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**GRADE THREE PROGRESS REPORT**

**STUDENT DETAILS**

**NAME: RYAN OCHIENG**

**GRADE: THREE**

**TERM: ONE**

**YEAR: 2019**

**FORMATIVE ASSESSMENT LUBRICS**

**MATHEMATICS ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 Numbers | 1.1 Number Concept  (8 lessons) | a)Use ordinal numbers to identify position from 1-20. |  |  |  |  |  |
| 1.0 Numbers | 1.2 Whole Numbers  (20 lessons) | a) Count numbers forward and backward from 1-1000, |  |  |  |  |  |
|  |  | b) Identify place value up to thousands, |  |  |  |  |  |
|  |  | c) Read numbers 1-1000 in symbols, |  |  |  |  |  |
|  |  | d) Read and write numbers 1-100 in words, |  |  |  |  |  |
|  |  | e) Identify missing numbers in number patterns up to 1000, |  |  |  |  |  |
|  |  | f) Appreciate number patterns as they skip on a number line. |  |  |  |  |  |
| 1.0 Numbers | 1.1 Fractions  (10 lessons) | a) Identify 1/2, 1/4 and 1/8 as part of a whole. |  |  |  |  |  |
|  |  | b) Identify 1/2, 1/4 and 1/8 as part of a group. |  |  |  |  |  |
| 1.0Numbers | 1.2 Addition  (25 lessons) | a) Add a 3- digit number to up to a 2 -digit number without regrouping with sum not exceeding 1000, |  |  |  |  |  |
|  |  | b) Add a 3- digit number to up to a 2- digit number with single regrouping with sum not exceeding 1000, |  |  |  |  |  |
|  |  | c) Add three single digit numbers with sum up to 27, |  |  |  |  |  |
|  |  | d) Add two 3- digit numbers without regrouping, |  |  |  |  |  |
|  |  | e) Add two 3- digit numbers with single regrouping with sum not exceeding 1000, |  |  |  |  |  |
|  |  | f) Work out missing numbers in patterns involving addition up to 1000, |  |  |  |  |  |
|  |  | g) Create number patterns involving addition up to 1000. |  |  |  |  |  |
| 1.0 Numbers | 1.5 Subtraction  (20 lessons) | a) Subtract up to 3- digit numbers without regrouping, |  |  |  |  |  |
|  |  | b) Subtract up to 3- digit numbers involving missing numbers with single regrouping, |  |  |  |  |  |
|  |  | c) Work out missing numbers in number patterns involving subtraction up to 1000. |  |  |  |  |  |
| 1.0 Numbers | 1.6 Multiplication  (10 lessons) | Multiply single digit numbers by numbers 1-10 in different contexts. |  |  |  |  |  |
| 1.0 Numbers | 1.7 Division  (8 lessons) | a) Represent division as repeated subtraction up to 5 times, |  |  |  |  |  |
|  |  | b) Show relationship between multiplication and division using mathematical sentences up to 9×10 = 90 |  |  |  |  |  |
| 2.0 Measurement | 2.1 Length  (6 lessons) | a) Measure length in metres, |  |  |  |  |  |
|  |  | b) Add and subtract length in metres, |  |  |  |  |  |
|  |  | c) Estimate length up to 20 metres. |  |  |  |  |  |
| 2.0 Measurement | 2.2 Mass  (6 lessons) | a) Measure mass in kilograms, |  |  |  |  |  |
|  |  | b) Add and subtract mass in kilograms, |  |  |  |  |  |
|  |  | c) Estimate mass up to 5 kilograms. |  |  |  |  |  |
| 2.0 Measurement | 2.3 Capacity  (8 lessons) | a) Measure capacity in litres, |  |  |  |  |  |
|  |  | b) Add and subtract capacity in litres, |  |  |  |  |  |
|  |  | c) Estimate capacity up to 5 litres. |  |  |  |  |  |
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**ENGLISH ACTIVITY**

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| **STRAND** | **SUB-STRAND** | **THEME** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| LISTENING AND SPEAKING | 1.1 Attentive Listening |  | a) Listen attentively during a conversation, |  | √ |  |  | Able to remain focus I class |
|  |  |  | b) Respond to simple specific three- directional instructions in oral communication, |  | √ |  |  | Able to respond to instructions |
|  |  |  | c) Appreciate the importance of listening attentively for effective communication. |  | √ |  |  | Shows positive attitude to learn |
| 1.0 LISTENING AND SPEAKING | Pronunciation and Vocabulary:  Sounds : bl and br, ch and cl, dr and fl, fr and gl, cr |  | a. Recognize new words used in the theme (s) to acquire a range of vocabulary, |  | √ |  |  | Able to note new vocabulary |
|  | and pl, st and sn, wr and pr, sm and st, sl and st  Sounds: sw and sp, sp and thr, dr and gr, gr |  | b) Pronounce the vocabulary related to the theme correctly for effective communication, |  | √ |  |  | Has shown effective use of vocabulary |
|  | Sounds: lm and mp, mb and nt, nd and nch, nkl and pt, nth and nd, rm, gh, ts |  | c) Demonstrate the understanding of new words by applying them in relevant contexts, Use the vocabulary learnt to communicate confidently in various contexts |  | √ |  |  | Able to use the new words learnt |
|  | and ps, lf and rf  spl - splash  spr -spray  str -string  scr –scream |  | d) Appreciate the importance of using vocabulary to communicate confidently in various contexts. |  | √ |  |  | Uses vocabulary in and out of class |
| 1.0 LISTENING AND SPEAKING | 2.4 Language Structures and Functions  Subject-verb agreement | Theme: Activities at home and at school | a) Construct sentences about daily activities using subject-verb agreement correctly, |  | √ |  |  | Able to construct sentences |
|  |  |  | b) Construct sentences on daily activities in relation to when they take place, |  | √ |  |  | Able to construct tenses using correct tenses |
|  |  |  | c) Recognize the correct use of subject-verb agreement to form appropriate sentences, |  | √ |  |  | Able to use subject verb agreement |
|  |  |  | d) Appreciate the importance of subject verb agreement in achieving effective communication |  | √ |  |  | Shows positive attitude |
| 1.0 LISTENING AND SPEAKING | Language structures and functions  Indefinite pronouns: | Theme: Sharing duties and responsibilities | a) Use indefinite pronouns to talk about daily activities at home and at school, |  | √ |  |  | Can use indefinite pronouns properly |
|  | Nobody  Anybody  Somebody |  | b) Identify indefinite pronouns in communication about home and school, |  | √ |  |  | Able to note indefinite pronouns |
|  |  |  | c) Enjoy using indefinite pronouns in their day to day communication. |  | √ |  |  | Uses indefinite pronouns in daily activities |
| 1.0 LISTENING AND SPEAKING | Language structures and functions  Singular | Theme: Environment  Child rights | a) Use plural forms of irregular nouns to talk about things and people at home and in school for effective communication, |  | √ |  |  | Able to use irregular nouns |
|  | and plurals of irregular nouns |  | b) Identify singular and plural forms of irregular nouns for effective oral communication, |  | √ |  |  | Able to identify plural nouns |
|  | e.g.  Foot –feet  Tooth –teeth |  | c) Distinguish between singular and plural irregular nouns for appropriate oral communication at home and in school, |  | √ |  |  | Able to differentiate irregular nouns |
|  | Mouse – mice  Ox – oxen |  | d) Enjoy games involving the singular and plural forms of irregular nouns. |  | √ |  |  | Active participant in group discussion |
| LISTENING AND SPEAKING | Language structures and functions  Future time (will/shall) | Theme: Occupation (people and their work) | a) use ‘will’/’shall’ to talk about what they would want to become in future, |  | √ |  |  | Able to effectively use will/shall |
|  |  | Technology (Using a computer) | b) Identify words that express future time/actions for effective oral communication, |  | √ |  |  | Able to note future tense |
|  |  |  | c) Enjoy using ‘will’ and ‘shall’ to communicate future time/intentions. |  | √ |  |  | Actively involved in games and class debate |
| 1.0 LISTENING AND SPEAKING | Language structure and functions | Theme: Safety  Opposites | a) Use opposites of higher level difficulty to construct simple sentences about safety at home, school and the environment, |  | √ |  |  | Able to use opposite |
|  |  |  | b) Identify the opposite of a group of words for effective oral communication, |  | √ |  |  | Able to identify opposite words |
|  |  |  | c) Enjoy conversations using opposites in communicating ideas |  | √ |  |  | Uses opposite words correctly |
| 1.0 LISTENING AND SPEAKING | Language structure and functions  Prepositions | Theme: Wild animals –A visit to the park. | a) Use prepositions to talk about the position and location of objects, people, animals and places around the park, |  |  |  |  |  |
|  | Next to, around, near, by, beside, above, over |  | b) Identify the correct use of prepositions in oral conversations, |  |  |  |  |  |
|  | Through, across, to and at. |  | c) Appreciate use of prepositions to describe the different positions and locations of people, animals, places and things for effective oral communication |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | Language structure and functions | Theme: Saving | a) Ask questions using ‘what’, ‘when’, ‘how’, ‘why’ and ‘where’ to learn about saving, |  |  |  |  |  |
|  |  |  | b) Respond correctly to questions using: ‘what’, ‘when’ ‘whose’, ‘how’, ‘why’ and ‘where’ appropriately for effective communication, |  |  |  |  |  |
|  |  |  | c) Identify wh-words in a story, poem or conversation for effective oral communication, |  |  |  |  |  |
|  |  |  | d) Appreciate the use of WH-Words for communication |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | Language Structures and Functions | Theme: The Festival | a) Use adjectives to describe people, things and actions in a festival, |  |  |  |  |  |
|  | Describing words- size, shape, colour |  | b) Describe given nouns in relation to shape, colour and size clearly in oral communication, |  |  |  |  |  |
|  |  |  | c) Appreciate the use of colour, size, shape and number to describe nouns |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | Language structures and functions  Comparatives and superlatives  (-er and –est) | Theme: Play time and Sports | a) Identify comparatives and superlatives that are used to describe people and things during play time and sports day. |  |  |  |  |  |
|  |  |  | b) Form comparatives and superlatives appropriately based on the given examples for effective communication; |  |  |  |  |  |
|  |  |  | c) Enjoy using comparatives and superlatives to describe people, things and places |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | Language structures and functions  Conjunctions ‘and’ ‘but’ ‘because’ | Theme: Diseases and Foods we eat | a) Use conjunctions to talk about nutrition and diseases, |  |  |  |  |  |
|  |  |  | b) Distinguish the uses of conjunctions ‘and’ ‘but’ in sentences, |  |  |  |  |  |
|  |  |  | c) Enjoy using the conjunctions to convey different meaning |  |  |  |  |  |

LITERACY ACTIVITY

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| **STRAND** | **SUB - STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| LISTENING AND SPEAKING | 1.1 Imitation | a) Use appropriate expressions and phrases in formal and non-formal conversations |  |  |  |  | Able to use correct expressions |
|  |  | b) Acquire varied sentence structures to express self appropriately |  |  |  |  | Uses correct words to express self. |
|  |  | c) Respond appropriately to conversations with varied audiences |  |  |  |  | Able to communicate effectively |
|  |  | d) Appreciate the importance of mannerisms while engaging in conversations |  |  |  |  | Shows positive attitude towards learning. |
| LISTENING AND SPEAKING | 1.2 Story Telling | a) Use digital knowledge to create stories |  |  |  |  | Able to create stories |
|  |  | b) Acquire and accurately use appropriate words and phrases from stories |  |  |  |  | Uses correct words and phrases to form stories |
|  |  | c) Develop an interest in telling stories for pleasure |  |  |  |  | Loves story telling |
|  |  | d) Demonstrate techniques of effective storytelling |  |  |  |  | Able to use body language while story telling |
| 1.0 LISTENING AND SPEAKING | 1.3 Effective communication (sharing experiences) | a) Use compound and complex sentences to link thoughts |  |  |  |  | Able to use complex and compound sentences. |
|  |  | b) Listen and use talk to organize and clarify thoughts and ideas |  |  |  |  | Able to use logic thinking |
|  |  | c) Effectively communicate needs and feelings in a variety of ways |  |  |  |  | Able to express self effectively |
|  |  | d) Listen to concerns and opinions of others and represent them in an appropriate forum |  |  |  |  | shows a positive attitude with classmates in group projects |
|  |  | e) Demonstrate willingness to interact with others |  |  |  |  | shows maturity when solving problems with classmates and uses good communication |
|  |  | f) Appreciate the importance of sharing one another’s feelings |  |  |  |  | excels in sharing ideas and feelings |
| 1.0 LISTENING AND SPEAKING | 1.4 Talk about | a) Identify messages conveyed in a thematic story and engage in oral discussions |  |  |  |  | is able to offer direct responses and work well with peers |
|  |  | b) Use appropriate expressions to describe people, situations, and events |  |  |  |  | is able to analyze character actions, story plots, and shows strong fluency with reading |
|  |  | c) Build on one’s ideas in a conversation by linking them to those given by others |  |  |  |  | works and cooperatively with peers |
|  |  | d) Develop an interest to read stories and texts. |  |  |  |  | is able to offer direct responses to readings and supports ideas with sound reasoning and specific examples |
| 1.0 LISTENING AND SPEAKING | 1.5 Presentation skills | a) Question the decisions made in their environment and ask critical questions |  |  |  |  | Is very inquisitive and loves to seek clarity |
|  |  | b) Engage in decision making in their environment. |  |  |  |  | Portrays sound decision making. |
|  |  | c) Sequentially position their views using appropriate words e.g firstly, secondly, lastly |  |  |  |  | Able to use ordinal numbers correctly |
|  |  | d) Demonstrate an interest in making decisions in their environment through contributions and valid suggestions |  |  |  |  | excels at applying what he/she learns in the classroom to real-world and real-life situations |
| 2.0 READING | 2.1 Independent reading  5 lessons | a) Identify the main idea in a passage |  |  |  |  | is doing a good job of breaking a story into paragraphs |
|  |  | b) Locate information from print sources |  |  |  |  | Able to locate information from print media |
|  |  | c) Silently read a given passage |  |  |  |  | Able to read texts and stories silently |
|  |  | d) Read supplementary books with understanding |  |  |  |  | consistently reads grade-level material independently |
|  |  | e) Develop an interest in reading for pleasure |  |  |  |  | Loves reading different materials. |
| 2.0 READING | 2.2 Reading comprehension | a) read with accuracy, fluency, and understanding  b) Read through texts to make personal judgments or opinions on the subjects of the text |  |  |  |  | is doing a good job of breaking a story into paragraphs |
|  |  | c) Locate information in a text |  |  |  |  | shows good ability when completing reading comprehension tests |
|  |  | d) Use acquired words to form sentences and read them accurately at an appropriate speed |  |  |  |  | Able to read with speed |
|  |  | e) Develop an interest in reading widely on varied subjects |  |  |  |  | Writes widely and forms good sentences |
| 3.0 WRITING | 3.1 Sentence formation  5 lessons | a) Write a variety of compound and complex sentence structures correctly |  |  |  |  | Able to write sentences correctly |
|  |  | b) Develop strategies for making and organizing notes |  |  |  |  | Need to improve in handwriting |
|  |  | c) Use writing and other forms of representation to generate and organize ideas |  |  |  |  | Able to organize ideas appropriately |
|  |  | d) Appreciate the importance of logic in writing |  |  |  |  | Writes good sentences |
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**ENVIRONMENTAL ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 Environment and its resources | 1.1 Weather | a) Describe unfavorable weather conditions |  | √ |  |  | Correctly describes unfavorable weather conditions |
|  |  | b) Observe the effects of unfavorable weather conditions for safety |  | √ |  |  | Able to observe the effects of unfavorable conditions weather and keep safe |
|  |  | c) Develop curiosity in identifying effects of weather conditions in the environment. |  | √ |  |  | Able to identify effects of unfavorable weather conditions |
|  | Keeping safe from unfavorable weather conditions | a) Identify ways of keeping safe from unfavorable weather conditions |  | √ |  |  | Correctly identifies ways of keeping safe from unfavorable weather conditions |
|  |  | b) Keep safe from unfavorable weather conditions |  | √ |  |  | Able to keep safe from unfavorable weather conditions |
|  |  | c) Demonstrate knowledge of keeping safe from unfavorable weather condition |  | √ |  |  | Demonstrates knowledge of keeping from unfavorable weather conditions |
| 1.0 Environment and its resources | 1.2 Water | a) Identify ways of making water clean and safe for use in the home |  | √ |  |  | Correctly identifies ways of making water clean and safe for use |
|  |  | b) Make water clean and safe using different methods |  | √ |  |  | Able to make water clean and safe using different methods |
|  |  | c) Construct a simple water filter for cleaning water at home |  | √ |  |  | Constructs a simple filter and makes water clean and safe at home |
|  |  | d) Appreciate clean and safe water for use to reduce health risks. |  | √ |  |  | Able to state the importance of using clean and safe water |
| 1.0 Environment and its resources | 1.3 Soil | a) Differentiate soils by texture from provided soil samples |  | √ |  |  | Correctly differentiates soil by texture |
|  |  | b) Differentiate soils by size of soil particles from provided soil samples |  | √ |  |  | Correctly differentiates soils by size particles |
|  |  | c) Name the three types of soils based on their characteristics |  | √ |  |  | Able to name the type of soil based on their characteristics |
|  |  | d) Develop interest in characteristics of soils as an environmental resource. |  | √ |  |  | Able to name different uses of soil according to their characteristics |
| 1.0 Environment and its resources | 1.4 Plants | a) Identify different types of plants |  | √ |  |  | Able to identify different types plants |
|  |  | b) Categorize plants in the immediate environment according to specified features |  | √ |  |  | Correctly categorizes plants according to specified features |
|  |  | c) Appreciate the rich diversity in plants. |  | √ |  |  | Appreciates the rich diversity in plants |
|  | Safety when handling plants | a) Describe safe ways of handling different plants |  | √ |  |  | Correctly describes safe ways of handling plants |
|  |  | b) Observe safety when handling different plants in the immediate environment |  | √ |  |  | Able to observe safety when handling plants |
|  |  | c) Appreciate the need to handle plants responsibly to reduce health risks |  | √ |  |  | Able to name the importance of handling plants safely |
| 1.0 Environment and its resources | 1.5 Animals | a) State different uses of animals to people |  | √ |  |  | Correctly states the uses of animals to people |
|  |  | b) Identify different animals that provide food products |  | √ |  |  | Identifies different food products people get from animals |
|  |  | c) Appreciate the importance of animals to the people. |  | √ |  |  | Able to state the importance of animals to people |
| 1.0 Environment and its resources | 1.6 Energy: Heat | a) Identify sources of heat in the environment |  | √ |  |  | Correctly identifies sources of heat |
|  |  | b) Match different sources of heat to their fuels in the environment |  | √ |  |  | Matches the heat to their fuel |
|  |  | c) Appreciate the different sources of heat in the community. |  | √ |  |  | Able to state the importance of sources of heat in the community |
|  | 1.6.2Uses of heat in the environment | a) Identify uses of heat energy in the environment |  | √ |  |  | Able to identify uses of heat in the environment |
|  |  | b) Use heat energy responsibly to promote conservation and safety |  | √ |  |  | Able to responsibly use heat and conserve it |
|  |  | c) Appreciate conservation of heat energy in daily life. |  | √ |  |  | Able to state the importance of conservation of heat energy |

**KISWAHILI ACTIVITY**

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| **MADA** | **MADA NDOGO** | **MATOKEO MAALUM YANAYOTARAJIWA** | **A** | **B** | **C** | **D** | **MAONI** |
| Shambani | Sauti mbili tofauti zinazotamkwa pamoja | a) kutambua sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi bora |  | √ |  |  | Anatambua sauti kwa usahihi |
|  |  | b) kutamka sauti lengwa ili kuimarisha matamshi bora |  | √ |  |  | Anatamka sauti ipasavyo |
|  |  | c) kusoma silabi za sauti lengwa ili kuimarisha usomaji |  | √ |  |  |  |
|  |  | d) kuandika silabi zinazotokana na sauti lengwa ili kuimarisha uandishi bora |  | √ |  |  | Anaandika silabi kwa hati bora |
|  |  | e) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha usomaji |  | √ |  |  | Anasoma kwa ukakamafu |
|  |  | f) kuandika maneno kutokana na silabi zilizofunzwa ili kuimarisha uandishi bora |  | √ |  |  | Anaandika maneno kwa hati bora |
|  |  | g) kusoma hadithi zilizo na maneno yaliyo na sauti lengwa ili kumsaidia mwanafunzi kutamka sauti husika ili kuimarisha matamshi na usomaji |  | √ |  |  | Anasoma hadithi kwa ufasaha |
|  |  | h) kuchangamkia kutamka sauti lengwa ili kuimarisha mawasiliano. |  | √ |  |  | Anawasiliana kwa lugha sanifu |
|  | Msamiati | a) kutambua msamiati unaohusiana na shughuli za shambani ili kuimarisha mawasiliano |  | √ |  |  | Anatambua msamiati wa shambani |
|  |  | b) kusoma maneno na sentensi kuhusu shambani ili kuimarisha usomaji |  | √ |  |  | Anasoma maneno na sentensi kwa ufasaha |
|  |  | c) kutunga sentensi akitumia msamiati wa shambani ili kuimarisha mawasiliano |  | √ |  |  | Anatunga sentensi sahihi akitumia msamiati wa shambani |
|  |  | d) kuandika maneno na sentensi zinazojumuisha msamiati wa shambani katika kujenga uandishi bora |  | √ |  |  | Anaandika maneno na sentensi za msamiati wa shambani kwa hati bora |
|  |  | e) kuthamini Matumizi ya msamiati wa shambani katika mawasiliano. |  | √ |  |  | Anawasiliana vyema akitumia msamiati wa shambani |
|  | Kusikiliza na Kuzungumza:Masimulizi | a) kusikiliza kwa makini masimulizi kuhusu shambani katika kujenga usikivu |  | √ |  |  | Anasimulia shughuli zinazofanyika shambani |
|  |  | b) kutaja majina ya vifaa vinavyotumika shambani ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anataja majina ya vifaa vya shambani kwa usahihi |
|  |  | c) kuelezea vifaa vinavyotumika shambani ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anaelezea vifaa vinavyopatikana shambani kwa usahihi |
|  |  | d) kuelezea shughuli zinazofanyika shambani ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anasimulia shughuli zinazofanyika shambani |
|  |  | e) kutambua Matumizi ya vifaa vinavyotumika shambani ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anatambua matumizi ya vifaa vinavyopatikana shambani |
|  |  | f) kuthamini umuhimu wa vifaa vinavyotumika shambani. |  | √ |  |  | Anaweza kuelezea umuhimu wa vifaa vinavyopatikana shambani |
|  | Kusoma:  Hadithi | a) kutambua picha za vifaa vinavyotumika shambani ili kuimarisha Ufahamu wa hadithi |  | √ |  |  | Anatambua picha za vifaa vinavyopatikana shambani usahihi |
|  |  | b) kusoma hadithi za picha zinazohusu shamba ili kujenga usomaji bora | ` | √ |  |  | Anasoma hadithi kwa ufasaha |
|  |  | c) kusikiliza hadithi zikisomwa na mwalimu kuhusu vifaa vinavyotumika shambani ili kujenga usikivu |  | √ |  |  | Anasikiliza hadithi zikisomwa kwa umakinfu |
|  |  | d) kufahamu hadithi aliyoisoma na aliyosomewa kuhusu shambani ili kupata ujumbe |  | √ |  |  | Anafahamu hadithi aliyosomewa na kusoma |
|  |  | e) kuchangamkia kusoma hadithi za vifaa vinavyotumika shambani ili kuendeleza stadi ya usomaji. |  | √ |  |  | Anafurahia kusoma hadithi |
|  | Kuandika | a) kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi |  | √ |  |  | Anaandika kisa kifupi kwa hati nadhifu |
|  |  | b) kufurahia uandishi wa visa tofauti ili kuimarisha mawasiliano andishi. |  | √ |  |  | Anafurahia uandishi wa visa mbali mbali |
|  | Sarufi: Nafsi ya tatu wakati ujao-umoja na wingi | a) kutambua maneno na viambishi vinavyo tumika kuonyesha nafsi ya tatu na wakati ujao katika umoja n awingi ili kuimarisha mawasiliano |  | √ |  |  | Anatambua maneno na viambishi kuonyesha nafsi ya tatu na wakati ujao katika umoja na wingi |
|  |  | b) kutumia nafsi ya tatu wakati ujao hali ya umoja na wingi katika sentensi kwa usahihi ili kuimarishama wasiliano |  | √ |  |  | Anatunga sentensi sahihi akizingatia nafsi ya tatu wakati ujao katika umoja na wingi |
|  |  | c) kusoma vifungu vilivyo na nafsi ya tatu, wakati ujao kwa umoja na wingi ili kujenga usomaji |  | √ |  |  | Anasoma vifungu kwa ukakamafu |
|  |  | d) kuandikavifunguvilivyonanafsiyatatu, wakatiujaokwaumojanawingiilikujengauandishi bora |  |  | √ |  | Anajaribu kuandika vifungu kwa hati nadhifu |
|  |  | e) kufurahia kutumia nafsi ya tatu wakati ujao hali ya umoja na wingi katika mawasiliano. |  |  |  | √ | Anajaribu kutumia nafsi ya tatu umoja na wingi katika mawasiliano |
| Uzalendo | Sauti mbili tofauti zinazo tamkwa pamoja | a) kutambua sauti mbili zinazotamkwa pamoja ili kuimarisha matamshi bora |  | √ |  |  | Anatambua sauti mbili kwa usahihi |
|  |  | b) kutamka sauti lengwa ili kuimarisha matamshi bora |  | √ |  |  | Anatamka sauti ipasavyo |
|  |  | c) kusoma silabi za sauti lengwa ili kuimarisha usomaji |  | √ |  |  | Anasoma sauti lengwa ifaavyo |
|  |  | d) kuandika silabi zinazotokana na sauti lengwa ili kuimarisha uandishi bora |  | √ |  |  | Anaandika silabi za sauti lengwa kwa hati bora |
|  |  | e) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa ili kuimarisha usomaji |  | √ |  |  | Anasoma maneno ya silabi za sauti lengwa ifaavyo |
|  |  | f) kuandika maneno kutokana na silabi zilizofunzwa ili kuimarisha uandishi bora |  | √ |  |  | Anaandika maneno kutokana na silabi kwa hati nadhifu |
|  |  | g) kusoma hadithi zilizo na maneno yaliyo na sauti lengwa ili kumsaidia mwanafunzi kutamka sauti husika ilikuimarisha matamshi na usomaji |  | √ |  |  | Anasoma hadithi kwa ufasaha |
|  |  | h) kuchangamkia kutamka sauti lengwa ili kuimarisha mawasiliano. |  | √ |  |  | Anatamka ifaavyo sauti lengwa katika mawasiliano |
|  | Msamiati. | a) kutambua msamiati ambao unahusiana na uzalendo ili kuimarisha mawasiliano |  | √ |  |  | Anatambua msamiati wa uzalendo |
|  |  | b) kusoma msamiati unaohusiana na uzalendo ili kujenga usomaji |  | √ |  |  | Anasoma msamiati wa uzalendo kwa ufasaha |
|  |  | c) kueleza maana ya msamiati wa uzalendo ili kuimarisha mawasiliano |  |  | √ |  | Anafahamu maana ya baadhi ya msamiati wa uzalendo |
|  |  | d) kutumia msamiati wa uzalendo katika sentensi sahihi ili kuimarisha mawasiliano |  |  | √ |  | Anajaribu kutumia baadhi ya msamiati wa uzalendo katika sentensi |
|  |  | e) kuandika maneno yanayohusiana na uzalendo ili kuimarisha uandishi bora |  | √ |  |  | Anaandika maneno kuhusu uzalendo kwa hati nadhifu |
|  |  | f) kuthamini uzalendo ili kuwa mzalendo kwa nchi yake. |  | √ |  |  | Anadhamini umuhimu wa kuwa mzalendo |
|  |  |  |  |  |  |  |  |
|  | Kusikiliza na Kuzungumza:Masimulizi | a) kutambua maneno yanayoonyesha uzalendo ili kuyatumia katika mawasiliano |  |  | √ |  | Anatumia baadhi ya maneno ya uzalendo katika mawasiliano |
|  |  | b) kusimulia visa vinavyojumuisha mambo yanayowezakuimarishauzalendoilikujengastadiyakuzungumza |  |  | √ |  | Anajaribu kusimulia visa baadhi ya visa |
|  |  | c) kusikiliza masimulizi kuhusu uzalendo ili kuimarisha usikivu |  | √ |  |  | Anasikiliza kwa umakinifu |
|  |  | d) kuthamini umuhimu wa uzalendo katika maisha ya kila siku. |  | √ |  |  | Anatambua baadhi ya umuhimu wa uzalendo katika maisha ya kila siku |
|  | Kusoma: Hadithi | a) kutambua rangiza bendera ili kuimarisha uzalendo |  | √ |  |  | Anatambua rangi za bendera vyema |
|  |  | b) kutambua maneno yanayohusiana na uzalendo ili kuimarisha mawasiliano |  |  | √ |  | Anatambua baadhi ya maneno yanayohusiana na uzalendo |
|  |  | c) kusoma hadithi za kizalendo ili kujenga usomaji |  | √ |  |  | Anasoma hadithi kwa ufasaha |
|  |  | d) kusikiliza hadithi za mwalimu kuhusu uzalendo ili kuimarisha usikivu |  | √ |  |  | Anasikiliza hadithi kwa umakinifu |
|  |  | e) kufahamu hadithi aliyoisoma na aliyosomewa kuhusu uzalendo ili kupata ujumbe |  | √ |  |  | Anafahamu hadithi aliyosomewa na kusoma |
|  |  | f) kuthamini umuhimu wa uzalendo katika maisha ya kila siku. |  | √ |  |  | Anadhamini umuhimu wa uzalendo |
|  | Kuandika | a) kuandika kisa kifupi kwa hati nadhifu kulingana na mada ili kujenga stadi ya uandishi |  | √ |  |  | Anaandika kisa kwa hati nadhifu |
|  |  | b) kufurahi auandishi wa visa tofauti ili kuimarisha mawasiliano andishi. |  | √ |  |  | Anafurahia kuandika visa na kuzingatia mada |
|  | Sarufi | a) kutambua Matumizi ya; -ake na –ao ili kuimarisha mawasiliano |  | √ |  |  | Anatumia –ake na –enu ifaavyo katika mawasiliano |
|  |  | b) kusoma vifungu vya maneno vinavyojumuisha -ake na –ao ili kujenga usomaji |  | √ |  |  | Anasoma vifungu vyenye –ake na –enu kwa ufasaha |
|  |  | c) kutunga sentensi akitumia –ake na –ao ili kuimarisha ubunifu |  |  |  | √ | Ana changamoto za kutumia –ake na –enu kutunga sentensi |
|  |  | d) kuandika sentensi akitumia –ake na –ao ili kujenga uandishi bora |  |  | √ |  | Anajaribu kuandika sentensi akitumia –ake na -enu |
|  |  | e) kuchangamkia kurejelea vitu vyake na vya wenzake akitumia -ake na –ao katika mawasiliano ya kila siku. |  |  | √ |  | Ana changamoto kurejelea maneno akitumia –ake na -enu |

**HYGIENE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| 1.0 Health practices | 1.1 Healthy habits | a) Mention healthy habits that promote our well-being, |  |  |  |  |  |
|  |  | b) State the importance of practicing health habits for our well-being, |  |  |  |  |  |
|  |  | c) Practice health habits that promote our wellbeing, |  |  |  |  |  |
|  |  | d) Appreciate the importance of observing health habits for our well-being |  |  |  |  |  |
| 1.0 Health practices | 1.2 Oral hygiene | a) Name common problems related to teeth, |  |  |  |  |  |
|  |  | b) Mention ways of dealing with common problems related to teeth. |  |  |  |  |  |
| 1.0 Health practices | 1.3 Cleaning the classroom | a) Give reasons for cleaning the classroom |  |  |  |  |  |
|  |  | b) Identify materials used to clean the classroom |  |  |  |  |  |
|  |  | c) Care for the classroom |  |  |  |  |  |
|  |  | d) Appreciate the importance of having a clean classroom |  |  |  |  |  |
| 1.0 Health practices | 1.4 Use of improvised materials for cleaning utensils | a) Identify types of dirt found on utensils, |  |  |  |  |  |
|  |  | b) Identify materials that can be improvised for cleaning utensils, |  |  |  |  |  |
|  |  | c) Prepare improvised cleaning materials for cleaning utensils, |  |  |  |  |  |
|  |  | d) Demonstrate how to clean utensils using the improvised cleaning materials, |  |  |  |  |  |
|  |  | e) Clean utensils using improvised cleaning materials, |  |  |  |  |  |
|  |  | f) Appreciate the use of improvised cleaning materials. |  |  |  |  |  |
| 1.0 Health practices | 1.5 Proper use and storage of medicine at home | a) Identify medicines for internal and external use at home, |  |  |  |  |  |
|  |  | b) Interpret simple instructions on dosage of medicine for various ailments, |  |  |  |  |  |
|  |  | c) Practice proper storage of medicine at home. |  |  |  |  |  |
| 1.0 Health practices | 1.6 Making water safe for drinking | a) Mention ways in which water is contaminated in the environment, |  |  |  |  |  |
|  |  | b) Differentiate between clean water and safe water for drinking, |  |  |  |  |  |
|  |  | c) State the importance of drinking safe water for good health, |  |  |  |  |  |
|  |  | d) Make water safe for drinking by boiling, |  |  |  |  |  |
|  |  | e) Store boiled water meant for drinking, |  |  |  |  |  |
|  |  | f) Appreciate the need for safe water for drinking. |  |  |  |  |  |
| 1.7 Health Practices | 1.7 Kitchen garden | a) Identify forms of kitchen gardens, |  |  |  |  |  |
|  |  | b) Name different crops grown in a kitchen garden, |  |  |  |  |  |
|  |  | c) State the importance of a kitchen garden at home and school, |  |  |  |  |  |
|  |  | d) Create a kitchen garden at home and school, |  |  |  |  |  |
|  |  | e) Appreciate the importance of a kitchen garden at home and school. |  |  |  |  |  |
| 1.0 Health practices | 1.8 Care of toilets/ latrines and urinals | a) Mention reasons for cleaning a toilet, latrine or urinal in their environment |  |  |  |  |  |
|  |  | b) Identify the materials used in cleaning a toilet, latrine or urinal in their environment, |  |  |  |  |  |
|  |  | c) Explains the procedure of cleaning a toilet, latrine or urinal in their environment |  |  |  |  |  |
|  |  | d) Appreciate the need for a clean toilet, latrine or urinal in their environment. |  |  |  |  |  |
| 1.9 Personal hygiene | 1.9 Bed making | a) Identify materials used as beddings at home, |  |  |  |  |  |
|  |  | b) State the uses of different bedding materials at home, |  |  |  |  |  |
|  |  | c) Make a bed using available beddings at home, |  |  |  |  |  |
|  |  | d) State the importance of making a bed, |  |  |  |  |  |
|  |  | e) Appreciate the need for a well-made bed. |  |  |  |  |  |

**CHRISTIAN RELIGIOUS EDUCATION**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| 1.0 Creation | 1.1 Self-Awareness | a) Appreciate himself/herself as created in the image and likeness of God for His glory |  |  |  |  |  |
|  |  | b) Recognize God as the Creator of every part of his/her body to glorify Him |  |  |  |  |  |
|  |  | c) Control thoughts and feelings in daily life |  |  |  |  |  |
|  |  | d) Make choices that are acceptable to God in their lives |  |  |  |  |  |
| 1.0 Creation | 1.2 My Family | a) Recognize the head of the family and respect them |  |  |  |  |  |
|  |  | b) Name family members in the nuclear and extended family for identification |  |  |  |  |  |
|  |  | c) Draw the family tree to understand relationships within the family |  |  |  |  |  |
| 1.0 Creation | 1.3.1 Adam and Eve | a) Acknowledge God as the creator of Adam and Eve as our first parents on earth |  |  |  |  |  |
|  |  | b) Describe how Adam and Eve disobeyed God and desire to obey God in their daily lives |  |  |  |  |  |
|  |  | c) State the results of disobeying God’s command to avoid sin |  |  |  |  |  |
|  |  | d) Explain the importance of obeying parents to live a harmonious family life |  |  |  |  |  |
|  |  | e) Explain the importance of obeying teachers to promote good relationships at school |  |  |  |  |  |
| 2.0 The Holy Bible | 2.1 The Bible as the word of God | a) Differentiate the Bible from other books as a Holy Book used by Christians |  |  |  |  |  |
|  |  | b) Explain how the writing of the Bible was different from other books and respect it |  |  |  |  |  |
|  |  | c) State the number of books in the New Testament and develop interest in reading it |  |  |  |  |  |
|  |  | d) Name the four Gospel books in the New Testament and relate them to the teachings of Jesus Christ |  |  |  |  |  |
|  |  | e) Appreciate the Bible as a guide in their daily lives |  |  |  |  |  |
| 2.0 The Holy Bible | 2.2 The Bible Story: Moses and the Burning Bush | a) Narrate what happened in the story of Moses and the burning bush and relate it with the holy places of worship |  |  |  |  |  |
|  |  | b) Discuss how Moses expressed obedience and apply it in their daily lives |  |  |  |  |  |
| 2.0 The Holy Bible | 2.3 Bible Story;  The big fish swallows Jonah | a) Narrate the story of Jonah and be obedient to God |  |  |  |  |  |
|  |  | b) Explain results of Jonah’s disobedience and desire to obey God |  |  |  |  |  |
| 2.0 The Holy Bible | 2.4 Bible Story;  Naaman is healed | a) Describe the healing of Naaman and desire to have faith in God |  |  |  |  |  |
|  |  | b) Appreciate God as the healer of all diseases |  |  |  |  |  |

**COMPETENCIES EVALUATION**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COMPETENCE** | **Expected outcome(s)** | **Key indicators** | **A** | **B** | **C** | **D** | **Remarks** | **Recommendations** |
| Communication & Collaboration | Interpret and express themselves through various media | Expressive  Clear  Emphatic  Responsible  Thoughtful  Team player  patient |  |  |  |  |  |  |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  |  |  |  |  |  |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  |  |  |  |  |  |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  |  |  |  |  |  |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  |  |  |  |  |  |
| Digital Literacy | Use and apply technology in learning. | Innovative  Creative  Communicative  Problem solver  Analytical |  |  |  |  |  |  |
| Self-Efficacy | Become self-aware and self – directed, set and pursue goals. | Self-aware  Self-directed  Financial literacy  Goal oriented  Self-reliant  Healthy  Committed |  |  |  |  |  |  |

**SOCIAL BEHAVIORAL REPORT**

|  |  |
| --- | --- |
| **Value / skill** | **Comment / Recommendations** |
| Consideration for others |  |
| Respect for school property |  |
| Organization |  |
| Accepts responsibility |  |
| Works independently |  |
| Works well with others |  |
| Completes assignments at school |  |
| Completes assigned homework and projects |  |
| Participates in community service learning |  |
| Uses time wisely |  |

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING |  |
| BALLET |  |
| SKATING |  |
| SOCCER |  |
| P.E |  |
| MUSIC |  |
| CHESS |  |
| CLUBS |  |

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: MS. NELLY MUCHOOI STUDENT’S NAME: RYAN OCHIENG

TERM: ONE GRADE: THREE YEAR: 2019

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities |  |  |  |  |
| Literacy / Reading Activities |  |  |  |  |
| Total |  |  |  |  |
| Shughuliyalugha |  |  |  |  |
| Shughuliyakusoma / insha |  |  |  |  |
| Jumla |  |  |  |  |
| Mathematical activities |  |  |  |  |
| Environmental activities |  |  |  |  |
| Hygiene and nutrition activities |  |  |  |  |
| Christian Religious education / Pastoral Program Instructions(PPI) |  |  |  |  |
| Movement Activities |  |  |  |  |
| Creative Art and Psychomotor Activities |  |  |  |  |
| TOTAL OUTCOME |  |  |  |  |
| OUT OFF |  |  |  |  |

Facilitator’s general remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner’s general ability: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Present: \_\_\_\_\_\_\_\_\_\_\_\_Absent: \_\_\_\_\_\_\_\_\_\_ Closing date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Opening date: \_\_\_\_\_\_\_\_\_\_\_

Facilitator’s sig: Principal’s sig& school stamp: Parent’s sig:

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_