCIs:</b> Life skills: Skills of knowing and living with others - effective communication. Citizenship: social cohesion	<b>Link to values:</b> Respect, responsibility, unity
	<b>Links to other learning areas:</b> all learning areas	<b>Suggested community service learning:</b> learners retell folklores from their community
	<b>Suggested non-formal activity to support learning through application:</b> learners retell stories to peers	<b>suggested assessment:</b> learners retell stories, question, and answer, role-play
	<b>Suggested resources:</b> resource person	

### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> <li>Consistently speaks clearly and audibly</li> <li>uses words and sentences in speech accurately</li> </ul>	Learner <ul style="list-style-type: none"> <li>speaks clearly and audibly</li> <li>generally uses correct word order but makes minor errors that do not affect overall meaning.</li> </ul>	Learner <ul style="list-style-type: none"> <li>speaks hesitantly</li> <li>makes minor inaccuracies in word order and sentence formation that affect the overall meaning</li> </ul>	Learner <ul style="list-style-type: none"> <li>speaks without clarity</li> <li>makes significant errors in constructing sentences</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Kenya inquiry questions
<b>1.0 LISTENING AND SPEAKING</b>	<b>1.5 Presentation skills</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>question the decisions made in their environment and ask critical questions</li> <li>engage in decision making in their environment.</li> <li>sequentially position their views using appropriate words e.g firstly, secondly, lastly</li> <li>demonstrate an interest in making</li> </ol>	<ul style="list-style-type: none"> <li>Learners make decisions on a subject and share their decisions</li> <li>Learners share and justify their decisions on a given subject in pairs and groups</li> <li>Learners are given opportunities for decision-making(dilemma situations) and make constructive</li> </ul>	<ol style="list-style-type: none"> <li>How do we choose between two things?</li> <li>How do we tell others what we have chosen?</li> </ol>

		decisions in their environment through contributions and valid suggestions	<p>suggestions.</p> <ul style="list-style-type: none"> <li>Learners to role play as a basis for initiating conversation on a topic</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <p><b>Communication and collaboration:</b> learners work in pairs, groups and whole class to prepare presentations.</p> <p><b>Creativity and critical thinking:</b> learners make decisions on presentations.</p>				
<p><b>Link to PCIs:</b> Life skills: Skills of knowing and living with others - effective communication</p> <p>Life skills: effective decision making skills- decision-making.</p>			<b>Link to values:</b> Respect, unity	
<b>Links to other learning areas:</b> All learning areas			<b>Suggested community service learning:</b> learners make presentations during cultural and special days in the community	
<b>Suggested non-formal activity to support learning through application:</b> learners participate in informal presentations			<b>Suggested Assessment:</b> oral presentations	
<b>Suggested resources:</b> audiovisual tapes, to be watched				

### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner</p> <ul style="list-style-type: none"> <li>always presents ideas in logical order.</li> <li>speaks clearly and audibly</li> <li>uses learnt vocabulary correctly</li> <li>keeps eye contact,</li> <li>maintains good posture.</li> <li>initiates responses,</li> <li>listens to and answers questions clearly and completely and with</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>presents ideas in logical order.</li> <li>speaks clearly and audibly</li> <li>uses learnt vocabulary correctly</li> <li>keeps eye contact</li> <li>maintains good posture.</li> <li>listens to and answers questions clearly and completely with confidence</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>presents ideas in logical order with moderate assistance</li> <li>speaks clearly and audibly</li> <li>makes some eye contact</li> <li>listens to and answers some questions but neither clearly nor completely</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>does not present ideas in logical order.</li> <li>speaks inaudibly and without clarity, does not use learnt vocabulary correctly.</li> <li>does not look at audience</li> <li>listens to but does not answer questions clearly and completely</li> </ul>



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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 READING	2.1 Independent reading  5 lessons	By the end of the sub-strand, the learner should be able to: a) identify the main idea in a passage b) locate information from print sources c) silently read a given passage d) read supplementary books with understanding e) develop an interest in reading for pleasure	<ul style="list-style-type: none"><li>• Learners guess the meaning of unfamiliar words from context</li><li>• Learners make and confirm predictions from texts read</li><li>• Learners find answers to questions through independent reading</li><li>• Learners are encouraged to utilize resources available in the library for independent reading</li><li>• Learners ask and answer questions from independent reading</li></ul>	1) What can you do to ensure that you understand what you read on your own?
<b>Core competencies to be developed:</b> <b>Communication and collaboration:</b> learners share reading resources and collaborate to perform follow-up tasks				
<b>Link to PCIs:</b> Life skills: Skills of knowing and living with oneself – self-efficacy			<b>Link to values:</b> respect, responsibility	
<b>Links to other learning areas:</b> all learning areas			<b>Suggested community service learning:</b> learners share messages from what they have read with members of the family	
<b>Suggested Non-formal Activity to support learning:</b> learners share messages from independent reading with peers			<b>Suggested assessment:</b> question/answer, reading competitions, cloze tests	
<b>Suggested resources:</b> Readers, newspapers, magazines, journals				

### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<b>Learner</b> <ul style="list-style-type: none"> <li>utilizes available reading resources without prompting</li> <li>effectively answers questions from independent reading</li> <li>is adventurous in using learnt vocabulary from own reading</li> </ul>	<b>Learner</b> <ul style="list-style-type: none"> <li>utilizes available reading resources.</li> <li>answers questions from independent reading.</li> <li>uses learnt vocabulary from material read</li> </ul>	<b>Learner</b> <ul style="list-style-type: none"> <li>can utilize reading resources with guidance.</li> <li>responds to questions from independent reading with difficulty.</li> <li>attempts to apply learnt vocabulary.</li> </ul>	<b>Learner</b> <ul style="list-style-type: none"> <li>hardly utilizes available reading resources.</li> <li>has difficulty responding to comprehension questions from texts read</li> <li>cannot use vocabulary in context.</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>2.0 READING</b>	<b>2.2 Reading comprehension</b>  5 lessons	By the end of the sub-strand, the learner should be able to: a) read with accuracy, fluency, and understanding b) read through texts to make personal judgments or opinions on the subjects of the text c) locate information in a text d) use acquired words to form sentences and read them accurately at an appropriate speed e) develop an interest in reading widely on varied subjects	<ul style="list-style-type: none"> <li>Learners answer and generate questions from texts read</li> <li>Learners are encouraged to make connections between materials read and real life</li> <li>Learners use vocabulary acquired to construct grammatically correct sentences</li> <li>Learners practice reading at an appropriate speed and with understanding</li> <li>Learners are guided to share their opinions based on texts read</li> </ul>	1) Why is meaning important in reading?
<b>Core competencies to be developed:</b>				

<b>Communication and collaboration:</b> learners answer and generate questions from texts	
<b>Critical thinking and problem solving:</b> learners share their opinion on texts read	
<b>Link to PCIs:</b> Life skills: Skills of knowing and living with others - effective communication. Life skills: Skills of knowing and living with oneself – self-efficacy	<b>Link to values:</b> Respect
<b>Links to other learning areas:</b> All learning areas	<b>Suggested community service learning:</b> learners participate in reading contests
<b>Suggested non-formal activity to support learning:</b> learners read to peers during free time	<b>Suggested assessment:</b> question/answer, filling in blanks, cloze tests
<b>Suggested resources:</b> various texts, newspapers, magazines	

#### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner effectively answers and generates questions from texts read. easily makes a connection between material read and real life situation. shares relevant opinion on material read and locates information from texts.	Learner answers and generates questions from texts read. makes connections between material read and real life situation. shares opinion on material read. locates information from texts.	Learner can answer and generate questions from materials read with assistance. needs assistance to relate reading to real life. must be prompted to share an opinion on what is read and to locate information.	Learner has considerable difficulty in answering or generating questions. cannot make a relationship between what is read and real life. locates information with difficulty.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0WRITING</b>	<b>3.1 Sentence formation</b>  5 lessons	By the end of the sub-strand, the learner should be able to: a) write a variety of compound and complex sentence	<ul style="list-style-type: none"> <li>Learners observe as teacher explicitly models use of sentence punctuation</li> <li>Learners practice methods of taking notes and compare with one another, in pairs and groups,</li> </ul>	1) How do we construct sentences? 2) Why do we

		structures correctly b) develop strategies for making and organizing notes c) use writing and other forms of representation to generate and organize ideas d) appreciate the importance of logic in writing	<ul style="list-style-type: none"> <li>Learners practice writing sentences using correct punctuation, individually, in pairs and groups</li> <li>Learners use an organizer to arrange sentences to form a paragraph, in pairs and groups</li> <li>Learners construct sentences and paragraphs using keywords</li> <li>Learners practice sequencing sentences to form paragraphs</li> </ul>	punctuate sentences?
<b>Core-Competence to be developed:</b>				
<b>Communication and collaboration:</b> learners practice writing sentences and paragraphs in pairs and groups				
<b>Link to PCIs:</b> Life skills: Skills of knowing and living with others - effective communication. Life skills: Skills of knowing and living with oneself – self-efficacy		<b>Link to values:</b> responsibility, respect		
<b>Links to other learning areas:</b> all learning areas		<b>Suggested Community Service Learning:</b> learners join a writing club in the community		
<b>Suggested non-formal activity to support learning:</b> learners practice writing in and out of class with peers		<b>Suggested assessment:</b> composition writing, filling blanks		
<b>Suggested resources:</b> writing organizers, books, pencils, sentence strips, flash cards				

#### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner presents very well organised paragraphs with a variety of sentences.	Learner presents organised paragraphs with a variety of sentences.	Learner presents fairly organized paragraphs with a variety of sentences.	Learner presents disorganised paragraphs without regard to sentence structure

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 WRITING</b>	<b>3.2 Spelling instruction</b>  5 lessons	By the end of the sub-strand, the learner should be able to: a) use a range of spelling strategies to correct misspelled words b) apply rules of spelling in writing c) appreciate the importance of accurate spelling in texts	<ul style="list-style-type: none"> <li>Learners do word study on word patterns (for similarities and differences), in pairs and small groups</li> <li>Learners practice sorting words according to given patterns.</li> <li>Learners use reinforcement activities to relate patterns to themes i.e.(sing the song avocado, papaya, banana x2 fruits are life)</li> <li>Learners engage in spelling games e.g. forming words from letter cut outs, scrabble, spelling relay</li> <li>Learners brainstorm on new words learned and practice spelling them in writing(punctuation, accurate spelling, letter formation, and spacing)</li> <li>Learners identify and correct spelling errors in texts read</li> </ul>	1) What can you do to spell words correctly?
<b>Core-Competence to be developed:</b> <b>Communication and collaboration:</b> learners work in groups to play spelling games <b>Critical thinking and problem solving:</b> learners participate in word study				
<b>Link to PCIs:</b> Life skills: Skills of knowing and living with others - effective communication.			<b>Link to values:</b> Respect, responsibility	
<b>Links to other learning areas:</b> all learning areas			<b>Suggested Community Service Learning:</b> learners engage older members of the community to conduct word studies of new words and share with other learners in class	
<b>Suggested Non-Formal Activity to support learning through</b>			<b>Suggested Assessment:</b> spelling tests (dictation)	

<b>application:</b> learners share and compare new words learnt with peers	
<b>Suggested Resources:</b> Flashcards, books, pencils, word boards	

### **Suggested Formative Assessment and Rubric**

<b>Exceeding expectations</b>	<b>Meeting expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
Learner <ul style="list-style-type: none"> <li>applies rules of spelling and punctuations with ease in both familiar and unfamiliar context</li> <li>spells familiar and unfamiliar words accurately</li> </ul>	Learner <ul style="list-style-type: none"> <li>applies rules of spelling and punctuation in both familiar and unfamiliar contexts</li> <li>spells many words accurately</li> </ul>	Learner <ul style="list-style-type: none"> <li>sometimes applies rules of spelling and punctuation in both familiar and unfamiliar contexts</li> <li>can spell some words accurately</li> </ul>	Learner <ul style="list-style-type: none"> <li>rarely applies rules of spelling and punctuation in both familiar and unfamiliar contexts</li> <li>has difficulty spelling words correctly</li> </ul>

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>3.0 WRITING</b>	<b>3.3 Handwriting</b>  5 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>use capital letters correctly</li> <li>use appropriate spacing between words</li> <li>use legible and neat handwriting to communicate effectively</li> <li>appreciate the importance of linking words in paragraph development</li> </ol>	<ul style="list-style-type: none"> <li>Learners observe displayed model handwriting</li> <li>Learners are guided to write for sustained period individually and in pairs</li> <li>Learners practice effective punctuation (capitalization, commas, and full stop).</li> <li>Learners are provided with reading material as triggers to writing</li> <li>Learners are guided through think-pair-share to discuss linking words</li> </ul>	1) What do we consider when writing a paragraph?
<b>Core-Competence to be developed:</b> <b>Learning to learn:</b> learners practice handwriting to improve in it				
<b>Link to PCIs:</b> Life skills: Skills of knowing and living with others -			<b>Link to values:</b> responsibility	

effective communication. Life skills: Skills of knowing and living with oneself – self-efficacy	
<b>Links to other learning areas:</b> All learning areas	<b>Suggested Community Service Learning:</b> learners partner with other children in the community to write and draw educative posters for sharing with others
<b>Suggested non-formal activity to support learning through application:</b> learners share individual written work with peers	<b>Suggested Assessment:</b> learners to link sentences using linking words
<b>Suggested resources:</b> papers, pencils, sentence strips, sentence charts, story books	

### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner <ul style="list-style-type: none"> <li>Consistently presents well-organized text</li> <li>writes neatly</li> <li>uses capitalization and spacing correctly</li> </ul>	Learner <ul style="list-style-type: none"> <li>presents well-organized text</li> <li>writes neatly</li> <li>makes minor inaccuracies in use of capitalization and spacing</li> </ul>	Learner <ul style="list-style-type: none"> <li>presents well-organized text</li> <li>writes somewhat neatly</li> <li>has some inaccuracies in use of capitalization and spacing</li> </ul>	Learner <ul style="list-style-type: none"> <li>presents disjointed text</li> <li>does not shape letters well</li> <li>makes numerous mistakes in use of capitalization and spacing</li> </ul>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 WRITING</b>	<b>3.4 Creative writing</b>  5 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>develop strategies for writing creative texts</li> <li>experiment with language choice in imaginative writing</li> <li>compose simple texts in written and digital formats</li> <li>engage in writing activity for a sustained period</li> <li>demonstrate a sense of ownership in</li> </ol>	<ul style="list-style-type: none"> <li>Learners practice creative writing(drafting, revising, editing, proofreading and publishing creative texts), in pairs and groups</li> <li>Learners create and publish writing using digital tools, in pairs and groups</li> <li>Learners display their creative works in the classroom, notice boards, the school magazine. Portfolio)</li> <li>Learners participate in creative writing competitions at school and</li> </ul>	<ol style="list-style-type: none"> <li>Why is it important to use linking words when writing paragraphs?</li> <li>How do we organize ideas to make a story interesting?</li> </ol>



		the written work  f) use connecting words appropriately and effectively in writing g) develop an interest in writing for pleasure	through various media (newspaper, children magazines)  • Learners use connecting words to show creativity	
<b>Core-Competence to be developed:</b> <b>communication and collaboration:</b> learners work in groups to produce written pieces.				
<b>Link to PCIs:</b> Life skills: Skills of knowing and living with others - effective communication. Life skills: Skills of knowing and living with oneself – self-efficacy			<b>Link to Values:</b> Respect , responsibility	
<b>Links to other learning areas:</b> all learning areas			<b>Suggested Community Service Learning:</b> learners listen to stories as a springboard to creative writing.	
<b>Suggested non-formal activity to support learning through application:</b> learners write stories and share with peers			<b>Suggested assessment:</b> provide a writing topic to learners as a basis to write short stories or texts.	
<b>Suggested resources:</b> books, pencils, newspaper cuttings				

### Suggested Formative Assessment and Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently presents ideas creatively is comprehensible consistently uses appropriate thematic vocabulary, transition words, correct spelling, and punctuation writes legibly and always uses correct spacing	Learner presents ideas in logical order is comprehensible. uses learnt thematic vocabulary transition words, correct spelling and punctuation. writes legibly using correct spacing	Learner presents ideas but not always in their logical order is not always comprehensible some use of learnt thematic vocabulary, transition words, some spelling and punctuation errors writes fairly legible makes some errors in spacing	Learner presents ideas haphazardly is not comprehensible uses limited learnt thematic vocabulary, and transition words makes major spelling and punctuation errors presents illegible text