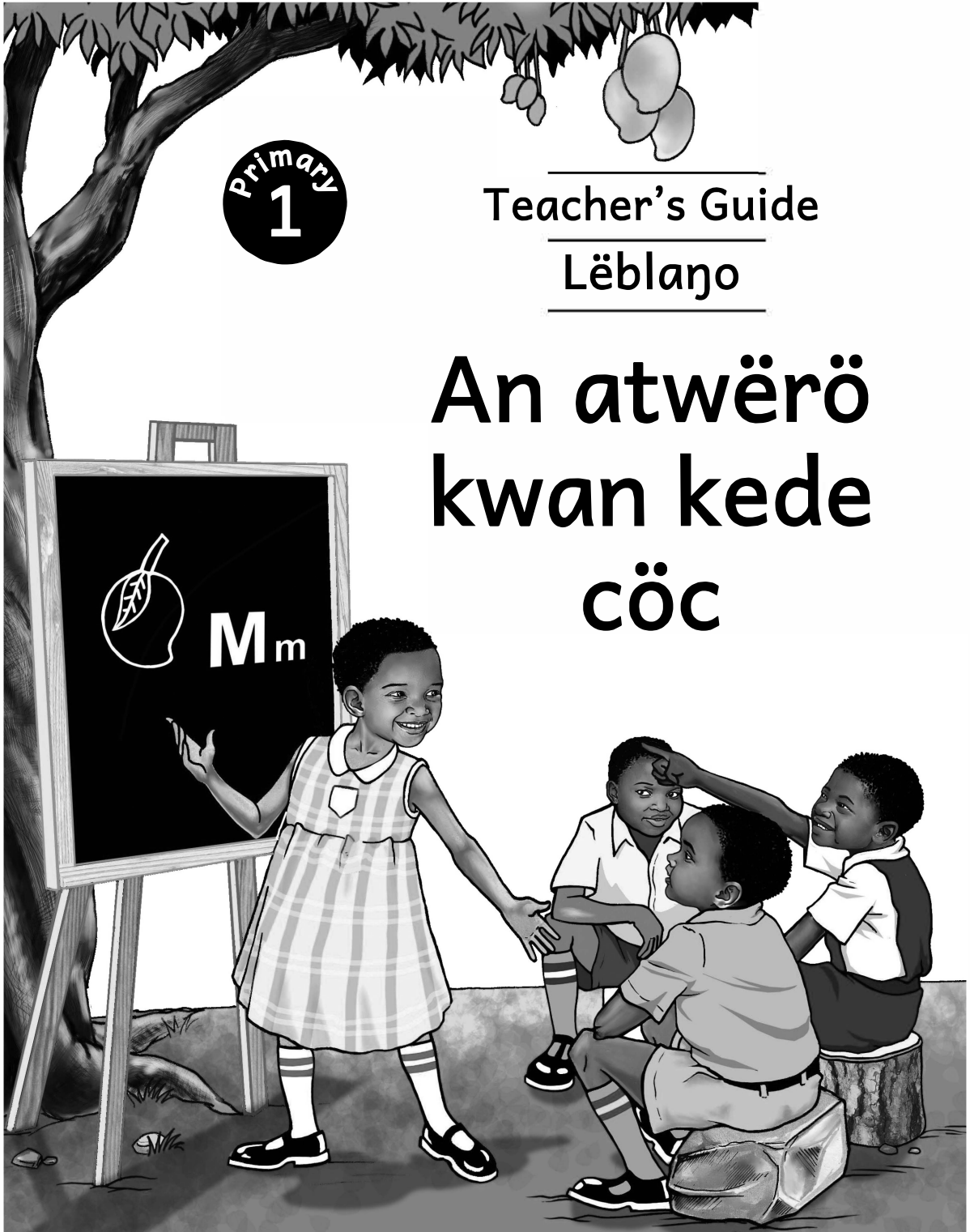


Primary  
**1**

Teacher's Guide  
Lëblanjo

An atwërö  
kwan kede  
cöc



A publication of the  
Ministry of Education, Science, Technology and Sports, Uganda  
National Curriculum Development Centre

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**Primary 1 Teacher's Guide**  
**Lëblaᅇo**

**An atwëro kwan**  
**kede cöc**

# Primary 1 Teacher's Guide

## Table of Contents

	PAGE
<b>1. Acknowledgements</b> .....	<b>1</b>
<b>2. Foreword</b> .....	<b>3</b>
<b>3. Introduction</b> .....	<b>5</b>
<b>a. The Ministry of Education and Sports Early Grade Reading Model</b> .....	<b>6</b>
<b>b. The Foundation: The Five Components of Literacy Instruction</b> <b>7</b>	
1. Phonemic Awareness	
2. Alphabetic Principle (Phonics)	
3. Fluency	
4. Vocabulary	
5. Comprehension	
<b>c. Major Methods in the Early Grade Reading Model</b> .....	<b>9</b>
1. Collaborative Learning	
2. Continuous Assessment	
3. I Do, We Do, You Do	
4. Multisensory	
5. Oral Language: Phonological Awareness and Vocabulary	
6. Print Awareness	
7. Scaffolding	
<b>d. The Ministry of Education and Sports Early Grade Reading Model and the Thematic Curriculum</b> .....	<b>11</b>
1. The Thematic Curriculum	
2. Model Weekly Timetable	
3. The Assessment Model	
4. Overview of the P1 Continuous Assessment Monitoring Form	
5. Using the CAM Form	
6. End of Term Assessment	
7. Primary 1 Local Language Literacy Competences Scope and Sequence	

	<b>PAGE</b>
<b>4. How to Teach</b> .....	<b>23</b>
a. Pre-reading and Pre-writing Activity Guidelines .....	24
b. How to Teach Overview .....	32
c. Literacy 1 .....	34
d. Literacy 2 .....	46
e. Oral Literature .....	58
f. News .....	66
g. Local Language Technical Literacy Terms .....	74
<b>5. Weekly Lesson Support</b> .....	<b>76</b>
a. Term 1 .....	77
b. Term 2 .....	141
c. Term 3 .....	211
<b>6. Appendices</b> .....	<b>281</b>
a. Glossary of Local Language Literacy Terms .....	282
b. Handwriting Guidelines .....	284
c. Quick Reference Orthography Guide or Letter-Sound Chart .....	286



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Connie Kateeba



DIRECTOR  
NATIONAL CURRICULUM DEVELOPMENT CENTRE



# Foreword

Reading ability and its long term consequence of learning effectiveness is a leading issue in the current quality education debate. Government of Uganda recognises that learning to read and write effectively is a good reason for children to stay in school, and fundamental not only to their completion of the basic education cycle but also to their future personal, academic and social success. However, research in the last two decades before 2010 constantly revealed that Uganda's children are unable to read in both their mother tongue and English. These revelations constitute a threat that universalisation of basic education without systematic reading instruction will not offer Uganda's children the benefit of literacy.

To make schooling more beneficial for the participants of the Universal Primary Education program, leaders need to champion interventions focused on quality instruction. The United States Agency for International Development (USAID) and Government of Uganda have through a cooperative agreement, supported the USAID/Uganda School Health and Reading Program (SHRP) in the implementation of a tested early grade reading methodology across the first four years of primary school. The five year program is being implemented to deliver high quality technical assistance and material inputs to strengthen the education system's capacity to improve the mother tongue and English reading abilities of children. This target will be attained through the production of materials in 12 local languages and English and training of teachers to develop the foundational skills of:

- a) Phonemic awareness;
- b) Alphabetic principle;
- c) Vocabulary;
- d) Fluency, and
- e) Comprehension.

The system's investment will result, ultimately in the development of primers and teacher guides and training of teachers. District/Municipal Education Officers, District/Municipal Inspectors of Schools, Principals, college tutors and early grade teachers are all key stakeholders in the intervention. Their implementation efforts will determine the impact of the intervention that will be measured when the Program conducts its local language and English Early Grade Reading Assessment (EGRA) in the intervention districts.

The intervention could not have come at a better time; the nation and her development partners are waiting to witness the change as the children of Uganda reap the benefits! We must all therefore support the school level implementation to maximise the benefit of these materials.



**Hon. Maj. (Rtd) Alupo Jessica Rose Epel (MP)**  
Minister of Education, Science, Technology and Sports



# Introduction



The **Introduction** section to the teacher's guide provides you with an overview of the Ministry of Education and Sports' early grade reading model.

It includes information on the following:

- the six foundational principles upon which the model is built;
- the five key components of literacy instruction;
- the major methods that teachers use in the classroom on a daily basis, and
- how the literacy model supports the thematic curriculum, including an overview of the continuous assessment model.

## Introduction

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### The Ministry of Education and Sports' Early Grade Reading Model

Young learners in Uganda want and need to become successful readers and writers. The School Health and Reading Program is designed to help make that happen. The Program, in partnership with the Ministry of Education and Sports (MoES), the National Curriculum Development Centre (NCDC) and language boards, developed the following literacy model. You, as a classroom teacher, are key to this model's success. The early grade reading model is built on the following principles:

**First**, the model is research-based and aligns with other successful literacy models from around the world.

**Second**, the model uses the foundational components of literacy to help learners achieve literacy competences. The five literacy components – phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension – are described in the next section. They align with the MoES reading, writing, speaking and listening competences.

**Third**, the thematic curriculum and the MoES' language of instruction policy frame the model. Learners are taught and practice new content in both local languages and English.

**Fourth**, the model supports the idea that literacy skills developed in one language help a learner gain literacy skills in a second language. This is similar to the concept of working from the known to the unknown. In other words, the model helps children learn to read first in the language they speak best before learning to read in a language they do not know.

**Fifth**, the model recognises that children learn to read better if they have a well-developed understanding of their languages' sound system. In practice, this means that learners should have strong phonological awareness (understanding of syllables and sounds) and vocabulary knowledge before they receive phonics instruction. Because learner's local language oral skills are further developed, instruction with print in the local language begins sooner than it does in English.

**Sixth**, the model values explicit and systematic instruction. Systematic instruction means that skill development begins with simple foundational skills before adding more complex skills. The order for teaching learners new skills is planned so that all of the important skills are taught first. Explicit instruction means that information is clearly described and modelled by you, the teacher. Then, learners' practise their new skills as you support them.

Above all, the Ministry of Education and Sports' early grade reading model is designed to help your learners. By following this model you will provide your learners with the foundational skills that they need to become successful readers and writers.

### The Foundation: The Five Components of Literacy Instruction

Experts agree that there are five components to always include in successful literacy instruction. To help learners become independent readers and writers, you need to teach these components explicitly and systematically.

**Explicit** means that you model.

**Systematic** means that your instruction moves from easier to more difficult skills, without skipping any important ones.

The five components are:

1. Phonemic Awareness
2. Alphabetic Principle (Phonics)
3. Fluency
4. Vocabulary
5. Comprehension

#### Phonemic Awareness

**What:** Phonemic awareness is the ability to identify, change around and break apart sounds that make up words. You need to help your learners' notice that sounds (phonemes) make up words. Learners without this awareness may struggle with reading. Before learners can identify individual letter sounds, they benefit from instruction with larger units of sounds at the sentence, word and syllable level.

**Why:** Learners need to become aware of sounds (phonemes) to help their reading and spelling.

**How:** Phonemic awareness can be developed through rhymes, songs and working with individual letters. A learner who has phonemic awareness can identify that the words 'map' and 'mother' both begin with the same sound, /m/.

#### Alphabetic Principle (Phonics)

**What:** Successful reading requires an understanding of the alphabetic principle - that letters (or groups of letters) represent sounds in words. Phonics is the method for teaching learners how to relate printed letters and sounds.

**Why:** Phonics instruction gives your learners the skills to be able to sound out (decode) and spell (encode) words that you did not tell them directly.

**How:** You can help your learners by teaching individual letters, letter patterns and syllables. You also want to give them lots of chances to blend (put together) and segment (take apart) letters. Learners who have been taught phonics can read and spell unfamiliar words such as 'swirl' even if they don't know the word's meaning.

## Introduction

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### Fluency

**What:** Fluency is the ability to read text with speed, accuracy and expression.

**Why:** It helps your learners make meaning from text. It also helps them become aware of sentence structures, which helps their writing.

**How:** The more learners interact with text the more likely it is that they will become fluent readers. A combination of echo, choral, partner and whisper reading helps your learners become more fluent (see box below). A fluent reader changes their voice and pace to match the words and punctuation.

**Echo Reading:** Used when a new text is first introduced. The teacher reads first and then the class reads.

**Choral Reading:** Everyone reads the text together. The teacher's voice helps the learners.

**Partner Reading:** Several learners read the text together.

**Whisper Reading:** Beginning readers are not ready to read silently. But they can 'whisper read' (quietly and softly read) the text.

### Vocabulary

**What:** Vocabulary helps learners understand what they hear and read. Vocabulary also helps learners speak and write.

**Why:** Learners need a big vocabulary so they can understand what they read and so they can express themselves.

**How:** You can teach vocabulary both directly and indirectly. Lessons using total physical response (TPR, or using physical movement to act out a word like 'dancing'), pictures and read alouds provide opportunities for learners to hear and use words. Your classroom should be a language-rich environment, with lots of text displayed for learners to read. A learner who has been taught vocabulary understands more of what they hear and read. Learners can also use vocabulary in their writing.

### Comprehension

**What:** Comprehension is the ability to understand and take meaning from text. There are two main types. Literal comprehension is the ability to recall facts from the text (like the colour of a character's shirt, or what happened in the story). Inferential comprehension requires the reader to understand information that is not stated directly in the text (like how they thought a character felt, or what they would have done if they were a character in the story).

**Why:** It is the main goal of reading.

**How:** Comprehension should be taught to even the youngest learners. It is taught before, during and after reading. A learner who has been taught comprehension skills can make predictions about a story, check their understanding of the story along the way and evaluate the text after they read.

### Major Methods in the Early Grade Reading Model

Several major methods of teaching underlie the instructional model used in the School Health and Reading Program.

- Collaborative Learning
- Continuous Assessment
- I Do, We Do, You Do
- Multisensory Instruction
- Oral Language: Phonological Awareness and Vocabulary
- Print Awareness
- Scaffolding

### Collaborative Learning

Collaborative means working together. Collaborative learning provides opportunities for learners to work with their classmates for regular, short periods during literacy lessons. It forms part of the "I Do, We Do, You Do" sequence either before or after working on a task. Collaborative learning strengthens learning, as it increases learner's chances to practice new information with others. It also helps manage the reality of large class sizes.

## **Introduction**

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### **Continuous Assessment**

Continuous assessment activities are built into the daily teaching lessons. The Friday lessons are designed as review and assessment lessons. The activities on Fridays are mostly “You Do” tasks that learners should be able to perform on their own since they will do similar activities throughout the week. This provides an opportunity for you to assess and record the developing literacy competences of learners as they complete assigned tasks.

### **I Do, We Do, You Do**

The gradual release method is known informally as “I Do, We Do, You Do.” Learners first see the teacher perform a task alone. Next, learners perform the task with the teacher and the rest of the class. Finally, learners do the task alone. This model is followed for most of the learning activities, as indicated in the How to Teach section of this teacher’s guide. The method supports learning as it builds learners’ confidence in carrying out new tasks.

### **Multisensory Instruction**

Instruction that is multisensory includes activities that involve learners in using two or more senses to gain new information. It includes guiding learners to use seeing, hearing, speaking and moving. Multisensory instruction is used throughout the lessons. Instruction that connects the visual, auditory, kinaesthetic and tactile senses (VAKT) has long been used for those with learning difficulties; it is now understood that it benefits all learners.

### **Oral Language: Phonological Awareness and Vocabulary**

The ability to read words easily comes from well-developed oral language skills. Developing learners’ phonological awareness and vocabulary provides a foundation for literacy. Phonological awareness means having an understanding of the relationships between sounds in a language, and of things like syllables and rhymes. Learners also need many opportunities to learn and practice vocabulary. A good vocabulary helps learners when they start to read.

### **Print Awareness**

Seeing written language helps learners understand how print works and what it can do. Learners must have opportunities to interact with books and print so they become used to different types of information. This method will help learners understand that print represents speech and carries meaning.

### **Scaffolding**

This method directly supports the idea of moving from the known to the unknown. With scaffolding, learners gain new information that builds from their present understanding. In practice, instead of just hearing the correct answer, the learner is supported to reach the correct answer. Learners should be supported with scaffolding using corrective feedback. For example, the learner who incorrectly reads the word “boy” as “ball” is told, “You have the first sound right. Let’s look at the rest of the word.” Or, the learner who points to a red pen and says, “blue pen” is told, “You are correct, it is a pen. But it is red, not blue.”

## **The Ministry of Education and Sports' Early Grade Reading Model and the MoES Thematic Curriculum**

### **The Thematic Curriculum**

In 2005, the MoESTS made significant reforms in Uganda’s early primary education system through a major national curriculum overhaul. The reforms brought several key improvements:

- a curriculum focused on three core subjects in lower primary - literacy, numeracy and life skills;
- a thematic approach to instruction in the core subjects;
- use of a local language as the language of instruction from Primary 1 to Primary 3, with a transition to English as the medium of instruction beginning in Primary 4;
- first literacy acquisition in a local language from Primary 1 to Primary 3;
- two hours of literacy instruction every day from Monday to Friday and
- a competence-based assessment model with a focus on daily, continuous assessment of pupils.

The Ministry of Education and Sports' early grade reading model was developed to support all of these initiatives.

## Introduction

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### Model Weekly Timetable

Below is a suggested weekly timetable for allocating your literacy lessons into the available periods for each strand of the thematic curriculum in Primary 1. It is important for the Literacy 1 and Literacy 2 lessons to follow each other as they form the basis for the Literacy Hour. The daily English lesson should always follow the local language literacy lessons.

**MODEL P1 TIMETABLE**

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9:00-9:30	CAPE 2: PE	CAPE 2: PE	CAPE 2: PE	CAPE 2: PE	CAPE 2: PE
9:30-10:00	Literacy 1	Literacy 1	Literacy 1	Literacy 1	Literacy 1
10:00-10:30	Literacy 2	Literacy 2	Literacy 2	Literacy 2	Literacy 2
10:30-11:00	BREAK	BREAK	BREAK	BREAK	BREAK
11:00-11:30	Oral Literature	News	Oral Literature	News	Oral Literature
11:30-12:00	English	English	English	English	English
12:00-12:30	R.E.	Free Activity	R.E.	CAPE 3: Art & Technology	R.E.
12:30-1:00	CAPE 1:MDD		CAPE 1:MDD		CAPE 1:MDD

### The Assessment Model

Assessment in the Ministry of Education and Sports' early grade reading model follows the guidelines for competency-based assessment. A competency-based model focuses on assessing specific skills through classroom demonstrations by individuals or small groups of learners. A competency-based assessment activity should answer the question, "What can my learners do?"

For every literacy lesson the model provides a list of literacy competences to be taught. The step in the lesson where that competence is taught or assessed is listed in parentheses behind the competence. This information is found on the first page of each How to Teach lesson template. On the following page is a sample page from the How to Teach section of this teacher's guide with the literacy competences circled:

## Literacy Competences

**How to Teach: Literacy 1 - Days 1 and 3**

**Introduction**  
On Days 1 and 3 the Literacy 1 lesson has a phonics focus. Learners are introduced to a new letter sound. They review sounds learnt in previous weeks. They blend and segment words to improve their decoding skills. They also read simple sentences that are progressively more decodable. The illustrations on Days 1 and 3 have a thematic focus, so these lessons provide opportunities for sharing ideas related to the theme and sub-theme.

**Competences**  
The learner:  

- identifies the new letters for the day by name and sound. (Step 2)
- reads known syllables with fluency. (Step 3)
- uses thematic vocabulary and concepts when describing a thematic illustration. (Step 4)
- segments words into syllables. (Step 5)
- practices decoding words. (Step 6)
- practices reading simple sentences. (Step 7)

**Teaching Procedure**

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	<b>Getting Ready</b>	• Learners sing and distribute books.
2 min.	2	<b>The New Letters</b>	• Learners identify the new letters, recognize the big and small form and say the letter's name and sound.
8 min.	3	<b>Review Chart</b>	• Learners recognise and identify letters of the alphabet by sound. • Learners read known syllables.
4 min.	4	<b>Picture Discussion</b>	• Learners use thematic vocabulary and concepts when describing a thematic illustration.
3 min.	5	<b>Beat the Words</b>	• Learners segment words into syllables.
3 min.	6	<b>Read the Words</b>	• Learners practice decoding words.
5 min.	7	<b>Read the Sentences</b>	• Learners practice reading simple sentences.

How to Teach: Literacy 1 - Days 1 and 3

**How to Teach: Literacy 1 - Days 1 and 3**

**The Chalkboard**

New letter: capital and lower case (Step 2) → M m

Review Chart (Step 3) →

Literacy 1		
a	o	u
ma	mo	mu
fa	to	fu

Read the keywords (Step 6) → mat  
map

Write the sentences on the board before class (Step 7) → I see a mat.  
I see a map.

**Differentiated Learning**

**Remedial**  
Some learners have difficulty in connecting letter sounds with letter symbols. What can you do to help such learners?  

- Air write the letters while making the sounds.
- Teach songs or chants that link a sound with a key word and an action.
- Drill letter sounds using alphabet cards.

**Accelerated**  
Fast learners need to be given extra tasks to challenge them.  

- Ask them to identify words which have the same letter sound as the one you are teaching.
- Tell them to draw pictures of words that have the sound you are teaching.
- Give them letter cards and challenge them to find pictures or real objects that use that letter sound.

**Do More: Phonics Centre**  
Make a fun, hands-on phonics centre for your learners. This centre can be part of your weekly Free Activity lesson. This will help learners to recognize sounds and their corresponding letter shapes. Learners can also interact with the phonics centre in their free time.  
  
Here are some ideas for instructional materials to include in your phonics centre:  

- Bottle top letters
- Alphabet letter flash cards
- Sound picture cards (cut out pictures of objects and animals and learners make their sounds)
- Matching cards with letter sounds and pictures
- Vowel sound picture cards (sort cards by the vowel sound they make)
- Musical instruments that make different sounds

How to Teach: Literacy 1 - Days 1 and 3

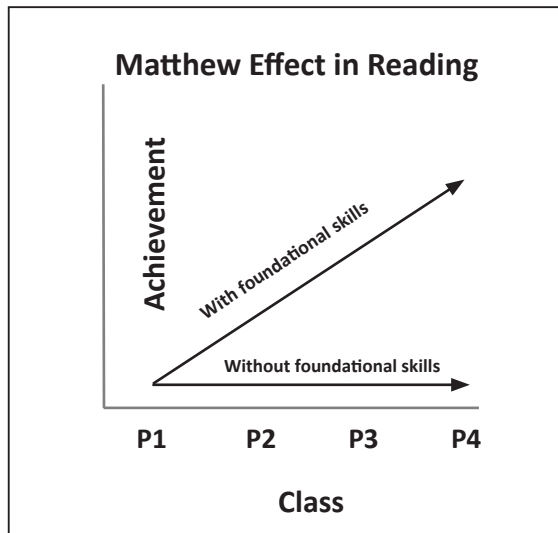
The MoES organises literacy competences into four areas: reading, writing, listening and speaking. Literacy 1 focuses on reading competences. Literacy 2 lessons are devoted to writing competences. Oral Literature is for developing listening competences, while the News lesson is for practicing speaking competences.

This model builds on the MoES competences by integrating the Five Components of Literacy Instruction into the competences. For example, the reading competence, “Segments words into syllables” is also a phonemic awareness competence, while “Tells a personal story with meaning, expression and confidence” is a speaking competence that also provides an opportunity for the teacher to assess learner’s vocabulary development.

## Introduction

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The MoES also recognises that the best way to assess pupils' literacy attainment is through **continuous daily assessment**. Children can easily fall behind, especially in the early stages of learning to read and write. Research shows that young children who don't acquire a strong foundation in reading and writing early on find it very difficult to catch up later. This is sometimes called "The Matthew Effect," referring to the text in the *Book of Matthew* that says that "the rich get richer and the poor get poorer."



It is the same with literacy. Learners who master the foundational skills of reading early on will continue to make positive academic gains, while learners who lag behind in literacy skills in P1 just grow further behind as their schooling continues. Therefore, it's very important that teachers monitor learners' performance closely in early primary and modify their teaching to make sure that as many learners as possible acquire the foundational literacy skills required to become successful readers.

The Ministry of Education and Sports' early grade reading model encourages continuous assessment by building assessment activities into every lesson template. In addition, the Friday lessons are specially designed so teachers can do extra assessments of learners.

It is also important for teachers to keep records of the continuous assessment data they gather every day. A Continuous Assessment Monitoring Form, or CAM Form for short, has been designed to help you with this. On the opposite page is an overview of the CAM Form with some of the features explained. On the next page is a large format version of the CAM Form for easier reading.

**An Overview of the P1 Continuous Assessment Monitoring Form (CAM)**

No.	Name	Reading				Writing				Listening			Speaking			Listening & Speaking			
		<b>LITERACY 1</b>																	
		Reads texts with increasing fluency.																	
		Identifies letters by name and sound.																	
		Reads known syllables with fluency.																	
		Segments words into syllables.																	
		<b>LITERACY 2</b>																	
		Sits properly and holds the pencil correctly when writing.																	
		Writes letters with correct starting point, direction of movement and formation.																	
		Spells words with increasing accuracy.																	
		Writes a creative, meaningful story using pictures and words.																	
		Writes one's name with correct spelling and letter formation.																	
		<b>ORAL LITERATURE</b>																	
		Recites a traditional text from memory.																	
		Retells a story from memory.																	
		Uses vocabulary in meaningful sentences.																	
		<b>NEWS</b>																	
		Greet and introduces one's self using culturally appropriate norms.																	
		Tells a meaningful story to the class with expression and confidence.																	
		<b>ENGLISH</b>																	
		Segments individual words into syllables.																	
		Identifies the vocabulary words using the picture cards and big picture.																	
		Recites a rhyme correctly according to its beat while performing the actions.																	
		Uses finger-pointing (on pictures and words) to demonstrate directionality.																	

This column is for assigning a number to your learners. You will need to photocopy several pages of this document to accommodate all your learners.

This is the column for writing your learners' names.

The CAM Form is organised by literacy lesson so you can easily identify the competences to assess.

Each of the literacy lessons focus on different literacy competence to assess.

Each competence listed here is also found in the competences section of the How to Teach lesson procedures.

Bold lines divide the rows into groups of 5. This helps you select the 5 learners to assess for each lesson.

## Introduction

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### Using the CAM Form

You should keep your CAM form with your prep book. At the beginning of each lesson, select five learners to assess. The CAM Form is designed so that learners' names are in groups of five to make it easy for you to identify learners to assess. Select five learners for Literacy 1, five different learners for Literacy 2 and so on throughout the day.

If you assess five learners on a given competence every day, this is equal to 25 learners per week or 100 learners per month. Ideally, you should assess all of your learners at least twice for each competence during the term. But, it's most important that you follow up with learners who are not achieving the competence.

The CAM Form uses a 3-level marking system. Here are the three levels and the symbols used to represent them on the CAM Form:

**Level 3: The learner's performance exceeds the competence. Symbol:  $\Delta$**

**Level 2: The learner's performance meets the competence. Symbol:  $\wedge$**

**Level 1: The learner's performance does not yet meet the competence. Symbol: /**

The first time a learner is assessed they may not perform the competence adequately and therefore receive a (/). Later in the term this learner may have improved and now performs the competence adequately. You can add a second ( $\backslash$ ) to the mark so that it now shows that the learner is competent ( $\wedge$ ). If by chance you observe this learner again and they are now performing the competence exceeding well, you can add a final ( $\_$ ) to complete the triangle.

Some learners will demonstrate a competence the first time you assess them. That is not a problem. Give them a ( $\wedge$ ) immediately. Some outstanding learners may even earn a three-sided triangle the first time you assess them. The point is that you want a majority of your learners to attain at least a Level 2 mark ( $\wedge$ ) by the end of the academic year for all of the competences on the CAM Form.

It may be difficult to record directly in the CAM Form during the lesson. Instead, you may want to keep records on a small sheet of paper or do all of your recording during the break time or after school. The important thing is to use the CAM Form every day.

### End-of-Term Assessment

Continuous assessment is the most important form of classroom assessment. But teachers can also benefit from end-of-term assessment of their learners. End-of-term assessment is one provides a snapshot of the whole class's progress at a particular point in time. It can also involve the testing of several competences at a time. Therefore the teacher's guide provides a set of assessments in reading, writing, listening and speaking that can be administered at the end of term. See Week 12 of each term in the Weekly Lesson Support section for more information.



## Introduction

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### Primary 1 Local Language Literacy Competences: Scope and Sequence

The table below outlines the literacy competences learners are expected to demonstrate in Primary 1 in Literacy 1, Literacy 2, Oral Literature and News. The table indicates the type of competence (listening, speaking, reading and writing) and the term in which the competence is assessed. Competences are grouped by the five components of literacy instruction (phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension) so you can see how the abilities learners demonstrate in the continuous assessment activities link to the development of these key literacy skills. The lesson in which that competence is taught is indicated in brackets at the end of the competence.

COMPETENCES:	Term		
	1	2	3
<b>PHONEMIC AWARENESS COMPETENCES</b>			
<i>The ability to hear and use sounds in spoken language, including words, syllables and individual letter sounds. Phonemic awareness is a listening and speaking skill.</i>			
<b>PA-1.</b> Segments words into syllables. (Literacy 1)	Listening		
	Speaking		
<b>PA-2.</b> Recites a traditional text from memory. (Oral Literature)	Listening		
	Speaking		
<b>ALPHABETIC PRINCIPLE COMPETENCES</b>			
<i>The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.</i>			
<b>AP-1.</b> Identifies the new letters for the day by name and sound. (Literacy 1)	Reading		
<b>AP-2.</b> Practices decoding words. (Literacy 1)	Reading		
<b>AP-3.</b> Uses first sounds, blending and context clues as word identification strategies. (Literacy 1)	Reading		
<b>AP-4.</b> Spells letters, syllables or words with increasing accuracy. (Literacy 2)	Writing		

<b>FLUENCY COMPETENCES</b>				
<i>In reading, the ability to read a text with good speed, accuracy and expression. In writing, the focus is on forming letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.</i>				
<b>F-1.</b> Reads known syllables with fluency. (Literacy 1)	Reading			
<b>F-2.</b> Practices reading simple sentences. (Literacy 1)	Reading			
<b>F-3.</b> Reads texts with increasing fluency. (Literacy 1)	Reading			
<b>F-4.</b> Forms letters in the air. (Literacy 2)	Writing			
<b>F-5.</b> Writes letters in the exercise book with increasing accuracy. (Literacy 2)	Writing			
<b>F-6.</b> Writes his/her name with correct spelling and letter formation. (Literacy 2 and News)	Writing			
<b>F-7.</b> Introduces one's self and greets the class using the appropriate cultural norms, including stating one's full name. (News)	Speaking			
<b>F-8.</b> Tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence. (News)	Speaking			
	Reading			
<b>VOCABULARY COMPETENCES</b>				
<i>The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.</i>				
<b>V-1.</b> Uses thematic vocabulary and concepts when describing a thematic illustration. (Literacy 1)	Reading			
<b>V-2.</b> Identifies vocabulary words from the OL story and uses them in a meaningful sentence. (Oral Literature)	Speaking			
	Writing			

## Introduction

<b>COMPREHENSION COMPETENCES</b>				
<i>In reading, it is the ability to understand text. In writing, the focus is on composing a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.</i>				
<b><i>Before Reading or Writing</i></b>				
<b>C-1.</b> Uses the title, context and prior knowledge to make predictions when reading a story. (Literacy 1 and Oral Literature)	Reading			
<b>C-2.</b> Retells a story from memory. (Literacy 1)	Listening			
	Speaking			
<b>C-3.</b> Plans a story that has a beginning, middle and ending together with the teacher. (Literacy 2)	Speaking			
<b>C-4.</b> Re-tells a fiction story that has been read aloud and demonstrates comprehension by identifying the main characters, setting and action. (Oral Literature)	Listening			
	Speaking			
<b>C-5.</b> Re-tells an informative story that has been read aloud and demonstrates comprehension by identifying the main idea of the story. (Oral Literature)	Listening			
	Speaking			
<b>C-6.</b> Listens to the teacher model a news story. (News)	Listening			
<b><i>During Reading or Writing</i></b>				
<b>C-7.</b> Composes a story together with the teacher. (Literacy 2)	Writing			
<b>C-8.</b> Assists the teacher in making corrections in the story's spelling, grammar and meaning. (Literacy 2)	Writing			
<b>C-9.</b> Reads the story with support from the teacher. (Literacy 2)	Reading			
<b>C-10.</b> Listens attentively to the teacher. (Oral Literature)	Listening			
<b>C-11.</b> Uses context to make predictions about what will happen next in the story. (Literacy 1 and Oral Literature)	Listening			
	Speaking			
<b>C-12.</b> Uses pictures, words and sentences to represent a meaningful news story. (News)	Writing			

<b><i>After Reading or Writing</i></b>				
<b>C-13.</b> Identifies whether his/her predictions were correct. (Literacy 1)	Listening			
	Speaking			
<b>C-14.</b> Responds correctly to In the Text Questions. (Literacy 1)	Speaking			
	Writing			
<b>C-15.</b> Responds appropriately to In My Mind Questions. (Literacy 1)	Listening			
	Speaking			
<b>C-16.</b> Answers a guiding question related to the Oral Literature story. (Oral Literature)	Listening			
	Speaking			
<b>C-17.</b> Identifies whether a story is a fiction or informative story. (Oral Literature)	Listening			
	Speaking			
<b>C-18.</b> Demonstrates comprehension by identifying the main characters, setting and action in a fiction story. (Oral Literature)	Listening			
	Speaking			
<b>C-19.</b> Demonstrates comprehension by identifying the main idea in an informative story. (Oral Literature)	Listening			
	Speaking			
<b>C-20.</b> Answers In the Text Questions about a story that has been read aloud. (Oral Literature)	Listening			
	Speaking			
<b>C-21.</b> Answers In My Mind Questions about a story that has been read aloud. (Oral Literature)	Listening			
	Speaking			
<b>C-22.</b> Listens attentively to peers and participates in small group activities appropriately. (News)	Listening			
	Speaking			





## Pre-Reading Activities: Visual Discrimination

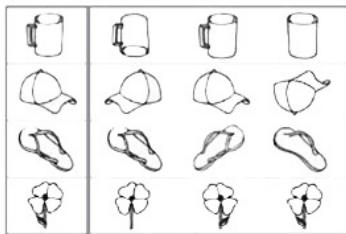
### Why is visual discrimination important?

Visual discrimination is the ability to identify differences in visual images. Children must be able to successfully distinguish between different letters in order to read and write. Consider your own experience with an unfamiliar alphabet like Arabic or Chinese. Then imagine a young child who has had almost no exposure to text of any kind. Without training, a child will have a hard time seeing the difference between letters like b, d, p and q, for example.

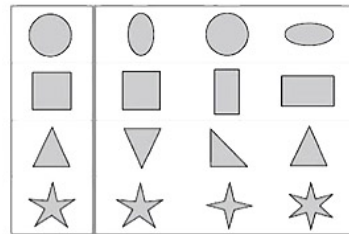
### How can I include visual discrimination activities in my daily instruction?

First of all, consider visual discrimination issues as you teach every day. And not just in reading and writing lessons, but mathematics as well, as children are expected to read numbers and symbols. Be very explicit in pointing out to learners the differences in letters, numbers and symbols that can be easily confused.

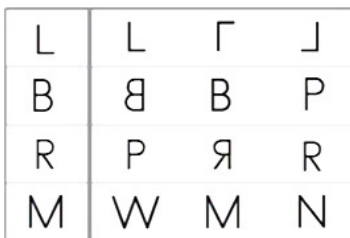
For Free Activity lessons you can make jigsaw puzzles (See the Do More for Literacy 1 Day 5). Sorting activities using bottle tops, buttons or other locally available materials are also helpful. You can also make matching cards like the following:



Matching Pictures



Matching Shapes



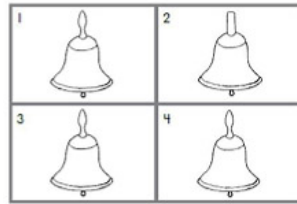
Matching Letters



Matching Words

## Odd One Out Cards

Learners start by matching pictures of real objects. As they gain confidence and skill they can match abstract shapes, followed by letters, and finally by syllables or words.



Another similar type of activity is referred to as “Odd One Out.” With these cards the objective is to identify the one object that is not the same as the other three.

ī	i	i	i
c	c	ɔ	c
k	k	ƙ	k
w	m	w	w

You can also create a matching or odd one out activity on the chalkboard and do it with the whole class.

Art and Technology, or CAPE 3, is another lesson in the timetable that will easily accommodate visual discrimination activities. Actually making letters from local materials is one activity (See the Do More for Literacy 2 Days 1 and 3). Drawing real objects also encourages learners to pay attention to details.

koma	koma	koma	komo
kilo	olik	olik	olik
malo	malo	malo	mola
alem	alem	alam	alem

Take advantage of the illustrations in the pupil book to develop your learners visual skills. Look for small details in the pictures and challenge learners to find them. For example, you might say, “Count the number of fish in grandmother’s basket.” or “How many windows do you see in the classroom block?”

Create fun visual discrimination games to play with the whole class. One simple example is to line up about six objects on a table in front of the class that everyone can see clearly. Ask the pupils to close their eyes. Take away one object. Then have learners open their eyes and see if they can identify the missing object. Make the changes in the objects increasing more complex as the game continues.

Finally developing learners’ visual discrimination skills is challenging. Remember the importance of using clear, consistent handwriting on the chalkboard to help your learners.

## Pre-Reading Activities: Auditory Discrimination

### What is auditory discrimination?

Just as learners need to develop their visual skills so that they can identify the small differences in letter shapes, they also need to develop their listening skills so they can hear small differences in sounds. Phonemic awareness is one of the five key literacy skills learners develop in lessons, but phonemic awareness is only possible if learners have a strong foundation in a wide range of auditory discrimination activities. Below are a variety of activities you can do with your learners. Some are appropriate for a CAPE 1 or Music, Dance and Drama lessons. Others could be included as part of Free Activity. Some activities may simply be inserted into the timetable whenever there is some free time in the schedule.

### Animal Sounds

Objective: Learners identify and imitate common animal sounds.

Steps:

1. Make the sound of an animal, for example a chicken clucking.
2. Have learners guess what animal you are imitating.
3. The learner who guesses correctly gets to make their own animal sound.

The game continues in this fashion.

### The Sounds Around Us

Objective: Learners identify different sounds in their environment.

Steps:

1. Bring in real objects that make sounds (a drum, rocks in a tin, two sticks, a finger piano, a plastic bottle with water or small stones in it, etc.)
2. Put the objects in a box or hide them somehow so learners can't see them.
3. Have learners listen to the sound the object makes and guess what it is.
4. Expand on this activity by imitating other environmental sounds, for example the sound of a motorcycle revving its engine, a clock ticking or someone slashing grass or grinding sim-sim. If the learners can't figure out the sound by sound alone, then mime the activity with your body.

## **Active Storytelling**

Objective: Learners hear and identify the individual words in a sentence or story that is spoken aloud.

Steps:

1. Think of a descriptive noun or active verb and make up an action to represent that word. For example, with the word “rain” (which is both a noun and a verb) you can make a motion with both hands like rain coming down. Alternatively, think of a noun or active verb and think of a simple sound that it makes. For example, a “cat” can make the sound “meow.”
2. Make up a story where the word you have selected in step one is repeated frequently. Tell the learners that each time they hear you say the word they either have to do the action (use their hands to make the “rain” motion) or make the sound you’ve taught them (“meow” like a cat).
3. Tell the story and observe how well learners can identify the keyword you have selected.

## **Odd One Out**

Objective: Learners identify the word that does not begin with the same sound as the other words.

Steps:

1. Say three words out loud. Two words should begin with the same sound and one word should begin with a different sound, for example, “cat, hat, cane.”
2. Learners should identify the word that is the “odd one out” (meaning it does not begin with the same sound as the other two).
3. After learners understand the game, challenge them to come up with the three words.

## **Pre-Writing Activities: Handwriting**

### **What can I do to help my left-handed learners write well?**

Left-handed children can have some trouble when they first start writing as they have to push their pencil or chalk across the page from left to right rather than pulling it like a right-hander. Also, as their hand is following the pencil or chalk, it is easy to smudge the work. To solve this problem, left-handed children should try to position their hand and paper so as to hold the pen at an angle that will keep the hand and paper below the line of writing in the uncomfortable and unacceptable “hook” style of writing. This can be done by:

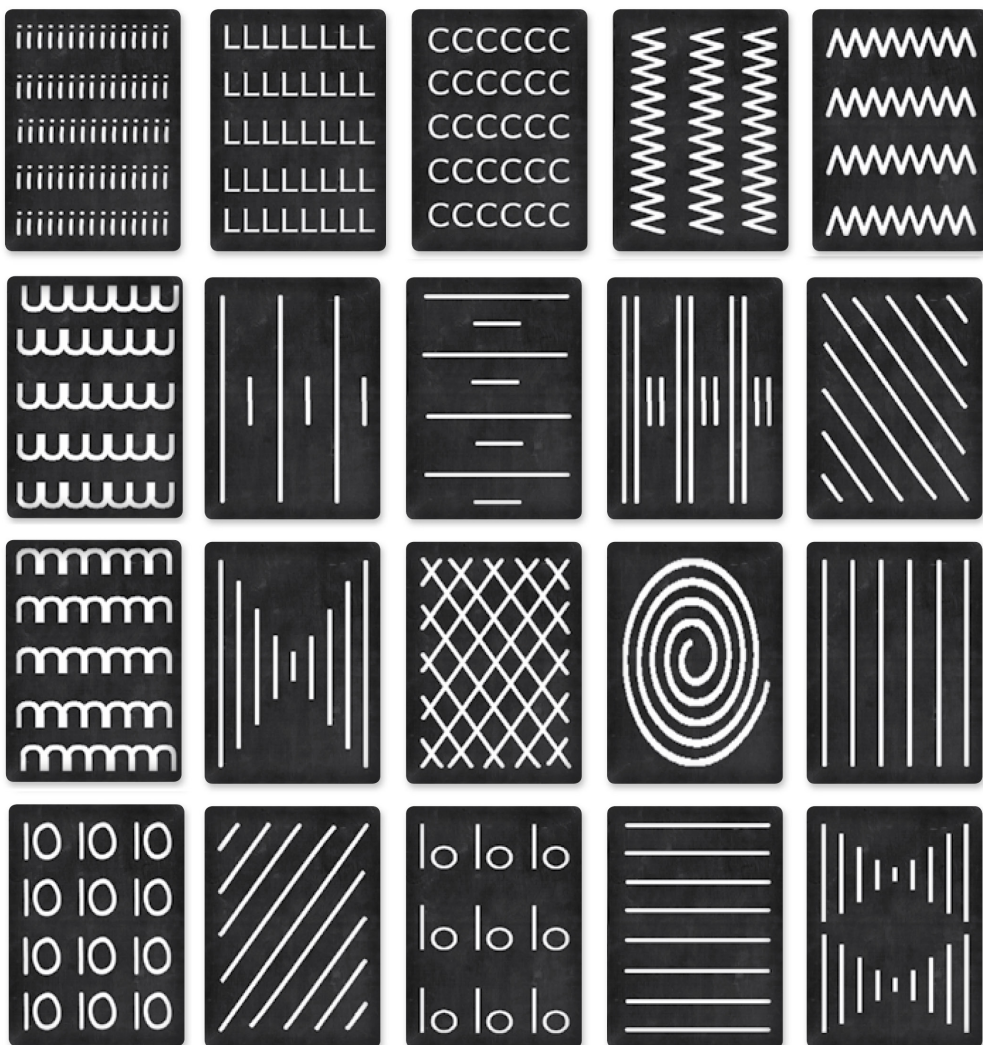
- Rotating the paper about 45 degrees clockwise (move the top of the page to the right).
- Keep the hand and wrist under the writing line.

### **What exercises can I do to develop my learners’ handwriting skills?**

- Here are a set of exercises you can do before a handwriting lesson.
- Stretch the fingers of both hands as wide apart as possible, then squeeze the fingers into a fist.
- Wiggle the fingers loosely in all directions.
- Press the index finger of each hand into their respective thumbs. Next, do the middle finger, ring finger and little finger. Repeat several times, increasing the speed as your learners get better at it.
- Rotate both wrists clockwise for about 15 seconds. Repeat, rotating the wrists anti-clockwise.
- Rotate the shoulders forward for about 15 seconds. Repeat, rotating the shoulders backwards.
- Sit with both feet flat on the floor and back straight. Arch your back and look at the ceiling. Then roll your back forward and look down at your desk. Repeat several times.
- What are some simple handwriting patterns that I can do with my learners to help them “warm up” before attempting real letters?

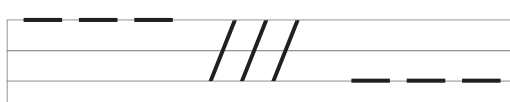
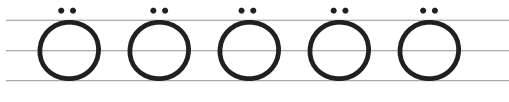
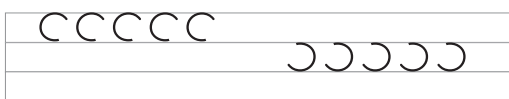
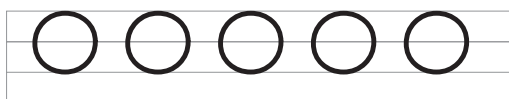
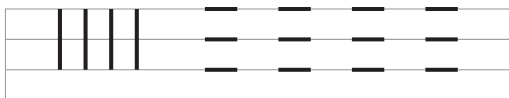
## Pre-writing Activities: Patterns

The first stage of teaching children handwriting is to teach them to form pre-handwriting patterns. Pre-handwriting patterns are taught to children through drawing pictures, patterns and then as letter shapes. Learning shapes assists with letter recognition, as letters are made out of shapes. Pre-handwriting patterns, like the ones on the next three pages, teach children the shapes and directional pushes and pulls required to form letters. All letters are combinations of the shapes and lines displayed on the next pages. Help your learners master the pre-handwriting patterns on these pages to assist them with forming new letters. These patterns can be especially useful for helping remedial learners improve their letter formation. Accelerated learners can be challenged to match the shapes in the patterns to the letters they have learned.



## Pre-writing Activities: Shapes

Use the patterns on these pages to practice forming shapes that make up letters. Art and Technology, or CAPE 3, is a good lesson in the timeleable to accomodate pre-writing activities. They can also be included as part of Free Activity. Pre-writing activities for practicing shapes may simply be inserted into the timetable whenever there is some free time in the schedule.



JJJJJJ

UUUUU HHHHH

CCCCC JJJJJJ

UUUUU

UUUUU <<<<<

UUUUU ^ ^ ^ ^ ^

CCCCC KKKKK

UUUUU -----

UUUUU

\\ \\ \\ // // //

UUUUU RRRR

UUUUU RRRR

UUUUU KKKKK

OOOOO UUUUU

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UUUUU CCCCC

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OO OO OO OO

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CCCCC KKKKK

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# How to Teach: Overview

The heading at the top of the page tells you which lesson is featured.

The *Introduction* provides you with a brief overview of the lesson objectives.

The *Competences* describe the literacy skills your learners should demonstrate during the lesson. At the end of each competence it tells you which step the competence will be demonstrated in.

The *Teaching Procedure* provides you with a quick overview of each step in the lesson. The Teacher's Activity here is described in step-by-step detail on pages 3-4.

**How to Teach: Literacy 1 - Days 2 & 4**

**Introduction**  
On Days 2 and 4 the Literacy 1 lesson features a meaningful story that learners read with support from the teacher. The story always links to the theme. The stories revolve around a village family and the main characters are a boy and girl in P1. The reading competences for Days 2 and 4 are focused on vocabulary development, reading fluency and comprehension.

**Competences**  
The learners:

- uses the title, context and prior knowledge to make predictions when reading a story. (Step 2)
- retells a story from memory. (Step 2 - Day 4 only)
- reads texts with increasing fluency. (Step 3)
- uses first sounds, blending and context clues as word identification strategies. (Step 3)
- identifies whether his/her predictions were correct. (Step 3)
- responds correctly to *In the Text Questions*. (Step 4)
- responds appropriately to *In My Mind Questions*. (Step 4)

**Teaching Procedure**

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	<b>Getting Ready</b>	• Learners sing and distribute books.
5 min.	2	<b>Before Reading: Make Predictions</b>	• Learners use the title, context and prior knowledge to make predictions when reading a story. • Learners retell a story from memory on Day 4.
10 min.	3	<b>Read the Story</b>	• Learners read texts with increasing fluency • Learners identify whether or not their predictions were correct.
10 min.	4	<b>After Reading: Comprehension Questions</b>	• Learners respond correctly to <i>In the Text Questions</i> . • Learners respond appropriately to <i>In My Mind Questions</i>

The *Step-by-Step Teacher's Activity* in the left hand column describes how to deliver each step of the lesson in full detail with the time for each step listed. In the right hand column *Extra Guidance* is provided to help you understand how to deliver the step more effectively.

**How to Teach: Literacy 1 - Days 2 and 4**

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Getting Ready (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.</li> <li>Prepare the chalkboard and other lesson inputs as pupils sing.</li> </ol>	<p>Make bookmarks with pieces of manila to help learners find the correct page. Have the learners move the bookmark every day.</p>
<p><b>Step 2: Before Reading – Make Predictions (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Read the title of the story. (On Day 4 have learners retell what happened on Day 2.)</li> <li>Ask learners to look at the picture and share what they see.</li> <li>Tell learners to predict what the story might be about and share their predictions with their neighbours.</li> <li>Ask learners to share their predictions with the whole class. Summarise the learners' predictions for the whole class before reading.</li> </ol>	<p>Making predictions before reading helps to improve learners' comprehension when they read.</p> <p>On Day 4, learners begin by retelling the story from Day 2. Retelling also helps learners improve their comprehension skills.</p>

# How to Teach: Overview

PAGE 2

**How to Teach: Literacy 1 - Days 2 & 4**

**The Chalkboard**

Write the Day 2 or 4 pupil book story on the chalkboard before class (Step 3)

Literacy 1

Time to clean

Mother told Mary and Tom to clean the compound. Tom swept the compound. Mary burned the

**Differentiated Learning**

**Remedial**

Help learners with comprehension problems to focus on the three main elements of a story: characters, setting and action. Tell them that they should always ask themselves the following questions as they read:

- **Who** is the story about? (This will help them identify the characters.)
- **Where** and **when** is the story taking place? (This will help them identify the setting.)
- **What** is happening in the story? (This will help them identify the action of the story.)

**Accelerated**

Advanced learners should be encouraged to develop their own comprehension questions about the story. They can share these questions with each other or pose them to the whole class.

**Do More: Role Plays**

Children love roles plays. Role plays develop children's speaking, listening and comprehension competences and help develop life skills, too. Role play activities are easy to integrate into your CAPE 1 (MDD) lesson plans. Here is a simple outline of a role play activity:

1. Ask learners to identify a story they've learned in class that they want to act out in a role play.
2. Ask learners to identify the characters and setting of the story. Then ask them to retell the actions in the story from beginning to end in the correct order.
3. Have learners get into small groups based on the number of participants required to do the role play. Give groups a chance to practice the role play together.
4. Later in the same class, or in the following CAPE 1 lesson for the week, ask selected groups to act out the story in front of the class.

The Chalkboard shows you exactly what the chalkboard should like at the end of the

Differentiated Learning provides you with suggestions for making your lessons more relevant for both your remedial (slow) and accelerated (fast) learners.

Do Mores are additional activities that provide your learners with supplemental literacy experiences. Some Do Mores are designed for other areas of the curriculum like Creative Arts and Physical Education (CAPE) and Free Activity. Other Do Mores can support your daily literacy lessons. There are also Do Mores that encourage parent and community involvement in literacy.

PAGE 4

**How to Teach: Literacy 1 - Days 2 and 4**

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 3: Reading the Story (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Read the story from the chalkboard one time as learners watch and listen.</li> <li>Ask learners if their predictions about the story were correct.</li> <li>Read the story aloud a second time from the chalkboard as learners watch and listen.</li> <li>Ask learners to find the story in their books and point to each word as they read the story with you. Repeat 1-2 times.</li> <li>Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed.</li> <li>Ask 3-5 learners to read the story aloud to the class. Assess their reading and mark in the CAM Form.</li> </ol>	<p>Use a pointer as you read the story aloud. Model how you want learners to use their finger when they read the story in the book. Move the pointer smoothly under the words as you read them. Read with fluency and expression.</p> <p>Be sure to read along with the learners in Step 3d. Your voice helps keep all the learners reading fluently in unison.</p> <p>Step 3e. (whisper reading) may be difficult for learners in Term 1. Introduce this step as learners are ready, latest by the middle of Term 2.</p>
<p><b>Step 4: After Reading - Comprehension Questions (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask learners one <i>In the Text Question</i> and one <i>In My Mind Question</i>.</li> <li>Ask learners to predict what might happen next in the story. (You will use these predictions to compose a creative writing story in the Literacy 2 lesson that immediately follows this lesson, so be sure to remember them.)</li> </ol>	<p><b>WEEKLY LESSON SUPPORT:</b></p> <p>You can find suggested <i>In the Text Questions</i> and <i>In My Mind Questions</i> in the Weekly Lesson Support section.</p> <p><i>In the Text Questions:</i> These are literal questions. The answers are "right there" in the text. Learners can point to the answer.</p> <p><i>In My Mind Questions:</i> These questions are inferential and evaluative. Pupils must use their prior knowledge to answer these types of questions.</p> <p>The predictions the learners make in Step 4b, will become the basis for the creative writing story that learners write in the Literacy 2 lesson that follows.</p>

When you see the heading **WEEKLY LESSON SUPPORT** in the *Extra Guidance* column, it indicates that more information is provided in the Weekly Lesson Support section of the teacher's guide that will help you deliver this step.

## How to Teach: Literacy 1 - Days 1 and 3

### Introduction

On Days 1 and 3 the Literacy 1 lesson has a phonics focus. Learners are introduced to a new letter sound. They review sounds learnt in previous weeks. They blend and segment words to improve their decoding skills. They also read simple sentences that are increasingly more decodable. The illustrations on Days 1 and 3 have a thematic focus, so these lessons provide opportunities for sharing ideas related to the weekly theme and sub-theme.

### Competences

The learner:

- identifies the new letters for the day by name and sound. (Step 2)
- reads known syllables with fluency. (Step 3)
- uses thematic vocabulary and concepts when describing a thematic illustration (Step 4)
- segments words into syllables. (Step 5)
- practices decoding words. (Step 6)
- practices reading simple sentences. (Step 7)

### Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	<b>Getting Ready</b>	<ul style="list-style-type: none"><li>• Learners sing and distribute books.</li></ul>
2 min.	2	<b>The New Letters</b>	<ul style="list-style-type: none"><li>• Learners identify the new letters, recognise the big and small form and say the letter's name and sound.</li></ul>
8 min.	3	<b>Review Chart</b>	<ul style="list-style-type: none"><li>• Learners recognise and identify letters of the alphabet by sound.</li><li>• Learners read known syllables.</li></ul>
4 min.	4	<b>Picture Discussion</b>	<ul style="list-style-type: none"><li>• Learners use thematic vocabulary and concepts when describing a thematic illustration.</li></ul>
3 min.	5	<b>Beat the Words</b>	<ul style="list-style-type: none"><li>• Learners segment words into syllables.</li></ul>
3 min.	6	<b>Read the Words</b>	<ul style="list-style-type: none"><li>• Learners practice decoding words.</li></ul>
5 min.	7	<b>Read the Sentences</b>	<ul style="list-style-type: none"><li>• Learners practice reading simple sentences.</li></ul>

# How to Teach: Literacy 1 - Days 1 and 3

## The Chalkboard

**New letter: capital and lower case (Step 2)** → M m

**Review Chart (Step 3)** →

a	o	u
ma	mo	mu
ta	to	tu

**Read the keywords (Step 6)** → mat  
map  
man

**Write the sentences on the board before class (Step 7)** → I see a mat.  
I see a map.  
I see a man.

### Differentiated Learning

#### Remedial

Some learners have difficulty in connecting letter sounds with letter symbols. What can you do to help such learners?

- Air write the letters while making the sounds.
- Teach songs or chants that link a sound with a key word and an action.
- Drill letter sounds using alphabet cards.

#### Accelerated

Fast learners need to be given extra tasks to challenge them.

- Ask them to identify words that have the same letter sound as the one you are teaching.
- Tell them to draw pictures of words that have the sound you are teaching.
- Give them letter cards and challenge

### Do More: Phonics Centre

Make a fun, hands-on phonics centre for your learners. This centre can be part of your weekly Free Activity lesson. This will help learners to recognise sounds and their corresponding letter shapes. Learners can also interact with the phonics centre in their free time.

Here are some ideas for instructional materials to include in your phonics centre:

- Bottle top letters
- Alphabet letter flash cards
- Sound picture cards (cut out pictures of objects and animals and learners make their sounds)
- Matching cards with letter sounds and pictures
- Vowel sound picture cards (sort cards by the vowel sound they make)
- Musical instruments that make different sounds

## How to Teach: Literacy 1 - Days 1 and 3

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Getting Ready (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.</li> <li>Prepare the chalkboard and lesson inputs as learners sing.</li> </ol>	<p>Train your learners to distribute the books quickly and quietly. Rotate the responsibility so all learners get a chance to pass out books.</p>
<p><b>Step 2: The New Letters (2 minutes)</b></p> <ol style="list-style-type: none"> <li>Point to the new <b>capital letter</b> on the chalkboard. Say, “My name is big ___.” (letter name). “My sound is ___.” (letter sound).</li> <li>Ask learners to point to the letter in their books and say the <i>My Name, My Sound</i> phrase with you. Point to the new <b>lower-case letter</b> on the chalkboard.</li> <li>Say, “My name is small ___.” (letter name). “My sound is ___.” (letter sound).</li> <li>Ask learners to point to the letter in their books and say the <i>My Name, My Sound</i> phrase with you.</li> <li>Call on small groups and individuals to say the <i>My Name, My Sound</i> phrase independently.</li> </ol>	<p><b>WEEKLY LESSON SUPPORT:</b> The new letters for the week are found in the Weekly Lesson Support section.</p> <p><i>Name versus Sound?</i> For vowels the name and the sound are the same. For consonants the name usually adds the sound “uh” after the consonant sound. The <b>name</b> for letter k is pronounced “kuh”. When you say the <b>sound</b> of the letter try to leave off the “uh” sound as much as possible. Say “k”, not “kuh”.</p>
<p><b>Step 3: Review Chart (8 minutes)</b></p> <ol style="list-style-type: none"> <li>Say the top row of vowel sounds in the <i>Review Chart</i> as learners listen. Repeat twice.</li> <li>Continue in the same way with each row.</li> <li>Say the first column of sounds/syllables as learners listen. Repeat twice.</li> <li>Continue in the same way with each column.</li> <li>Point to random boxes. Ask learners to read aloud, first as a whole group then with small groups or individuals.</li> </ol>	<p><b>WEEKLY LESSON SUPPORT:</b> The <i>Review Chart</i> for this lesson can be found in the Weekly Lesson Support section.</p> <p>Be sure to use your best handwriting when writing on the chalkboard. This may mean preparing the review chart and sentences on the chalkboard before the lesson begins.</p>
<p><b>Step 4: Picture Discussion (4 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners the theme and sub-theme for the week.</li> <li>Tell them to discuss the picture in small groups. Ask them to identify what they see in the picture and how it relates to the theme and sub-themes.</li> <li>Move around the classroom listening to their conversations while supporting and guiding learners as needed.</li> <li>Ask learners to share what they discussed in the small group with the whole class. Discuss the Thematic Question as appropriate.</li> </ol>	<p><b>WEEKLY LESSON SUPPORT:</b> <i>A Thematic Question</i> is found in the Weekly Lesson Support section.</p> <p>The pictures in the pupil book are meant to illustrate vocabulary and concepts related to the sub-theme. Review the illustration prior to class. Review the thematic concepts outlined in the Ministry of Education curriculum guide. Prepare yourself for a discussion on the thematic concepts.</p>

## How to Teach: Literacy 1 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 5: Beat the Words (3 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Say the first keyword. Ask learners to find it in the picture and point to it.</li> <li>b. Repeat the keyword word and say, "Listen while I beat the word." Say the word again while clapping the syllables.</li> <li>c. Ask learners to say the word and clap the syllables with you.</li> <li>d. Ask learners to identify how many syllables are in the word. Repeat the word a final time.</li> <li>e. Use your fingers to count the number of syllables together with the class.</li> <li>f. Repeat Steps a. to e. with the other two keywords.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The keywords are broken into syllables for you in the Weekly Lesson Support section.</p> <p>Another way to identify the number of syllables in a word is to hold your hand under your chin as you say a word. Each time your jaw pushes your hand down it is a syllable.</p>
<p><b>Step 6: Read the Words (3 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Write the first keyword on the chalkboard. Sound out the word as you write.</li> <li>b. For <b>one-syllable words</b>, point to each letter as you say each sound aloud slowly. Say the sounds again, but faster. Ask the learners to say the word in chorus. Repeat.</li> <li>c. For <b>multi-syllable words</b>, point to each syllable as you say it aloud slowly. Say the syllables again, but faster. Ask the learners to say the word in chorus. Repeat.</li> <li>d. Repeat the above steps with the other two keywords.</li> <li>e. Point to the three words in random order and ask learners to read the words aloud.</li> <li>f. Ask learners to read the words in their books in pairs or small groups. Move around assessing learners' ability to read the words independently.</li> </ol>	<p>In this step learners practice blending letters or syllables to form words. The lesson uses a technique called <i>Say it slow-Say it fast</i> to help learners develop their blending skills. Here are the steps:</p> <ol style="list-style-type: none"> <li>1. Say the individual sounds or syllables slowly and distinctly (mmm---aaa---t).</li> <li>2. Say the sounds again, but faster (m-a-t).</li> <li>3. Give learners time to connect the sounds together in their mind to form the word and then say the word aloud together with them in chorus (mat).</li> </ol>
<p><b>Step 7: Read the Sentences (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Ask learners to watch you read the first sentence on the chalkboard. Point to each word as you read.</li> <li>b. Repeat 1-2 times.</li> <li>c. Ask learners to read the sentence with you while they point to each word in their books. Repeat 1-2 times.</li> <li>d. Repeat Steps a. and b. with the other two sentences.</li> <li>e. sentences.</li> <li>f. Ask learners to read the sentences in their books in pairs or small groups. Move around assessing learners' ability to read the sentences independently.</li> </ol>	<p>As you read the sentences at the chalkboard, model for learners how to use their finger when reading in the pupil book. Touch each word as you read it aloud. Try to maintain a smooth, flowing movement.</p> <p>There may not be time, especially in Term 1, to read all three sentences. Do as many as time permits.</p>

# How to Teach: Literacy 1 - Days 2 and 4

## Introduction

On Days 2 and 4 the Literacy 1 lesson features a meaningful story that learners read with support from the teacher. The story always links to the theme. The stories revolve around a village family and the main characters are a boy and girl in P1. The reading competences for Days 2 and 4 are focused on vocabulary development, reading fluency and comprehension.

The learner:

- uses the title, context and prior knowledge to make predictions when reading a story. (Step 2)
- retells a story from memory. (Step 2 - Day 4 only)
- reads texts with increasing fluency. (Step 3)
- uses first sounds, blending and context clues as word identification strategies. (Step 3)
- identifies whether his/her predictions were correct. (Step 3)
- responds correctly to *In the Text Questions*. (Step 4)
- responds appropriately to *In My Mind Questions*. (Step 4)

## Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	<b>Getting Ready</b>	<ul style="list-style-type: none"><li>• Learners sing and distribute books.</li></ul>
5 min.	2	<b>Before Reading: Make Predictions</b>	<ul style="list-style-type: none"><li>• Learners use the title, context and prior knowledge to make predictions when reading a story.</li><li>• Learners retell a story from memory on (Day 4).</li></ul>
10 min.	3	<b>Read the Story</b>	<ul style="list-style-type: none"><li>• Learners read texts with increasing fluency.</li><li>• Learners identify whether or not their predictions were correct.</li></ul>
10 min.	4	<b>After Reading: Comprehension Questions</b>	<ul style="list-style-type: none"><li>• Learners respond correctly to <i>In the Text Questions</i>.</li><li>• Learners respond appropriately to <i>In My Mind Questions</i>.</li></ul>

# How to Teach: Literacy 1 - Days 2 and 4

## The Chalkboard

Write the Day 2 or 4 pupil book story on the chalkboard before class (Step 3)

Literacy 1

Time to clean

Mother told Mary and Tom to clean the compound. Tom swept the compound. Mary burned the rubbish. When they were done it looked so nice!

## Differentiated Learning

### Remedial

Help learners with comprehension problems to focus on the three main elements of a story: characters, setting and action. Tell them that they should always ask themselves the following questions as they read:

- **Who** is the story about? (This will help them identify the characters.)
- **Where** and **when** is the story taking place? (This will help them identify the setting.)
- **What** is happening in the story? (This will help them identify the action of the story.)

### Accelerated

Advanced learners should be encouraged to develop their own comprehension questions about the story. They can share these questions with each other or pose them to the whole class.

## Do More: Role Plays

Children love roles plays. Role plays develop children's speaking, listening and comprehension competences and help develop life skills, too. Role play activities are easy to integrate into your CAPE 1 (MDD) lesson plans. Here is a simple outline of a role play activity:

1. Ask learners to identify a story they've learned in class that they want to act out in a role play.
2. Ask learners to identify the characters and setting of the story. Then ask them to retell the actions in the story from beginning to end in the correct order.
3. Have learners get into small groups based on the number of participants required to do the role play. Give groups a chance to practice the role play together.
4. Later in the same class, or in the following CAPE 1 lesson for the week, ask selected groups to act out the story in front of the class.

## How to Teach: Literacy 1 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Getting Ready (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.</li> <li>Prepare the chalkboard and other lesson inputs as learners sing.</li> </ol>	<p>Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day.</p>
<p><b>Step 2: Before Reading – Make Predictions (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Read the title of the story. (On Day 4 have learners retell what happened on Day 2.)</li> <li>Ask learners to look at the picture and share what they see.</li> <li>Tell learners to predict what the story might be about and share their predictions with their neighbours.</li> <li>Ask learners to share their predictions with whole class. Summarise learners' predictions for the class before reading.</li> </ol>	<p>Making predictions before reading helps to improve learners' comprehension when they read.</p> <p>On Day 4, learners begin by retelling the story from Day 2. Retelling also helps learners improve their comprehension skills.</p>
<p><b>Step 3: Reading the Story (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Read the story from the chalkboard one time as learners watch and listen.</li> <li>Ask learners if their predictions about the story were correct.</li> <li>Read the story aloud a second time from the chalkboard as learners watch and listen.</li> <li>Ask learners to find the story in their books and point to each word as they read the story with you. Repeat 1-2 times.</li> <li>Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed.</li> <li>Ask 3-5 learners to read the story aloud to the class. Assess their reading and mark in the CAM Form.</li> </ol>	<p>Use a pointer as you read the story aloud. Model how you want learners to use their finger when they read the story in the book. Move the pointer smoothly under the words as you read them. Read with fluency and expression.</p> <p>Be sure to read along with the learners in step d. Your voice helps keep learners reading fluently in unison.</p> <p>Step e. (whisper reading) may be difficult for learners in Term 1. Introduce this step as learners are ready, or by the middle of Term 2 at the latest.</p>

## How to Teach: Literacy 1 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: After Reading - Comprehension Questions (10 minutes)</b></p> <p>a. Ask learners one <i>In the Text Question</i> and one <i>In My Mind Question</i>.</p> <p>b. Ask learners to predict what might happen next in the story. (You will use these predictions to compose a creative writing story in the Literacy 2 lesson that immediately follows this lesson, so be sure to remember them.)</p>	<p><b>WEEKLY LESSON SUPPORT:</b> You can find suggested <i>In the Text Questions</i> and <i>In My Mind Questions</i> in the Weekly Lesson Support section.</p> <p><i>In the Text Questions:</i> These are literal questions. The answers are “right there” in the text. Learners can point to the answer.</p> <p><i>In My Mind Questions:</i> These questions are inferential and evaluative. Pupils must use their prior knowledge to answer these types of questions.</p> <p>The predictions the learners make in step b. will become the basis for the creative writing story that learners write in the Literacy 2 lesson that follows.</p>

# How to Teach: Literacy 1 - Day 5

## Introduction

During Literacy 1 on Day 5 you will have an opportunity to assess learners on four reading competences: 1) identifying letters by name and sound; 2) blending sounds to read common syllables; 3) segmenting words into syllables; and 4) reading simple sentences. Try to assess between 5-10 learners for each competence during the lesson and mark their results in the CAM Form.

## Competences

The learner:

- reads letters and syllables with increasing fluency. (Step 2)
- segments words into syllables. (Step 3)
- blends letters to read syllables and words. (Step 4)
- reads words and simple sentences. (Step 4)

## Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	<b>Getting Ready</b>	<ul style="list-style-type: none"><li>• Learners sing a song and distribute books.</li></ul>
10 min.	2	<b>Review Chart Assessment</b>	<ul style="list-style-type: none"><li>• Learners read letters and syllables with increasing fluency.</li></ul>
5 min.	3	<b>Beat the Words Assessment</b>	<ul style="list-style-type: none"><li>• Learners segment words into syllables.</li></ul>
10 min.	4	<b>Read the Sentences Assessment</b>	<ul style="list-style-type: none"><li>• Learners blend letters and syllables to read words.</li><li>• Learners read words and simple sentences.</li></ul>

# How to Teach: Literacy 1 - Day 5

## The Chalkboard

Literacy 1		
a	o	u
ma	mo	mu
ta	to	tu

I see a mat.  
I see a map.  
I see a man.

### Differentiated Learning

#### Remedial

What can you do to help learners who struggle to blend letter sounds? Here is one suggestion:

Play the game “Snail Talk”. Draw 3-4 simple pictures that illustrate short, easy to sound out words on the chalkboard (English examples: sun, hat, cup, pin).

Tell learners that you are going to say the name for one of these words, but you are going to use “Snail Talk”. This means you are going to say the word VERY slowly. Pick one word at random and say each sound individually: “sss....uuu...nnn.” Learners must listen carefully and identify the word you have said by blending the letters in their mind.

#### Accelerated

Fluent readers need extra support as well. Provide them with books and other reading materials that they can take home and read with their parents and other family members.

### Do More: Matching Puzzles

Puzzles develop visual skills, spatial awareness and creative problem solving. Introduce your pupils to puzzles with simple 2-piece puzzle sets that focus on matching two like objects. You can make a puzzle set that matches upper and lower case letters or two similar pictures or a picture and a word.

To make your puzzle set, first cut out a set of cardboard rectangles all the same size. A good puzzle set has between four to six matching sets. Draw the matching content you want on one piece of cardboard. For example, put the capital **A** on one side and the small **a** on the other side.

Next, cut the cardboard into two pieces. Each card should be cut differently. Put all the pieces in a bag. The child’s job is to take all the pieces out of the bag, spread them out on a flat surface and find the pieces that fit together. This can be done during the weekly Free Activity lesson.

## How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Getting Ready (3 minutes)</b></p> <ol style="list-style-type: none"> <li>Guide learners to sing a reading song to signal the beginning of the Literacy Hour.</li> <li>Prepare the chalkboard and other lesson inputs as learners sing.</li> </ol>	<p>Always sing the same song to begin the Literacy 1 lesson. This routine will help learners mentally prepare for the lesson.</p> <p>Pupil books do not need to be distributed for this lesson.</p>
<p><b>Step 2: Review Chart Assessment (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Drill the <i>Review Chart</i> with learners. Say one row alone as learners listen, then repeat in chorus with learners one time.</li> <li>Select a learner to assess. Randomly point to a sound or syllable on the chart and have the learner read it aloud. Repeat for a total of 5 sounds/syllables per learner. Assess and mark in the CAM Form.</li> <li>Repeat with as many learners as time permits.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The Review Chart for Day 5 is found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Makes no mistakes on the Review Chart. <u>Level 2:</u> Makes 1-2 mistakes on the Review Chart. <u>Level 1:</u> Makes 3 or more mistakes on the Review Chart.</p>
<p><b>Step 3: Beat the Words Assessment (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Select a learner to assess. Say one of the keywords for the week aloud and have the learner beat the word for you. Continue with the other words so that each learner beats four words for you. Assess and mark in the CAM Form.</li> <li>Repeat with as many learners as time permits.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The words for the Beat the Words Assessment can be found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Beats all 4 words correctly. <u>Level 2:</u> Beats 3 words correctly. <u>Level 1:</u> Beats 2 or fewer words correctly.</p>

## How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Sentence Assessment (10 minutes)</b></p> <ol style="list-style-type: none"><li>In pairs, ask learners to practice reading the three sentences on the chalkboard.</li><li>Select a learner to assess. Ask the learner to read one of the sentences from the chalkboard while tracking with the pointer. Assess and mark in the CAM Form.</li><li>Repeat with as many learners as time permits.</li></ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The sentences for assessment are found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Reads the sentence with no mistakes and excellent fluency and expression.</p> <p><u>Level 2:</u> Reads the sentence with 1-2 mistakes and good fluency and expression.</p> <p><u>Level 1:</u> Reads the sentence with many mistakes and poor fluency and expression.</p> <p>NOTE: Many learners will receive Level 1 assessments in Terms 1 and 2. This is NOT an indication of insufficient reading growth. In Term 3 you should begin to see learners achieving a Level 2 and Level 3 in their assessments.</p>

# How to Teach: Literacy 2 - Days 1 and 3

## Introduction

Your pupils will focus on the mechanics of writing in Literacy 2 on Days 1 and 3. The lesson begins with a handwriting activity. This is followed by a spelling exercise. Finally, learners practice writing and spelling their names. Each learner will need an individual name card with their name printed using correct spelling and letter formation.

## Competences

The learner:

- forms letters in the air. (Steps 2 and 4)
- writes letters in the exercise book with increasing accuracy. (Steps 3 and 5)
- spells letters, syllables or words with increasing accuracy. (Step 6)
- writes his/her name with correct spelling and letter formation. (Step 7)

## Teaching Procedure

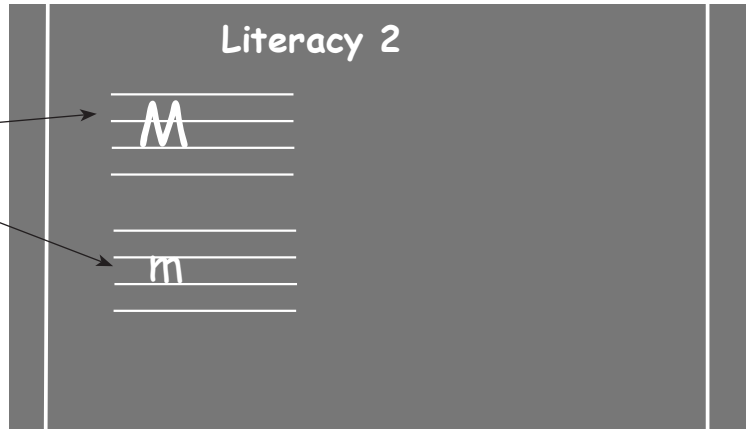
Time	Step	Teacher's Activity	Learners' Activity
1 min.	1	<b>Transition Song</b>	<ul style="list-style-type: none"><li>• Learners sing a song.</li></ul>
2 min.	2	<b>Big Letter: In the Air</b>	<ul style="list-style-type: none"><li>• Learners practice letter patterns in the air.</li></ul>
5 min.	3	<b>Big Letter: In the Book</b>	<ul style="list-style-type: none"><li>• Learners write letter patterns in their exercise books with increasing accuracy.</li></ul>
2 min.	4	<b>Small Letter: In the Air</b>	<ul style="list-style-type: none"><li>• Learners practice letter patterns in the air.</li></ul>
5 min.	5	<b>Small Letter: In the Book</b>	<ul style="list-style-type: none"><li>• Learners write letter patterns in their exercise books with increasing accuracy.</li></ul>
7 min.	6	<b>Spelling Practice</b>	<ul style="list-style-type: none"><li>• Learners spell letters, syllables or words with increasing accuracy.</li></ul>
8 min.	7	<b>Writing My Name</b>	<ul style="list-style-type: none"><li>• Learners write their name with correct spelling and letter formation.</li></ul>

## How to Teach: Literacy 2 - Days 1 and 3

### The Chalkboard

Big Letter Practice  
(Step 3)

Small Letter Practice  
(Step 5)



### Differentiated Learning

#### Remedial

How can you help learners who have handwriting problems?

- **Number one suggestion:** Lots of extra practice!
- Write the letters in the learner's exercise book in pencil for the learner to trace.
- Encourage them to write letters and words in the sand using their finger or a stick during their breaks.
- Keep families informed. Encourage families to have the child help with food preparation to develop fine motor skills. Weaving mats helps fine motor skills, too. Think of other tasks that learners can do to develop their fine motor skills, which help with writing.

#### Accelerated

Ask learners with excellent handwriting to help create handwritten cards to label objects in the classroom.

### Do More: Making Letters

Making alphabet letters from local materials is a fun, learner-centred activity. It enables learners to explore natural and man-made materials in their environment while developing their fine motor skills. It is an excellent activity for CAPE 3 (Art and Technology) and also supports life skills development through working together, sharing and caring for class materials.

Here are some local materials that can be used for creating alphabet letters:

- banana fibre
- cardboard
- bottle tops
- sticks
- straws
- clay
- wire
- string
- inner tube material

## How to Teach: Literacy 2 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Transition Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the writing portion of the Literacy Hour.</p>	<p>Every learner should get out a pencil and exercise book in preparation for this lesson.</p>
<p><b>Step 2: Big Letter: In the Air (2 minutes)</b></p> <p>a. Ask learners to watch and listen as you air write the big letter for the day. Say the letter formation phrase as you air write the letter.</p> <p>b. Ask the learners to air write the big letter together with you while repeating the phrase.</p> <p>c. Ask small groups and individuals to air write the letter and say the phrase as you observe and provide guidance.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> The letter formation phrase is found in the Weekly Lesson Support section.</p> <p>Remember to demonstrate air writing with both your right and left hand.</p>
<p><b>Step 3: Big Letter: In the Book (5 minutes)</b></p> <p>a. Ask learners to observe as you write the big letter on the chalkboard. Use the handwriting guidelines to describe where to start and how to form the letter correctly.</p> <p>b. Ask learners to use their finger to trace the letter in the book while you write on the chalkboard. Say the letter formation phrase as you write.</p> <p>c. Ask learners to write the letter in their exercise books several times from left to right.</p> <p>d. Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation.</p>	<p>Have extra pencils and paper ready for learners who do not have their own. Set up a system so that these materials are quietly distributed and returned at the beginning and end of the lesson with minimal disturbance to the rest of the class.</p> <p>Remember that you need to translate the four handwriting guidelines into your local language and use them to describe how you form the letters on the chalkboard.</p>
<p><b>Step 4: Small Letter: In the Air (2 minutes)</b></p> <p>a. Ask learners to watch and listen as you air write the small letter for the day. Say the letter formation phrase as you air write the pattern.</p> <p>b. Ask learners to air write the small letter together with you while repeating the phrase.</p> <p>c. Ask small groups and individuals to air write the letter and say the phrase as you observe and provide guidance.</p>	<p>You can also vary Step c, by having learners write on their desk, on their arm or on their neighbour's back.</p>

## How to Teach: Literacy 2 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 5: Small Letter: In the Book (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Ask learners to observe as you write the small letter on the chalkboard. Use the handwriting guidelines to describe where to start and how to form the letter correctly.</li> <li>b. Ask learners to use their finger to trace the letter in the book while you write on the chalkboard. Say the letter formation phrase as you write.</li> <li>c. Ask learners to write the letter in their exercise books several times from left to right.</li> <li>d. Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation.</li> </ol>	<p>For learners who are having difficulties forming letters correctly in their exercise books, try giving them slates and chalk instead. Let them write the letters as big as they want and don't worry about the four guidelines.</p> <p>Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</p>
<p><b>Step 6: Spelling Practice (7 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books.</li> <li>b. After learners have finished, write the correct answer on the chalkboard. Tell learners to check their answers.</li> <li>c. Continue with more letters, syllables or words as time permits.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> Suggested letters, syllables and words for spelling practice are provided in the Weekly Lesson Support section each week.</p> <p>Assess your learners' spelling performance and modify your spelling practice assignment accordingly.</p>
<p><b>Step 7: Writing My Name (8 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Ask learners to get out their name cards.</li> <li>b. Tell learners to trace the letters of their name with their finger.</li> <li>c. Tell learners to write their name at least three times in their exercise books.</li> <li>d. Learners who have mastered both their names (correct letter formation and correct spelling) can practice writing the name of the school, their village or other keywords from the lesson.</li> <li>e. Move around the classroom assessing learners on letter formation and name writing. Mark in the CAM Form.</li> </ol>	<p>How to make name cards:</p> <ul style="list-style-type: none"> <li>• Cut manila into cards (at least 10x15 cm).</li> <li>• Rule the card with the four handwriting guidelines.</li> <li>• Write the learner's name. Be sure to spell it correctly and use proper letter formation. (Begin with one name only in Term 1. Add the second name in Term 2.)</li> </ul>

## How to Teach: Literacy 2 - Days 2 and 4

### Introduction

On Days 2 and 4 of Literacy 2 learners focus on the creative components of writing. With the teacher's support, learners compose a creative writing story. They identify the characters, setting and action. Then they compose four sentences that represent the beginning, middle and ending of the story. The teacher also models revising a story. Learners read the story with the teacher and independently.

### Competences

The learner:

- plans a story that has a beginning, middle and ending together with the teacher. (Step 2)
- composes a story together with the teacher. (Step 3)
- assists the teacher in making corrections in the story's spelling, grammar and meaning. (Step 4)
- reads the story with support from the teacher. (Step 5)

### Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
1 min.	1	<b>Transition Song</b>	• Learners sing a song.
10 min.	2	<b>Plan the Creative Writing Story</b>	• Learners plan a story that has a beginning, middle and ending together with the teacher.
7 min.	3	<b>Write the Story</b>	• Learners compose a story that has a beginning, middle and ending together with the teacher.
5 min.	4	<b>Make Corrections to the Story</b>	• Learners assist the teacher in making corrections in spelling, grammar and meaning.
7 min.	5	<b>Read the Story</b>	• Learners read the story with support from the teacher.

## How to Teach: Literacy 2 - Days 2 and 4

### The Chalkboard

The 4-sentence creative writing story written by the class. (Steps 2-5)

### Literacy 2

#### Time to clean

Mary and Tom decided to clean the chicken coop. They found an old egg hidden in the coop. They cracked it open. Oh my, did it stink!

### Differentiated Learning

#### Remedial

Learners with sensory impairments need special attention. Begin by being observant. Some sight problems can be identified simply by looking closely at a child's eyes. Pupils will give other clues as you observe them. They may squint frequently or hold a text very close to their face. Pupils with hearing problems may seem inattentive or unresponsive in class. After identifying learners with impairments, contact parents and district officials for follow up. Here are a few other suggestions:

- Seat the child to optimise the impaired sense. Proximity to the teacher, chalkboard and appropriate lighting are issues to consider.
- Pair a disabled child with an able-bodied pupil who can provide support.
- Visually impaired learners may need paper with bold lines when writing. Modify the size of text on the chalkboard and create books and word cards with big text.
- Develop fine motor skills. Weaving mats helps fine motor skills, too. Think of other tasks that learners can do to develop their fine motor skills.

#### Accelerated

Ask learners with excellent handwriting to help create handwritten cards to label objects in the classroom.

### Do More: Book Making 1

It is important to give learners an opportunity to read a variety of texts. When pupils read independently they develop an appreciation for books and reading. In Uganda we have few storybooks available in local languages, so teachers need to make their own books for the classroom. Each week you are composing stories with your learners in Literacy 2 Days 2 and 4. Use these texts to create classroom books. After the lesson, copy the story into your prep book. Later, you can turn these stories into books or charts that pupils can read in their free time or at a Book Corner during Free Activity.

Here are some different types of teacher-made books:

- Manila cover and stationery pages (glued together, stapled or tied)
- Binder with pages added each week
- Exercise books with special covers
- Photo albums with text and drawings inserted instead of photos
- Wall chart stories

## How to Teach: Literacy 2 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Transition Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the writing part of the Literacy Hour.</p>	<p>Sing a different song to introduce Literacy 2. This will help learners quickly make the transition to the second half of the Literacy Hour.</p>
<p><b>Step 2: Plan the Creative Writing Story (10 minutes)</b></p> <p>a. Tell learners that they are going to write a creative writing story together as a class. The story they write together will be based on the predictions they just made in Literacy 1 about what will happen next in the pupil book story.</p> <p>b. Summarize the predictions they made about the story during Literacy 1. Decide on the prediction they most want to write about as a class.</p> <p>c. Discuss and plan what will happen at the beginning of the story (one idea), in the middle of the story (two ideas) and at the end of the story (one idea).</p> <p>d. When you have planned the creative writing story to the learners' satisfaction retell the story in full, emphasizing the four main ideas.</p>	<p>During the planning stage of writing the teacher and pupils tell their creative writing story aloud without writing anything on the chalkboard.</p> <p>It is helpful to have the outline of a possible story in your mind before you begin the lesson, especially early in the year when this step is new to learners. If learners are struggling, model the planning process for them. After a few weeks they will begin to understand what is required of them and start to take over the planning process.</p>
<p><b>Step 3: Write the Story (7 minutes)</b></p> <p>a. Write the title of the creative writing story on the chalkboard. Use the same title as in the pupil book story.</p> <p>b. Ask learners to suggest a good first sentence. Pick the best and write it on the chalkboard.</p> <p>c. Ask learners, "What happens next?" Have them suggest two sentences that summarize the two middle of the story ideas you discussed. Select the best sentences and write them on the board.</p> <p>d. Tell learners, "Now let's wrap up our story with a final sentence." Write the final sentence that you and the class like best.</p>	<p>You should also use the Think Aloud method as you write the story on the chalkboard. Here are some examples of what you might think aloud:</p> <ul style="list-style-type: none"> <li>• "I am starting a new sentence. That means I need to capitalize the first letter."</li> <li>• "Let me put a full stop here because it is the end of the sentence."</li> </ul>

## How to Teach: Literacy 2 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Make Corrections to the Story (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Tell learners you are going to read through the creative writing story to make corrections in spelling, grammar and meaning.</li> <li>b. Read the story aloud slowly as you track with the pointer. Use the Think Aloud method to model for pupils how to make corrections in a story.</li> </ol>	<p>Here are some sample Think Alouds for Step 4:</p> <ul style="list-style-type: none"> <li>• “Let me check and see if I put all of my capital letters at the beginning of the sentences and full stops at the end of the sentences... Oh, I forgot one.”</li> <li>• “I don’t like this sentence. It is boring. What can I do to make it more exciting? Instead of just cow I am going to say big black cow with large horns.”</li> </ul>
<p><b>Step 5: Read the Story (7 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Ask learners to listen as you read the creative writing story aloud to them, tracking the text with a pointer. Read with meaning and fluency two times.</li> <li>b. Ask learners to read the story together with you. Repeat 1-2 times.</li> <li>c. Read the story together with small groups of learners.</li> <li>d. Select 3-5 learners to come up to the chalkboard and read the story independently. Assess these learners and mark in the CAM Form for Literacy 1 (reading fluency).</li> </ol>	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Reads the story with no mistakes and excellent fluency and expression.</p> <p><u>Level 2:</u> Reads the story with 1-2 mistakes and good fluency and expression.</p> <p><u>Level 1:</u> Reads the story with many mistakes and poor fluency and expression.</p>

# How to Teach: Literacy 2 - Day 5

## Introduction

During Literacy 2 on Day 5 you will have an opportunity to assess learners on 3 writing competences: 1) letter formation; 2) spelling; and 3) creative writing. In Literacy 2 you can collect learners' work at the end of the lesson and mark their results in the CAM Form.

## Competences

The learner:

- writes letters in the exercise book with increasing accuracy. (Step 2)
- spells letters, syllables or words with increasing accuracy. (Step 3)
- writes his/her name with correct spelling and letter formation. (Step 4)
- writes a story that is meaningful and well organised (has a beginning, middle and ending). (Step 4)

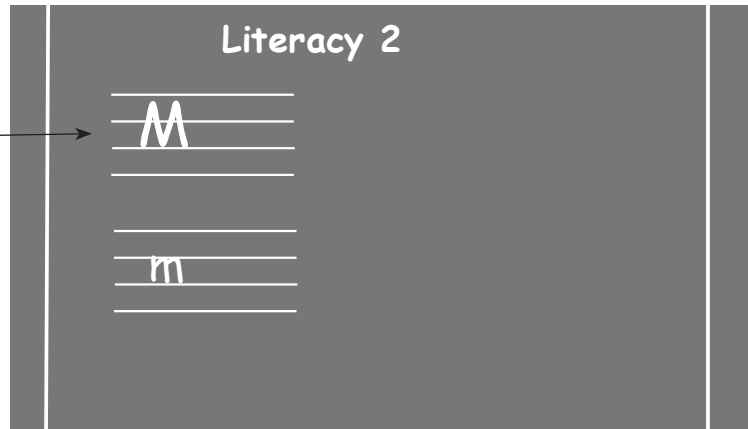
## Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
1 min.	1	<b>Transition Song</b>	<ul style="list-style-type: none"><li>• Learners sing a song.</li></ul>
7 min.	2	<b>Letter Formation Assessment</b>	<ul style="list-style-type: none"><li>• Learners write letters in their exercise books with increasing accuracy.</li></ul>
8 min.	3	<b>Spelling Assessment</b>	<ul style="list-style-type: none"><li>• Learners spell letters, syllables or words with increasing accuracy.</li></ul>
14 min.	4	<b>Creative Writing Assessment</b>	<ul style="list-style-type: none"><li>• Learners write their names with correct spelling and letter formation.</li><li>• Learners write a story that is meaningful and well organised (has a beginning, middle and ending).</li></ul>

## How to Teach: Literacy 2 - Day 5

### The Chalkboard

Letter Formation  
Assessment (Step 2)



### Differentiated Learning

#### Remedial

Do you have learners who are having trouble making the correct spacing between letters and words? One way to help your learners in the early stages of handwriting is to have them place one finger from their non-dominant hand on the page after each completed letter before they form the new letter. When writing a new word the pupil can increase to two fingers. This ensures that they are making consistent spacing between letters and words.

#### Accelerated

What can you do to challenge the superior spellers in your class? One suggestion is to include a bonus spelling word on the Friday spelling test. Spelling the word isn't required, but those who spell it correctly get a bonus point or get their name added to a "Super Spellers" list that is displayed in the classroom.

### Do More: Physical Education

Integrate letter formation into your CAPE 2 (PE) lesson plans. Children learn best with their whole bodies. PE gives you an opportunity to provide your learners with a chance to learn about letters in a fun, child-centered way. Here are three CAPE 2 activities:

1. Ask individual learners to form letters using their whole bodies. This can be done as a "follow the leader" game.
2. Organise learners into teams of 3-5 people. In this activity the teams are challenged to form individual letters together. The teacher says a letter loudly and the team has to form the letter together. The team who successfully completes the letter first is the winner.
3. Use different kinds of movements (walking, hopping, skipping, etc.) to trace letter shapes on the playground. Teacher leads as learners follow.

## How to Teach: Literacy 2 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Transition Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the writing part of the Literacy Hour.</p>	<p>Be sure that the learners you plan to assess today have everything they need to take the written assessments.</p>
<p><b>Step 2: Letter Formation Assessment (7 minutes)</b></p> <p>a. Air write the capital letter for assessment as learners watch. Air write together with learners. Write a sample letter on the chalkboard using the four guidelines as learners watch.</p> <p>b. Tell learners to write a line of capital letters in their exercise books using the 4 guidelines.</p> <p>c. Air write the small letter for assessment as learners watch. Air write together with learners. Write a sample letter on the chalkboard using the four guidelines as learners watch.</p> <p>d. Tell learners to write a line of small letters in their exercise books using the 4 guidelines.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> Suggested letters for assessment are provided in the Weekly Lesson Support section.</p> <p><b><u>Marking the CAM Form:</u></b></p> <p><u>Level 3:</u> Forms all the capital and small letters correctly.</p> <p><u>Level 2:</u> Forms at least some of the capital and small letters correctly with a few small errors.</p> <p><u>Level 1:</u> Makes many mistakes in forming both the capital and small letter.</p>
<p><b>Step 3: Spelling Assessment (8 minutes)</b></p> <p>a. Tell learners it is time for the spelling test. Say the first letter, syllable or word aloud 2-3 times.</p> <p>b. Tell learners to write the letter, syllable or word in their exercise books. Continue with the other letters, words or syllables.</p> <p>c. Continue with more letters, syllables or words as time permits.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> Suggestions for the spelling assessment are provided in the Weekly Lesson Support section.</p> <p><b><u>Marking the CAM Form:</u></b></p> <p><u>Level 3:</u> Spells all the letters, syllables and words correctly.</p> <p><u>Level 2:</u> Spells most of the letters, syllables and words correctly with 1-2 small errors.</p> <p><u>Level 1:</u> Makes many spelling errors.</p>

## How to Teach: Literacy 2 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Creative Writing Assessment (14 minutes)</b></p> <p>a. Ask learners to write a story of their own on a separate page of their exercise book. They can use both pictures and words to tell their story. <i>Be sure they include their name when they write their story.</i></p> <p>b. Move around to the learners selected for assessment this week and have them tell their stories to you as they write.</p> <p>c. Collect the exercise books of at least 10 learners for assessment of handwriting, spelling, name writing and creative writing. Mark in the CAM Form.</p>	<p><u>Marking the CAM Form*</u>:</p> <p><u>Level 3:</u> Writes a meaningful, well organised story using pictures and words.</p> <p><u>Level 2:</u> Writes a meaningful, well organised story using pictures only.</p> <p><u>Level 1:</u> The story is poorly organised and difficult to understand the meaning.</p> <p>*In Term 3 learners should also write at least one sentence to earn a Level 3 and use some words to earn a Level 2.</p>

# How to Teach: Oral Literature - Day 1

## Introduction

Oral Literature is taught on Days 1 and 3 immediately after the morning break. The focus of the Day 1 Oral Literature lesson is on developing learners listening competences. Being a good listener develops comprehension and phonics skills that contribute to improved reading and writing.

## Competences

The learner:

- recites a traditional text from memory. (Step 2)
- uses the story title and prior knowledge to make predictions about what will happen in the story. (Step 3)
- listens attentively to the teacher. (Step 4)
- uses context to make predictions about what will happen next in the story. (Step 4 – fiction stories only)
- answers a guiding question related to the story. (Step 5)
- identifies whether the story is a fiction or informative story. (Step 5)
- demonstrates comprehension by identifying the main characters, setting and action in a fiction story. (Step 5)
- demonstrates comprehension by identifying the main idea in an informative story. (Step 5)
- identifies vocabulary words from the story and uses them in a meaningful sentence. (Step 6)

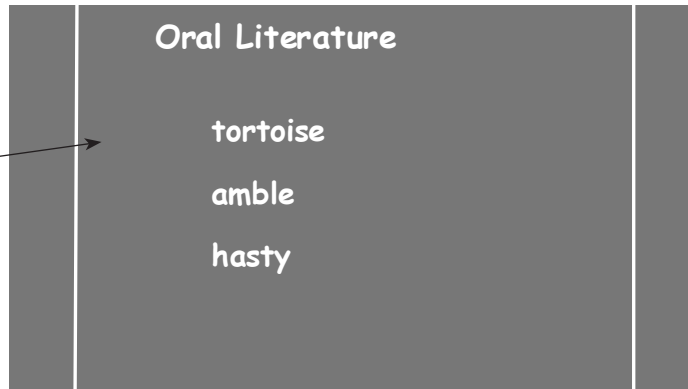
## Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
1 min.	1	<b>Transition Song</b>	<ul style="list-style-type: none"><li>• Learners sing a song.</li></ul>
9 min.	2	<b>Recite a Traditional Text</b>	<ul style="list-style-type: none"><li>• Learners recite a traditional text from memory.</li></ul>
4 min.	3	<b>Before Listening to the Story</b>	<ul style="list-style-type: none"><li>• Learners use the story title and prior knowledge to make predictions about what will happen in the story.</li></ul>
5 min.	4	<b>Reading the Story Aloud</b>	<ul style="list-style-type: none"><li>• Learners listen attentively to the teacher.</li><li>• Learners use the story context to make predictions about what will happen next in the story.</li></ul>
7 min.	5	<b>After Listening to the Story</b>	<ul style="list-style-type: none"><li>• Learners answer the Guiding Question.</li><li>• Learners identify whether the story was a fiction or informative story.</li></ul>
4 min.	6	<b>Vocabulary Words</b>	<ul style="list-style-type: none"><li>• Learners identify vocabulary words from the story and use them in a meaningful sentence.</li></ul>

# How to Teach: Oral Literature - Day 1

## The Chalkboard

Vocabulary words from the Oral Literature story



### Differentiated Learning

#### Remedial and Accelerated

Oral Literature is an opportunity for learners to practice their listening competences. Here are suggestions to help learners practice sitting quietly and listening. Begin by establishing a set of Good Listener Rules. Review the *Good Listener Rules* before you begin reading. Monitor learners as you read. Gently and discreetly prompt learners who don't follow the rules. After reading, identify learners who have demonstrated excellent listening and encourage the other learners to keep practicing. Here are some suggested *Good Listener Rules* you can establish in your classroom:

- Sit up straight with both feet on the floor.
- Keep your hands folded together and resting on the desk.
- Keep your eyes on the speaker.
- Nod your head to show the speaker you are listening and understanding.
- Ask questions and make comments about what the speaker has read.

### Do More: Story Mapping

Story maps in early primary are a way to represent a story in pictures. Story maps help pupils identify the different elements of a story or book. There are many types of story maps, but the most basic maps focus on the beginning, middle and end of the story. Since pupils in P1 and P2 will make their story maps by drawing pictures, you can include story mapping in CAPE 3 (Art and Technology).

Begin by drawing 3 large boxes on the chalkboard. Label the boxes BEGINNING, MIDDLE and ENDING. Remind pupils of a recent story they have learned in class, either a story from the pupil book or from Oral Literature. Review the characters, setting and action. Tell learners to draw three pictures from the story in their exercise books. The first picture should illustrate something that happened at the beginning of the story; the second picture, something that happened in the middle of the story and the final picture, something that happened at the end of the story.

## How to Teach: Oral Literature - Day 1

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Introductory Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the lesson.</p>	<p>Always sing the same song to begin the Oral Literature lesson. This routine will help learners mentally prepare for the lesson.</p>
<p><b>Step 2: Recite a Traditional Text (9 minutes)</b></p> <p>a. Recite the Traditional Text for the week alone as learners listen.</p> <p>b. Recite the traditional text together with learners 3 times.</p> <p>c. Ask small groups and individuals to recite the text from memory.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> A Traditional Text is provided in the Weekly Lesson Support section of this teacher's guide. It is only a recommendation. You may substitute with another text of your choice.</p>
<p><b>Step 3: Before Listening to the Story (4 minutes)</b></p> <p>a. Read the title of the week's Oral Literature story aloud. Ask learners what they think the story will be about. Ask them to predict if it is a fiction or informative story.</p> <p>b. Read the Guiding Question and ask learners to listen for the answer as you read.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> The Guiding Question is found on the Oral Literature pages of the Weekly Lesson Support section of this teacher's guide.</p> <p>The words in your language for fiction story and informative story are provided in the glossary. Fiction stories are about imaginary people or events. Informative stories are about real people, facts or events.</p>
<p><b>Step 4: Reading the Story Aloud (5 minutes)</b></p> <p>a. Read the Oral Literature story aloud to learners as they listen attentively.</p> <p>b. Stop and ask the Prediction Question as indicated in the text (fiction stories only).</p> <p>c. Discuss learners' predictions briefly (fiction Stories only).</p> <p>d. Continue reading Part 2 of the Oral Literature story aloud to the end.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> The Oral Literature story and Prediction Question are found in the Weekly Lesson Support section.</p> <p>Be sure to practice reading the story several times before class so that you can read it with fluency and expression. Reading aloud with fluency and expression helps learners comprehend the meaning of the story and adds to the overall enjoyment of the listening experience.</p>

## How to Teach: Oral Literature - Day 1

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 5: After Listening to the Story (7 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Repeat the Guiding Question. Discuss the answer as a class.</li> <li>b. Ask learners whether the story was a fiction story or an informative story. Confirm the correct answer.</li> <li>c. Tell learners you will read the story again. If they have identified the story as a fiction story they should listen to determine the characters, setting and plot. If it is an informative story they should listen to determine the main idea of the story.</li> <li>d. Read the story aloud a second time without pausing.</li> <li>e. For a fiction story, have learners identify the characters, setting and action after listening to the story a second time. For an informative story have learners identify the main idea and supporting ideas.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> A story outline in the Weekly Lesson Support section of this teacher's guide will tell you whether the story is a <i>fiction</i> or <i>informative</i> story and list the characters, setting and action or the main ideas.</p> <p>The words in your language for <i>characters, setting, action</i> and main idea are provided in the glossary.</p> <p>The <i>characters</i> are the actors in a story. The <i>setting</i> is where and when the story is taking place. The <i>action</i> of a story is a summary of what happens in the story. Another word is <i>plot</i>. The <i>main idea</i> of an informative story is one sentence that summarises what the story is about.</p>
<p><b>Step 6: Vocabulary Words (4 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Say the first vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Read the sentence with the word in it from the Oral Literature story. Discuss the meaning of the word. Then ask learners to use the word in a new sentence.</li> <li>b. Repeat the same process for the other two vocabulary words.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The selected vocabulary words for the Oral Literature story are found in the Weekly Lesson Support section.</p> <p>You can also create flashcards for the vocabulary words in the Oral Literature stories. Hang them on a <i>story tree</i> or make a <i>word wall</i> in your classroom.</p>

## How to Teach: Oral Literature - Day 3

### Introduction

On Day 3 of Oral Literature learners have the opportunity to retell the story for the week. The teacher then re-reads the story and learners develop comprehension skills by answering In the Text and In My Mind Questions.

### Competences

The learner:

- recites a traditional text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory. (Step 2)
- re-tells a fiction story that has been read aloud and demonstrates comprehension by identifying the main characters, setting and action. (Step 3 – fiction stories)
- re-tells an informative story that has been read aloud and demonstrates comprehension by identifying the main idea of the story. (Step 3 – informative stories)
- listens attentively to the teacher. (Step 4)
- answers In the Text Questions about a story that has been read aloud. (Step 5)
- answers In My Mind Questions about a story that has been read aloud. (Step 5)
- identifies new vocabulary words from the story and uses them in a meaningful sentence. (Step 6)

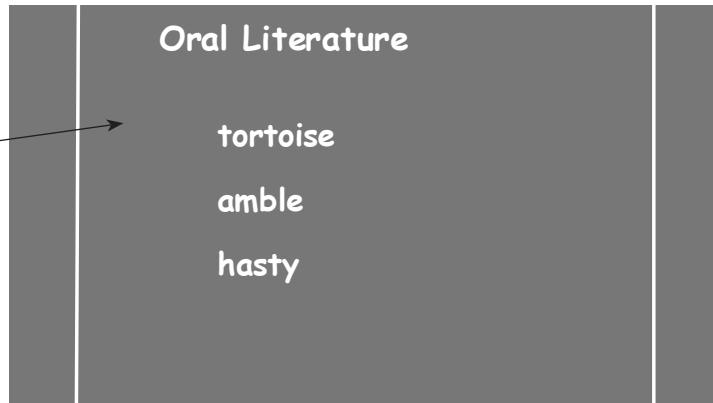
### Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
1 min.	1	<b>Introductory Song</b>	<ul style="list-style-type: none"><li>• Learners sing a song.</li></ul>
6 min.	2	<b>Recite a Traditional Text</b>	<ul style="list-style-type: none"><li>• Learners recite a traditional text from memory.</li></ul>
6 min.	3	<b>Before Listening to the Story</b>	<ul style="list-style-type: none"><li>• Learners re-tell a fiction story and demonstrate comprehension by identifying the main characters, setting and action.</li><li>• Learners re-tell an informative story and demonstrate comprehension by identifying the main idea of the story.</li></ul>
5 min.	4	<b>Reading the Story Aloud</b>	<ul style="list-style-type: none"><li>• Learners listen attentively to the teacher.</li></ul>
6 min.	5	<b>After Listening to the Story</b>	<ul style="list-style-type: none"><li>• Learners answer In the Text Questions about a story that has been read aloud.</li><li>• Learners answer In My Mind Questions about a story that has been read aloud.</li></ul>
6 min.	6	<b>Vocabulary Words</b>	<ul style="list-style-type: none"><li>• Learners identify vocabulary words from the story and use them in meaningful sentences.</li></ul>

## How to Teach: Oral Literature - Day 3

### The Chalkboard

Vocabulary Words  
(Step 6)



### Differentiated Learning

#### Remedial

Some of your learners may have difficulty retelling the Oral Literature story on Wednesday. To support learners who have difficulty in remembering and retelling stories in sequential order, and as a fun activity for all learners in your class, create 3-5 picture cards that represent the actions in the story you read on Monday. Place the cards in the front of the classroom, but in a scrambled order. Have learners look at the picture cards and describe what they see. Then challenge the class to put the cards in the correct sequence. When this is done, have learners retell the story using the picture cards as a prompt. The cards should help remedial learners retell the story with more success.

#### Accelerated

Challenge accelerated learners to add extra details to the story that average learners may have missed when retelling it.

### Do More: Book Making 2

Traditional texts are a great source for making classroom books. Traditional texts foster an appreciation of local culture and ensure that a community's oral literature tradition is passed on to the next generation. Begin by collecting different kinds of traditional texts: proverbs, riddles, songs, tongue twisters, fables, rhymes and poems. The teacher's guide provides a selection of traditional text you can use as a starting point. Create books based on different types of text: a book of proverbs, a book of tongue twisters, etc.

It's also important to consider how you will manage the books you create. Here are a few ideas for displaying and storing your classroom library:

- classroom cupboard
- nails and string, books hang from the spine
- cardboard box
- wall pockets
- improvised book shelf (e.g. bricks and timber)

## How to Teach: Oral Literature - Day 3

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Introductory Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the lesson.</p>	<p>The introductory song and traditional text are designed to focus learners' attention so they are ready to listen to the story for the day.</p>
<p><b>Step 2: Recite a Traditional Text (6 minutes)</b></p> <p>a. Recite the same traditional text the learners were introduced to on Day 1. Learners first listen while you recite alone.</p> <p>b. Recite the traditional text together with learners.</p> <p>c. Ask individual learners to recite the traditional text. Assess and mark in the CAM Form.</p>	<p>Be sure to identify the type of traditional text you are learning each week. A variety of traditional texts should be represented each term: songs, riddles, proverbs, poems, tongue twisters, rhymes, etc. Learners should be able to identify the different types of traditional text in their language.</p>
<p><b>Step 3: Before Listening to the Story (6 minutes)</b></p> <p>a. Read the title of the week's story aloud to learners.</p> <p>b. If the text is a fiction story the learners should retell the story by identifying the main characters, setting and describing the action in the correct sequential order. Assess and mark in the CAM Form.</p> <p>c. If the text is an informative story learners should retell the story by identifying the main idea and supporting ideas. Assess and mark in the CAM Form.</p> <p>d. Read the two In the Text Questions for the week's story to learners from the teacher's guide. Tell learners to listen to the story and see if they can answer these questions when you finish reading.</p>	<p><u>WEEKLY LESSON SUPPORT:</u></p> <p>The In the Text Questions can be found in the Weekly Lesson Support section of this teacher's guide.</p> <p>Using the CAM Form to record assessments during the Oral Literature lesson may be awkward. If so, write the names of the learners you want to assess in the Oral Literature lesson on a small scrap of paper. Use the paper to record their performance. Later, you can transfer the information onto the CAM Form.</p>

## How to Teach: Oral Literature - Day 3

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Reading the Story Aloud (5 minutes)</b></p> <p>a. Read the story aloud to learners as they listen attentively.</p>	<p>On Day 3 you do not need to stop to ask the Prediction Question.</p>
<p><b>Step 5: After Listening to the Story (6 minutes)</b></p> <p>a. Have learners answer the two In the Text Questions.</p> <p>b. Ask other In the Text Questions of your own.</p> <p>c. Ask the two In My Mind Questions found in the teacher's guide and have learners answer them.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> The In the Text and In My Mind Questions can be found in the Weekly Lesson Support section of this teacher's guide.</p> <p>Encourage learners to pose their own comprehension questions to the class as well. This can be a motivational activity for accelerated learners who want an extra challenge.</p>
<p><b>Step 6: Vocabulary Words (6 minutes)</b></p> <p>a. Ask learners to identify any words that were new or unfamiliar to them in the story. Say the learner-identified vocabulary word aloud. Have learners repeat the word. Read the sentence with the word in it from the Oral Literature story. Discuss the meaning of the word. Then ask learners to use the word in a new sentence.</p> <p>b. Review the 3 vocabulary words from Day 1. Say each word aloud and write it on the chalkboard. Ask individual learners to use the word in a meaningful sentence. Assess and mark in the CAM Form.</p>	<p>Learners may find it difficult to identify new vocabulary words on their own, especially in Term 1. Encourage them to listen for new or confusing words as you read.</p> <p>Show your enthusiasm for talking about words and their meanings. This will develop learners' love and appreciation for the words in their language.</p>

## How to Teach: News - Day 2

### Introduction

The News lesson is taught immediately after the morning break on Days 2, 4 and 5. The News lesson gives learners the opportunity to develop their speaking and writing competences. On Day 2, the teacher models how to compose and tell a news story for the whole class. Ideally, the news stories should reflect concepts related to the sub-theme for the week. Model news stories are provided in the Weekly Lesson Support section of this teacher's guide.

### Competences

The learner:

- listens to the teacher model a news story. (Step 2)
- uses pictures, words and sentences to represent a meaningful news story. (Step 3)
- writes his/her name with correct spelling and letter formation. (Step 3)
- introduces one's self and greets the class using the appropriate cultural norms, including stating one's full name. (Step 4)
- tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence. (Step 4)
- listens attentively to peers and participates in small group activities appropriately. (Steps 4 and 5)

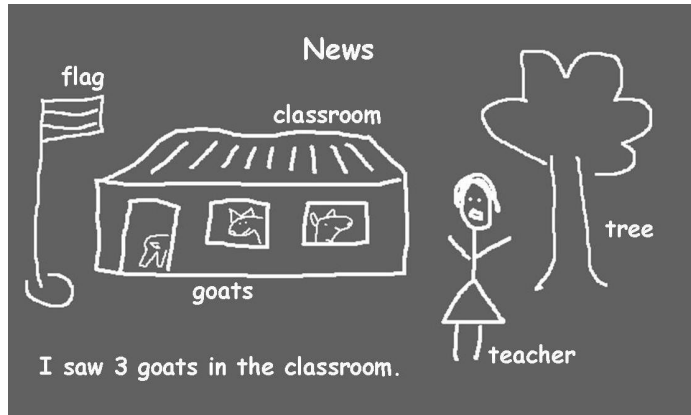
### Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	<b>Prepare to Write</b>	<ul style="list-style-type: none"><li>• Learners sing a song.</li></ul>
5 min.	2	<b>Model News Story</b>	<ul style="list-style-type: none"><li>• Learners listen to the teacher model a news story.</li></ul>
8 min.	3	<b>Learners Write News Stories</b>	<ul style="list-style-type: none"><li>• Learners use pictures, words and sentences to represent a meaningful news story.</li><li>• Learners write their names.</li></ul>
5 min.	4	<b>Learners Share News Stories in Small Groups</b>	<ul style="list-style-type: none"><li>• Learners listen attentively to peers and participate in small group activities appropriately.</li></ul>
10 min.	5	<b>Selected Learners Share News Stories</b>	<ul style="list-style-type: none"><li>• Learners introduce themselves and greet the class using the appropriate cultural norms, including stating one's full name.</li><li>• Learners tell a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence.</li><li>• Learners listen attentively to peers.</li></ul>

## How to Teach: News - Day 2

### The Chalkboard

This illustration represents a teacher's model news story for P1 Term 3. In Term 1 the teacher will use pictures only. In Term 2 the teacher will begin labeling the pictures with words. In Term 3 the teacher will add a sentence using the labelled words.



### Differentiated Learning

#### Remedial

Some learners may have difficulty speaking in front of the class. When you call on them to read their news stories, they will be afraid. One suggestion to reduce their fear is to let them remain in their seat and read/tell their news story from there. You can stand beside them and repeat the story for the whole class to hear. Later you can ask them to come to the front of the room, but instead of looking at the whole class, the pupil should look at you and read their news story directly to you.

#### Accelerated

Other learners may have the opposite challenge: They want to read their news story to the class at every opportunity. In this instance, encourage them to be extra good listeners when their classmates come up to read their news stories. Encourage them to share what they liked about their classmates stories and ask questions.

### Do More: Class Displays

Recognise the good literacy performance of your pupils by displaying a selection of the best news stories for the week. Seek opportunities for learners to share their new stories with the rest of the pupils in school, such as at the school's general assembly or at a speech day. This will help learners develop their speaking, listening and other life skills. Learners whose work is selected feel proud about their good work, and their classmates are motivated to improve their work in the future. Classroom displays also promote a "talking classroom". Remember you need to change the display regularly, at least once a month. To accomplish this, you need to have an effective way to hang or mount your pupils' writing. Here are some materials for creating a display:

- Manila
- Cardboard
- Newsprint
- Local mats
- Grain sacks
- Bark cloth
- String or wire
- Soft board
- Large piece of cloth

*Remember: Never glue pupils' work directly on the wall!*

## How to Teach: News - Day 2

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Prepare to Write (2 minutes)</b></p> <p>a. Sing a song to signal the beginning of the lesson as you distribute the writing materials and pupil name cards.</p>	<p>Every learner should have paper and a pencil for this lesson.</p>
<p><b>Step 2: Model News Story (6 minutes)</b></p> <p>a. Tell a news story to the class. As you tell your story draw simple pictures on the chalkboard to illustrate your story for learners.</p> <p>b. In <u>Term 2</u>, label the pictures with simple words learners can decode.</p> <p>c. In <u>Term 3</u>, use the words in your picture story to create a simple sentence.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> A Model News Story is provided in the Weekly Lesson Support section of this teacher's guide. Adapt it or make up your own. Try to link your model news story to the sub-theme for the week, if possible.</p> <p>Learners should tell news stories about real events that have happened in their lives. You should do the same when you model a story for them. Learners will enjoy hearing stories about your life now or as a child.</p>
<p><b>Step 3: Learners Write News Stories (8 minutes)</b></p> <p>a. Tell learners it is now time for them to write their own news story. Explain that they can use pictures and words. Remind learners that they should write their names in their exercise books.</p> <p>b. Move around the room observing learners as they write. Ask questions about their stories and provide support as needed.</p> <p>c. When there are 3 minutes remaining, tell learners they have 3 minutes to complete their work, including writing their name.</p>	<p>In <u>Term 1</u> the stories learners write will consist entirely of pictures. Some of these stories will be easier to "read" than others. In <u>Term 2</u>, encourage learners to label their picture stories with words they can decode. In <u>Term 3</u>, model for learners how to take the words in their story to make simple sentences. Encourage learners who are ready to write their own simple sentences.</p>

## How to Teach: News - Day 2

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Learners Share News Stories in Small Groups (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners to take turns sharing their stories in small groups of 2-4 people.</li> <li>Move around the room supporting learners who are having difficulty participating in the small groups.</li> </ol>	<p>Encourage learners to appreciate their friend's contribution. Tell them to say thank you and good work. This is a good integration of life skills education.</p>
<p><b>Step 5: Selected Learners Share News Stories (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Select 5 learners to come up and share their news stories with the whole class.</li> <li>Ask learners to speak clearly and with expression.</li> <li>Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the speaker.</li> <li>The speaker should always begin their news story by greeting the class in a culturally appropriate manner and saying their full name.</li> <li>After the speaker has completed the news story, the teacher and learners should ask questions or make comments.</li> <li>Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class.</li> </ol>	<p>Create a supportive classroom environment so that sharing news stories is fun and engaging for your learners.</p> <p>The focus is on assessing individual learners' speaking competences, but teaching learners how to be good listeners, especially when their peers are speaking, is important too. Establish a few basic rules for sharing news stories at the beginning of the school year and enforce them consistently.</p>

## How to Teach: News - Days 4 and 5

### Introduction

On Days 4 and 5 almost half of the News lesson is devoted to learners composing their stories independently. This gives the teacher an opportunity to move around the classroom and interact with learners individually. The teacher can observe their handwriting and composition skills and ask individual learners to tell their stories aloud. This is a good opportunity to catch up on assessments in the CAM Form as well.

### Competences

The learner:

- uses pictures, words and sentences to represent a meaningful news story. (Step 2)
- writes his/her name with correct spelling and letter formation. (Step 2)
- introduces one's self and greets the class using the appropriate cultural norms, including stating one's name. (Step 3)
- tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence. (Step 3)
- listens attentively to peers and participates in small group activities appropriately. (Steps 3 and 4)

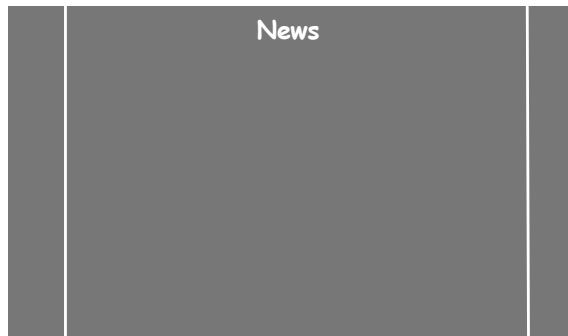
### Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	<b>Prepare to Write</b>	<ul style="list-style-type: none"><li>• Learners sing a song.</li></ul>
13 min.	2	<b>Learners Write News Stories</b>	<ul style="list-style-type: none"><li>• Learners use pictures and words to write a meaningful news story.</li><li>• Learners write their names.</li></ul>
5 min.	3	<b>Learners Share News Stories in Small Groups</b>	<ul style="list-style-type: none"><li>• Learners listen attentively to peers and participate in small group activities appropriately.</li></ul>
10 min.	4	<b>Selected Learners Share News Stories</b>	<ul style="list-style-type: none"><li>• Learners introduce themselves and greet the class using the appropriate cultural norms, including stating one's full name.</li><li>• Learners tell a meaningful, well organised story to the class that demonstrates fluency, appropriate expression and confidence.</li><li>• Learners listen attentively to peers.</li></ul>

## How to Teach: News - Days 4 and 5

### The Chalkboard

The chalkboard is not used in this lesson.



### Differentiated Learning

#### Remedial

By the end of Term 2, learners should be labelling the pictures in their news stories with words. Some learners may have difficulty in taking this step on their own. To encourage them, write a word at the bottom of the page and tell them to copy the word next to the real object in their drawing. Then challenge them to find one more word they can write on their own. Remind them that spelling the word correctly isn't important. They just need to listen to the sounds they hear in the word and write them down.

#### Accelerated

Challenge advanced writers to move more quickly from picture drawing to word labelling to sentence writing. Don't make them wait with the rest of the class. Also, keep your news writing assignments open-ended. For example, do not say, "I want you to label your news story with 3 words." Instead say, "Label your news story with as many words as you can."

### Do More: Parent Involvement

Parents are a child's first teacher. Just because parents send their child to school does not mean they should no longer be involved in their education. Studies show that children who get learning support at home have more success at school. Every teacher should do more to involve learners' parents, especially in key areas like reading and writing. Here are some suggestions:

- Provide simple, fun homework assignments that encourage pupils to seek information from their family. For example, if the theme is transport, tell pupils to ask their parents what transport was like in their village when they were children. Have them write about this during the News lesson.
- Send classroom books home for learners to read to their family.
- Be sure that parents receive regular samples of their child's school work to review. At the end of the term, attach writing and spelling samples to the report card.

## How to Teach: News - Days 4 and 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Transition Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the lesson as you distribute the writing materials and pupil name cards.</p>	<p>Always sing the same song to begin the News lesson. This routine will help learners mentally prepare for the lesson.</p>
<p><b>Step 2: Learners Write News Stories (13 min.)</b></p> <p>a. Remind learners of the news story you wrote on Day 2. Ask a selected learner to retell your news story. Ask learners if they can retell any of the news stories told by their classmates on Day 2.</p> <p>b. Tell learners to write another news story today.</p> <p>c. Remind learners that they should write their names in their exercise books.</p> <p>d. Move around the room observing learners as they write. Ask questions about their stories and provide support as needed.</p> <p>e. When there are 3 minutes remaining, tell learners they have 3 minutes to complete their work, including writing their name.</p>	<p>Select 5 learners you want to talk to during this step and do the following:</p> <p>Ask them to tell their story aloud to you.</p> <ul style="list-style-type: none"> <li>• Is it a meaningful story?</li> <li>• Can you interpret their drawings? Do their pictures match the story?</li> <li>• Are the pictures well organised on the page?</li> <li>• How are they progressing with writing their name?</li> <li>• Are they labelling their stories with words? Are they writing sentences?</li> </ul>

## How to Teach: News - Days 4 and 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Learners Share News Stories in Small Groups (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners to take turns sharing their stories in small groups of 2-4 people.</li> <li>Move around the room supporting learners who are having difficulty participating in the small groups.</li> </ol>	<p>Guide learners so that they are able to share their stories successfully in small groups.</p>
<p><b>Step 5: Selected Learners Share News Stories (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Select 5 learners to come up and share their news stories with the whole class.</li> <li>Ask learners to speak clearly and with expression.</li> <li>Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the speaker.</li> <li>The speaker should always begin their news story by greeting the class in a culturally appropriate manner and saying their full name.</li> <li>After the speaker has completed their news story, the teacher and learners should ask questions or make comments.</li> <li>Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class.</li> </ol>	<p>Here are the writing competences learners should demonstrate over the course of the year:</p> <p><u>Term 1:</u> Learners draw pictures that illustrate a personal news story.</p> <p><u>Term 2:</u> Learners' picture stories show an effort to organise information on the page. Learners begin to label their pictures with words.</p> <p><u>Term 3:</u> Learners' picture stories are well organised and labelled with words. Learners are able to compose a simple sentence about their story.</p>

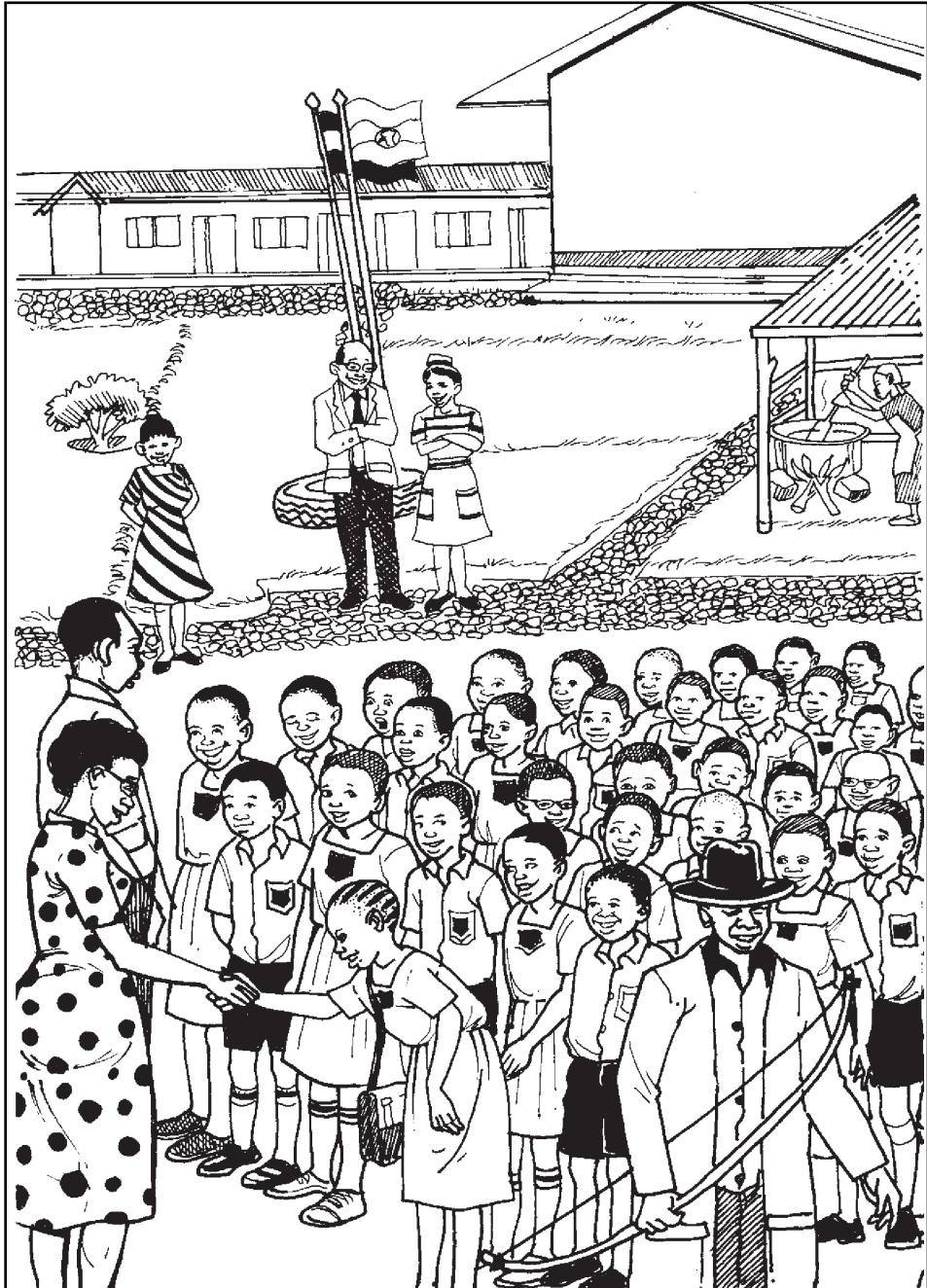
## Lëblaŋo Technical Literacy Terms

English	Lëblaŋo
alphabetic principle (phonics)	ŋec ikom nuktae
choral reading	kwan karacël kun dwon winyere
collaborative learning	pwonyere karacël
competency-based assessment	kwëddö ŋec alübërë kede gin atin myero tim
comprehension	nïaŋŋö
continuous assessment	kwëddö karë-ikarë
differentiated learning	yika më könynyö otinö amë tye kede pëkö onyo ŋec atëk ikom kwan kede cöc
echo reading	kwan idwon amalu
explicit instruction	mïyö ŋec olil
fluency	pwötö
multisensory	tic idulkom apol më ŋeyo jami apapat
orthography	cik amyero lüb i kwan kede cöc
partner reading	kwan kede awotti
phonemic awareness	ŋec i dwon
phonological awareness	ŋec ikom dwon apapat
print awareness	ŋec ikom cöc
scaffolding	könynyö danö kun icakö i gin amë ën ŋeo naka i gin amë ën pe ŋeo, tē ŋeyo
summative assessment	kwëddö më agikki
systematic instruction	mïyö ŋec iyore-iyore
vocabulary	widikop
whisper reading	kwan münjümünjü



# Weekly Lesson Support

## Term 1 Lessons



# Preparation for Term 1 and Orientation Week

Welcome to the new school year!

Preparing for a new school year is like starting a long journey. You want to make sure you are well prepared before starting off. Teachers have to manage many responsibilities: pupils, parents, instructional materials, the classroom environment and school rules and procedures, among others. The information on this page is designed to help you plan for the beginning of the new school year and Orientation Week in particular.

## Term 1 Materials Checklist

Making lists is a good method for planning and accomplishing goals. Below is a list of recommended materials teachers should prepare and organise prior to the beginning of the school year.

- Completed schemes of work and lesson plans
- P1 teacher's guides for your local language and English
- Enough copies of the *I Can Read and Write* pupil books in your local language and English (one for each pupil)
- Classroom rules chart
- Enough copies of the Continuous Assessment Monitoring Form so that each child's name can be entered on a line
- Learner name cards for handwriting lessons
- Manila, sugar paper, markers, pens and pencils
- Chalk and dusters
- Classroom furniture and clock

## References:

*Orientation Week NPSCU Teacher's Guide for P1: Sample Scheme of Work, Pages 93-95.*

## Orientation Week Overview

From the National Primary School Curriculum for Uganda (NPSCU) for Primary 1:

*This first week of school is set aside for you to become familiar with the children and enable them to become familiar with the new environment and programmes of the school. The children need to be reassured that they are in safe hands in a safe environment.*

The NPSCU goes on to outline a variety of activities and competences to focus on during Orientation Week.

This teacher's guide provides for instruction in the local language beginning in Week 1. But, the same content is repeated in Week 3 so that teachers can plan for Orientation Week activities knowing that learners will not miss important literacy content.


Refer to the pre-reading and pre-writing activities in the How to Teach section of this teacher's guide for additional activities to enjoy with learners at the start of the school year that will help them grow important foundational literacy skills.

# 1 Cukul wa

## Literacy 1 and 2


### Day 1

A      a



awobe      anyira      atuku

Awobe tye agwëc.  
Anyira tye apye.  
Otinö tye atuku.



Term 1 - Cukul wa 2 - Nööl-wä 1

### Literacy 1

#### New Letters and Review Chart

A	a	a		

**Thematic Question:** Nyiñ cukul wa olwoño niñö?

#### Beat the Words

a-wo-be                      a-nyi-ra                      a-tu-ku

### Literacy 2

#### Letter Formation Phrase

A = Ka icöyö 'A' adwoñ, icakö cöyö i malu itë kello tyënë piñ  
ituñcam itë dökö ömmö tyënë imalu tuñcem kello piñ  
ëka itë nöllö dyere mërë.


a = Ka icöyö 'a' atidī, ilüñü not itë ketto tyënë itu nyime.

#### Spelling Practice

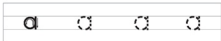
a

### Day 2

Wii Opio owil



Opio kede Acen kwanö kilac' acil. Cukul gi' obedo Akia piñramari. Awobe kede anyira pol i cukul gi'. Aworo wii Opio owil i bukkërë pacu.



Term 1 - Cukul wa 2 - Nööl-wä 2

### Literacy 1

**In the Text Question:** Aworo wii Opio owil iñö pacu?

**In My Mind Question:** Itamö ni Opio obin otimö njö icawa amë wie owil kede bukkërë okö pacu?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyī agikki pwonnyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart


A	a	a			

**Thematic Question:** Tic anjö apapat amë jö i cukul wa tio?

#### Beat the Words


a-cöc                      a-kop                      a-pwony

A                      a



acöc                      akop                      apwony

Apwony tye acöc.  
Atinkwan tye akop.  
Apwony tye apwony.



Term nê 1   Cöbê nê 2   Nêê nê 3

### Literacy 2

#### Letter Formation Phrase

A = Ka icöyö 'A' adwoŋ, icakö cöyö i malu itë kello tyënë pīŋ ituŋcam itë dök ömmö tyënë imalu tuŋcem kello pīŋ ëka itë ŋöllö dyere mërë.

a = Ka icöyö 'a' atidī, ilünjü not itë ketto tyënë itu nyime.

#### Spelling Practice

a

### Literacy 1

**In the Text Question:** Da obin onënë Opio pe tye acöc?

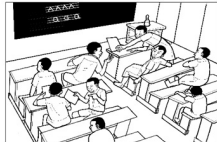
**In My Mind Question:** Ka onwoŋo yin ën amë wii owil kede bukki, onwoŋo itimmö ŋö?

### Literacy 2

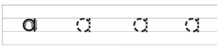
**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tīmērë i cëkö i buk otinökwan iyī agikki pwonynyo kwan.

## Day 4

Wii Opio owil



Cawa më cöc tē römö. Apwony tē nēnnö Opio pe tye acöc. Ën onwoŋo tye akop gīnnī Acen. Acen tē mīyë buk ën tē cöc iyë.



Term nê 1   Cöbê nê 2   Nêê nê 4

1 Cukul wa

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

A	a	a			

#### Beat the Words

a-wo-be

a-nyi-ra

a-tu-ku

a-côc

a-kop

a-pwony

#### Sentence Assessment

1. Awobe tye agwëc.
2. Anyira tye apye.
3. Atinkwan tye akop.

### Literacy 2

#### Letter Formation Assessment

A, a

#### Spelling Assessment

a

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of pupils with their teacher visting the head teacher's office.

### **Model News Story**

We had an orientation week for all the pupils of the P1 class. During the week we visited all the important places at our school. We met the head teacher. We learned all about our school. We are ready to become learners!

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 76-77</li><li>• Sample scheme of work, page 97</li><li>• Lesson Plan Guidelines, page 109</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Pages 14-15</li></ul>

### **Traditional Text**

#### **Koc**

Acung iwii bye atë redo nĩ Opio.

Agam: Otwinyö.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## 1 Cukul wa

# Oral Literature

## Opio kede Acen i cukul

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny ëka itë kobba jami anjö ame tye i cukul wa kede tic gĩ.

### Dul cëkö më acël

Gedo më cukul wa kede jami amë tye iyë bëcö mëicël. Onywal apol marö tero otĩnö i cukul më kwan. Papö Opio gĩnnĩ Acen daŋ okelo gĩ më kwannö kĩlacĩ acël i mwaka-nĩ. Cukul wa tye kede kĩlacĩ abĩrö. Wudi okënë obedo opici aedi kede kabedo opwonye, citowa më gwökkö jami tic bala ađĩma, wilbaro, awee kede jami okënë më tuku. Jami okënë ogwökö i citowa obedo ticciŋ aporërë oweco, töl kede ën okënë.

Opio kede Acen omĩö awee më wëyö pĩŋ ka otunu dĩđĩk odĩkko i cukul. Gĩn wëö dyekal më cukul kede owote gĩ. I cawa më tuku otĩnö tuku tuku apapat piën jami më tuku tye a römö otĩnö ducu. Otĩnö okënë gwëö odilo. Ęn okënë bala anyira tuku gem. Opio gĩnnĩ Acen marö ñwëc.

### Story Outline

**Guti kop a kwakö cëkö:**

Cukul wa.

**Kop amë kelo niaŋö:**

Wudi amë tye i cukul tic gĩ pol.

**Kop amë kelo niaŋö:**

Tuku apapat amë otĩnö tuku i cukul wa.

## Oral Literature

### Dul cëkö më aryö

Otinö i cukul wa timö jami apol iyĩ acembili. Gĩn wero wer më kwoggo lobo wa më Uganda. Okwanö gĩnĩ amut kede lemo ëka otë læggö lægö më cukul. Gĩn doj tē dönyö i kilacĩ kede wer. Otinö, otinö, otinö wa dore, Nën i wot, nën i wot, Nën i wot gĩ.

Iyonge otinö ducu tē dönyö i kilacĩ gĩ cakkö kwan. Cukul wa tye kede caĩnpoc amë cĩmö kan a cukul tye iyë. Baj kede nyĩr cukul daŋ tye i caĩnpoc.

Bëndëra më dworo lobo wa kede më cukul tye daŋ i cukul wa. Ën ocibere inyim opici më cukul. Raŋŋi a cöl, yelo kede rëma tye i bëndëra i cukul wa.

Cukul wa bër piën tye kan a lac otenne iwii tur amë nen i kan a bor. Onywal kede jö ilanete marö cukul atëk. Opwonye wa marö wa. Gĩn pwonyo wa abër mëicël. Pii taŋci daŋ nwoŋere i cukul wa.


Vocabulary Words	
gwökkö	bëndëra wëyö
In the Text Questions	In My Mind questions
1. Jami më tic cĩr aŋö amë otinö yikö i cukul?	1. Piŋö omiö cukul ka ocëlö okö bër?
2. Jö timö ŋö i cawa më acembili?	2. Dö a römö timërë ka otinö pe tuku abër?

1 Cukul wa

# Literacy 1 and 2

## Day 1

N      n



caɪnpoc      bëndëra      yunipom

Caɪnpoc tye i callü.  
Bëndëra tye i cukul wa.  
Yunipom wa cɪl.

N   N   N   N

Tam wê 1. Cakê wê 3. Nêê wê 1

## Literacy 1

### New Letters and Review Chart

N      n

a			
na			

**Thematic Question:** Nyiŋ cukul wa olwoŋo niŋö?

### Beat the Words

ca-ïn-poc

bën-dë-ra

yu-ni-pom

## Literacy 2

### Letter Formation Phrase

N= Ka icöyö 'N' adwoŋ, iömö tyënë i malu naka piŋ kun idwoggo tuŋcam itë dök ömmö i malu dwökkö piŋ tuŋcem itë dorj ömmo i malu atir dwoggo piŋ.

n= Ka icöyö 'n' atidi, icöö acël itë gommo wie dwökkö tuŋcem itë dwoggo piŋ.

### Spelling Practice

N, n, na

---

## Day 2

Wele olimö cukul



Wele owoto i cukul Opio gi. Gin ogak i caɪnpoc. Otëka gi tē curj injet bëndëra. Otinö onwojo oruku yunipom.

n   n   n   n

Tam wê 1. Cakê wê 3. Nêê wê 2

## Literacy 1

**In the Text Question:** Jö mënë obin owoto i cukul Opio gi?

**In My Mind Question:** Piŋö omiö otinö kwan myero ruk yunipom?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cëkö i buk otinökwan iyî agikki pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart


N	n	a			
		na			

**Thematic Question:** Jami mënë apapat amë nwojere i cukul wa?

#### Beat the Words

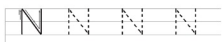
yen                                  pi-rin                                  be-cen

N                                  n



yen                                  pirin                                  becen

Yen tye i cukul wa.  
Pirin apwony wa cil.  
Becen pol i cukul wa.



Term 1    Caké nê 3    Nêd nê 3

### Literacy 2

#### Letter Formation Phrase

N= Ka icöyö 'N' adwoj, iömö tyënë i malu naka piŋ kun idwoggo tuŋcam itë dök ömmö i malu dwökkö piŋ tuŋcem itë dorj ömmo i malu atir dwoggo piŋ.  
n= Ka icöyö 'n' atidi, icöö acël itë gommo wie dwökkö tuŋcem itë dwoggo piŋ.

#### Spelling Practice

N, n, na

### Literacy 1

**In the Text Question:** Dö amë wele obin omiö cukul?

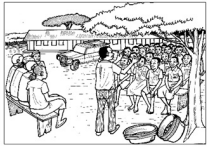
**In My Mind Question:** Itamö nĩ cukul obin otimö njö kede becen amë omiö gi?

### Literacy 2

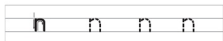
**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyĩ agikki pwoynyo kwan.

## Day 4

Wele oliimö cukul



Aedi obin okütü pirin. Otino tē cökërë itë yat. Wele tē kop i jö ducu. Gin tē miyö cukul becen apol.



Term 1    Caké nê 3    Nêd nê 4

1 Cukul wa

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

N	n	a			
		na			

#### Beat the Words

ca-in-poc  
yen

bën-dë-ra  
pi-rin

yu-ni-pom  
be-cen

#### Sentence Assessment

1. Yunipom wa cīl.
2. Yen tye i cukul wa.
3. Pirin apwony wa cīl.

### Literacy 2

#### Letter Formation Assessment

N, n

#### Spelling Assessment

N, n, na

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a father and child at the market buying exercise books and pencils.

### **Model News Story**

At home I enjoy going to the market with my son to buy scholastic materials at the beginning of the term. I buy exercise books and pencils. It is always exciting to start the term with new school supplies.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 76-77</li><li>• Sample scheme of work, pages 97-98</li><li>• Lesson Plan Guidelines, pages 116-122</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 15</li></ul>

### **Traditional Text**

#### **Koc**

Awoto ika welo anyira adek oteda.

Agam: Tuke.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## 1 Cukul wa

# Oral Literature

## Ogwal ginnī Akena i kwat

**Apeny më yabbö ñec:** Akwannö cëkö möro kan, līñ iwiny abër itë kobba gīn Ogwal gī obedo tīmmö omïö dok tē rweny.

### Dul cëkö më acël

Inīnō mörö acël, i dyecen Ogwal gīn kede Akena owoto më kwayö dok i lum. Gīn otero dok itë buñ kan a bor. Ogwal ginnī Akena tē cakkö bayö wīnyö kun dok tye acem këngī aborjo ñat amë anënnö.

Ikarë naca, lum onwojo olöt atëk. Obia onwojo tye oturu atar kiakia. Dok okënë onwojo tar. Dok ocemo tē wot abor rwenyo okö. Gīn obedo nënnö turu obia kun otamö nī dok tye ducu. Nīnō mörö a kite tēk obino tē makkö wañ Ogwal gī okö. Gīn tē nīnō ilüc otë poo nwojjo cen opoto okö.

### Story Outline

**Guti kop a kwakö cëkö:**

Wot i kwat.

**Kop amë kelo niañö:**

Akena gī obedo i bayö wīnyö.

**Kop amë kelo niañö:**

Dok orweny ëntö Akena gī obin onwojo okö.

## Oral Literature

### Dul cëkö më aryö

Amë doŋ ceŋ oŋere, köt të bino i yamö adwoŋ amë tye akodo agwaa. Ogwal gĩn Akena të cakkö köllö dok më dwökkö pacu. Gĩn të nwoŋŋo dok atar ducu pe. Wi gĩ të ballë atëk kun oparö kan amë dok atar owoto iyë.

Ogwal okobbi Akena nĩ ën dwök dok okënë pacu ën pwod ewot yënynyö dok amë orwenyo-ca. Ogwal ocakö wot kun wero nĩ: Ti ti lee, ti lee, dyaŋ owoto alur. Adyera yin inënë tur obia nĩ dyaŋ do! Dyaŋ owoto alur.

Ën të nënnö dok tye ocuŋ iyĩ awii mörö. Dok-ca onwoŋŋo ŋeo dwön akwat gĩ. Ogwal olwoŋŋo dyaŋ acel. Dok gĩ owinyo dwöne të riŋŋo gĩnĩ bote. Ën okölö dok të dwökkö pacu.


Pwony a nwoŋere i cëkö: Cak tyekko tic amë omii itë tiyo meri icen.

Vocabulary Words	
kĩakĩa	akodo ilüc
In the Text Questions	In My Mind questions
1. Jö adi amë onwoŋŋo owoto i kwat?	1. Pwony aŋö amë inwoŋŋo i cëkö man?
2. Da amë obin owoto omöö dok amë orwenyo?	2. Ka Ogwal onwoŋŋo pe onwoŋŋo dok, itamö nĩ ën onwoŋŋo atĩmmö ŋö?

# Literacy 1 and 2

## Day 1

A      a



aya      atat      atin

Aya tye kede atin.  
Atat marö atin.  
Aya marö atin.

A A A A A A A A A A

Term 1 - Cahil nê 4 - Nêd nê 1

## Literacy 1

### New Letters and Review Chart

A	a	a			
		na			

**Thematic Question:** Wudi adi amë tye pacu wu?

### Beat the Words

a-ya                      a-tat                      a-t'in

## Literacy 2

### Letter Formation Phrase

A= Ka icöyö 'A' adwoŋ, icakö cöyö i malu itë kello tyënë p'ij iturcam, itë dök ömmö tyënë imalu turcem kello p'ij ëka itë n'öllö dyere mërë.

a= Ka icöyö 'a' atid'i, ilünjü not itë ketto tyënë itu nyime.


### Spelling Practice

a, na

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## Day 2

Yom-yic



Opio gi tye alwökkö jami. Acen onëhö Atat tye abino. En okobbi ominnëre ni nënö Atat. Acen të nywëc lanynyö Opio okö.

o o o o o o o o o o

Term 1 - Cahil nê 4 - Nêd nê 2

## Literacy 1

**In the Text Question:** Opio kede Acen tye atimmö n'jö?

**In My Mind Question:** Dö omiö otinö marö tatö gi?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iy'i agikk'i pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

A	a	a			
		na			

**Thematic Question:** Jö mënë amë bedo pacu wu?


#### Beat the Words

a-pap

a-mat-tö


a-ne-no

A a



apap amattö aneno

Apap tye pacu.  
Apap tye amattö cañ.  
Apap tye aneno.



Term 1, Cabbé nê 4, Nêdê nê 3

### Literacy 2

#### Letter Formation Phrase

A= Ka icöyö 'A' adwoŋ, icalö cöyö i malu itë kello tyënë pñj iturcam, itë dök ömmö tyënë imalu turcem kello pñj ëka itë ñöllö dyere mërë.

a= Ka icöyö 'a' atidí, ilüñü not itë ketto tyënë itu nyime.

#### Spelling Practice

a, na

### Literacy 1

**In the Text Question:** Opio ginní Acen opye kede lëlö ikom ña?

**In My Mind Question:** Itamö nî atat obin otimmí Opio gñi ñö?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tîmërë i cëkö i buk otinökwan iyí agikki pwonynyo kwan.

## Day 4

Yom-yic



Opio olökërë onëñö Atat. Oputte kede ñwëc adwir të woppo Acen. Opye gñiní kede lëlö ikom Atat.



Term 1, Cabbé nê 4, Nêdê nê 4

2 Pacu wa

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

A	a	a			
		na			

#### Beat the Words

a-ya

a-tat

a-tin

a-pap

a-mat-tö

a-ne-no

#### Sentence Assessment

1. Aya tye kede atin.
2. Apap tye amattö caï.
3. Apap tye aneno.

### Literacy 2

#### Letter Formation Assessment

A, a

#### Spelling Assessment

a, na

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Draw a homestead with people, young and adult.

### Model News Story

My name is Peter. I live with my father, mother and grandmother. I have one brother and two sisters in my home. I also have three uncles and four aunties, five nephews and six cousins who live in a homestead near our home. I like my family. I feel safe and protected at home.

<b>References</b>
<p><b>NPSCU Teacher's Guide</b></p> <ul style="list-style-type: none"> <li>• Competencies, pages 77-78</li> <li>• Sample scheme of work, pages 123-124</li> <li>• Lesson Plan Guidelines, pages 127-134</li> </ul> <p><b>NPSCU Curriculum</b></p> <ul style="list-style-type: none"> <li>• Page 17</li> </ul>

### Traditional Text

#### Wer

Winyö man gwëgwëtö pīŋ agwëttö, (x2)  
 Yin Opio atīn gam meri en ba,  
 Eee eee agwëttö,  
 Yin apap daŋ...  
 Yin aya daŋ...  
 Yin apapadwoŋ...  
 Yin ayaadwong...

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Limmö Atat

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny itë kobba ñö omiö otĩnö marö tatö gĩ.

#### Dul cëkö më acël

Acen gĩnnĩ Opio owoto tunña tatö gĩ, tatö gĩ tē kwayö gĩ nĩ koñ owekke pii. Acen tē kwayö Atat gĩ nĩ kõñ cëkkĩ gĩ icĩna, Atat tē yee, tē cakkö cëkkö icĩna nĩ amanë: I karë mörö kec onwoño opoto atëk i dwe më abicël amë Lanjo lwoño nĩ odũjē. Onywal otĩnö mögö aryö onwoño wii gĩ ocuñ irik bala cawa oballe piën gin a myero oket icĩñ otĩnö gĩ më acama onwoño pe. Akadĩ do bed bala piñ onwoño otwö, toto gĩ onwoño kwëttē i gupu mërē ducu tē ñwëddö potdëk tē õnynyö ajõña ëka otĩnö tē botto. Papö gĩ onwoño yelle më möyö obatö i lum më atot-ya otĩno banj ëntö onwoño obedo gin atëk. Ëntö i nĩnö mörö acël, atat gĩ tē limmö pacu. Ën otero wit cem apapat amë oyeo idwoño. Otĩnö-ca tēkkĩ onënë Atat i tap orĩñö kede lëlö më wot jöllē.

#### Story Outline

**Guti kop a kwakö cëkö:**

Atat yĩkö cem a mĩt.

**Kop amë kelo niañö:**

Atat cëkö icĩna a mĩt amë mĩö wa onyërö atëk.

**Kop amë kelo niañö:**

Atat kweo cuny wa ka yĩ wa tye awañ.

## Oral Literature

### Dul cëkö më aryö

Toto gĩ daŋ të jöllö tatö gĩ ëka të gammö yec i wie tero i öt. Ęn obin otedo cem ëka të cëllö abanyjala a mĩmittörö. Otĩnö-ca të cammö dëk otë yeŋ atëk. Tatö gĩ onwoŋo marö gĩ atëk daŋ onwoŋo kweo cuny gĩ ka yĩ gĩ tye awaŋ.

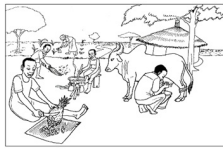
Aya, Apap, amin, omin kede Apapadwoŋ ducu marö Atat. Yi Acen kede Opio obedo ayom atëk ëka të kobbo nĩ, "Omar wunu tatö wa piën gĩn gwökö yotkom wa kede yomoro yĩ wa.

<b>Vocabulary Words</b>	
ŋwëddö	abanyjala                      kwëttë
<b>In the Text Questions</b>	<b>In My Mind questions</b>
1. Dö amë Atat okwaö Acen kede Opio nĩ timmë?	1. Apat kede Atat, jö mënë amë nwoŋere pacu?
2. Dö amë Acen okwaö nĩ Atat timmĩ gĩ?	2. Bër icina obedo ŋö bot wa?

# Literacy 1 and 2

## Day 1

N      n



ninö      anënnö      anüddü

Aya tye adöyö ninö.  
Abonyo tye anënnö ananacī.  
Ajok tye anüddü nyūka.

**N N N N N**

Term 1 - Cahā mē 5 - Nāā mē 1

## Literacy 1

### New Letters and Review Chart

N      n

a			
na			

**Thematic Question:** Kob wel wudi amē tye pacu wu.

### Beat the Words

nī-nö

a-nën-nö

a-nüd-du

## Literacy 2

### Letter Formation Phrase

N= Ka icöyö 'N' adwoŋ, iömö tyënë i malu naka pīŋ kun idwoggo tuŋcam itē dök ömmö i malu dwökkö pīŋ tuŋcem itē doŋ ömmo i malu atīr dwoggo pīŋ.


n= Ka icöyö 'n' atīdī, icöö acël itē gommo wie dwökkö tuŋcem itē dwoggo pīŋ.

### Spelling Practice

N, n, na

## Day 2

Tic bër



Ninö Opio gi ocëk abüp. Gīn opikö iyī pukki. Gīn tē cannö iyī ōt. Olelo gīnī daj i dëk.

**n n n n**

Term 1 - Cahā mē 5 - Nāā mē 2

## Literacy 1

**In the Text Question:** Opio gī gwökö ninö iyī njö?

**In My Mind Question:** Apat iyī puku, njö okënë amē yin irömö gwökkö ninö iyē?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otīnökwan openyo ikom gin abino tīmëri i cëkö i buk otīnökwan iyī agikki pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

A	a	a			
		na			

**Thematic Question:** Kob tic apapat amë jö i pacu wu timö.


#### Beat the Words

nu-mu

o-nür

ni-a-yo

N n



numu onür niayo

Aemme nī numu.  
Aemme wa anyak onür.  
Otinö marö niayo jar aemme.

N N N N N

Term nê 1. Cahê nê 5. Nêê nê 3.

### Literacy 2

#### Letter Formation Phrase

N= Ka icöyö 'N' adwoŋ, iömö tyënë i malu naka piŋ kun idwoggo tuŋcam itë dök ömmö i malu dwökkö piŋ tuŋcem itë doŋ ömmo i malu atir dwoggo piŋ.

n= Ka icöyö 'n' atidî, icöö acël itë gommo wie dwökkö tuŋcem itë dwoggo piŋ.

#### Spelling Practice

N, n, na \_\_\_\_\_

### Literacy 1

**In the Text Question:** Dö omiö Opio giñni Acen olëlö?


**In My Mind Question:** Itamö nī ŋö okënë amë papa Acen gi obin otimö kede cente amë ën ocatö i ninö?

### Literacy 2

**Story Idea:** Tam amë pîrë tæk i cökö më tin myero yaa ikom apeny agëca amë otinökwan odonyyo kede ikom gin amë bino timërë iyī anyim i cökö amë tye iyī buk otinökwan iyī agikki më pwonnyo kwan.

## Day 4

Tic bër



Apap ocatö ninö. Ën tē willö borŋi abëcö. Owilö pi Acen kede Opio. Apap omiö gi borŋi. Giñ otë lëlö atëk mëicël.

n n n n n

Term nê 1. Cahê nê 5. Nêê nê 4.

2 Pacu wa

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

N	n	a			
		na			

#### Beat the Words

nī-nō  
nu-mu

a-nēn-nō  
o-nūr

a-nūd-dū  
nī-a-yo

#### Sentence Assessment

1. Ajok tye anüddü nyüka.
2. Abonyo tye anēnō ananaci.
3. Aemme nī numu.

### Literacy 2

#### Letter Formation Assessment

N, n

#### Spelling Assessment

N,n, na

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of father doing his responsibilities at home.

### **Model News Story**

Today I want us to write a News story about the responsibilities of fathers in the family. My father prepares the garden for planting. He cares for the animals and takes the harvest to sell at the market.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 77-78</li><li>• Sample scheme of work, pages 124-125</li><li>• Lesson Plan Guidelines, pages 135-144</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 18</li></ul>

### **Traditional Text**

#### **Lëb adwala**

Atet teto tet ika tetto tet.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Apap obwöt i pīt

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan, līɲ iwiny itë kobba bër a gwökkö lee pacu.

#### Dul cëkö më acël

Inīnō mörö acël, Apap kede Opio owoto i dwar i tim leyi. Gīn otë dwar naka let ëntö pe onwönjō gīnī lee mörö akadi acël. Apap tē kobbi Opio nī, “Odök pacu amē pīny pwod lër piën Jaraɲu mörö twërö ɲöllë.” Amē pwod pe owoto abor, dwönnörö tē winyere nī, “Apap mwöny Opio okö, ëka an atë mwonynyi më agikki.” Wī Apap kede Opio tē ballë mëicël. Gīn obobolo neno tuɲ-ɲi tuɲ-ca. Amē pwod pe otamö gīnī gin më atīma, dwönnöro okënë a dit amē loɲo tē katto nī, “Eyö, apap yīn mwöny Opio, jaraɲu tē mwonynyi, ëka an atë mwönynyö jaraɲu më agikki.”

Dwön acëllī tē mëddë kun dëllë nī, “Orë, örë, örë.” Ikarë amē jaraɲu owinyo ën oputte i ɲwëc adwīr, tē rwenyo okö. Ogwalogwal tē donynyo ökö kan alër tē kobbo nī, “An ayë alarö wu. Wot wunu pacu aboɲo lworö mörö këkën.”

#### Story Outline

##### Jö i cëkö:

Apap, Opio, jaraɲu, ogwalogwal

##### Ka cëkö:

I tim leyi otyenno

##### Gin otimërë:

Apap kede Opio owoto dwar i tim leyi ëka otë rwattë kede jaraɲu amē onwönjo tye amittö mwönynyö gī okö.

## Oral Literature

**Apeny agëca:** Yin itamo nĩ Apap gĩnnĩ Opio obin otĩmō njō pĩ Ogwalogwal?

### Dul cëkö mē aryō

Apap obin odwökō pwōc bot ogwalogwal tē cĩkkē nĩ ka obino nwoŋŋe i waŋ pii akōŋ pe anekke piēn ēn olarō kwō gĩ. Ogwalogwal tē gammō nĩ, “Apwōyō matēk, Rwot Obaŋa meddi gum.”

Pwony a nwoŋere i cëkö: Ginnōrō kēkēn a ger tē dit bala jaraŋu daŋ lworo tōō.


Vocabulary Words	
redo	ipīt mwönynyō
In the Text Questions	In My Mind questions
1. Jö adi a tye i cëkö nĩ?	1. Yin itamō nĩ njō omiō jaraŋu obin oŋwēcō?
2. Apap gĩn kede Opio obin owötō i dwar kwene?	2. Ka onwoŋo yin ibedo papo Opio, onwoŋo itimmĩ Ogwalogwal njō?

2 Pacu wa

# Literacy 1 and 2

## Day 1

C      c



cal      cati      acem

Anënë cal wudi.  
Acana tye agöyö cati.  
Gwen tye acem.

C      c      c      c

Term 1, Cakö mb 6, Nda mb 1

## Literacy 1

### New Letters and Review Chart

C      c

a			
ca			
na			

**Thematic Question:** Kob wel wudi amë tye pacu wu.

### Beat the Words

cal                      ca-ti                      a-cem

## Literacy 2

### Letter Formation Phrase

C= Ka acöyö 'C' adwoŋ, aömö i nyime atë güllü yie dwökkö tuŋcam atë dwökkö inyime tuŋcem.  
c= Ka icöyö 'c' atĩdĩ, iömö inyime itë güllü yĩe dwökkö tuŋcam itë dwökkö iyĩe tuŋcem.


### Spelling Practice

ca

---

## Day 2

Apap oparö gwennërë



Okwo okwalö gwen a papö Opio. Gwen nwojo butu iyĩ otögö. En obedo kun parö gwennërë. Gwennërë dorj odorj adek kékën.

C      c      c      c      c

Term 1, Cakö mb 6, Nda mb 2

## Literacy 1

**In the Text Question:** Gwen apap onwojo buto kwene?

**In My Mind Question:** Itamö nĩ papö Opio gĩ obin otimö ŋö iyorje akwo kwallö gwennërë?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otĩnökwan openyo ikom gin abino timërë i cëkö i buk otĩnökwan iyĩ agikki pwonynyo kwan.

## 2.3 Jami a nwojere i pacu wa kede tic gi

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

C c	a			
	ca			
	na			

**Thematic Question:** Jami anjō amē nwojere i pacci wa?


#### Beat the Words

cat

cu-kal

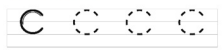
ca-ō

C c



cat      cukal      caō

Alicci marō cat.  
Alicci catō cukal.  
Alicci tye kede caō.



Term 1    Cakō nē 6    Nkō nē 3

### Literacy 2

#### Letter Formation Phrase

C= Ka acōyō 'C' adwoj, aōmō i nyime atē güllü yie dwökkō tuŋcam atē dwökkō inyime tuŋcem.

c= Ka icōyō 'c' atīdī, iōmō inyime itē güllü yīē dwökkō tuŋcam itē dwökkō iyīē tuŋcem.

#### Spelling Practice

ca

### Literacy 1

**In the Text Question:** Papa Opio gi obin okōbō kabutu a gwennērē kwene?

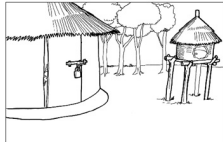
**In My Mind Question:** Apat kede gwen, njō okēnē amē okwo twērō kwallō i pacu?

### Literacy 2


**Story Idea:** Tam i cēkō atin, ayaa ikom apeny agēca, otinōkwan openyo ikom gin abino tīmērē i cēkō i buk otinōkwan iyī agikki pwonynyo kwan.

## Day 4

Apap oparō gwennērē



Ēn okūnū otāgō okō. Ocwalō gwen iyī ōt otyeno. Opūnjō ōt kede kupulu adit.



Term 1    Cakō nē 6    Nkō nē 4

Term 1 Week 6

2 Pacu wa

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

C	c	a			
		ca			
		na			

#### Beat the Words

cal  
cat

ca-ti  
cu-kal

a-cem  
ca-ö

#### Sentence Assessment

1. Acana tye agöyö cati.
2. Alicci catö cukal.
3. Alicci tye kede caö.

### Literacy 2

#### Letter Formation Assessment

C, c

#### Spelling Assessment

ca, na

## 2.3 Jami a nwojere i pacu wa kede tic gi

# News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a kitchen with utensils.

### **Model News Story**

In my home, we have cooking utensils such as saucepans, cups, plates and knives. When I go back home, I help my family with cleaning the utensils.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 77-78</li><li>• Sample scheme of work, pages 125-126</li><li>• Lesson Plan Guidelines, pages 145-153</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Pages 18-19</li></ul>

### **Traditional Text**

#### **Wer**

Dyaŋ, dyaŋ, dyaŋ giññi wode,  
dyaŋ marö wode. (x2)  
Ananaŋö ën akome doŋ cïl,  
dyaŋ marö wode. (x2)

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Apap oparö mindyël

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny itë kobba bër a gwökkö lee pacu.

#### Dul cëkö më acël

Inĩnö mörö acël odikko cön, Acen, Aya, kede Atat owoto më twömmö pii. Apap kede Opio onwoŋo odorŋ pacu otye orëggö dyekal iyõje pwönnö aemme më atera i cuk më acata. A dorŋ Acen gĩ ceggi i tunu i kulu, Atat tẽ nẽnnö ginnöro atar iwii bye ëka tẽ gak më nẽnnö. Yĩ Atat obin obedo ayom më nwoŋo obwöl oruka amẽ opëttẽ kukakuka. Ën obin olwoŋo Acen gĩnni tottërẽ më wot kõnnyẽ puttu. Jõni obin odök pacu kun Aya kede Acen oyeo pii ëntö Atat oyeo obwöl. Opio gĩnni Apap obin obwönyö nĩ nywëë ikarẽ amẽ onënö Atat oyeo obwöl i wie. Gĩn õjeo nĩ Atat pe pokere kede cem amĩt. Gĩn otẽ köbö bedo i öt jokon amẽ ceggi kede tandaro.

#### Story Outline

**Guti kop a kwakö cëkö:**

Tiyo tic apapat më pacu.

**Kop amẽ kelo niaŋö:**

Atat onwoŋo obwol i yoo kulu.

**Kop amẽ kelo niaŋö:**

Apap omiö Atat dyël kede gwënö më pwöyë.

## Oral Literature

### Dul cëkö më aryö

Apap obin olwoŋo Opio të kobbe nī, “Nën, kono mindyël wa-ca akwo pe okwalö, kono anekki Atat wu pi dwökkö pwöc bote i jami apol abëcö amë ën otio pī wa.” Opio okobbi pappërë, “Pe i par. Kwany doŋ akale dyël a rëma kede bwöŋgwënö obedo olwitöwīt-ca imië më wot pītī.”

Pappërë të kobbe, “Apëë, wot igöny wëk omië. Gwökkö jami pacu bër. Miö ka welo a pīrë tøk obino i kwanyö-akwanya itë nekke aboŋo para mörö.” Wan myero ogwök dyegi, gwen, dok kede rommi pacu piën könyö wa më gwökkö welo, cüllö kwan kede nwoŋjo līm itë caö. Man miö wa otyeko pekki apapat oyotoyot.


Vocabulary Words	
cüllö	bwöŋ                      puttu
In the Text Questions	In My Mind questions
1. Jö adii a tye i cëkö nī?	1. Yin itamö nī gwökkö lee pacu könyö wa kede ŋö?
2. Apap oparö mindyëllëre piŋö?	2. Apat kede dyël, leyi mënë amë ogwökö pacu?

### 3 Myere wa

## Literacy 1 and 2

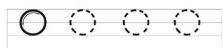
### Day 1

O      o



okönö      okëkë      onoko

Reburan tye anënnö okönö.  
Okönö tye iwi okëkë.  
Reburan tye onoko okönö.



Term 1, Cakö wé 7, Nöb wé 1

### Literacy 1

#### New Letters and Review Chart

O      o

a	o		
na	no		
ca	co		

**Thematic Question:** Kob wanjtic amë myere wu nwojere iyë.

#### Beat the Words

o-kö-nö

o-kë-kë

o-no-ko

### Literacy 2

#### Letter Formation Phrase

O = Ka icöyö 'O' adwoj, ilüjü not adwoj.

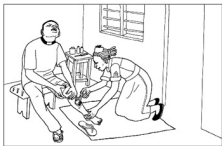
o = Ka icöyö 'o' atidi, ilüjü not atidi.

#### Spelling Practice


ca, co, can, con

### Day 2

Naci okönyö Reburan



Reburan owanö tyënë. Èn owoto bot naci.  
Naci omadö tyën Reburan. Reburan të winynyo rem.



Term 1, Cakö wé 7, Nöb wé 2

### Literacy 1

**In the Text Question:** Naci okönyö Reburan niñjö?

**In My Mind Question:** Ka rik naci pe okönyö Reburan onwojo njö amë römö timëre i tyënë?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cëkö i buk otinökwan iyï agikki pwoynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

O	o	a	o		
		na	no		
		ca	co		

**Thematic Question:** Kwone jö mënë amë nwojere i myere wa?


#### Beat the Words

o-pur

o-ma-kö

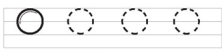
o-yü-bü

O o



opur omakö oyübü

Opur tye i poto.  
Apur tye omakö koti.  
Opur oyübü poto cön.



Term 1, Cabbé né 7, Ndié né 3

### Literacy 2

#### Letter Formation Phrase

O= Ka icöyö 'O' adwoj, ilüjü not adwoj.

o= Ka icöyö 'O' adwoj, ilüjü not adwoj.

#### Spelling Practice

ca, co, can, con

### Literacy 1

**In the Text Question:** Naci obin oboo tyën Reburan kede njö?


**In My Mind Question:** Danö owannë okönyö nïnjö?

### Literacy 2


**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tïmërë i cëkö i buk otinökwan iyï agikki pwoynyo kwan.

## Day 4

Naci okönyö Reburan



Naci oboo tyën Reburan i bandej. Reburan tē pwöyö naci aték. Èn tē kômö dök pacu.



Term 1, Cabbé né 7, Ndié né 4

3 Myere wa

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

O	o	a	o		
		na	no		
		ca	co		

##### Beat the Words

o-kö-nö

o-kë-kë

o-no-ko

o-pur

o-ma-ko

o-yü-bü

##### Sentence Assessment

1. Okönö tye iwii okëkë.
2. Reburan tye onoko okönö.
3. Opur tye i poto.

#### Literacy 2

##### Letter Formation Assessment

O, o

##### Spelling Assessment

ca, co, can, con

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of clinic with a nurse, a doctor and a religious leader.

### **Model News Story**

I live with my children. When they get sick, we take them to the clinic for treatment. There is a nurse and a doctor at the clinic. Last week when we went to the clinic, we found our religious leader who had brought his elderly mother to the clinic, too.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 78-79</li><li>• Sample scheme of work, pages 154-155</li><li>• Lesson Plan Guidelines, pages 158-166</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 21</li></ul>

### **Traditional Text**

#### **Wer**

Otinö bin ba owot i kwan, Kwan gin a bër. (x2)  
Apwony yaa i kwan, kwan gin a bër. (x2)  
Dokta yaa i kwan, Kwan gin a bër. (x2)  
Naci yaa i kwan, Kwan gin a bër. (x2)

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Opuk otinjo njwën

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny itë kobbo gin amë obin onwojo i laru.

#### Dul cëkö më acël

Inĩnö mörö acël Apwö owoto tē cop ikom apany amë tye ocibo i laru. Ęn owoto naka ilanjet apany tē ñaddo ñute nwoŋŋo njwën oodo tye iyë. Apwö otinjo apany më wot cammö njwën i yĩë. Catan obin oryecoryeco dyeŋee Apwö kede opobo. Apwö tē cibbo apany njwën piŋ tē cello njwęc adwĩr wot nyöŋö i laru.

Iceññerë, Apwö olwojo Agögö tē kobbe nĩ, “Wot itinjo apany-ca, njwën oodo tye i yĩë më obin ocam.” Agögö tē wot më tinjo apany. Catan ojwatöjwatö ñee opobo agwa.

Ęn tē cibbo apany piŋ tē wawadö njwęc.

Apwö dök tē cop ikom Opuk. Ęn dök tē oro Opuk më wot tinjo apany njwën acël-lĩ. Opuk tē wot okö. Catan dök tē lodolodo dye ñee Opuk kede opobo ěntö ěn pe obin obolo apany piŋ. Ęn tē kanynyö naka otuno kede bot Apwö.

#### Story Outline

**Jö i cëkö:**

Opuk, Apwö, Catan, Agögö

**Ka cëkö:**

I laru

**Gin otimërë:**

Apwö ocop ikom apany njwën i laru, tē tēmmö tinjo gĩnnĩ Agögö, Catan tē ryëmmö gĩ okö ěntö Opuk tē bino tinjo.

## Oral Literature

**Apeny agëca:** Itamö ni cammö ñwën a jönĩ obin obedo nĩjõ?

### Dul cëkö më aryö

I cawa më cammö ñwën, Opuk dök obin odeno can okënë. Apwö pe obin oparö nĩ Opuk ën okelo ñwën iyonge mattö lüt. Apwö okobbi Opuk nĩ, “Ole Opuk ciñi cöl. Wot ilog ciñi le.” Apwö okürö Opuk owoto më logo të botto ñwën ducu iyĩ apany.

Opuk pe obin obilö atwallĩ. Ën pwod obin otimö Apwö kica. Opuk owoto të mënynyö ñwënnëre i bye të cammö.

Pwony a nwojere i cëkö: Mar timmö awotti kica pĩ bal amë ën otimö i komi.

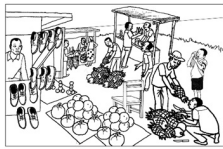
Vocabulary Words	
oryeco	obilö
	mënynyö
In the Text Questions	In My Mind questions
1. Apwö ocop ikom apany ñjõ i laru?	1. Ka onwojõ ibedo Opuk, onwojõ itimmö ñjõ?
2. Da oteri Apwö pany ñwën?	2. Itamö ni jö owinyo okobo ñjõ?

### 3 Myere wa

## Literacy 1 and 2

### Day 1

K      k



köm      külü      koko

Köm tye i cuk.  
Odyek külü ananaci.  
Otinä marö koko.

K K K K K K K

Tam wé 1. Cahé wé 8. Nöb wé 1

### Literacy 1

#### New Letters and Review Chart

K      k

o	a		
ko	ka		
co	ca		
no	na		

**Thematic Question:** Kob warjtic amë myere wu nwojere iyë.

#### Beat the Words

köm

kü-lü

ko-ko

### Literacy 2

#### Letter Formation Phrase

K= Ka icöyö 'K' adwoj, icöö acël itë karö i nyime kun iömö imalu itë dwökkö pñj.

k= Ka icöyö 'k' atidï, icöö acël itë karö inyime kun iömö imalu itë dwökkö pñj.

#### Spelling Practice

ko, ka, cok, kan

### Day 2

Akwo oyutu ananaci



Onywal Opio tye acat i cuk. Gin tye ocattö ananaci. Opio tye acannö nanaci i pem. Akwo oyutu ananaci të jwëc.

k k k k k k k

Tam wé 1. Cahé wé 8. Nöb wé 2

### Literacy 1

**In the Text Question:** Onywal Opio tye acattö njö?

**In My Mind Question:** Itamö niñö obin otimëre i kom akwo ananaci?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa i kom apeny agëca, otinökwan openyo i kom gin abino timëre i cëkö i buk otinökwan iyï agikki pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

K	k	o	a		
		ko	ka		
		co	ca		
		no	na		

**Thematic Question:** Tic anjö apapat amë jö imyere wu tio?

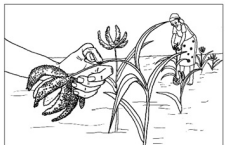
#### Beat the Words

ka-ö

kal

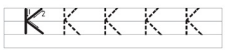
kac

K            k



kaö          kal          kac

Akac kaö kal.  
Okac kaö kal.  
Kac odikko mit.



Term 1, Cabbé nê 8, Nêdê nê 3

### Literacy 2

#### Letter Formation Phrase

K= Ka icöyö 'K' adwoŋ, icöö acël itë karö i nyime kun iömö imalu itë dwökkö piŋ.

k= Ka icöyö 'k' atidī, icöö acël itë karö inyime kun iömö imalu itë dwökkö piŋ.

#### Spelling Practice

ko, ka, cok, kan

### Literacy 1

**In the Text Question:** Jö omakö akwo ote tero bot ŋa?


**In My Mind Question:** Ka onwoŋo yin ën imakö akwo, onwoŋo itimmö ŋö?

### Literacy 2

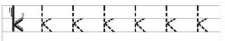
**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyī agikki pwoynyo kwan.

## Day 4

Akwo oyutu ananaci



Opio kede onywallërë tē redo. Jö oryëmö akwo otë makkö. Okelo akwo bot papö Opio. Papö Opio otimö akwo Kica.



Term 1, Cabbé nê 8, Nêdê nê 4

3 Myere wa

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

K	k	o	a		
		ko	ka		
		co	ca		
		no	na		

#### Beat the Words

kü-lü

köm

ko-ko

ka-ö

kal

kac

#### Sentence Assessment

1. Köm tye i cuk.
2. Akac kaö kal.
3. Okac kaö kal.

### Literacy 2

#### Letter Formation Assessment

K, k

#### Spelling Assessment

ko, ka, cok, kan

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a market day.

### **Model News Story**

One of my favourite community events is a market day. Let me tell you about the market day I went to with my parents. There were many people selling so many different things. My mother bought rice, onions and a big basin. My father bought shoes for my brothers and me. Everybody was happy.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 78-79</li><li>• Sample scheme of work, page 156</li><li>• Lesson Plan Guidelines, pages 167-176</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 22</li></ul>

### **Traditional Text**

#### **Koc**

Anyira tunj wa njenyö lak gi i Dwe me Apararyö.

Agam: Pamma

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Jaraŋu kede otinö

**Apeny më yabbö ŋec:** Akwannö cëkö mörö kan, liŋ iwiny itë kobba kit a Jaraŋu obwölö kede otinö.

#### Dul cëkö më acël

Ininö mörö acël, kec oneko Jaraŋu atëk mëicël. Ęn oyaa tē lalata më möyö lee më amwoda. Amë Ęn pwod pe owoto abor i ture, Ęn owinyo dwönnörö. Ocikö yite tē winynyo otinö tye anyērö. Ęn tē libērē mot, tē nēnnö otinö tye acöbbö okot i yoo, laö dögē tē öny i lyöö! Jaraŋu ocëcëpö ŋwëc dök ture wot rukko loŋ kede kanyu tē cüŋgü yibe okö i caö loŋ. Okwanyö töl tē tweyo i gwiccëre ryöryö pī miyö wayö riŋo bedo a yöt.

Ęn owoto bot otinö-ca kun tye abwönyö. I cawa amë Ęn otunu", openynyo otinö nī, "Itye iŋeya wunu?

Otinö-ca tē gammö nī, "Pe." Jaraŋu tē kobbi gī nī, "An Apapadwoŋ wu. Amittö pwonynyo wu kede tuku më wayë kede puku. Doŋ bed wunu më awaa wu." Otinö tē bedo. Jaraŋu tē wayö gī kun tye awer nī, "wuru, wuru, wuru, wuru an awaö ikwaa" Otinö daŋ tē cakkö gammö nī, "Kwarö wa awayö wa." Jaraŋu tē cakkö gak okö kede otinö i yoo ture.

#### Story Outline

**Jö i cëkö:**

Jaraŋu, otinö kede nero gī

**Ka cëkö:**

lyoo

**Gin otimërë:**

Jaraŋu obwölö otinö onwoŋo tye amittö mwoddo ëntö nērö otinö tē larö gī okö.

## Oral Literature

**Apeny agēca:** Itamo nīñö a Jarangu onwoño awot tīmmö otīnö nī i ŋo?

### Dul cēkö mē aryö

I gum abēr, Ojok amē obedo nero gī tē rwattē kede gī okö i yoo. Ēn onwoño tye awot i dwar. Jaraṅu tē nēnnē. Ēn tē cakkö ŋwēc okö. Ojok tē bayö Jaraṅu kede tōṅ tē cōbbē naka inekko. Nero gī tē dwökkö gī naka pacu gī.

Pwony a nwoṅere i cēkö: Pe myero iye wot kede ṅattörö amē yin pe iṅeo.


Vocabulary Words		
cūṅṅü	libērē	cēcēpö
In the Text Questions	In My Mind questions	
1. Jaraṅu onwoño otīnö tye atuku kwene?	1. Itamö nī otīnö adi onwoño tye iyoo?	
2. Da olarö otīnö i cij Jaraṅu?	2. Itamö nī otīnö-ca obin otīmī i nero gī ṅö abēr?	

### 3 Myere wa

## Literacy 1 and 2

### Day 1

I i



icök icöö ikapu

Aya oyeo icök.  
Icöö tye i düka.  
Aya oköödö ikapu.

icök icöö ikapu

Term 1, Cakö nit 9, Nööl nit 1

### Literacy 1

#### New Letters and Review Chart

I i

i	a	o	
ki	ka	ko	
ci	ca	co	
ni	na	no	

**Thematic Question:** Kob waɲtic amë myere wu nwojere iyë.

#### Beat the Words

i-cök

i-cöö

i-ka-pu

### Literacy 2

#### Letter Formation Phrase

I= Ka icöyö 'I' adwoɲ, icöö acël itë riyo i wie kede itere acegocego.

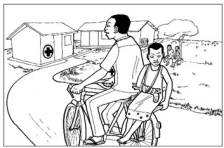
i= Ka icöyö 'i' atidí, icöö acël ëka itë tönnö wie.

#### Spelling Practice

ki, ka, kic, cani

### Day 2

Acen otür



Acen orëttë iwii yat. Ën të türö badë.  
Pappërë odode itë gali. Pappërë tye atere i dakatal.

Acen otür

Term 1, Cakö nit 9, Nööl nit 2

### Literacy 1

**In the Text Question:** Dö otimö Acen?

**In My Mind Question:** Itamö nĩ ɲa omiö jö ojeo nĩ Acen otür?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cëkö i buk otinökwan iyí agikki pwonynyo kwan.

Term 1 Week 9

## Literacy 1 and 2

Day 3

### Literacy 1

#### New Letters and Review Chart

	i	a	o	
l	ki	ka	ko	
i	ci	ca	co	
	ni	na	no	

**Thematic Question:** Kabede mĕnĕ amĕ pîr gî tĕk imyere wa?


#### Beat the Words

i-lĕc

i-bu-le

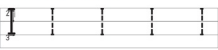
i-ku-na

I i



i-lĕc      i-bu-le      i-ku-na

I-lĕc tye i jŏŋ-yat.  
I-lĕc tye i jŏŋ i-bu-le.  
I-ku-na tye omakŏ piny.



Term nĕ 1    Cabbĕ nĕ 9    Nnĕ nĕ 3

### Literacy 2

#### Letter Formation Phrase

l = Ka icŏyŏ 'l' adwoŋ, icŏŏ acĕl itĕ riyo i wie kede itere acegocego.

i = Ka icŏyŏ 'i' atĭdĭ, icŏŏ acĕl ĕka itĕ tŏnnŏ wie.

#### Spelling Practice

ki, ka, kic, cani

### Literacy 1

**In the Text Question:** Da opuu bad Acen?


**In My Mind Question:** Dŏ ame yin pe itwĕrŏ timmŏ ka badi otŭr?

### Literacy 2

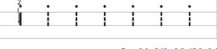
**Story Idea:** Tam i cĕkŏ atin, ayaa ikom apeny agĕca, otĭnŏkwan openyo ikom gin abino tĭmĕrĕ i cĕkŏ i buk otĭnŏkwan iyĭ agikki pwoynyo kwan.

Day 4

Acen otŭr



Dokta opuu bad Acen okŏ. Pappĕrĕ tye adwŏkkĕ pacy. Yĕ yom nĭ badĕ acarj.



Term nĕ 1    Cabbĕ nĕ 9    Nnĕ nĕ 4

3 Myere wa

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

	i	a	o	
l	i	ki	ka	ko
		ci	ca	co
		ni	na	no

#### Beat the Words

i-cök

i-cö-ö

i-ka-pu

i-lec

i-bu-le

i-ku-na

#### Sentence Assessment

1. Icöö tye i düka.
2. Ilëc tye i jaŋ-yat.
3. Ilëc tye i jaŋ ibule.

### Literacy 2

#### Letter Formation Assessment

l, i

#### Spelling Assessment

ki, ci, ni, kic, cani

### 3.3 Kabedo amë pïr gi tæk i myere wa

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a church setting with the choir singing

#### **Model News Story**

For me, one of the most important places in the community is the church. I especially like the singing. At the end of the service there are community announcements. I learn about what is going on in my community.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 78-79</li><li>• Sample scheme of work, page 157</li><li>• Lesson Plan Guidelines, pages 177-186</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Pages 22-23</li></ul>

#### **Traditional Text**

##### **Lëb adwala:**

Obol obobolo balo abola i pwöp pwöp i polic tecen kede i pocta.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

### 3 Myere wa

## Oral Literature

### Otinö rude apap

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, liñ iwiny itë kobbo kagi mögö a pïr gi tëk amë tye i myere wa.

#### Dul cëkö më acël

Opio kede Acen obedo otïno rude. Mwaka gi tye abicël. Gïn kwanö kïlacï acël, dök gïn ducu wok gi tye. Papo gi tero gi i cukul kede gali cakkö i Ceñokiko naka i Ceñabic. Ka gïn tye i cukul, yi gi bedo ayom. I karë okënë dañ gïn nyërö. Ëntö ka gïn onyërö, owumo lak gi okö piën otinökwan nyërö wok gi. Opio ka otinö onyërö woke, ën kok okö. Ëntö Acen ka otinö onyërö woke ën lwënyö.

Apwony gi marö gi dök kweo cuny gi dañ. Ka kom Opio kede Acen lit, papö gi tero gi i dakatal Lira kede pikipiki ëka Dokta kede naci të pimmo two i kom gi të miyö gi yen amwönya. I karë okënë, tucu gi kede pïcü. Ëntö ka atuccu gi, Opio butu mot, dañ të kok anönök të liñ okö.

Aco Acen omakö-amaka ikïñ otë pyello iwii kabutu otë tucce. Ën kok nakanaka ni, “Waaïi...waaïi...waaïi.” Naci të bwöllë ni, “Liñ okö ba. Yin ibedo atin nyakö abër ba. Liñ okö ba. Liñ ba.” Pappëre dañ të kweyo cunye. Ën të liñ okö.

#### Story Outline

**Guti kop a kwakö cëkö:**

Kagi mögö a pïr gi tëk i myere wa.

**Kop amë kelo niañö:**

Opio gi onwoño obedo otïnkwan.

**Kop amë kelo niañö:**

Opio gi onwoño owoto kagimögö apir gi tëk i myere wa.

## Oral Literature

### Dul cêkô mē aryô

Toto gî oro gî i duka icêlicêl mē wot willô möötara kede möödêk. I Ceŋabicêl ducu, papô gî tero moggo, toto gî tero ogati mē acata i cuk. Ikarê okênê, owîllî Opio kede Acen bonji i cuk. Gîn tē dök pacu a yî gî yom.

Polic tecen tye i yoo cuk. Ka omakô akwo mörö onyo ŋattörö otimö bal, otero bot polici otê lübbü kede cîk. Ka Ceŋcabîl orömö, gîn woto i lëgö iyî anica kede onywal gî. Gîn rwattê i jö apol. Gîn cuŋ iwîi tuti otê makkö gîni dîta mē bollo mot. Opio makö dîta amê cöo bolo mot iyê. Acen tē makkö dîta amê mon bollo mot iyê. Ka bollo mot otum, gîn mîo dîta mē mot i wörö adwoŋ bot atëllëgö. Opio cuŋ tē rîbbö tyênê êka Acen tē rumu piŋ.


Vocabulary Words	
onyëro	wok ikîŋ
In the Text Questions	In My Mind questions
1. Opio kede Acen tye mwaka adii?	1. Kodi jö mênê amê otero i polic tecen?
2. Ka Opio kede Acen kom gî lit, otero gî i dakatal kwene?	2. Jami mênê amê jö marö willô i cuk?

## 4 Dul kom danö kede yotkom

# Literacy 1 and 2

## Day 1

D      d



dakö      dita      dirija

Dakö tye kede atin.  
Dakö tye oyeo dita.  
Öt tye kede dirija.

D   D   D   D

Term 1, Cahit 10, Nöböl 1

## Literacy 1

### New Letters and Review Chart

D      d

o	a	i	
do	da	di	
co	ca	ci	
no	na	ni	

**Thematic Question:** Tuc nyiņ dulkom danö amë yin itamö nĩ pĩrë tēk amë löö-alöa.

### Beat the Words

da-kö

dĩ-ta

di-ri-ja

## Literacy 2

### Letter Formation Phrase

D= Ka icöyö 'D' adwoņ, icöö acël itē küddü itunçem kun icakö imalu itē tyekko piņ.


d= Ka icöyö 'd' atĩdĩ, ilünü not ipĩpiņ itē cöyö acël diyö i nyime.

### Spelling Practice

di, da, do, dan, dak

## Day 2

Apap opye malu



Apap tye awinyo rediu. Ēn owinyo kwēna a mĩt. Opye malu i lēlō adwoņ. Ēn tē lworņo Opio kede Acen.

d   d   d   d   d   d

Term 1, Cahit 10, Nöböl 2

## Literacy 1

**In the Text Question:** Dö omiö apap opye malu?

**In My Mind Question:** Itamö nĩ kwēna aņö a mĩt amë apap owinyo?

## Literacy 2

**Story Idea:** Tam i cēkö atin, ayaa ikom apeny agēca, otĩnökwan openyo ikom gin abino tĩmērē i cēkö i buk otĩnökwan iyĩ agikki pwonynyo kwan.

Term 1 Week 10

## 4.1 Dul kom danö kede tic gĩ

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

D	d	o	a	i	
		do	da	di	
		co	ca	ci	
		ko	ka	ki	

**Thematic Question:** Kob nyĩr dulkom danö amë nen kede tic gĩ apapat.

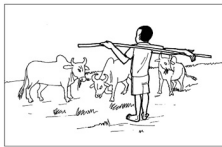
#### Beat the Words

dok

dyaŋ

da-nö

D d



dok dyaŋ danö

Dok tye acem.  
Dyaŋ wa ocwëë.  
Danö tye akwayö dok.

D D D D

Term 1 Cahñ nñ 10 Nññ nñ 3

### Literacy 2

#### Letter Formation Phrase

D= Ka icöyö 'D' adwoŋ, icöö acël itë küddü itunjem kun icakö imalu itë tyekko piŋ.

d= Ka icöyö 'd' atĩdĩ, ilüñü not ipĩpiŋ itë cöyö acël diyö i nyime.

#### Spelling Practice

di, da, do, dan, dak

### Literacy 1

**In the Text Question:** Opio gĩnnĩ Acen onwoŋo tye atĩmmö ñö?

**In My Mind Question:** Itamö nĩ papö Opio gĩ olanyo kodi otöka aŋö?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyĩ agikki pwoynyo kwan.

## Day 4

Apap opye malu



Opio kede Acen owëkö jami. Gĩn onwëcö bot papö gĩ. Ën okobbi gĩ nĩ elanynyö otöka i kalulu. Yĩ gĩ obedo a yom otëk.

d d d d d d d

Term 1 Cahñ nñ 10 Nññ nñ 4

Term 1 Week 10

4 Dul kom danö kede yotkom

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

D	d	o	a	i	
		do	da	di	
		co	ca	ci	
		no	na	ni	

#### Beat the Words

da-kö

dī-ta

dī-ri-ja

dok

dyaŋ

da-nö

#### Sentence Assessment

1. Dakö tye oyeo dīta.
2. Dok tye acem.
3. Danö tye akwayö dok.

### Literacy 2

#### Letter Formation Assessment

D, d

#### Spelling Assessment

di, da, do, dan, dak

## 4.1 Dul kom danö kede tic gi

### News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

#### Model News Drawing

Drawing of a person listening to music with ears prominently featured.

#### Model News Story

If I had to pick a favorite part of my body I would pick my ears. Why? Because I love to sing and listen to music. I don't know what I would do if I couldn't listen to music on the radio.

#### References

##### NPSCU Teacher's Guide

- Competencies, pages 79-80
- Sample scheme of work, pages 187-188
- Lesson Plan Guidelines, pages 191-200

##### NPSCU Curriculum

- Page 25

#### Traditional Text

##### Wer

Nyök dyël mĩa wii, wic  
Wic yam owilö bo, wic. (x2)  
Nyök dyël mĩa wanji  
(yiti, dogi, kede en okënë)

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## 4 Dul kom danö kede yotkom

# Oral Literature

## Adwoggi më anywar

**Apeny më yabbö ɲec:** Akwanno cëkö mörö kan, lĩj iwĩny ëka itë kobba pĩjõ omiõ Opuk obin okobbi Pĩpĩnõ kede wati mërë më wot ked gĩ ika nyom iwii polo.

### Dul cëkö më acël

Cön i cön, Opuk onwoŋo obedo twon dyere a Pĩpĩnõ mörö amë pe twërë. Nyömmö nyaka Opuk obin obedo iwii polo. Opuk tẽ bino kobbi awottërë Pĩpĩnõ kede wati a Pĩpĩnõ calo Kic, Oŋoŋo, kede Otit. Ën otimö amanono piën oŋeo nĩ, wot a jö okënë acalö Twol, Olukutuc onwoŋo abedo atëk. Man piën ley i malu-nũ bwom gĩ pe tye. Jõnĩ obin oyaa odikko cön iceŋ abicël piën wii polo bor. Pĩpĩno obin ododo Opuk, Oŋoŋo tẽ dodo twol ëka Otit tẽ dodde gin kede Olukutuc. Wot obedo abor, jõnĩ tẽ tunu iwii polo let amë daŋ ool gĩnĩ ataa.

Opacu obin ojolo gĩ kede yomcuny kun mon göö ijira aloŋo. Cöö obedo ikuttu bilo. I cawa më cem, obin omiõ gĩ cem alubërë kede kit amë gĩn ododde kede. I gum arac, Twol obin obedo yello Oŋoŋo nĩ tye alillo dëk piën Oŋoŋo obedo cuŋacuŋa icawa më cem. Tim man omiõ Oŋoŋo okünũ cem okö piën cingë më gweyo pe.

Bedo obin omëddë naka iwor. Otit tẽ cwĩnynyö maccërë më mënyynö piŋ. Myël obin ocëk atëk Opuk tẽ bedo göyö okemme kun nywarö kede Pĩpĩnõ nĩ pyër Pĩpĩnõ lidilidi kara tëk, an alökö nĩ cot okö kara tëk. Tim man obin owango yĩ Pĩpĩno kede wati mërë otë tware dwogo gĩnĩ piŋy wekko Opuk gĩ iwii Polo.

### Story Outline

#### Jö i cëkö:

Opuk, Twol, Olukutuc, Pĩpĩnõ, Oŋoŋo, Otit kede jö i wii Polo

#### Ka cëkö:

I wii Polo

#### Gin otimërë:

Opuk otero jö inyom a nyarë i wii Polo, jö tẽ tubere, otë dwogo wëkkö gĩ okö kunu.

## Oral Literature

**Apeny agēca:** Itamo nĩ Opuk gĩ obin odwogo pĩj nĩjō?

### Dul cēkō mē aryō

Odikko mērē amē piny doj oruu, opacu obin okukubu töl abor atēk. Gĩn obĩn ocĩkō Opuk gĩ nĩ myero omak töl atēk ka otunu gĩnĩ pĩj otē göyō bul mĩyō gĩ ñeyo. Opuk gĩ obin odwogo pĩj ěntō i gum arac, wii yen opire obin obwolo gĩ gĩn otē ñöllē göyō bul okō. Jo obin owēkō töl gĩn otē rēttē pök Opuk tē babara okō. Tyen Twol tē dañ tür ñĩjĩda ěka wañ Olukutuc tē wannē atēk. Man omĩō twol aman wayē i kore, pok Opuk obedo yoreyore ěka Olukutuc wañjē pe yee nĩ nēn lērō abēr, ěn marō bedo kan acōcöl. Wat gĩ kede Pĩpĩnō gĩ dañ aman pe pĩēn akemo omĩō gĩ ocamō Pĩpĩnō gĩ.

Pwony amē nwojere i cēko man: Myero pe inywar danö (Anywar rac).


Vocabulary Words		
Ododo	Okünü	nywarō
In the Text Questions		In My Mind questions
1. Jō i cēkō onwojo owoto tĩmmō ñō iwii Polo?		1. Ka inywarō danō ñō amē romo tĩmērē ikomi?
2. Opuk gĩ obin odwogo pĩj nĩjō?		2. Pĩngō myero ibed abēr kede owote nĩ?

4 Dul kom danö kede yot kom

# Literacy 1 and 2

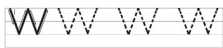
## Day 1

W      w



wok      wic      wum

Wok danö ca tye.  
Dano tye alyëllö wic.  
Wum obedo më weo.



Tun nê 1. Cahê nê 11. Nêê nê 1

## Literacy 1

### New Letters and Review Chart

W      w

o	a	i	
wo	wa	wi	
do	da	di	
ko	ka	ki	

**Thematic Question:** Tuc nyiŋ dulkom danö amë yin itamö nî pîrë tøk amë löö-alöa.

### Beat the Words

wok

wic

wum

## Literacy 2

### Letter Formation Phrase

W= Ka icöyö 'W' adwoŋ, icöö acël itë gommo dwökkö malu itë dwoggo piŋ itë dök dwökkö malu.


w= Ka icöyö 'w' atîdî, icöö acël itë gommo dwökkö malu itë dwoggo piŋ itë dök dwökkö malu.

### Spelling Practice

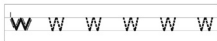
wi, wa, wo, wad, wod

## Day 2

Yi Ojok oramö



Ojok okwanyö aemme a cöl. Ên të cammö a pe olwökö. Ciŋê darj pe olwökö. Opio okobbe nî pe cam. Ojok omëddë-amëda i cammö.



Tun nê 1. Cahê nê 11. Nêê nê 2

## Literacy 1

**In the Text Question:** Kodi aemme anjö amë Ojok tye acammö?

**In My Mind Question:** Itamö niŋjö omiö Ojok ocamö aemme a cöl?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyî agikki pwonynyo kwan.

Term 1 Week 11

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

W	w	o	a	i	
		wo	wa	wi	
		do	da	di	
		ko	ka	ki	

**Thematic Question:** Yore mënë apapat amë yin igwökkö kede cilkomi.


#### Beat the Words

wa-rö

waŋ

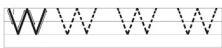
wu-ci

W      w



warö      waŋ      wuci

Awobi oruku warö.  
J6 logo waŋ gí odikko.  
Awobe okubu gilok kede wuci.



Term nê 1 Calkê nê 11 Nêê nê 3

### Literacy 2

#### Letter Formation Phrase

W= Ka icöyö 'W' adwoŋ, icöö acël itë gommo dwökkö malu itë dwoggo piŋ itë dök dwökkö malu.

w= Ka icöyö 'w' atidī, icöö acël itë gommo dwökkö malu itë dwoggo piŋ itë dök dwökkö malu.

#### Spelling Practice

wi, wa, wo, wad, wod

### Literacy 1

**In the Text Question:** Apwony otero Ojok kwene?


**In My Mind Question:** Ka onwoŋo ibedo Ojok, onwoŋo i tīmō nō i cawa ame yi tye arammī?

### Literacy 2

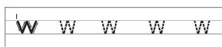
**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tīmērë i cëkö i buk otinökwan iyī agikki pwonynyo kwan.

## Day 4

Yi Ojok oramö



Yi Ojok ocakö rammö. En okok atëk itë kīlaci. Apwony obino tē tere i dakatal.



Term nê 1 Calkê nê 11 Nêê nê 4

4 Dul kom danö kede yot kom

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

W	w	o	a	i	
		wo	wa	wi	
		do	do	di	
		ko	ko	ki	

##### Beat the Words

wok  
wa-rö

wic  
waŋ

wum  
wu-ci

##### Sentence Assessment

1. Wok danö-ca tye.
2. Wum obedo më weo.
3. Awobi oruku warö.

#### Literacy 2

##### Letter Formation Assessment

W, w

##### Spelling Assessment

wi, wa, wo, wad, wod

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a person holding a tooth brush and cleaning their teeth.

### **Model News Story**

When I wake up in the morning, I wash my face, brush my teeth and bathe. I brush my teeth after every meal. This makes my teeth clean and healthy.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 79-80</li><li>• Sample scheme of work, pages 188-189</li><li>• Lesson Plan Guidelines, pages 201-210</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 26</li></ul>

### **Traditional Text**

#### **Wer**

Aemme a numu,  
Mit amannī.  
Yia rama (x2)  
Yia (x3)  
Yia rama.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## 4 Dul kom danö kede yot kom

# Oral Literature

## Gwök cilkomi

**Apeny më yabbö njec:** Akwannö cëkö mörö kan, lĩj iwiny abër itë kobba karë arom kwene amë danö obedo njyö kede tĩm a winynyi kede leyi mërë.

### Dul cëkö më acël

I karë okato njec, danö oketo pyem ikin leyi kede winynyi amë ën gwökö pacu. Pyem obin obedo ikin Gwok, Dyël, Dyanj, Römö, Puc, Gwënö kede Atudu. En obin okobbi gĩ nĩ, emiö gĩ cabit acël alütü. Man më miyë karë më bedo nënnö njat acëlacël kit amë ën abedo gwökërë kede naka kan orume.

Jöni obin obedo tēmmö i tēkö gĩ kun njat acëlacël tĩmö gin amë ën twërö. Ducu onwojo tye më miyö danö yej kede nĩ ën etye egwökkö cĩl pacu.

I gum arac, pol gĩ pe onwojo römö tĩmmö kit amë danö onwojo tye amittö kede. Gwënö kede Atudu obin obedo nyöjö gĩni iyĩ ot butu gĩ pĩ cabit acël twal. Gĩn danj obedo nyöjö i dyekal kun Atudu kwanj i pii mörö kēkēn amë danö owēkö wie twolo.

Dyël kēkēn gĩnnĩ Römö obedo nyöjö kede lac i öt a donj njwec öt njwee kede kĩr ataa. Twara Dyanj köj onwojo nyöjö teje i yĩ awii. Gwok keken obedo nyöjö i njat pacu. Tĩm magi obin owanjö yii danö atēk.

### Story Outline

**Jö i cëkö:**

Gwok, Dyël, Dyanj, Römö, Gwënö kede Atudu

**Ka cëkö:**

Pacu tunja danö

**Gin otimërë:**

Danö oketo pyem me cĩlkom Puc tē lanynyö okö.

## Oral Literature

**Apeny agēca:** Itamo nī, n̄o obin otīmērē ikarē amē danō on̄ölō pyem?

### Dul cēkö mē aryō

Inino mē aboro mērē danō obin ocökō leyi kede winynyi magi karacēl. Ēn obedo kobbi ngat acēlacēl ballērē. I cawa amē ěn tye akobbo, gin ducu obin olīng itii. Iyī agikki mērē, ěn obin okobo nī, Puc ěn amē olanyō i pyem-maca. Ēn omēddē kobbo nī ěn ebedo nēnnō Puc i đirō matēk. Etē nwongo nī, Puc obin obedo wot nyōngō iwii odur. Ka onyōngō daŋ wumu nyōŋō mērē abēr amē lwaŋŋi pe nwoŋo. Omēddē ikobbo nī enēnō lak puc i đirō etē nwoŋo nī daŋ cīl ataa. Dyaŋ obin ocwako n̄öl man atēk. Jō okene nī daŋ ducu obin oyerj kede n̄öl man. Gwok ěn amē obedo cucura nī danō marō Puc piēn butu i Puc iyī öt. Omīō naka aman Gwok pe marē gīnnī Puc pī nyeko mērē ikom Puc.

Cakērē ikarē naca, danō doŋ obin opoko kabutu okō kede leyi naka winynyi magi pī carō gī.

Pwony a nwongere i kom cēkö: Bēr mē gwökkö cilkom ikarē ducu.

Vocabulary Words	
cīl	pyem lanynyō
In the Text Questions	In My Mind questions
1. Đō arac amē Gwēnō kede Atudu obedo tīmō omīō gī pe otē lanynyō pyem?	1. Bēr a gwökkö cilkom obedo n̄o?
2. Đō omīō Puc olanyō pyem?	2. Đō amē mīō pacu cīl?

# END-OF-TERM ASSESSMENT TERM 1

## Introduction

Below are end-of-term assessments you should administer during the final weeks of the term. Writing and listening assessments can be administered to the whole class. Reading and speaking assessments need to be administered to learners individually. Begin these assessments by Week 10. Assign a level to the learner's performance using the following system:

**Level 3 (L3): The learner's performance exceeds the competence expected.** Symbol:  $\Delta$

**Level 2 (L2): The learner's performance meets the competence.** Symbol:  $\wedge$

**Level 1 (L1): The learner's performance does not meet the competence.** Symbol: /

## Reading Assessments (administered individually)

### Fluency and Vocabulary Assessment:

Write 5 decodable words from the term on flashcards. Show the cards to the learner one at a time. Ask the learner to read the word. Then ask the learner to use the word in a sentence.

**L3:** Reads all 5 words correctly.      **L3:** Uses all 5 words correctly in complete sentences.

**L2:** Reads 3-4 words correctly.      **L2:** Uses 3-4 words correctly in mostly complete sentences.

**L1:** Reads 2 or less words correctly. **L1:** 2 or less words correct. Cannot form full sentences.

### Phonics Assessment:

Write selected letters from the term on a sheet of paper. Point to a letter. Ask the learner to say the name of the letter and the sound the letter makes. Do this for 5 different letters.

**L3:** Successfully completes the task for all 5 letters.

**L2:** Successfully completes the task for 3-4 letters.

**L1:** Completes the task for 2 or less letters.

## Listening Assessment (administered as a group)

### Listening Comprehension Assessment:

Compose a story to tell to the class or find a story to read. Create 3 comprehension questions about the story. Tell/read the story to the class and then ask the questions one at a time. Have learners draw or write their answers on a piece of paper. Collect and assess.

**L3:** Answers all 3 questions correctly.

**L2:** Answers 1-2 questions correctly.

**L1:** Does not answer any questions correctly.

### **Writing Assessments (administered as a group)**

#### Handwriting Assessment:

Write 6 letters taught during the term on the chalkboard (3 uppercase and 3 lowercase). Ask learners to copy them using their best handwriting in their exercise books.

**L3:** Formation of the letters is excellent. All 6 letters formed correctly.

**L2:** Formation of the letters is good. 3-5 letters formed correctly.

**L1:** Formation of the letters is poor. 2 or less letters formed correctly.

#### Spelling Assessment:

Select 5 letters, syllables or words for a spelling test. Dictate the letters, syllables or words one at a time and have learners write them in their exercise books. Collect and assess.

**L3:** Spells all 5 correctly.

**L2:** Spells 3-4 correctly.

**L1:** Spells 2 or less correctly.

#### Creative Writing and Name Writing Assessments:

Tell learners to write a story about a time when they were sick or a member of the family was sick. Explain that they can use pictures and words to tell their story. Make sure learners write their name. Collect and assess.

**L3:** Writes a meaningful, well organised story using pictures and words.

**L2:** Writes a meaningful, well organised story using pictures only.

**L1:** The story is poorly organised and difficult to understand the meaning.

**L3:** Writes both names with correct spelling and letter formation.

**L2:** Writes at least one name with correct spelling and letter formation.

**L1:** Cannot write name using correct spelling and letter formation.

### **Speaking Assessment (administered individually)**

#### Public Speaking Assessment:

By the end of Week 10 you should have observed and assessed all of your learners' speaking competences during the News lesson. During Weeks 11 and 12, select learners to assess who have not yet told a News story to the class or who have not yet attained the speaking competence.

**L3:** Tells a meaningful, engaging story with excellent confidence and animated expression.

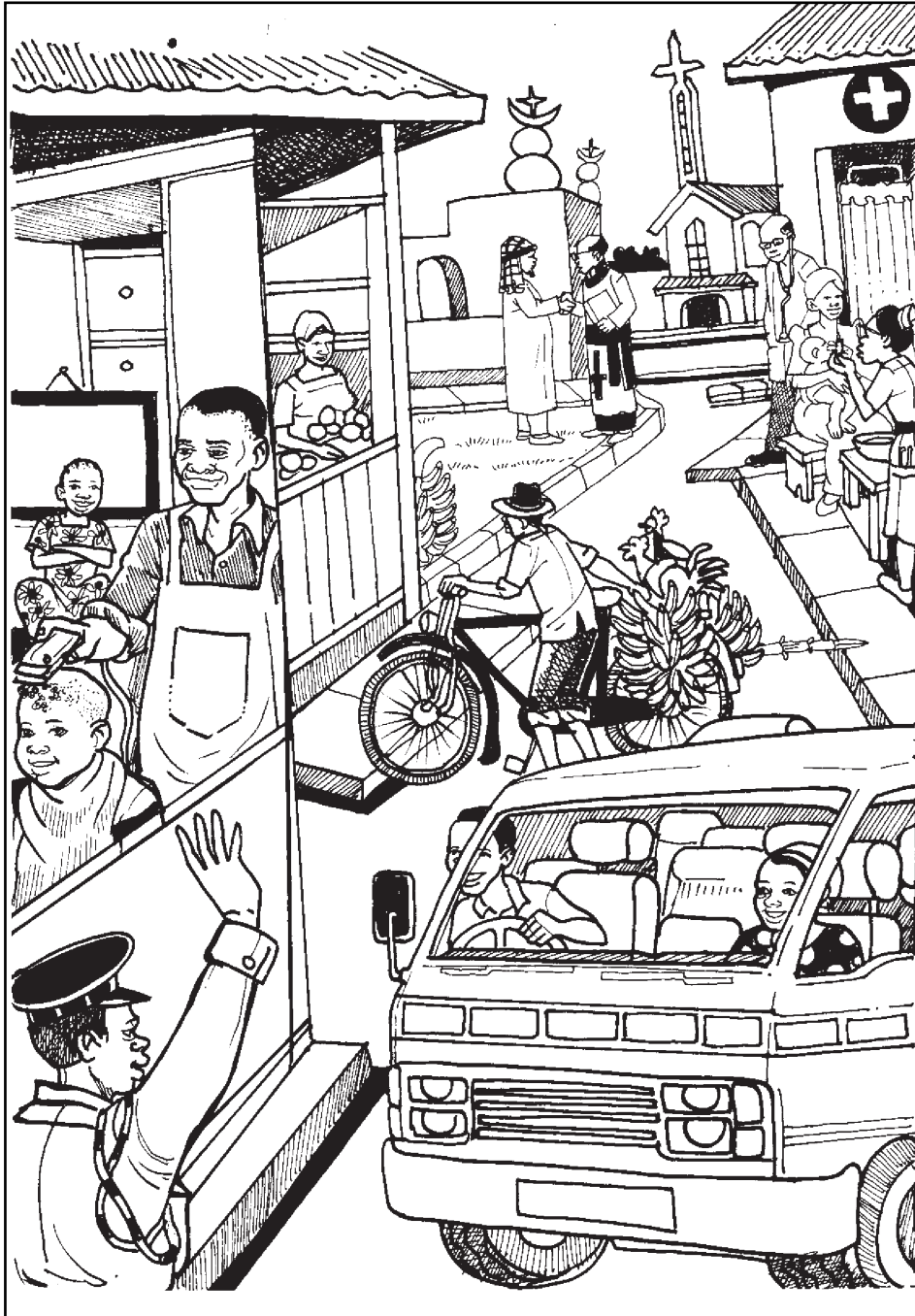
**L2:** Tells a meaningful story to the class with confidence.

**L1:** Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.



# Weekly Lesson Support

## Term 2 Lessons




## 5 Alökalöka më piny

# Literacy 1 and 2

## Day 1

ö      ö



köt      öny      öt

Jöllö pii köt tük.  
Köt dök cök öny.  
Pii köt öjötö öt.

ö ö ö ö ö

Term 2 - Cakö më 1 - Nökö më 1

## Literacy 1

### New Letters and Review Chart

Ö      ö

a	o	i	ö
wa	wo	wi	wö
da	do	di	dö
ca	co	ci	cö

**Thematic Question:** Pijnö omiö danö myero bed kede jec ikom alökalöka më piny?

### Beat the Words

köt

öny

öt

## Literacy 2

### Letter Formation Phrase

Ö = Ka icöyö 'Ö' adwong, ilünjü nöt adwong itë tönnö tön aryö iwie.


ö = Ka icöyö 'ö' atidī, ilünjü not atidī itë tönnö tön aryö iwie.

### Spelling Practice

wö, dö, cö, cök, cön

## Day 2

Köt obalö moo



Aya aworo omoö amaido. Piny onwojo obedo pöpöl. Köt obino tē öny awanjē acēl. Kötī ocwee i yamö tē möllö amaido.

ö ö ö ö ö ö ö ö

Term 2 - Cakö më 1 - Nökö më 2

## Literacy 1

**In the Text Question:** Aya aworo otimö njö?

**In My Mind Question:** Ka onwojo yin ibedo Aya, onwojo itimmö njö amē köt omölö amaido?

## Literacy 2

**Story Idea:** Tam i cökö atin, ayaa ikom apeny agēca, otinökwan openyo ikom gin abino timērē i cökö i buk otinökwan iyī agikki pwonynyo kwan.

Term 2 Week 1

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Ë      ë	o	i	ö	ë
	wo	wi	wö	wë
	do	di	dö	dë
	co	ci	cö	cë

**Thematic Question:** Jami aňö amë kelo alökalöka më piny?


#### Beat the Words

a-ryëny

a-këc

a-tëk

Ë      ë



aryëny      këc      atëk

Cerj tye aryëny akëc.  
Kado këc i dekki pat.  
Cerj ryëny atëk i oro.

Ë    Ë    Ë    Ë    Ë

Term në 2    Cëllë në 1    Një në 3

### Literacy 2

#### Letter Formation Phrase

Ë= Ka icöyö 'Ë' adwoň, cöö acël itë kubbu wie dwökkö i nyime cïyö dyërë dwökkö i nyime kede kubbu tyene dwökkö inyime itë doň tönnö wie aryö.

ë= Ka icöyö 'ë' atïdï, icöö nukta 'c' itë gommo wie dwoggo cen.

#### Spelling Practice

we, dë, cë, wëc, ocëdö

### Literacy 1

**In the Text Question:** Dö onwoňo omïö piny njic?


**In My Mind Question:** Dö onwoňo römö timërë ka Aya rik pe cök amaido?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyï agikki pwoňnyo kwan.

## Day 4

Köt obalö moo



Odikko mërë piny onwoňo obedo kököt  
Köt obedo njido a piny njic atëk. Cerj të ryëny akëc awaňacël. Aya të cëkkö amaido okö.

ë    ë    ë    ë    ë    ë

Term në 2    Cëllë në 3    Një në 4

5 Alökalöka më piny

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		o	i	ö	ë
Ö	ö	wo	wi	wö	wë
Ë	ë	do	di	dö	dë
		co	ci	cö	cë

#### Beat the Words

köt  
a-ryëny

öny  
këc

öt  
a-tëk

#### Sentence Assessment

1. Köt dök cök öny.
2. Pii köt ojötö öt.
3. Ceŋ tye aryëny akëc.

### Literacy 2

#### Letter Formation Assessment

Öö, Ëë

#### Spelling Assessment

wö, cë, cön, wëc, ocëdö  
wa wö wi wë  
cöc, con, wëc, ocëdö

## 5.1 Jami amë kelo alökalöka më piny

# News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

### Model News Drawing

The teacher walking behind an old woman with a basket of tomatoes on her head. Also include clouds and wind.

### Model News Story

Yesterday when I was walking home from school I saw an old woman ahead of me. She was carrying a basket full of tomatoes on her head. A strong wind blew the basket from her head. I ran quickly and picked up the tomatoes for her. She was very happy and gave me some tomatoes to take home for my supper.

### References

#### NPSCU Teacher's Guide

- Competencies, page 81
- Sample scheme of work, page 222
- Lesson Plan Guidelines, pages 225-226

#### NPSCU Curriculum

- pages 29-31

### Traditional Text

#### Koc

Pipit itë oryang.  
Agam: Pïcü

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Atat kede ikwaë

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny itë kobba ñö omiö otĩnö marö tatö gĩ.

#### Dul cëkö më acël

Acen gĩnnĩ Opio owoto tunña tatö gi, tatö gĩ tē kwayö gĩ nĩ kõj owekke pii. Acen tē kwayö tatö gĩ nĩ kõj cëkkĩ gĩ icĩna. Atat tē yee tē cakö cëkkö nĩ amanë. Ikarë mörö kec onwoño opoto atëk i Dwe më abicël amë Lanjo lwoño nĩ odũñë. Papö gĩ kede toto gĩ onwoño wii gĩ ocunj irik bala cawa oballë piën gin a myero oket i cĩj otĩnö gĩ më acama onwoño pe. Akadĩ do bed bala piñ onwoño otwö, Aya kwëttë i teko mërë ducu më ñwëddö potdëk amë oönyö ajöña ëka otĩnö tē botto. Papö gĩ onwoño yelle më möyö obatö i lum më atot-ya otĩnö banj ëntö nwoño obedo gin atëk.

#### Story Outline

**Guti kop a kwakö cëkö:**

Atat yikö cem a mĩt.

**Kop amë kelo nianö:**

Atat cëkö icĩna a mĩt amë miö wa onyëro atëk.

**Kop amë kelo nianö:**

Atat kweo cuny wa ka yĩ wa tye awañ.

## Oral Literature

### Dul cëkö më aryö

I nïnö mörö acël, atat gĩ tē limmö pacu. Ęn otero wit cem apapat amē oyeo i dwoŋo. Otinö-ca tēkkĩ nēnō tatō gĩ i tap orĩŋō kede lēlō më wot jöllē.

Toto gĩ dan tē jöllō tatō gĩ ēka tē gammō yec i wie tero i öt. Ęn obin otedo cem ēka tē cēllō abanyjala amīt-mittörō. Otinö-ca tē cammō dēk otē yeŋ nadi. Tatō gĩ onwoŋo marō gĩ atēk dan onwoŋo kweo cuny gĩ ka yĩ gĩ tye awaŋ.

Aya, Apap, amin, omin kede Abadwoŋ ducu marō Atat. Yĩ Acen kede Opio obedo ayom ēka otē kobbo nĩ, "Omar wunu tatō wa piēn gĩn gwökō yotkom kede yomoro yĩ wa.

Vocabulary Words	
odũŋē	ŋwēddō abanyjala
In the Text Questions	In My Mind questions
1. Dō amē atat onwoŋo amittō nĩ Acen kede Opio timmē?	1. Apat kede Atat, jō mēnē amē nwoŋere pacu?
2. Dō amē Acen kede Opio amittō nĩ Atat timmĩ gĩ?	2. Bēr icina obedo ŋō bot wa?

## 5 Alökalöka më piny

# Literacy 1 and 2

## Day 1

E e



kec otero oweko

Maca obedo dërö kec.  
Aya kwörö jami otero.  
Adongo oweko moggo tye amoyo.

E E E E E

Term 2 - Cakö nê 2 - Nêd nê 1

## Literacy 1

### New Letters and Review Chart

E e

i	ö	ë	e
ki	kö	kë	ke
ni	nö	në	ne
ci	cö	cë	ce

**Thematic Question:** Pijnö omïö danö myero bed kede rjec ikom alökalöka më piny?

### Beat the Words

kec

o-de-ro

o-we-ko

## Literacy 2

### Letter Formation Phrase

E = Ka icöyö 'E' adwoŋ, cöo acël itë kubbu wie dwökkö i nyime ciyö dyere dwökkö i nyime kede kubbu tyene dwökkö inyime.


e = Ka icöyö 'e' atidï, icöo nukta c itë gommo wie dwoggo cen

### Spelling Practice

Ke, ne, ce, nen, kec, nek

## Day 2

Kal ocëk atëk



Kal Opio gi ocëk atëk.

Kal Opio gi ocëk atëk. Onywal gi tye akayö. Opio gi tye akayö kal. Gin pe twëro wekko tyekko.

e e e e e

Term 2 - Cakö nê 2 - Nêd nê 2

## Literacy 1

**In the Text Question:** Opio gi tye atimmö rjö?

**In My Mind Question:** Ka yec dwoŋ atëk, itimö rjö me miyö wekere?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cëkö i buk otinökwan iyï agikki pwonynyo kwan.

Term 2 Week 2

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart


M	m	ö	i	ë	e
		mö	mi	më	me
		dö	dö	dë	de
		cö	cö	cë	ce

**Thematic Question:** Tic anjö amë jö tio ikare apapat amë lübërë kede aloka më piny?

#### Beat the Words

o-ma-kö                      wu-mu                      wum-cönj

M                      m



omakö                      wumu                      wumcönj

Apur omakö kwëri abër.  
Apur wumu koti kede kwëri.  
Wumcönj apur tye anen.

M M M M

Tiem në 2    Cahë në 2    Një në 3

### Literacy 2

#### Letter Formation Phrase

M = Ka icöyö 'M' adwoj, icöö acël itë wayö dwoggo pñj i dyere, itë dwökkö malu itë dök dwoggo pñj.  
m = Ka icöyö 'm' atidi, icöö acël itë kullu wie dwoggo pñj, itë lübbü dwökkö malu, itë kuddu dwökkö tünjem itë dwökkö pñj.

#### Spelling Practice

Me, më, mö, mëdö, mëd, cëd \_\_\_\_\_

### Literacy 1

**In the Text Question:** Da okönyö Opio gi wekko kal?


**In My Mind Question:** Ka rik Atim pe köny Opio gi kede wekko kal, itamö ni gin rik atimmö nõ?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyï agikki pwonynyo kwan.

## Day 4

Kal ocëk atëk



Atim okönyö Opio gi wekko kal të tum.  
Opio kede Acen olëlö atëk.

m m m m m m

Tiem në 2    Cahë në 2    Një në 4

5 Alökalöka më piny

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		ö	i	ë	e
M	m	mö	mi	më	me
E	e	dö	di	dë	de
		cö	ci	cë	ce

#### Beat the Words

kec  
o-ma-kö

o-de-ro  
wu-mu

o-we-ko  
wum-cöŋ

#### Sentence Assessment

1. Maca obedo dërö kec.
2. Apur omakö kwërī abër.
3. Apur wumu koti kede kwërī.

### Literacy 2

#### Letter Formation Assessment

E, e, M, m

#### Spelling Assessment

ke, ne, ce, me, më, mö  
nen, kec, nek, mëdö, mëd, cëd

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of people gardening.

### **Model News Story**

My favorite time of the year is the rainy season. The rain washes the dust off everything. Sometimes when it rains in the morning, the sun shines in the afternoon. This is a season when every household in my village starts planting potatoes, maize, millet and sorghum.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, page 81</li><li>• Sample scheme of work, page 223</li><li>• Lesson Plan Guidelines, pages 235-243</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Pages 29-30</li></ul>

### **Traditional Text**

#### **Wer**

Köt cwe me abantij oo,  
Köt cwe me abantij oo.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## 5 Alökalöka më piny

# Oral Literature

## Kamadeŋa ool iyï aluka

**Apeny më yabbö ŋec:** Akwannö cëkö mörö kan, lĩŋ iwiny wunu ëka itë kobba wunu ŋat amë obedo acat düka.

### Dul cëkö më acël

Ninö mörö acël, kamadeŋa obin ool atëk iyï aluka. Ën onwoŋo obedo acat düka oywek amë ömö jami mërë i döŋ nam. Köt obin ocwee atëk. Pii tē poŋ amë ka anyöna pe. Dïcö kede koyo obin oridö leyi idöŋ nam. Kamadeŋa onwoŋo owoto më ömmö jami kede lori mërë. Lori mërë-ni onwoŋo pëk tē dit amë omaö yoo ducu. Ikarë amë ën tye adwogo, otöka mërë obin omoko okö iyï aluka.

Kamadeŋa ogöö tītīt pī mīyö ŋec baŋ jö më wëk wot könyë. Owil apol amë wilö jami i düka mërë obino otë nënö ŋö otimërë. Iyï akina jö obino obedo Akanyaŋö, Möri kede Owewek. Gĩn onwoŋo otöka omoko atëk amë gĩn pe orömö coro kede yec i yie. Otë cakkö wot gĩn okö wëkkö otöka kanno. Kamadeŋa obakö döŋë bot gĩ. Ën okobbi gĩ ni otim bër okönyë wöttö otöka mërë iyï aluka. Gĩn ocuŋ otë tammö, kica tē makkö gĩ ikom kamadeŋa.

### Story Outline

#### Jö i cëkö:

Kamadeŋa, Akanyaŋö, Möri, Owewek

#### Ka cëkö:

I dye-yoo a cök i döŋ nam

#### Gin otimërë:

Akanyaŋö gĩ obino coro otöka; oweko gĩn yec; ocoro gĩn otöka; otöka omwoc i ŋwëc; Kamadeŋa odwogo tē cüllü oticcere.

Term 2 Week 2

## Oral Literature

**Apeny agëca:** Itamö nĩ kamadëña otimö nõ pi kwanynyö otöka mërë iyĩ aluka?

### Dul cëkö më aryö

Akanyanjö okwaö nĩ gol yec iyĩ otöka piñ më wëk gĩn acalö otëka më yec owek oter pacu. Won yec oye nĩ gol yecçerë piñ iyĩ otöka. Owek yec ogolo yec ökö. Kop më cül pe të bedo abër. Acat düka të miyö gĩ cente a gëdë mëicël. Ogol yec të kwërö wekko yec ökö më tero pacu. Kamadëña dök të bakkö dögë. Jöni të yee wekko jami mërë tero pacu. Jö mögö onwël atëk obin owötö otöka ökö iyĩ aluka. Amë gĩn pwod tye acoro, otöka obin oputte i njwëc yitu mërë të duny a njwee atëk.

Yĩ ocor otöka obin owanj atëk, piën njwec gin-naca onwoño tye bala yamö a njwee më yic. Gĩn omukere më makkö Kamadëña, ëntö adwoñ-ni obin onweco të lanynyö gĩ ökö. Awaka më otöka amë onwoño Kamadëña tye kede të gik nĩnö nono. Icennërë, Kamadëña obin odwogo të kwayö kica bot jö okönyë. Ën të cüllü gĩ ducu.

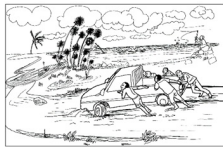
Pwony a nwojere i cëkö: Mar könynyö jö amë okonyi i pëkö.

Vocabulary Words	
omwoc	gëdë
	onwël
In the Text Questions	In My Mind questions
1. Nö amë obin obalö yoo omiö otöka të moko?	1. Gin anjö okënë amë njwece njwe?
2. Acat duka-ni nyiñe ña?	2. Itamö ni ën cato jami anjö?

# Literacy 1 and 2

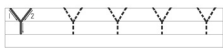
## Day 1

Y      y



yoo      yea      yuttu

Yoo oballë atëk.  
Danö tye akwarjgö yea.  
Cöö marö yuttu rëc.



Tam më 2    Cöö më 3    Nöb më 1

## Literacy 1

### New Letters and Review Chart

Y      y

e	ë	ö	i
ye	yë	yö	yi
me	më	mö	mi
de	dë	dö	di

**Thematic Question:** Dö amë ntu nı piny olökëre?

### Beat the Words

yo-o

ye-a

yut-tu

## Literacy 2

### Letter Formation Phrase

Y = Ka icöyö Y, cöö aric i tuŋcam i malu itë cöyö ryac i malu naka pıŋ.

y = Ka icöyö 'y' atıdı, icöö acël acek ituŋcam, itë cöyö acël olenjere ituŋcem itë rwattö kede acël acek, itë wayö tyënë abor.

### Spelling Practice

ye, yë, yö, yi, yede, mëdö, yid

## Day 2

Yoo oballë



Opio kede Acen tye awot i cukul. Pii opoj adwoj i yoo cukul. Gin tye alworo göllö pii. Cawa më cukul darj odjö gi.



Tam më 2    Cöö më 3    Nöb më 2

## Literacy 1

**In the Text Question:** Dö arac iyoo cukul Opio gi?

**In My Mind Question:** Ka inwoŋo pii opoj oŋölö yoo, itimö ŋö?

## Literacy 2

**Story Idea:** Tam i cökö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cökö i buk otinökwan iyı agikki pwonynyo kwan.

### 5.3 Adwoggi kede kite më gwökërë iyî alôkalôka më pîny

## Literacy 1 and 2

### Day 3

### Literacy 1

#### New Letters and Review Chart


B	b	e	ë	ö	i
		be	bë	bö	bi
		ye	yë	yö	yi
		ke	kë	kö	ki

**Thematic Question:** Pînjö jö myero gwökërë iyî alôkalôka më pîny?

#### Beat the Words

bor                      ba-pö                      bër

B                      b



bor                      bapö                      bër

Icöö a bor tye akwaṅ.  
Danö bapö pii ka akwaṅ.  
Kwaṅ bër ka iṅeo.

**B B B B B**

Term 2    Cabb 3    Nhd 3

### Literacy 2

#### Letter Formation Phrase

B = Ka i cöyö 'B' icöö acël, igülü i malu, igülü i piṅ.  
b = Ka i cöyö 'b' atidî, icöö acël ite güllü inyime ipipîṅ.

#### Spelling Practice

be, bë, bö, bëkö, yibe, kebe

### Literacy 1

**In the Text Question:** Dö okönyö Opio gî njöllö pii?


**In My Mind Question:** Ka papö Opio gî rik pe köny gî, itamö nî gîṅ rik otîmmö njö?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otînökwan openyo ikom gin abino tîmërë i cëkö i buk otînökwan iyî agikki pwonynyo kwan.

### Day 4

Yoo oballë



Gum Opio kede Acen onwojo dwor. Gin onëñö papö gî tye abino. Yi gî të bedo ayom. Papö gî okönyö gî i njöllö pii.

**b b b b**

Term 2    Cabb 3    Nhd 4

5 Alökalöka më piny

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		e	ë	ö	i
B	b	be	bë	bö	bi
Y	y	ye	yë	yö	yi
		ke	kë	kö	ki

#### Beat the Words

yo-o

ye-a

yut-tu

bor

ba-pö

bër

#### Sentence Assessment

1. Yoo oballë atëk.
2. Danö tye akwanjō yea.
3. Kwanj bër ka injeo.

### Literacy 2

#### Letter Formation Assessment

Y, y, B, b

#### Spelling Assessment

ye, yë, yö, yi, be, bë, bo, bi  
yede, mëdö, yid, bökö, yibe, kebe

### 5.3 Adwoggi kede kite më gwökërë iyï alökalöka më piny

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a person irrigating crops and cows drinking from a reservoir.

#### **Model News Story**

In my village, there was a terrible drought. The cattle did not have enough water to drink and many died. The village leaders decided to build rain reservoirs so that even if the rain didn't come, we would have enough water stored for irrigating the crops and for cows to drink.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, page 81</li><li>• Sample scheme of work, page 223</li><li>• Lesson Plan Guidelines, pages 235-243</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Pages 29-30</li></ul>

#### **Traditional Text**

##### **Wer**

Da kara ocamö tongwënö Ayekko. (x2)  
Ka an acamö töngwënö Ayekko.  
Pii nam-mï tera gita okö i yee yee.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Can pii opoto

**Apeny më yabbö ɲec:** Akwannö cëkö ikom kit amë leyi otucu i pii. Winy abër itë kobba lee obin otuco pii?

#### Dul cëkö më acël

Ikarë mörö can pii obin opoto. Leyi ducu obin omoko tam më tuccu pii. Adonj ninö më tuccu pii orömö, leyi ducu të bino i tic. Apwö pe të bino. Ēn pe daŋ ocwalö ɲec. Pe daŋ okwaö kica pi keŋɲërë. Tic obin ocakërë kun lee acëlacël bino të nyönnö kan amë atuccu iyë pii. Lyëc ën oyabö lek kun wero nĩ, “An Lyëc ka nyön pii, pii nĩ bwal. Pii-nĩ okwërö tuc okö, pii nĩ bwal.”

Akadi kono bed nĩ lyëc dit të pëk, pii gite pe obin otuc. Leyi adöŋödöŋö mögö otëmö ëntö pe olarë. Opuk awoto momotti të nyönnö pii kun wero nĩ, “An Opuk ka nyön pii, pii nĩ bwal.”

Pii të cakkö modo okö. Agogo, okatto i lek kun wero nĩ, “An Agögö ka nyön pii, pii nĩ bwal. Pii nĩ okwërö tuc okö, pii nĩ bwal”.

Agögö të tuccu pii okö. Yĩ leyi obedo ayom atëk. Gĩn omatö pii otë katto kede cĩk pi jö bala Apwö amë pe otio nĩ myero pe twöm pii akadi acël. Leyi obin oyërö Lyëc më kürü dög pii. Gĩn oyërö Lyëc piën ën pëk të dit i bĩm.

#### Story Outline

**Jö i cëkö:**

Opuk, Agögö, Lyëc, Apwö kede leyi okënë

**Ka cëkö:**

Dög kulu

**Gĩn otimërë:**

Leyi tye atucco pii; Apwö otweo Lyëc te pwoddo atëk. Apwö okwalö pii; Opuk omakö Apwö tye akwallö pii.

### 5.3 Adwoggi kede kite më gwökërë iyï alökalöka më piny

## Oral Literature

**Apeny agëca:** Itamö nï Apwö otimö nõ më twömmö pii-nï?

#### Dul cëkö më aryö

Apwö owinyo nï leyi otucu pii. Apwö të bino okö opökö mërë më twömmö pii. Ën obino danj i möökic. Lyëc onwojo opono okö. Apwö të katö cakkö twömmö pii okö. Lyëc të wot penynye nõ amë ën tye atimmö i dög pii. Apwö të gammë nï ën etye enënnö kit amë pii tye kede këkën. Ën okobbi Lyëc nï ën pe ematö kodi pii- no. Ën të kobbi Lyëc nï ominna kõj ibil pii amë an amatö. Apwö të miyö Lyëc kic.

Lyëc obilö të nwojjo lım të gammö dögë kun kwaö Apwö nï, “Kõj dök imëdda ba pii ni-no, mıt tütwal.” Apwö të kobbe nï cik më pii mërë-no tye nï ka imattö myero twei okö i kor-yat. Lyëc të yee okö oyotoyot nï Apwö twee. Apwö të tweyo Lyëc okö i kor-yat. Ën të burje a tøk kun wëkë i kor-yat. Ën otwömö pii të wot alwöm.

Pwony a nwojere i cëkö: Abwönë rac.


Vocabulary Words		
modo	bwal	alwöm
In the Text Questions	In My Mind questions	
1. Lee mënë amë pe obin owoto i tuccu pii?	1. Ka onwojo ibedo Lyëc, onwojo i timmö nõ?	
2. Da amë obin otucu pii?	2. Lee mënë imarö i cëkö-nï? Pi nõ omiö imarö lee-no?	

## 6 Awano kede yore më gënjö

# Literacy 1 and 2

## Day 1

Ny ny



nyakö nyönö onyötö

Awura owanjö cîj nyakö.  
Okelo nyönö gali adwir.  
Cupa otbö onyötö tyen awobi.

Ny Ny Ny Ny

Term 2, Cakö në 4, Nöb në 1

## Literacy 1

### New Letters and Review Chart

Ny ny

e	ë	ö	i
nye	nyë	nyö	nyi
be	bë	bö	bi
ye	yë	yö	yi

**Thematic Question:** Danö ka owannë, okönyö nîjö?

### Beat the Words

nya-kö

nyö-nö

o-nyö-tö

## Literacy 2

### Letter Formation Phrase


Ny = Ka icöyö 'Ny' icakö cöyö 'N' onyo 'n' itë cöyö 'y' atîdi injete më tunjem.

### Spelling Practice

nye, nyë, nyo, nyëbö, yënyö, nyöbö

## Day 2

Dyël orëtö Opio



Opio olîmë onywal atoto gi. Ën onwojo omakö dyegi më atwea. Apapadwong occur tye anënnö. Nyök dyël a dit owaë i gupu. Ën të rëttë pîj ataro.

ny ny ny ny ny

Term 2, Cakö në 4, Nöb në 2

## Literacy 1

**In the Text Question:** Dö obin orëtö Opio?

**In My Mind Question:** Ka dyël oreti itîmë njö?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otînökwan openyo ikom gin abino timërë i cëkö i buk otînökwan iyî agikkî pwonynyo kwan.

Term 2 Week 4

## Literacy 1 and 2

Day 3

### Literacy 1

#### New Letters and Review Chart

U	u	u	i	ë	ö
		nyu	nyi	nyë	nyö
		bu	bi	bë	bö
		yu	yi	yë	yë

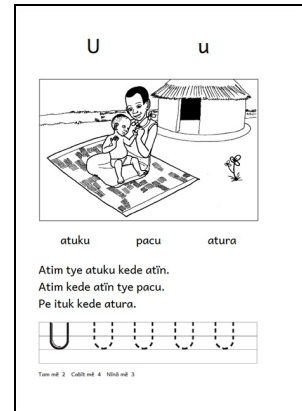
**Thematic Question:** Awano anjö amë danö römö nwojo iyì pacu?

#### Beat the Words

a-tu-ku

pa-cu

a-tu-ra



### Literacy 2

#### Letter Formation Phrase

U = Ka icöyö 'U' icakö cöyö acel, itë güllü tërë dwökkö malu.

#### Spelling Practice

nyu, nyi, nye, nyöyë, nyöyö, buyu

### Literacy 1

**In the Text Question:** Da obin okönyö Opio?

**In My Mind Question:** Köny anjö amë omiö danö amë owannë?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tïmërë i cëkö i buk otinökwan iyì agikki pwonynyo kwan.

Day 4



Term 2 Week 4

6 Awano kede yore më gënjö

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		u	i	ë	ö
Ny	ny	nyu	nyi	nyë	nyö
U	u	bu	bi	bë	bö
		yu	yi	yë	yö

#### Beat the Words

nya-kö

nyö-nö

o-nyö-tö

a-tu-ku

pa-cu

a-tu-ra

#### Sentence Assessment

1. Awura owarjo cïj nyakö.
2. Okelo nyönö gali adwir.
3. Pe ituk kede atura.

### Literacy 2

#### Letter Formation Assessment

Ny, ny, U, u

#### Spelling Assessment

nye, nyë, nyi, nyö, nyu, nyëbö, nyënyö, nyöbö, nyöyë, buyu, nyöyö

## 6.1 Awano iyï pacu kede yore më gënjö

### News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a mother and child with a candle burning.

#### **Model News Story**

In my home, we never keep a lighted candle in a room without an adult. I found this very annoying. But later I heard about a family where the children were seriously burned when a lighted candle burned their mattress.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, page 81</li><li>• Sample scheme of work, page 224</li><li>• Lesson Plan Guidelines, pages 244-253</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Pages 30-31</li></ul>

#### **Traditional Text**

##### **Lemo**

Mac yin i ger.  
Iwanö danö iwanö.  
Pala yin ibit.  
Injölö danö iwanö.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## 6 Awano kede yore më gënjö

# Oral Literature

## Gënjö löö canjö

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan, lĩj iwĩny itë kobba awano më yĩ pacu kede kite më gënjö gĩ.

### Dul cëkö më acël

Onywal Opio gĩ bër. Omarö otĩnö gĩ. Omarë këngĩ daŋ. Gĩn ogwökere kede daŋ ogwökö Opio gĩnnĩ Acen abër ikom awano më pacu. Jö turj Opio gĩ doŋ pwod ɲeo kite më gënjö awano më yĩ pacu. Papö Opio gĩ marö wot i poto i kwëri, paŋŋa kede töŋ. Ka odwogo i poto, tero jami a bit ducu iyĩ öt. Rwakö gĩn ducu malu i waŋ öt. Ęn ɲeo nĩ ka ewëkö ökö, Opio kede Acen atuku kede tē wannö gĩ. Onywal Opio gĩ daŋ mwol. Gĩn ducu pe bürö onyo redo iwii otĩnö gĩ.

Inĩnö mörö acël toto Opio gĩ obarö yen tē bollo lëë okö ataa. Acen tē bino kwanynyö lëë cakkö tuku kede okö. Acen onwoŋo tye abüccü tonjjo tyënë kede lëë. Pappërë tē nënnë okö. Otamö nĩ elwoŋ Acen kede büra, etë pyello pĩŋ etë göyö kede lüt atëk. Ęntö pe otĩmö amanno. Ęn olwoŋo Acen i mwolo nĩ, “Acen atĩnna, ket lëë pĩŋ, awanni.” Ęn tē wot kwanynyö lëë tero i öt jokon kan amë tota Acen onwoŋo tye iyë. Iyonge, Ęn tē cikkë nĩ ka otyeko tic kede lëë myero ter i öt tē ketto malu kan amë otĩnö pe tuno iyë.

### Story Outline

#### **Guti kop a kwakö cëkö:**

Yore apapat me gwokërë ikom awano iyĩ pacu.

#### **Kop amë kelo niaŋö:**

Onywal Opio gĩ ɲeo gwökkö jami amë kelo wano.

#### **Kop amë kelo niaŋö:**

Opio gĩ daŋ ɲeo gwokërë ikom awano më yĩ pacu.

## 6.1 Awano iyī pacu kede yore më gënjö

# Oral Literature

### Dul cëkö më aryö

Bedo tuŋ Opio gĩ onwongo mĩt a pe twërë piën onywal gĩ onwongo pe daa daŋ pe olwënyö. Ka ballörö tye, otyeko i yore abër. Ka Opio kede Acen otĩmö bal, gĩn pe bürö gĩ. Pe daŋ opwodo gĩ. Gĩn pe pwodo gĩ pi gënjö awano. Opio kede Acen wör të mwol. Gĩn winyo kop. Ka otimö bal, okwaö gĩnĩ kica. Onywal gĩ daŋ të tĩmmö gĩ kica. Gĩn wörö twërö otĩnö gĩ atëk.

Onywal gĩ ryëk tutwal. Gĩn kanö yen amwönya okö i kabat. Oceggo kabat okö kede kupulu. Gĩn tĩmö kitti më gënjö yen i wannö onyo nekkö otĩnö gĩ piën ka onwoŋo kan alër otë mwönynyö kelo bal. Ogwökö otĩnö gĩ daŋ i mac. Man piën mac waŋö danö të wannö onyo naka i nekkö. Opio gĩn Acen daŋ otio tic amë pe miö gĩn kede onywal gĩ onwongo awano iyī pacu gĩ.

Pwony a nwoŋërë i cëkö: Gwökërë iyī awano bër.

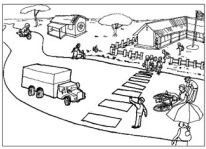
Vocabulary Words		
gwokëre	genŋo	wannö
In the Text Questions	In My Mind questions	
1. Bër onywal Opio gĩnĩ Acen tye niŋö?	1. Piŋö myero onywal pe tubere?	
2. Papö Opio gĩnĩ Acen tĩmö ŋö ka odwogo i poto?	2. Itamö ni jami mënë apat amë Acen gĩ tĩmö më gënjö awano më yĩ pacu.	

## 6 Awano kede kite më gënjö

# Literacy 1 and 2

## Day 1

ö      ö



arjöllö      otöka      akönynyö

Otinö tye arjöllö yoo.  
 Polici tye ajökkü otöka.  
 Polici tye akönynyö danö orëttë.

ö ö ö ö ö

Term 2 - Cakö nit 5 - Nökö nit 1

## Literacy 1

### New Letters and Review Chart

Ö      ö

ö	u	e	ë
nyö	nyu	nye	nyë
bö	bu	be	bë
yö	yu	ye	yë

**Thematic Question:** Danö ka owannë okönyö niñö?

### Beat the Words

a-rjöl-lö

o-tö-ka

a-köny-nyö

## Literacy 2

### Letter Formation Phrase

Ö = Ka icöyo 'ö' ilüñü not itë tönnö tön aryö iwie.


ö = Ka icöyo 'ö' atidï, ilüñü not atidï itë tönnö tön aryö iwie.

### Spelling Practice

nyö, bö, yö, yënyë, yöë, bëyë

## Day 2

Acen obwöt i püt



Acen olwii i cukul. Èn të cop kede Mitawii.  
 Èn ocakö ryëmmö Acen. Acen orjwëcö  
 adwir kede redo.

ö ö ö ö ö ö ö

Term 2 - Cakö nit 5 - Nökö nit 2

## Literacy 1

**In the Text Question:** Acen obin onworo ña iyoo?

**In My Mind Question:** Rac a lwii i cukul obedo ñjö?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyï agikkï pwonynyo kwan.

Term 2 Week 5

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

G	g	ö	u	e	ë
		gö	gu	ge	gë
		nyö	nyu	nye	nyë
		bö	bu	be	bë

**Thematic Question:** Myero itim nõ më gënjö awano iyo?


#### Beat the Words

gu-du

gwëc

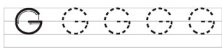
gwë-yö

G                      g



gudu                      gwëc                      gwë-yö

Tuku i gudu kelo awano.  
Ocan marö gwëc i gudu.  
Gwë-yö odilo kõnyö i yotkom.



Term në 2    Cabbë në 5    Një në 3

### Literacy 2

#### Letter Formation Phrase

G = Ka icöyö 'G' adwoŋ, iömö imalu itë güllü yïë dwoggo tuŋcem itë dwökkö tyënë malu atitidï itë doŋ riyo tyënë no.

g = Ka icöyö 'g' atidï, ilünü not itë dwoggo tyënë piŋ itë güllü anönök dwökkö tuŋcam.

#### Spelling Practice

go, gönyö, gubu, bögö

### Literacy 1

**In the Text Question:** Jö obin otero Miawii kwene?


**In My Mind Question:** Itamo nï nõ obin otimëre ikom Miawii i polici?

### Literacy 2

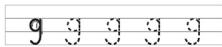
**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cëkö i buk otinökwan iyï agikki pwonynyo kwan.

## Day 4

Acen obwöt i pit



Jö oriŋgo më kõnyö Acen. Omakö Miawii i panja kede puku mërë. Jö otwe nï kiŋ kede töl. Giŋ të tere i polici.



Term në 2    Cabbë në 5    Një në 4

6 Awano kede kite më gënjö

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		ö	u	e	ë
G	g	gö	gu	ge	gë
Ö	ö	nyö	nyu	nye	nyë
		bö	bu	nye	nyë

#### Beat the Words

a-ñöl-lö

gu-du

o-tö-ka

gwëc

a-köny-nyö

gwë-yö

#### Sentence Assessment

1. Otinö tye añöllö yoo.
2. Tuku i gudu kelo awano.
3. Gwëyö odilo könyö i yotkom.

### Literacy 2

#### Letter Formation Assessment

Ö, ö, G, g

#### Spelling Assessment

nyö, bö, yö, go, yënyë, yöë, bëyë, gönyö, gubu, bögö

## 6.2 Awano i dye-yoo kede yore mē gēnjō

### News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a snake on the road.

#### **Model News Story**

One day on my way to school I saw a big snake in the middle of the road! It really scared me. Fortunately a farmer with a big hoe came by and killed the snake. Now whenever I pass that spot I always think of the snake. I take care to walk safely and stay alert when I go to school.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, Page 82</li><li>• Sample scheme of work, Page 255</li><li>• Lesson Plan Guidelines, Pages 267-275</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 33-34</li></ul>

#### **Traditional Text**

##### **Koc**

Atin ger adit mwol.  
Agam: Cun obia.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Ojok omoko iyï okütü

**Apeny më yabbö ñec:** Akwannö cëkö ikom otinö anjwën, lij iwiny itë kobba wunu nyin atin amë onwojo obedo anwaranywar.

#### Dul cëkö më acël

I wañ tic më Anywarac, onwojo tye iyë otinö anjwën a mwaka gï röröm dañ onwojo gin omarö wot i kwañ karacël. Otinö nï obedo Ojok, Opiö, Acen kede Atim. Ojok onwojo obedo anywaranywar. Ën onwojo marö nywarö owote mërë ka otye owot ginï i kwañ. Ka owote mërë otëllö yoo, ën cakö wero wer më anywar. Ka dök owote mërë ñit odor cen, ën dök të cakkö wero wer okënë me anywar. Nïnö acël amë gin onwojo otye owot i kwañ, akëmö obin omakö gï atëk. Gin të ryëmmö Ojok okö i yor gï. Gin omëddë i wot i kwañ. Ojok okwanyö yoo mërë kënë.

Ën obëö iyï lum. Amë ën pwod pe owoto abor, ën owinyo koko a winynyi amë ogürë karacël iwii yat. Koko gï onwojo tye nyuto nï ginnörö tye kakan amë gin ogürë iyë. Ojok otamö nï köñ enjad ñute enën ñö amë winynyi tye awuro wökkï. Ikarë amë ën onyikö anönök itë buñ, ën obolo wañë naka ikom twön nyallo obutu nï bim. Ojok pe dorj obin obolo wañë iyë iryö më dök nënnö nyallo.

#### Story Outline

**Guti kop a kwakö cëkö:**

Wot ikwañ.

**Kop amë kelo niañö:**

Lworo nyallo omïö Ojok omoko iyï okütü.

**Kop amë kelo niañö:**

Awoii ogweto Ojok iyï okütü.

## Oral Literature

### Dul cëkö më aryö

Ojok obin oputte i ñwëc adwîr të poo nwöñö nî emoko okö iyî okütü lanjö iyî buñ. Ojok obedo kok atëk i dwön a loño. Adwoñ Awoii amë onwoño tye adwökkö dokkere pacu onëno Ojok omoko iyî okütü a doñ tye awinyño agörö tutwal. Ën të bëö oyotoyot më könyñë. Adwoñ Awoii openye nî, “Ñö a rac?” Ojok ogammë i myëlkom nî, “Anënö nyallo, wëk ateri i kakarë.” Adwoñ Awoii të gwette iyî okütü. Ojok të tere kan amë nyallo tye iyë. Nyallo onwoño obutu i bîm mot kun yib dyañ tye ökö i dögë.

Oyotoyot, Opio, Acen, kede Atim dañ të tunu okö. Adwoñ Awoii të tittî gî gin amë otîmërë ikom Ojok. Ën onyutti gî nyallo lworo të makkö gî atëk. Okwanyö gî ducu të tero gî abor kede kan amë nyallo tye iyë. Adwoñ Awoii të kobbi gî nî myero odök wot gîñî karacël pî gënjö awano më yoo. Ojok obin okwaö kica bot owote mërë. Ën dañ të cikërë më bedo atin amë pe obedo anywaranywar.

Pwony a nwojere i cëkö: Anywar rac.


Vocabulary Words	
ogürë	nyallo                      ibîm
In the Text Questions	In My Mind questions
1. Ñö amë Ojok onwoño tye añwëccö?	1. Itamö nî owote Ojok obin okobbe ñö?
2. Da amë obin okwanyö Ojok iyî okütü?	2. Ka onwoño ibedo Onwoño itîmmö ñö?

## 6 Awano kede yore më gënjö

# Literacy 1 and 2

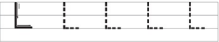
## Day 1

L      I



lwëny      alarö      aleyo

Lwëny kelo awano.  
Otîñö tye alarö dogola.  
Apwony tye aleyo tam kede otîñö.



Term 2 - Cahö më 6 - Nöb më 1

## Literacy 1

### New Letters and Review Chart

L      I

ö	u	e	ë
lö	lu	le	lë
gö	gu	ge	gë
nyö	nyu	nye	nyë

**Thematic Question:** Danö ka owannë okönyö niñö?

### Beat the Words

lwëny

a-la-rö

a-le-yo

## Literacy 2

### Letter Formation Phrase

L = Ka icöyö 'L' adwoj, icöö acël itë wayö nyime ityënë pîj  
dwökkö anyim anönök.

I = Ka icöyö 'I' atîdî, icöö acël.

### Spelling Practice

lö, gö, nyö, lölä, gönyë, gulu

## Day 2

Larö lyedi



Acen kede Atim olarö lyedi i cukul. Lyedi opüt të poto pîj. Gîñ owüttë më kwanynyö lyedi. Apwony të nënnö gî.



Term 2 - Cahö më 6 - Nöb më 2

## Literacy 1

**In the Text Question:** Acen gînnî Atim olarö njö i cukul?

**In My Mind Question:** Ka inwojo jami ni bot nattörö, itimö njö?

## Literacy 2

**Story Idea:** Tam amë pirë tæk i cëkö më tin myero yaa ikom apeny agëca amë otîñökwan odonyonyo kede ikom gin amë bino tîmërë iyî anyim i cëkö amë tye iyî buk otîñökwan iyî agikki më pwonyonyo kwan.

Term 2 Week 6

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

P	p	ö	u	e	ë
		pö	pu	pe	pë
		lö	lu	le	lë
		gö	gu	ge	gë

**Thematic Question:** Ka inwoŋo awano i cukul myero itim ŋö?


#### Beat the Words

Pi-pi-nö

o-pel-lo

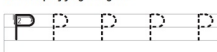
paŋ-ŋo

P p



Pipinö opello parjo

Pipinö tye i coron.  
Opio opello adwir i coron.  
Bër më parjo gin a ger.



Term 2 Cabbë 6. Nökö 3

### Literacy 2

#### Letter Formation Phrase

P = Ka icöyö 'P' adwoŋ, icöö acël itë güllü wie dwökkö tuŋcem.

p = Ka icöyö 'p' atidi, icöö acël itë güllü wie dwökkö tuŋcem.

#### Spelling Practice

pö, lö, gö, gölö, gupu, pe

### Literacy 1

**In the Text Question:** Da odweko Acen kede Atim?


**In My Mind Question:** Piŋö myero ibed abër kede awotti?

### Literacy 2

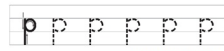
**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyï agikki pwonynyo kwan.

## Day 4

Larö lyedi



Apwony obino të dwekko gi. Ën okwanyö lyedi i piŋ. Ën daŋ të wittö alame gi. Okobbi gi ni lwëny rac.



Term 2 Cabbë 6. Nökö 4

6 Awano kede yore më gënjö

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		ö	u	e	ë
P	p	pö	pu	pe	pë
L	l	lö	lu	le	lë
		gö	gu	ge	gë

#### Beat the Words

lwëny

Pi-pi-nö

a-la-rö

o-pel-lo

a-le-yo

paŋ-ŋo

#### Sentence Assessment

1. Lwëny kelo awano.
2. Pīpīnō tye i coron.
3. Opio opello adwir i coron.

### Literacy 2

#### Letter Formation Assessment

L, l, P, p

#### Spelling Assessment

pö, lö, gö, nyö, lölä, gönyë, gulu

## 6.3 Awano i cukul kede yore më gënjö

### News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of boys playing football.

#### **Model News Story**

One day during break time the boys were playing football as usual. One boy was kicked very hard in the knee. He fell down and couldn't stand up. The deputy had to take him to a clinic on his bicycle. The boy had to stay home for several weeks.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, page 82</li><li>• Sample scheme of work, page 256</li><li>• Lesson Plan Guidelines, pages 276-283</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 34</li></ul>

#### **Traditional Text**

##### **Wer**

Apwony ogöö wii atin acël, a pe winyo kop (x2)

Atin të cammö ananaci, atin të yej kede (x2)

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## 6 Awano kede yore më gënjö

# Oral Literature

## Bedo mot bër

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny ëka itë kobba awano a tĩmërë i cukul kede kite më gënjö gĩ.

### Dul cëkö më acël

Opwonye pwonyo otĩnokwan karë ducu kede kwone awano apapat amë tye i cukul. Gĩn pwonyo otĩnö dañ kede kite më gënjö awano magi. Èntö atĩnnörö tye a nyĩñë Atim. Atĩn-nĩ doñ pwod odĩñ. Apwony jükü i bal kan inwoño dök otĩmö ën okënë kaca. Nen odikko cön amë otĩnö tye i kilacĩ apwony onwoño Atim oyitö okö iwii aemme. Apwony tẽ miyë yitto piñ mot. Apwony tẽ penynye i mwolo nĩ Atim aworo i buto kec bo?”

Atim ogamö oyotoyot nĩ pe. Apwony dök openye nĩ kara doñ ñö omiö idilo cön i kup aman iwii aemme? Atim oliñ a nõk tẽ gammö nĩ onwoño aworo akanö buk-ka kun-no. Èn okobbe nĩ yĩttö yat kelo awano ka danö orëttë iwie. Ka yori rac, irëttë naka i töö. Ka imittö cammö aemme kũr cawa añwën itë bino gwëttö kede lüt. Atim okobbi apwony nĩ pe doñ enwöyö yitö iwii yat. Apwony tẽ kobbe nĩ wot i kilacĩ. Atim tẽ cakko wot i kilacĩ, I gum a rac tẽ göddë kede kwëri onwoño obolo ataa i dogola më kilacĩ. Èn tẽ rëttë iyi kilacĩ i kurum. Otĩnö i kilacĩ tẽ lĩj itii aboño lok. Gĩn otamö nĩ apwony onwoño tye awoppo yo Atim. Acen te putte i nyërö.

### Story Outline

**Guti kop a kwakö cëkö:**

Gwökërë ikom jami amë kelo awano i cukul.

**Kop amë kelo niañö:**

Acen ogöddë kede kwëri tẽ rëttë i kilacĩ.

**Kop amë kelo niañö:**

Apwony opwonyo otĩnö kede yore më gwökërë ikom jami awano jö.

## Oral Literature

### Dul cëkö më aryö

Ën okobbi Atim nî manno kõj twenye piën ën obedo apora wök. Atim të nīayë i pīj naka i njut Acen. Lwëny të cëk i kīlacī agwaa. Oyotoyot, apwony të tunu okö. Otinö të līj dök itii. Ojok të redo i gwic, “Obaņa obëö!” Otinö të putte i nyërö awaņ acël. Otë līj gīnī dök itii!

Apwony otingo kwëri malu të kobbi otinö ducu nī jami a bit bala kwëri kede pala pwoddo pīj wanö jö. Ka itio kede myero iket kan abër amë pe römö kello awano. Lwëny daņ rac tütwal piën kelo awano onyo töö. Ën onyutti gī waņ lwët amë ocannë itë lem Acen gīn Atim.

Ën okobbi otinökwān nī jö ducu myero odikko mërë dwog amë oņadö lwët gī okö. Man bino gënjö awano kede two aramayic amë lwët olöt kelo.


Pwony a nwoņere i cëkö: Myero ogwokëre abër ikom jami amë wanö jö.

Vocabulary Words	
kwone	twenyi nīayë
In the Text Questions	In My Mind questions
1. Dö ogödö Atim të rëttö?	1. Dö okënë arömö göddö tyën danö?
2. Da oredo nī Obaņa obeo?	2. Jami abīt myero gwök kwene?

# Literacy 1 and 2

## Day 1

Gw gw



gwok ogwarö gwënö

Gwok apapadwoj ger.  
Apap ogwarö lum të tweyo i gali.  
Awuma tye aryëmmi apap gwënö.

Gw Gw Gw

Term 2, Cakö nê 7, Nêd nê 1

## Literacy 1

### New Letters and Review Chart

Gw gw

ö	u	e	ë
gwö	gwu	gwe	gwë
pö	pu	pe	pë
lö	lu	le	lë

**Thematic Question:** Bedo karacël könyö jö kede njö?

### Beat the Words

gwok

o-gwa-rö

gwë-nö

## Literacy 2

### Letter Formation Phrase

Gw = Ka icöyö 'Gw' icöö 'G' adwoj, itë cöyö 'w' atidi ilangete tunjem.


gw = Ka icöyö 'gw', icöö 'g' atidi itë cöyö 'w' atidi.

### Spelling Practice

gwö, pö, lö, gwëlë, gwëlö, gwëö

## Day 2

Apapadwoj olanyö nyu



Opio kede Acen marö atat. Gin teri Atat gi pii kede yen. Atat miö gi nyën. En të cëkkî gi icina a mit.

gw gw gw gw

Term 2, Cakö nê 7, Nêd nê 2

## Literacy 1

**In the Text Question:** Tatö Opio gi miö Opio gi njö?

**In My Mind Question:** Köny anjö amë myero mii danö amë görö?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwän openyo ikom gin abino timëre i cëkö i buk otinökwän iyî agikki pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

ĩ	ĩ	ĩ	ö	u	ë
gwĩ	gwö	gwu	gwë		
pĩ	pö	pu	pë		
lĩ	lö	lu	lë		

**Thematic Question:** Da gĩ amë bedo pacu?

#### Beat the Words

i-cĩ-na

mĩt

o-tĩ-no

ĩ                      ĩ

icina                      mĩt                      otĩnõ

Atat tye acëkkõ icina.  
Atat tye acëkkõ icina a mĩt.  
Otĩnõ tye awinyinyo icina.

Term nê 2    Cabb nê 7    Nĩd nê 3

### Literacy 2

#### Letter Formation Phrase

ĩ = Ka icöyõ ĩ adwoŋ, icöõ acël itë riyo wie kede tërë acecek itë tönnõ tön aryõ iwie malu.

ĩ = Ka icöyõ ĩ atĩdĩ icöõ acël itë tönnõ wie aryõ.

#### Spelling Practice

gwĩ, pĩ, lĩ, pĩlĩ, lĩlõ, tĩtõ

### Literacy 1

**In the Text Question:** Abadwoŋ rik owoto tĩmmõ njõ i lum?

**In My Mind Question:** Ka irwatte kede gin ager itĩmõ njõ?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otĩnõkwan openyo ikom gin abino tĩmërë i cëkö i buk otĩnõkwan iyĩ agikkĩ pwoynyo kwan.

## Day 4

Apapadwoŋ olanyõ njuu

Apapadwoŋ rik owoto mēnynyõ njwēn.  
Njuu tē pye i kome. Ēn oredo tē njwēc adwĩr.

Term nê 2    Cabb nê 7    Nĩd nê 4

7 Bedo karacël

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		ĩ	ö	u	ë
Gw	gw	gwĩ	gwö	gwu	gwë
ĩ	ĩ	pĩ	pö	pu	pe
		lĩ	lö	lu	le

#### Beat the Words

gwok

o-gwa-rö

gwë-nö

i-cĩ-na

mĩt

o-tĩ-nö

#### Sentence Assessment

1. Gwok apapadwoŋ ger.
2. Awuma tye aryëmmĩ apap gwënö.
3. Atat tye acëkkö icĩna.

### Literacy 2

#### Letter Formation Assessment

Gw, gw, ĩ, ĩ

#### Spelling Assessment

gwö, pö, lö, gwĩ, pĩ, li, gwëlë, gwëlö, gwëö, pĩĩ, lilö, titö

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

Model News Drawing
Drawing of a grandmother telling stories.

### Model News Story

I love my grandmother. She is an amazing person. Even though she is old she works hard in her garden every day. She knows how to cook all my favourite foods. I especially enjoy when she tells stories of her life when she was a girl.

References
<p><b>NPSCU Teacher's Guide</b></p> <ul style="list-style-type: none"> <li>• Competencies, page 83</li> <li>• Sample scheme of work, page 284</li> <li>• Lesson Plan Guidelines, pages 287-293</li> </ul> <p><b>NPSCU Curriculum</b></p> <ul style="list-style-type: none"> <li>• Page 36</li> </ul>

### Traditional Text

#### Carokop

Töbī löö aker.

Tyënë: Danö pe bedo kede jami ducu, ën myero nöttë kede jö okënë.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Cammö Karama

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny abër itë kobba wunu nyĩj onywal Opio kede Acen.

#### Dul cëkö më acël

Opio kede Acen obedo otĩnö amë kwanö kilacĩ acël iyĩ Akĩa Püramari Cukul. Papö gĩ nyĩj Abudon. Toto gĩ nyĩj Alimaci. Abudon bedo kede jö ture amë tye iyë otĩnö mërë kede dakö mërë. I Karama ducu, en yikö bedo abër tē bedo karacël kede wati mërë mögö. I mwaka okatö-nĩ, Opio kede Acen obin okwaö papö gĩ nĩ gĩn omittö wot cammö Karama tunja tatö gĩ kede apapadwoj amë onywalö toto gĩ. Papö gĩ okobbi gĩ nĩ gĩn pe par piën mwaka-naca, gĩn obino cammö Karama ked gĩ pacu gĩ. Amë nĩnö -naca otuno, tatö gĩ kede kwarö gĩ tē tunu cawa aryö më odikko kun oyeye kede jami më cammö Karama. Ikin gĩ, onwojo tye iyë ñwën oguru kede riño otwö. Apapadwoj kede Atat onwojo pwod otinjo Opio kede Acen i tyën gĩ dök nero gĩ dan tē tunu kede otöka pikap.

#### Story Outline

**Guti kop a kwakö cëkö:**

Onywal a toto Opio gĩ kede nero gĩ \owoto ocamö Karama tunj Opio gĩ.

**Kop amë kelo niajö:**

Wele Opio gĩ otero jami më cammö Karama.

**Kop amë kelo niajö:**

Toto gĩ \otedo kwone cem apapat, gallo waj obin obedo abër.

## Oral Literature

### Dul cëkö më aryö

Opio kede Acen të bedo i yomcuny adwoŋ. Gĩn të yaa okö i tyën Atat kede Apapadwoŋ otë cakkö gĩnĩ lëlä. Opio onwëcö të poto ikom nero gĩ. Iyonge gĩn të yitö iyĩ otöka bedo tuku iyë. Nero gĩ onwoŋo okelli gĩ amük, borŋi, delpyër kede cöda kuret abic. Toto Opio gĩ oyübü cem. Otedo rëc a dyaka, riŋo, agĩra, moggo omyënö, ocere kede kwon kal. Möö-yaö daŋ onwoŋo tye. Gĩn obedo otë cem karacël i canĩ apapat pĩ danö acëlacël kun daŋ omatö cöda.


Iyonge cem, Opio kede Acen të wero wer amë gĩn oyikö inyim wele gĩ. Nero gĩ omakö cal gĩ i cawa amë gĩn tye awer. Gĩn të bappö cĩŋ gĩ më pwöyö Opio kede Acen atëk. Nero gĩ të kobbi gĩ nĩ gĩn obedo otĩnö abëcö. Ēn të ketto tüm, jö ducu të gallö waŋ gĩ pacu kede wer lëgö.

Vocabulary Words		
omyënö	agĩra	yitö
In the Text Questions		In My Mind questions
1. Icej karama, nero Opio gĩ obino kede gi-wot aŋö?		1. Itamö nĩ Karama aŋö amë tatö Opio gĩ obin \ocamö tuŋ Opio gĩ?
2. Jö mënë amë owero i ceŋ Karama?		2. Wer aŋö amë yin imarö wero i jö i pacu wu ka idök i cukul?

# Literacy 1 and 2

## Day 1

J            j



jwatō            jō            jami

Töl më pye jwatō piŋ.  
Jō atinō tye atuku.  
Otīnōkwan tuku i jami apol.

J J J J J J J J

Term 2 - Cahō më 8 - Nōd më 1

## Literacy 1

### New Letters and Review Chart

J            j

ī	ö	u	e
jī	jö	ju	je
gwī	gwö	gwu	gwe
pī	pö	pu	pe

**Thematic Question:** Bedö karacël konyö jö kede njö?

### Beat the Words

jwa-tō

jö

ja-mi

## Literacy 2

### Letter Formation Phrase


J j = Ka icöyö J, icakö imalu itë dwoggo piŋ gommo tyënë  
eka itë riyo onyo tönnö wie kun lubërë kede ën adit  
onyo atidi.

### Spelling Practice

ji, jö, je, ju

## Day 2

Acen okönyö Opio



Opio tye atukku odilo i cukul. Ën gwëš odilo kede awobe. Awobi mörö ogödö Opio naka i rëttö. Acen onënö Opio orëttë.

J            j

Term 2 - Cahō më 8 - Nōd më 2

## Literacy 1

**In the Text Question:** Dö otimö Opio gi i cukul?

**In My Mind Question:** Ka awotti oreti, itimö njö?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinokwan openyo ikom gin abino timërë i cëkö i buk otinokwan iyï agikkï pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

T	t	ĩ	ö	u	e
		tĩ	tö	tu	te
		jĩ	jö	ju	je
		gwĩ	gwö	gwu	gwe

**Thematic Question:** Otinokwan marö tĩmmö jami anjö karacël?

#### Beat the Words

tu-nu

te-ro

tic

### Literacy 2

#### Letter Formation Phrase


T = Ka icöyö 'T' adwoŋ, cöö acël itë riyo wie imalu.

t = Ka icöyö 't' atidi, icöö acël itë gommo tyënë ipij anonok tē njöllö kore.

#### Spelling Practice

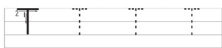
tĩ, jötö, tītö, jutu

T                      t



tunu                      tero                      tic

Pilipo tunu cön ĩkacat.  
Pilipo tero nywagi dīdik.  
Tic a pilipo obedo cattö nywagi.



Term 2    Cabb 8    Nñd 3

### Literacy 1

**In the Text Question:** Da okönyö Opio?


**In My Mind Question:** Ka onwoŋo yin ěn oreti-no, onwoŋo itĩmmö njö?

### Literacy 2


**Story Idea:** Tam i cökö atin, ayaa ikom apeny agēca, otinökwan openyo ikom gin abino tĩmērē i cökö i buk otinökwan iyĩ agikki pwoŋnyo kwan.

## Day 4

Acen okönyö Opio



Acen oŋwēcö adwir mē könyö Opio.  
Acen orumo pij ijēt Opio. ěn otirē malu mot.



Term 2    Cabb 8    Nñd 4

7 Bedo karacël

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		ĩ	ö	u	e
T	t	tĩ	tö	tu	te
J	j	jĩ	jö	ju	je
		gwĩ	gwö	gwu	gwe

##### Beat the Words

jwa-tö  
tu-nu

jö  
te-ro

ja-mi  
tic

##### Sentence Assessment

1. Töl më pye jwato pĩj.
2. Otĩnökwan tuku i jami apol.
3. Tic a Pilipo obedo cattö nywagĩ.

#### Literacy 2

##### Letter Formation Assessment

J, j, T, t

##### Spelling Assessment

jĩ, gĩ, pĩ, tĩ, jö, je, jötö, tītö, jutu

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of pupils practicing for the music contest.

### Model News Story

I always enjoy the time when the school is preparing for the music contest. I like listening to the pupils practicing. Everyone is excited about preparing for the contest. The school comes together to support the choir. It is a happy time at our school.

<b>References</b>
<p><b>NPSCU Teacher's Guide</b></p> <ul style="list-style-type: none"> <li>• Competencies, page 83</li> <li>• Sample scheme of work, page 285</li> <li>• Lesson Plan Guidelines, pages 294-301</li> </ul> <p><b>NPSCU Curriculum</b></p> <ul style="list-style-type: none"> <li>• Page 37</li> </ul>

### Traditional Text

#### Carokop

Otigo tyeko kwon.

Tyënë: Pe myero ibwön danö akadi tītīdī piën twërö konynyi.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Bedo karacël i cukul

**Apeny më yabbö ñec:** Akwannö cëkö mörö Kan, liñ iwiny itë kobba bër a bedo karacël i cukul.

#### Dul cëkö më acël

Inñö mörö acël, odikko cön, Apap, Acen kede Opio obin omakö yoo apwöt naka i cukul Akia Puramari. Apap obin onyuto Opio gïnni Acen bot apwony më kilacï acël.

Ën të kobbi apwony ni Opio gïnni Acen obedo rude. Gïn pe pokere, dañ omarö tiyo tic ducu karacël. Ën të wëkkö gi i cïj apwony. Apwony obin ojölö Opio gïnni Acen i cukul dañ të nyuti gi kilacï gi. Apwony okobbi gi më bedo abër kede otinö okënë. Yi Opio gïnni Acen obin obedo a yom yommoro piën apwony gi ojölö gi i rwöm amalu mëicël.

#### Story Outline

**Guti kop a kwakö cëkö:**

Anywal Opio gi otero gi i cukul.

**Kop amë kelo niañö:**

Apwony ojölö Opio gi i cukul.

**Kop amë kelo niañö:**

Opio gïnni Acen obedo abër i cukul.

## Oral Literature

### Dul cëkö më aryö

Amë pe otero karë, Opio kede Acen të cakkö nyutto kwirî gî i tuku apapat. Gîn oleo jami i kin gî kede owote gî. Ka otuno i cawa më kwan kede cöc, otîno nî gwökö jami më kwan kede cöc abër mëicël. Apwony obedo pwonynyo gî kede kite më lübbü cîk më cukul mëddö kede më kilacî daŋ. Apwony obedo poyo wii gî kede cîk më cukul bala pe tuno let i cukul; pe lwëny, rukko yunipom inîno më kwan kede ën okënë.

Opwonyo gî daŋ kede wer më pakkö lobo wa më Uganda. Opwonyo gî daŋ kede lëgö më cukul. Acen gînnî Opio marö wer lëgö atëk tütwal piën papö gî obedo reburan.

Ka cawa më kwan kede cöc orömö, Acen gînnî Opio kede owote gî otio jami amë apwony okobo iyore abër. Aco ka otye ökö i weo, opoko gîn acama iyî akina gî kede mara adwoŋ mëicël. Opwonye kede otic okënë më cukul marö nöttë kede otîno ducu daŋ otë nyutti gî mara orömö aboŋo apokapoka.

Vocabulary Words	
ojölö	nöttë
	kwirî
In the Text Questions	In My Mind questions
1. Opio gînnî Acen kwanö kwene?	1. Yin itamö nî gwökkö cîk më cukul könyö më ŋö?
2. Da ojölö Opio gînnî Acen i cukul?	2. Piŋö bër më apwony ijöllö atînkwan i cukul?

# Literacy 1 and 2

## Day 1

ŋ      ŋ

ŋeo      aŋwël      aŋjyô

Otim ŋeo wëyô piŋ.  
Otim tye aŋwël idyello pii.  
Ajwërpiŋ tye aŋjyô lum i ðirô.

ŋ ŋ ŋ ŋ ŋ ŋ ŋ

Term 2 Cahê mê 9 Nêê mê 1

## Literacy 1

### New Letters and Review Chart

ŋ      ŋ

ĩ	ö	u	e
ŋĩ	ŋö	ŋu	ŋe
tĩ	tö	tu	te
jĩ	jö	ju	je

**Thematic Question:** Jö i myere marö bedo karacël ikodi nĩnö mënë?

### Beat the Words

ŋe-o

a-ŋwel

a-ŋĩ-yö

## Literacy 2

### Letter Formation Phrase

ŋ, ŋ =Ka icöyö 'ŋŋ' icöö acël itë karö wie dwökkö tuŋcem, igomo idwoggo piŋ itë güllü tyënë anönök.

### Spelling Practice

ŋĩ, teŋe, tĩŋö, ŋute

## Day 2

Abwönë rac

Dög tarŋci ayübö i Ceŋabicël ducu. Acen gĩ owoto akaka toto gĩ. Jö obin abwönö gĩ okö.

ŋ ŋ ŋ ŋ ŋ ŋ ŋ

Term 2 Cahê mê 9 Nêê mê 2

## Literacy 1

**In the Text Question:** Acen gĩ owoto akaka ŋa?

**In My Mind Question:** Itamö nĩ tota Acen gĩ pe owoto yübbö dög pii piŋö?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otĩnökwan openyo ikom gin abino timëre i cëkö i buk otĩnökwan iyĩ agikki pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Ee	ee	ee	ĩ	ö	u
		ɲee	ɲĩ	ɲö	ɲu
		tee	tĩ	tö	tu
		jee	jĩ	jö	ju

**Thematic Question:** Jö i myere marö bedo karacël ikodi nĩnö mēnē?


#### Beat the Words

le-e

o-ye-e

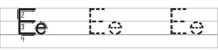
i-ɲe-e

Ee ee



lee oyee ijee

Lee tye ijee yat.  
Jö oyee wel oɲö i nyom.  
Dakö obyelo atin ijee.



Term 2, Cabb 9, Nid 3

### Literacy 2

#### Letter Formation Phrase

E = Ka icöyö 'E' adwoɲ, icöo acël itë kubbu wie dwökkö inyime, cĩyö dyere dwökkö inyime kede kubbu tyēnē dwökkö i nyime.

ee = Ka icöyö 'ee' atĩdĩ, ɲöl yie, gür imalu itë güllü dwökkö inyime.

#### Spelling Practice

nee, tee, jee

### Literacy 1

**In the Text Question:** Dö omiö jö opwö Acen gi?

**In My Mind Question:** Apat kede pwöyö, ɲö amē myero tĩm pĩ danö otio tic abēr.

### Literacy 2

**Story Idea:** Tam i cökö atin, ayaa ikom apeny agēca, otinökwan openyo ikom gin abino tĩmērē i cökö i buk otinökwan iyĩ agikki pwonynyo kwan.

## Day 4

Abwönē rac



Abwönē rac

Acen gĩnnĩ Opio ocakö tic. Gĩn otio abēr mēicēl. Jö tē pwöyö gĩ atēk.



Term 2, Cabb 9, Nid 4

7 Bedo karacël

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		ee	ï	ö	u
D	ŋ	ŋee	ŋï	ŋö	ŋu
Ee	ee	tee	tï	tö	tu
		jee	jï	jö	ju

#### Beat the Words

ŋe-o

a-ŋwël

a-ŋï-yö

le-e

o-ye-e

i-ŋe-e

#### Sentence Assessment

1. Otim ŋeo wëyö pïŋ.
2. Otïnö tye aŋwël i dyello pii.
3. Lee tye iŋee yat.

### Literacy 2

#### Letter Formation Assessment

D, ŋ, E, e, ee

#### Spelling Assessment

ŋï, tï, jï, ŋe, te, je, teŋe, tïŋö, ŋute, ŋutu, ŋö.

## 7.3 Kite më bedo karacël i myere

# News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of an election rally.

### **Model News Story**

Elections are always an interesting time in our community. Posters go up everywhere. People discuss which candidate they think is best. The candidates hold rallies to encourage people to vote for them. I like elections!

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, page 83</li><li>• Sample scheme of work, page 286</li><li>• Lesson Plan Guidelines, pages 302-307</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 38</li></ul>

### **Traditional Text**

#### **Koc**

Mony abumente woto i piñ.

Agam: Möri

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Myëllö köt

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny itë kobba wangtic amë myëllö köt obedo iyë.

#### Dul cëkö më acël

Cön i cön ka cej oryëny pĩ karë alac, Lanjo rik yĩkõ yĩka adit. Jö i wangticcoro-no yĩkõ myëllö köt. Oraö kwone cem duc otë wot teddo iyĩ lum itë yat adit.

Iwangtic më Abëridwogo amë tye iyĩ Akĩa cej onwojo oryëny iyë pĩ karë alac. Jö obin oyĩkõ myëllö köt. Obin obëbëa otë rayö kwone cem më ateda. Yĩka man obin obedo icerj abicël.

Jö oyëro itedo obin ocakö tedo cön. Tuu cawa aboro me dyecerj, jö i wangtic duc obin ocökërë karacël iyĩ lum itë yat adwoj. Yĩka më myëllö köttĩ, otĩnõ atĩtĩnõ onwojo pe marö bedo iyë. Opio gĩnnĩ amĩnnëre Acen kede otĩnõ mögõ obin olwidde tẽ woppo yoo onywal gĩ kunu.

Yĩka obin omëddë anyim kan amë jö tẽ wero wer apapat. Jö owero kun nwõjõ otye imyël cütücütü.

#### Story Outline

**Guti kop a kwakõ cëkö:**

Jö më wangtic Abëridwogo \omyëlö kot.

**Kop amë kelo niajõ:**

Jo otedo, owero, omyëlö otë cem.

**Kop amë kelo niajõ:**

Köt obin ocwee cütücütü jö tẽ dök pacu i kome.

## Oral Literature

### Dul cëkö më aryö

Amë myël okur atëk, Opio gënni amënnëre Acen obin obalo wii jö atëk. Jo opoo onwoŋo gë ötye ocëddë anyim. Onwoŋo otye omyël myëllorö amë opyee olyatte a kwok ojötö kom gë ducu. Tëm gë nï obin oyomo yi jö matëk. Adwoŋ acël të pye ŋatte kun tye agwoŋ. Ën të tiŋŋo Opio kede Acen iwii gwoke ryöryö të bedo myël kede naka iyï agikki.

Amë cawa më cem orömö, obin otökkï jö kwone cem ducu. Obin otökkï Opio gënni Acen ŋwën oguru naka riŋo olelo. Gën ocemo otë oyeŋ atëk. A Jö doŋ tye atyekko cem, köt obin ocakö cwee cütücütü. Joni obin oŋweco odok ture gë ikom köt.


Pwoŋy a nwoŋëre i cëkö: Nöttö cïŋ i tic bër.

Vocabulary Words	
ŋattë	agwoŋ myël
In the Text Questions	In My Mind questions
1. Jö onwoŋo marö myëllö köt iyï lum kakwene?	1. Itamö nï onywal Opio gë otëmmï gë ŋö?
2. Jö obin odök pacci gë niŋö?	2. Ka onywalli oweki pacu, itimö ŋö?

# Literacy 1 and 2

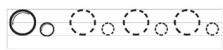
## Day 1

Oo oo



yoo ool iwoo

Yoo poto wa lër.  
Atat ool atëk i poto.  
Dakó tye adóó ñe poto iwoo.



Term 2 Cahñ nê 10 Nêñ nê 1

## Literacy 1

### New Letters and Review Chart

Oo oo

oo	ee	ĩ	ö
ŋoo	ŋee	ŋĩ	ŋö
too	tee	tĩ	tö
joo	jee	jĩ	jö

**Thematic Question:** Pñjõ danõ myero pittë abër?

### Beat the Words

yo-o

o-ol

i-wo-o

## Literacy 2

### Letter Formation Phrase

Oo = Ka icöyö 'Oo' abor, ilünjü not aryö.


oo = Ka icöyö 'oo' atidi abor, ilünjü not aryö.

### Spelling Practice


ŋoo, too, joo, tojo, tītō, jötō

## Day 2

Rëc Acen orweny



Jö tye akünnyü rëc. Rëc Acen orweny okó i coto. Ën omö a yñe pe yom. Opio tye akünnyë mëyö.



Term 2 Cahñ nê 10 Nêñ nê 2

## Literacy 1

**In the Text Question:** Jö tye atimmo ñjõ?

**In My Mind Question:** Yore anjõ okënë amë omakö kede rëc?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cëkö i buk otinökwan iyï agikki pwonnyo kwan.

## 8.1 Nyij cem kede kan amë nwojere iyë

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

R	r	oo	ee	ĩ	ö
		roo	ree	rĩ	rö
		ɲoo	ɲee	ɲĩ	ɲö
		too	tee	të	tö

**Thematic Question:** Kwone cem mënë amë imarö cammö?


#### Beat the Words

rëc

o-raŋ-ɲa

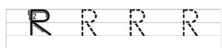
ri-ɲo

R                      r



rëc                      orajja                      riŋo

Rëc obedo dëk a mīt.  
Otĩnö marö orajja.  
Otĩnö marö riŋo olelo.



Term 2 Cahñ 10 Nññ 3

### Literacy 2

#### Letter Formation Phrase

R= Ka icöyö 'R' adwoŋ, cöö acël, lüŋ wie, itë kërö tyënë.

r = Ka icöyö 'r' atidĩ, cöö acël itë karö wie dwökkö tuŋcem.

#### Spelling Practice

ro, ɲo, to, riŋö, rötö, tote

### Literacy 1

**In the Text Question:** Da obin onwojõ rëc Acen?


**In My Mind Question:** Ka onwojõ rëc Acen pe onwojere, onwojõ ën atimmö ɲö?

### Literacy 2

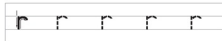
**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otĩnökwan openyo ikom gin abino tĩmërë i cëkö i buk otĩnökwan iyĩ agikkĩ pwoynyo kwan.

## Day 4

Rëc Acen orweny



Opio onwojõ rëc Acen. Ën otijõ rëc malu.  
Gin tye aließ. Acen tye agammö i nyërö.



Term 2 Cahñ 10 Nññ 4

Term 2 Week 10

8 Cem kede pittë abër

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		oo	ee	ï	ö
R	r	roo	ree	rï	rö
Oo	oo	ŋoo	ŋee	ŋï	ŋö
		too	tee	tï	tö

#### Beat the Words

yo-o  
rëc

o-ol  
o-raŋ-ŋa

i-wo-o  
ri-ŋo

#### Sentence Assessment

1. Yoo poto wa lër.
2. Atat ool atëk i poto.
3. Otinö marö riŋo olelo.

### Literacy 2

#### Letter Formation Assessment

Oo, oo, R, r

#### Spelling Assessment

ŋoo, too, joo, ro, tojo, titö, jötö, riŋö, rötö, teto

## 8.1 Nyinj cem kede kan amë nwojere iyë

### News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of mother winnowing millet and a person eating millet bread.

#### **Model News Story**

My favourite food is millet bread. When I eat millet bread I feel satisfied. I have lots of energy to do my work. I also like the smell of the millet when my mother is winnowing it. It is my favourite smell in the whole world.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, page 84</li><li>• Sample scheme of work, page 308</li><li>• Lesson Plan Guidelines, pages 311-317</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 40</li></ul>

#### **Traditional Text**

##### **Wer**

Kal a an areggo nī, An areggo nī,  
Nī areg wan Akelo.  
Akelo oyitö iwi akwalakwala, (x2)  
Tye acammö akwalakwala.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Ogwanogwanj gïnni Twöngwënö

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lïj iwiny ëka itë kobba jö mëñë onwoño obedo owote iyï acakkï.

#### Dul cëkö më acël

Ogwanogwanj gïn kede Twöngwënö onwoño omarë gïnni atëk mëicël. Onwoño olimëre iyï akina gï karë-ikarë. Ogwanogwanj ka olimö Twöngwënö, nwoño Twöngwënö tye ocuj kede tyënë acël këkën.

Ininö mörö acël, Ogwanogwanj owoto më limmö Twöngwënö. Ën onwoño Twöngwënö oyikö cem amït mëicël. Ogwanogwanj openye kede ñö amë ën onwoño otedo amë onwoño amïtwök-ca. Twöngwënö të bwöllë nï tyënë en amë etedo no. Ogwanogwanj të pwöyë atëk.

Iyoñe Twöngwënö danj të wot limmö Ogwanogwanj. Ogwanogwanj të tonjo tyën atinnëre acël të miyö dakö mërë teddo amït mëicël. Igum arac, tyën atin të cwer naka atin otöö. Alimo a jönni pe obin ogik.

#### Story Outline

**Jö i cëkö:**

Twöngwënö, Ogwanogwanj, otinö Ogwanogwanj kede dakö Ogwanogwanj

**Ka cëkö:**

Tunja Ogwanogwanj kede tunja Twöngwënö

**Gin otimëre:**

Twöngwënö obwölö Ogwanogwanj të miyö Ogwanogwanj ñöllö tyën otinö mërë, otinö mërë të bedo töö.

## 8.1 Nyinj cem kede kan amë nwojere iyë

# Oral Literature

**Apeny agëca:** Itamö nĩ Ogwanogwan pwod amëddë i njöllö tyën otinö mërë ka Twöngwëno bino lĩmmë?

### Dul cëkö mē aryö

Twöngwënö obedo bwöllö Ogwanogwan amanno pĩ karë alac. Dakö Ogwanogwan obin onĩan ryëkö a Twöngwënö okö. Yĩë tē wan atëk tütwal pĩ otinö gĩ amë don onuno tyën gĩ a don otöö okö. Ēn tē kobbi adwojödë nĩ Twöngwëno obedo bwöllö gĩ omiö otyeko otinö gĩ okö. Ēn okobo nĩ otinö gĩ tye atöö atum ëntö mē a Twöngwënö tye anyaa. Ogwanogwan opwöö cege pĩ nyo ryëkö a Twöngwënö. Pĩ manno, Ogwanogwan kede minödë tē mokko tam gĩ mē ryëmmö Twöngwënö kede wati mërë ducu ka mörö kékën owirë i wan gĩ. Cakërë i karë naca naka tin, jöni pe omer atwal.

Pwony a nwojere i cëkö: De ña amë i makkö kede dyere.


Vocabulary Words		
omer	lĩmërë	tonjo
In the Text Questions	In My Mind questions	
1. Ña amë obin obedo bwöllö awottërë?	1. Ka iñeo goba adanö, itimö njö?	
2. Otinö aña obedo töö?	2. Itamö nĩ tim agoba iñö?	

## 8 Cem kede pittä abër

# Literacy 1 and 2

## Day 1

Ë ë



ocwërö yërö pyët

Ocwërö rëc otë töllö.  
Danö yërö cem amë ën amittö willö.  
Jö myero pyët cem më ateda.

Ë Ë Ë Ë Ë Ë

Tem në 2 Cahë në 11 Nöb në 1

## Literacy 1

### New Letters and Review Chart

Ë ë

ë	oo	ee	ĩ
rë	roo	ree	rĩ
ŋë	ŋoo	ŋee	ŋĩ
të	too	tee	tĩ

**Thematic Question:** Pïjö danö myero pittä abër?

### Beat the Words

o-cwërö

yërö

pyët

## Literacy 2

### Letter Formation Phrase

Ë= Ka icöyö Ë adwoŋ, icöö acël, itë kubbu wie dwökkö inyime, cïyö dyere dwökkö inyime itë kubbu tyënë dwökkö inyime itë tönnö wie aryö.


ë = Ka icöyö 'e' atidï, injölö yïë itë gürü imalu dwökkö inyime itë tönnö wie aryö.

### Spelling Practice

rë, ñë, të, cwë, tënë, ñëtï, cwëri, rïñi, rïñë

## Day 2

Acen nyakö a kwiri



Acen lwooro two arama yïc. Man omië gwökö jami tedo acil. Ën mürü dëk a ñic nïnö ducu. Lwökö jami tedo acil karë ducu.

Ë Ë Ë Ë Ë Ë

Tem në 2 Cahë në 11 Nöb në 2

## Literacy 1

**In the Text Question:** Dö amë Acen timö më gëñjö two?

**In My Mind Question:** Yore mënë abër më gwökkö cem amë otedo?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëri i cëkö i buk otinökwan iyï agikki pwonynyo kwan.

Term 2 Week 11

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart


Cw cw	ë	oo	ee	ĩ
	cwë	cwoo	cwee	cwĩ
	rë	roo	ree	rĩ
	ɲë	ɲoo	ɲee	ɲĩ

**Thematic Question:** Më miyö cemmi bedo abër igwökkö nĩḡõ?

#### Beat the Words

cwë-rö                      cwak                      cwe-o

Cw      cw



cwërö      cwak      cweo

Apap cwërö rëc abër.  
Apap lwökkö cwak rëc acil.  
Apap cweo ðita më gwokko rëc.

Cw    CW    CW

Term 2   CAbë nê 11   Nêô nê 3

### Literacy 2

#### Letter Formation Phrase

Cw = Ka icöyö 'cw' icöö nukta 'c' kede 'w'.  
cw = Ka icöyö 'cw' icöö nukta 'c' kede 'w'.

#### Spelling Practice

cwë, cwo, cwe, cwĩ, cwërĩ, rĩḡĩ, rĩḡë

### Literacy 1

**In the Text Question:** Acen tye ateri ḡa ðëk?

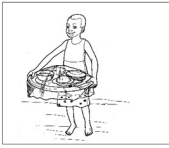
**In My Mind Question:** Itamö nĩḡõ a römö timërë ka pe owumo wii ðëk?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otĩnökkwan openyo ikom gin abino timërë i cëkö i buk otĩnökkwan iyĩ agikki pwonynyo kwan.

## Day 4

Acen nyakö a kwiriĩ



Acen otökkö ðëk tē wummo abër. Èn owumo ðëk iyĩ olya. Owumo naka èn otökkö oketo i canã. Acen tye ateri pappërë ðëk.

cw    CW    CW    CW

Term 2   CAbë nê 11   Nêô nê 4

8 Cem kede pittä abër

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		ë	oo	ee	ĩ
Cw	cw	cwë	cwoo	cwee	cwĩ
Ĕ	ë	rë	roo	ree	rĩ
		ŋë	ŋoo	ŋee	ŋĩ

#### Beat the Words

o-cwë-rö

yë-rö

pyët

cwë-rö

cwak

cwe-o

#### Sentence Assessment

1. Ocwë-rö rëc otë töllö.
2. Apap cwë-rö rëc abër.
3. Apap lwökö cwak rëc acil.

### Literacy 2

#### Letter Formation Assessment

Ĕ, ë, cw, cw

#### Spelling Assessment

rë, ŋë, të, cwë, cwo, cwe, cwĩ, tëŋë, ŋëtĩ, tĩrĩ, cwëri, rĩŋĩ, rĩŋë

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a sick person eating silver fish and mushroom soup.

### **Model News Story**

When someone is sick in our family, we always prepare mushrooms and silver fish for them to eat. The silver fish is full of vitamins and minerals to help the body fight disease and get well.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, page 84</li><li>• Sample scheme of work, page 309</li><li>• Lesson Plan Guidelines, pages 318-323</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 41</li></ul>

### **Traditional Text**

#### **Wer**

Cikilic, cikilic oi! (x2)  
Acamö dëk apëna oi!  
Ame olelo i ninö oi!  
Arëttë tunji ibwöp oi! (x2)

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Kwone cem a papat

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny itë kobba ñö omiö wan myero olölkö cem.

#### Dul cëkö më acël

Pol onywal obedo pënyyö apwony më kilacĩ acël ñö omiö otĩnö döñö papat. Apwony okobbi gĩ nĩ, tye jami apol amë miö otĩnö döñö papat ën okënë yaa ibot onywal. Okënë mërë obedo yik Obaña. Ën okënë obedo cem.

Ininö mörö acël, apwony oyikö pwoyere pĩ onywal otĩnokwan ducu më kilacĩ acël. Ën olwoño Dokta otĩnö amë nyĩjë Kelemente. Kelemente obino tẽ miyö pwoy a kwakö cem kede kite më gwökkö cem. Ën obino kede kwone cem a pol apapat kede cale më kõnyyë i cawa më pwoy. Më acël, ën obin okobbi onywal nĩ myero omĩ gĩnĩ otĩnö cem acalö moggo, obatö, kal, abir, icök kede ocere piën cem magi kõnyö atëk. Gĩn miö wa gupu më makkö tic.

#### Story Outline

**Guti kop a kwakö cëkö:**

Apwony oyikö pwoyere onywal më kilacĩ acël.

**Kop amë kelo niañö:**

Dokta opwonyo onywal kede kwone cem apapa.

**Kop amë kelo niañö:**

Dokta opwonyo onywal kede kite më gwökkö cem.

## Oral Literature

### Dul cëkö më aryö

Dokta daŋ obin opwonyo onywal nĩ myero mĩĩ otĩnõ gĩ cem bala riŋo, gwen, oraŋŋa, rëc kede wanyĩĩri kede potdeke piën kõnyö më döŋŋö kom wa. Man miö otĩnõ döŋö acil amë kom gĩ pwöt. Ën okobo atëk iyore më teddo cem kede gwökkö abër kun nwoŋo owumu wii gĩ okö.

Më agikki, dokta tẽ kobbĩ onywal nĩ tye kwone cem amë onënõ bala pĩr gĩ pe tẽk aporërë amapëra, ananaci, apupalu kede nyig-yen okënë ducu nĩ myero olwok otẽ cammõ. Cem magi, kõnyö atëk më döŋŋö ocikari më kom wa man miö gĩn lwënyö atëk ikom twoe amë mitõ makkõ wa. Apwony tẽ pwöyö onywal kede Dokta kun kwaö onywal më lölökö cem piën bino miyö otĩnõ gĩ döŋö abër. Cokërë obin ogik otyeno amë onywal ducu onĩaŋ abër gin amë Dokta opwonyo gĩ kede. Gĩn ducu obin ocikërë më ketto ŋec amë gĩn onwoŋo itic. Man ducu më miyö otĩnõ gĩ döŋö amë kom gĩ yot.

Vocabulary Words	
ocikari	gupu                      lwëny
In the Text Questions	In My Mind questions
1. Da obin oyikö pwoyere pi onywal otĩnõ më kilaci acel?	1. Pëkö aŋö amë danö a pe cemo abër römö bedo kede?
2. Da amë obin olwoŋo më pwoynyo onywal?	2. Pwoy aŋö amë ikwanyö i cëkö-nĩ?

## END-OF-TERM ASSESSMENT TERM 2

### Introduction

Below are end-of-term assessments you should administer during the final weeks of the term. Writing and listening assessments can be administered to the whole class. Reading and speaking assessments need to be administered to learners individually. Begin these assessments by Week 10. Assign a level to the learner's performance using the following system:

**Level 3 (L3): The learner's performance exceeds the competence expected.** Symbol:  $\Delta$

**Level 2 (L2): The learner's performance meets the competence.** Symbol:  $\wedge$

**Level 1 (L1): The learner's performance does not meet the competence.** Symbol: /

### Reading Assessments (administered individually)

#### Fluency and Vocabulary Assessment:

Write 5 decodable words from the term on flashcards. Show the cards to the learner one at a time. Ask the learner to read the word. Then ask the learner to use the word in a sentence.

**L3:** Reads all 5 words correctly.      **L3:** Uses all 5 words correctly in complete sentences.

**L2:** Reads 3-4 words correctly.      **L2:** Uses 3-4 words correctly in mostly complete sentences.

**L1:** Reads 2 or less words correctly. **L1:** 2 or less words correct. Cannot form full sentences.

#### Phonics Assessment:

Write selected letters from the term on a sheet of paper. Point to a letter. Ask the learner to say the name of the letter and the sound the letter makes. Do this for 5 different letters.

**L3:** Successfully completes the task for all 5 letters.

**L2:** Successfully completes the task for 3-4 letters.

**L1:** Completes the task for 2 or less letters.

### Listening Assessment (administered as a group)

#### Listening Comprehension Assessment:

Compose a story to tell to the class or find a story to read. Create 3 comprehension questions about the story. Tell/read the story to the class and then ask the questions one at a time. Have learners draw or write their answers on a piece of paper. Collect and assess.

**L3:** Answers all 3 questions correctly.

**L2:** Answers 1-2 questions correctly.

**L1:** Does not answer any questions correctly.

### **Writing Assessments (administered as a group)**

#### Handwriting Assessment:

Write 6 letters taught during the term on the chalkboard (3 uppercase and 3 lowercase). Ask learners to copy them using their best handwriting in their exercise books.

**L3:** Formation of the letters is excellent. All 6 letters formed correctly.

**L2:** Formation of the letters is good. 3-5 letters formed correctly.

**L1:** Formation of the letters is poor. 2 or less letters formed correctly.

#### Spelling Assessment:

Select 5 letters, syllables or words for a spelling test. Dictate the letters, syllables or words one at a time and have learners write them in their exercise books. Collect and assess.

**L3:** Spells all 5 correctly.

**L2:** Spells 3-4 correctly.

**L1:** Spells 2 or less correctly.

#### Creative Writing and Name Writing Assessments:

Tell learners to write a story about how food is prepared and eaten in their family. Explain that they can use pictures and words to tell their story. Make sure learners write their name. Collect and assess.

**L3:** Writes a meaningful, well organised story using pictures and words.

**L2:** Writes a meaningful, well organised story using pictures only.

**L1:** The story is poorly organised and difficult to understand the meaning.

**L3:** Writes both names with correct spelling and letter formation.

**L2:** Writes at least one name with correct spelling and letter formation.

**L1:** Cannot write name using correct spelling and letter formation.

### **Speaking Assessment (administered individually)**

#### Public Speaking Assessment:

By the end of Week 10 you should have observed and assessed all of your learners' speaking competences during the News lesson. During Weeks 11 and 12, select learners to assess who have not yet told a News story to the class or who have not yet attained the speaking competence.

**L3:** Tells a meaningful, engaging story with excellent confidence and animated expression.

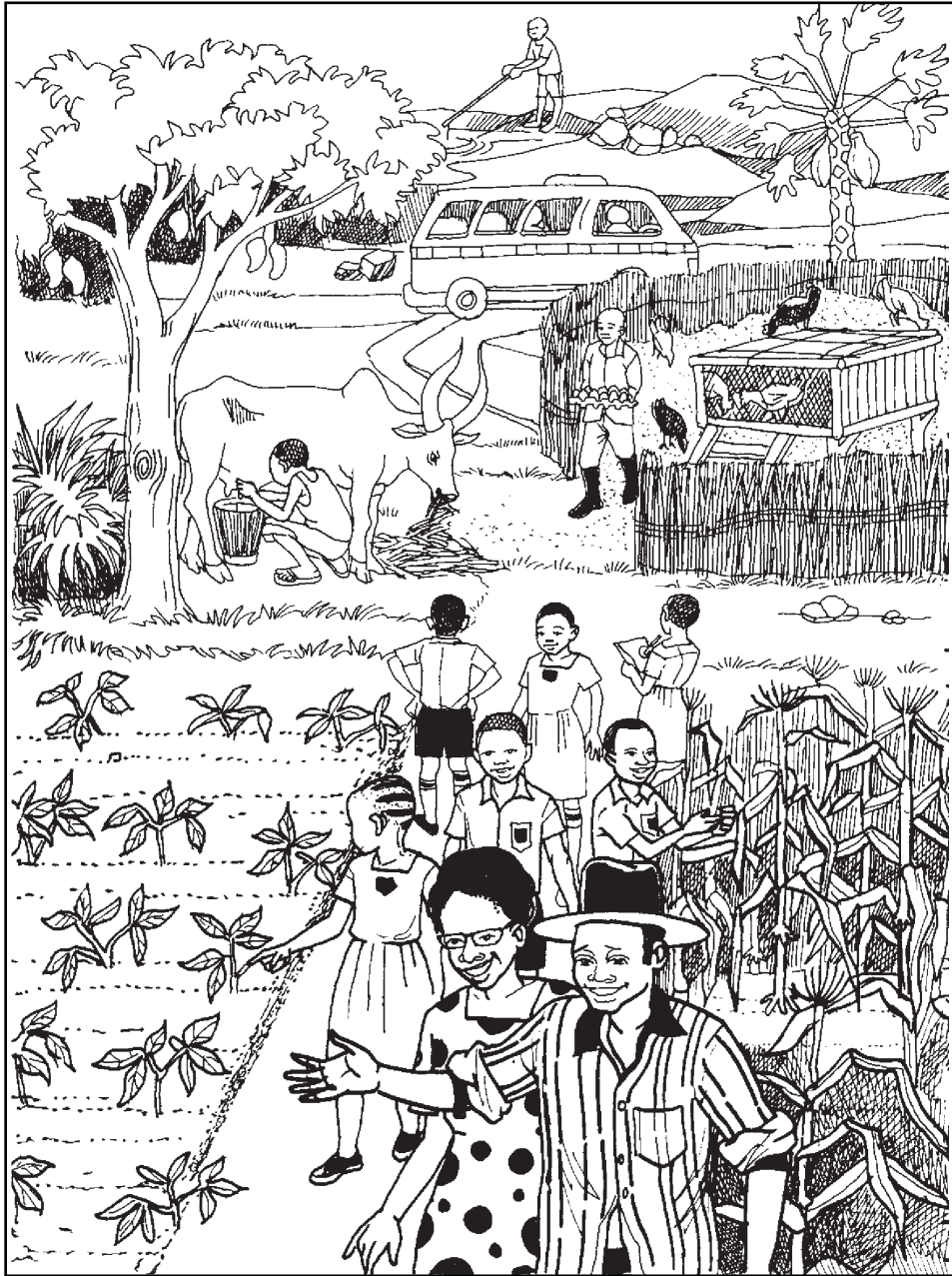
**L2:** Tells a meaningful story to the class with confidence.

**L1:** Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.



# Weekly Lesson Support


## Term 3 Lessons



# Literacy 1 and 2

## Day 1

Ry ry



oryebere aryëmmö oryëö

Danö oryebere i nyönnö gali.  
Akelo tye aryëmmö gwëñö.  
Ën oryëö cingë më makkö gwëñö.

Ry Ry Ry Ry

Term 3, Cakö në 1, Nhö në 1

## Literacy 1

### New Letters and Review Chart

Ry ry

ë	oo	e	ĩ
ryë	ryoo	rye	ryĩ
rë	roo	re	rĩ
ŋë	ŋoo	ŋe	ŋĩ

**Thematic Question:** Pijö myero gi-wot bed atye?

### Beat the Words

o-rye-be-re

a-ryëm-mö

o-ryë-ö

## Literacy 2

### Letter Formation Phrase

Ry = Ka icöyö 'Ry', 'ry' icöö nukta R adwöŋ onyo 'r' atidĩ itë cöyö nukta 'y' atidĩ.

### Spelling Practice

ryë, ryo, rye, ryi, riyĩ

## Day 2

Gi-wot bër



Cukul Opio gi' bor tütwal. Gin woto i tyen gi' ninö ducu. Gin tye adwogo pacu i tyen gi'. Opio kede Acen ool atëk.

ry ry ry ry

Term 3, Cakö në 1, Nhö në 2

## Literacy 1

**In the Text Question:** Opio gi' woto i cukul niŋo?

**In My Mind Question:** Yin ibino icukul niŋö?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyĩ agikkĩ pwonynyo kwan.



9 Gi-wot

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		ii	ë	oo	e
Ry	ry	ryii	ryë	ryoo	rye
li	ii	rii	rë	roo	re
		rii	rë	roo	re

#### Beat the Words

o-rye-be-re  
o-ti-i

a-ryëm-mö  
pi-i

o-ryë-o  
a-wi-i

#### Sentence Assessment

1. Danö oryebere i nyönnö gali.
2. Akelo tye aryëmmö gwënö.
3. Awoii ododo pii itë gali.

### Literacy 2

#### Letter Formation Assessment

Ry, ry, li, ii

#### Spelling Assessment

ryë, ryo, rye, ryi, ri, ri, ri, ri, ri

## 9.1 Kite më wot kede gi-wot apapat

# News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

### Model News Drawing

A school bus traveling in a town setting with different modes of transport surrounding it.

### Model News Story

When I was in Primary 1, we went for a trip to the city. On our way, we saw a boat on the river. When we reached the city, everyone was very excited to see the different types of cars, motorcycles and buses. There were many people walking on the streets and roads in the city. There was also a big shop selling many new bicycles.

### References

#### NPSCU Teacher's Guide

- Competencies, page 85
- Sample scheme of work, pages 333-344
- Lesson Plan Guidelines, pages 337-338

#### NPSCU Curriculum

- pages 43-45

### Traditional Text

#### Koc

Atat wa laö abedo.  
Agam: Tutu

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Akwat dok okok

**Apeny më yabbö ñec:** Akwannö cëkö möro kan, lĩj iwiny itë kobba gĩn omĩö dok orweny.

#### Dul cëkö më acël

Inĩnö mörö acël, i dyecenj Ogwal gĩn kede Akena owoto më kwayö dok i lum. Gĩn otero dok itë buj kan abor. Ogwal gĩnnĩ Akena tē cakkö bayö wĩnyö kun dok tye acem këngĩ abonjo ñat amē anēnnö.

Ikarē naca, lum onwojjo olöt atëk. Obia onwojjo tye oturu atar kiakia. Dok okēnē onwojjo tar. Dok ocemo tē wot abor rwenyo okö. Gĩn obedo nēnnö turu obia kun otamö nĩ dok tye ducu. Nĩnö mörö akite tēk obino tē makkö wañ Ogwal gĩ okö. Gĩn tē nĩnö ilüc otē poo nwojjo cenj opoto okö.

#### Story Outline

**Guti kop a kwakö cëkö:**

Ogwal gĩnnĩ Akena owoto i kwat

**Kop amē kelo niañö:**

Dok obin orweny okö.

**Kop amē kelo niañö:**

Ogwal gĩnnĩ Akena ogak bayö wĩnyö. Otē nĩnö okö; dok orwenyo; Ogwal owoto möyö dok; Ogwal onwojjo dok tē köllö dwökkö pacu.

## Oral Literature

### Dul cëkö më aryö

Amë doŋ ceŋ oŋere, köt të bino i yamö adwoŋ amë tye akutu agwa. Ogwal gïnni Akena të cakkö köllö dok më dwökkö pacu. Gïn të nwoŋŋo dok atar ducu pe. Wi gï të ballë atëk kun oparö kan amë dok atar owoto iyë. Ogwal okobbi Akena ni ën dwök dok okënë pacu ën pwod ewot yënyyö dok amë orwenyo-ca.

Ogwal ocaö wot kun wero ni: Ti ti lee, ti lee, dyaŋ owoto alur. Anëno tur obia ni dyaŋ do! Dyaŋ owoto alur.

Ën të nënnö dok tye ocuŋ iyï awii mörö. Dok-ca onwoŋŋo ŋeo dwön akwat gi. Ogwal oredo ekä dok gi të winynyo dwöne të riŋŋo gïni bote. Ën okölö dok të dwökkö pacu.


Pwony a nwoŋere i cëkö: Cak tyekko tic amë omii itë tiyo meri icen.

<b>Vocabulary Words</b>	
kïakïa	abukuru ilüc
<b>In the Text Questions</b>	<b>In My Mind questions</b>
1. Jö adi amë onwoŋŋo owoto i kwat?	1. Pwony aŋö amë inwoŋŋo i cëkö man?
2. Da amë obin owoto omöö dok amë orwenyo?	2. Ka Ogwal onwoŋŋo pe onwoŋŋo dok, itamö ni ën onwoŋŋo atimmö ŋö?

# Literacy 1 and 2

## Day 1

Ü      ü



amük      lüt      bür

Adwoŋ tye amük i tyënë.  
Adwoŋ tye i lüt ilaŋete.  
Adwoŋ tye i bür i badë.

Ü    ü    ü    ü

Term 3 - Cakö nê 2 - Nêê nê 1

## Literacy 1

### New Letters and Review Chart

Ü      ü

ü	ii	ë	oo
ryü	ryi	ryë	ryoo
rü	ri	rë	roo
ŋü	ŋi	ŋë	ŋoo

**Thematic Question:** Pīŋö myero gi-wot bed a tye?

### Beat the Words

a-mük

lüt

bür

## Literacy 2

### Letter Formation Phrase

Ü = Ka icöyö Ü adwoŋ, icakö cöyö acël itë güllü tërë,  
idwöko malu, itë dök dwoggo pīŋ itë tönno wie aryö.


ü = Ka icöyö 'ü' atidī, icöö bala 'Ü' adwoŋ.

### Spelling Practice

ryü, rü, ŋü, jü,

## Day 2

Acen gī i yoo cukul



Acen kede Opio tye awot i cukul. Papö gī ododo gī itë gali. Gīn orwattë otöka kede pikipiki. Papa Acen gī ogwökö yoo abër.

ü    ü    ü    ü    ü    ü    ü    ü

Term 3 - Cakö nê 2 - Nêê nê 2

## Literacy 1

**In the Text Question:** Acen gī orwattë iŋö iyoo cukul?

**In My Mind Question:** Itamö nī ŋö omiö papa Acen gī otero gī i cukul kede gali?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otīnökwan openyo ikom gin abino tīmërë i cëkö i buk otīnökwan iyī agikki pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

L	I	ü	e	ë	oo
		lü	le	lë	loo
		ryü	rye	ryë	ryoo
		rü	re	rë	roo

**Thematic Question:** Bër a gi-wot obedo njö bot opur?


#### Beat the Words

a-lwĩ-ny

a-lwo-njo

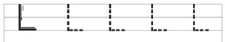
a-la-rö

L I



alwĩny alwojno alarö

Yea tye alwĩny.  
Jo tye alwojno kun okukku duru.  
Jö tye alarö gi.



Term 3 Cabb 2 Nhd 3

### Literacy 2

#### Letter Formation Phrase

L= Ka icöyö 'L' adwoŋ, icöö acël itë wayo nyime ityënë pĩŋ dwökkö anönök.

I= Ka icöyö 'I' atĩdĩ, icöö acël.

#### Spelling Practice

lü, ryü, rü, le, lelo, olelo, loro, lürü

### Literacy 1

**In the Text Question:** Ikarë amë papö gĩ otĩjo cĩrjë më motto gĩ, gĩn otĩmö njö?


**In My Mind Question:** Yin itamö niŋjö omiö onywal myero kel otĩnö i cukul?

### Literacy 2


**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otĩnökwan openyo ikom gin abino tĩmërë i cëkö i buk otĩnökwan iyĩ agikki pwonynyo kwan.

## Day 4

Acen gĩ i yoo cukul



Acen gĩ otunu i cukul. Papö gĩ otirö cĩrjë tye amotto gĩ. Gĩn darj tye otirö cĩrj gĩ omotte.



Term 3 Cabb 2 Nhd 4

9 Gi-wot wa

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

L	l	ü	e	ë	oo
Ü	ü	lü	le	lë	loo
		ryü	rye	ryë	ryoo
		rü	re	rë	roo

##### Beat the Words

a-muk  
a-lwī-ny

lüt  
a-lwo-ŋo

bür  
a-la-rö

##### Sentence Assessment

1. Adwoŋ tye amük it yënë.
2. Yea tye alwīny.
3. Jö tye alwoŋo kun okukku duru.

#### Literacy 2

##### Letter Formation Assessment

Ü, ü, L, l

##### Spelling Assessment

ryü, rü, ŋu, jü, lü, ryü, le, lelo, loro, lürü

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a bus with people above and cargo below.

### **Model News Story**

During the school holiday I took the bus. I prefer the bus to a taxi because you sit up high and have a good view. You also don't feel the bumps in the road as much. Along with passengers, the bus also takes many goods for people in its big cargo section.

<b>References</b>
<p><b>NPSCU Teacher's Guide</b></p> <ul style="list-style-type: none"> <li>• Competencies, page 85</li> <li>• Sample scheme of work, pages 334-335</li> <li>• Lesson Plan Guidelines, pages 345-350</li> </ul> <p><b>NPSCU Curriculum</b></p> <ul style="list-style-type: none"> <li>• Page 45</li> </ul>

### **Traditional Text**

#### **Koc**

Awïö tölla a bor amë pe gik.

Agammëre: yoo.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Apap olimö Opio gĩ

**Apeny mẽ yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwĩny abër itë kobba ñö amë papö Opio gĩ onwoño marö atëk.

#### Dul cëkö mẽ acël

Papö Opio gĩ obedo adwoj amë marö kop ikom pwonyërë atëk. Ka yĩkkörö kékën amë mĩtö onywal tye icukul, ën pe marö keñ. Olöc kede opwo nye mẽ cukul Opio gĩ tæk. Gĩn nënö nĩ onywal otio jami ducu amë miö kwan otinö gĩ woto abër.

I tam ducu, gĩn yĩkö cabitörö acël a pĩrë tæk. Cabitono mẽ miyö onywal wot nënnö kit otinö gĩ tye akwan kede.

Papö Opio gĩ obin oyaa nĩnö mörö acël. Ën onwoño tye awot röttö kit amë kwan Opio gĩ tye awot kede. Obin oyitö otöka pĩkappörö amë onwoño tye awot tutu taun Lira. Amë kono doj otöka ñöl tyengar mẽ cibbe, gar tẽ pello adwĩr. Man omĩö otöka tẽ bin cuj okö ëka gar koj tẽ katö. Ën obin odonynyo iyĩ otöka tẽ cuj anönök. Iyonge tẽ yĩttö böda mẽ gali mẽ tere naka i cukul Akĩa puramari. Icaawa amë ën tye itë gali, onywal okënë amë onwoño dañ otye owot kede pikipiki obin onjũkë iyoo. Gĩn ducu obin otunu abër icukul.

#### Story Outline

**Guti kop a kwakö cëkö:**

Papö Opio gĩ orötö gĩ i cukul.

**Kop amë kelo niañö:**

Papö Opio gĩ owoto i gi-wot aryö apapat.

**Kop amë kelo niañö:**

Papö Opio gĩ onwoño gĩ otye okwan abër.

## Oral Literature

### Dul cëkö më aryö

Papö Opio gĩ obin owoto atĩr naka i opici aedi. Aedi obin ojölë abër. Ęn obin ocĩmmë kĩlacĩ Opio gĩ. Amë ěn otunu i kĩlacĩ, apwony kede otĩnö ducu obin ojölë. Apwony onwoŋo tye apwonynyo kop ikom kwone gi-wot apapat. Amë apwony tye agöyö cal yea ikor bao, gĩn tē winynyo mor a dege mörö. Otĩnökwan tē cakkö wiwito neno. Wii apwony tē poo i pau. Ęn tē miyö otĩnö donynyo okö më wot nēnnö gi-wot okēnē amē bēö i yamö. Man obin oyomo yĩ otĩnö kĩlacĩ adek tütwal, Gĩn tē bedo wer ni dege bolli gĩ boŋŋi.

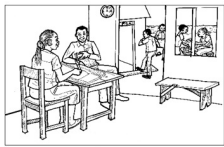
Apwony obin odwökö gĩ i kĩlacĩ. Ęn tē penynyo gĩ apenynyögö acegocego akwakö dege amē gĩn onēnö-ca. Otĩnökwan tē gammö apeny ducu kede mĩt akom. Cawa më cöc tē römö. Otĩnökwan tē cakkö cöyö cöc amē apwony omiö gĩ. Apwony obin omiö Opĩö gĩnnĩ Acen oteri papö gĩ buke gĩ. Ęn onēnö tē nwoŋŋo cöc gĩ cĩlcĩllörö. Man obin oyomo yĩ papö gĩ atēk mëicēl. Ęn tē bino pwöyö apwony pĩ pwonynyo otĩnö abër. Omoto apwony tē doŋ dök okö ture.

Vocabulary Words	
gar	röttö
	wiwito
In the Text Questions	In My Mind questions
1. Otöka amē papö Opio gĩ oyĩto onwoŋo tye awot kwene?	1. Itamö nĩ papö Opĩö gĩ obin odök pacu kede gi-wot aŋö?
2. Na obin oŋutti papö Opio gĩ kĩlacĩ?	2. Dö amē yin myero itim ka itunu kan amē yin pe injeo?

# Literacy 1 and 2

## Day 1

C      c



ceggi      cawa      cente

Cukul wa pe ceggi i pacu.  
Apwony wa lübü cawa.  
Cente ticcere pol.

C      c      c      c

Tam wé 3. Caké wé 3. Nón wé 1

## Literacy 1

### New Letters and Review Chart

C      c

ü	ii	ë	oo
cü	cii	cë	coo
lü	lii	lë	loo
ryü	ryii	ryë	ryoo

**Thematic Question:** Pīnjō myero gi-wot bed atye?

### Beat the Words

ceg-gi

ca-wa

cen-te

## Literacy 2

### Letter Formation Phrase

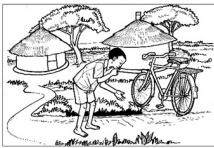
C = Ka icöyö 'c' iömö inyime itë güllü yïë dwökkö tuŋcam itë dwökkö inyime tuŋcem.

### Spelling Practice

cü, lü, ryü, li, lülë, lilë, lëlü, lilü

## Day 2

Wii Otim ocuj



Cukul pe ceggi i pacu Otim gi. En nyönö gali adwir ka cawa odë. Pappëre marö ore më kwokko cabun cawa abirö. Aworo cente oore kede orwenyo okö.

C      c      c      c      c

Tam wé 3. Caké wé 3. Nón wé 2

## Literacy 1

**In the Text Question:** Papö Opio oore më kwokko njö cawa abirö?

**In My Mind Question:** Ka cente amë oori kede orwenyo itimö njö?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cëkö i buk otinökwan iyï agikki pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

B	b	ü	ii	ë	oo
		bü	bii	bë	boo
		cü	cii	cë	coo
		lü	lii	lë	loo

**Thematic Question:** Nö amë wegi gi-wot apapat mitö ibot owot?


#### Beat the Words

a-bor

bac

bü-rëk

B      b



abor      bac      bü-rëk

Aworo anëñö bac i kan abor.  
Bac tero owot apol.  
Ën makö bü-rëk awapacël.

**B B B B B**

Term 3, Cabbé né 3, Nñá né 3

### Literacy 2

#### Letter Formation Phrase

B = Ka icöyö 'B' adwoŋ, icöö acël, igülü imalu, igülü i pñj.

b = Ka icöyö 'b' atidi, icöö acël ite güllü nyime ipipñj.

#### Spelling Practice

bü, cü, lü, lo, loco, cëlë, cülë, cilo

### Literacy 1

**In the Text Question:** Da obin oyenyo të nwoŋŋo cente Opio?


**In My Mind Question:** Ka inwoŋŋo jami a danö amë onwoŋŋo orwenyo, itimö ñö?

### Literacy 2

**Story Idea:** Tam amë pirë tëk i cëkö më tin myero yaa ikom apeny agëca amë otinökwan odonyño kede ikom gin amë bino timërë iyí anyim i cëkö amë tye iyí buk otinökwan iyí agikki më pwoŋnyo kwan.

## Day 4

Wii Otim ocuj



Ën të cakkö yënyño. Bac obëö të katö okö. Won gali mörö të makkö bü-rëk bote. Won gali obin onwoŋŋo cente të miyë.

**b b b b**

Term 3, Cabbé né 3, Nñá né 4

9 Gi-wot wa

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		ü	ii	ë	oo
B	b	bü	bii	bë	boo
C	c	cü	cii	cë	coo
		lü	lii	lë	loo

#### Beat the Words

ceg-gi

ca-wa

cen-te

a-bor

bac

bü-rëk

#### Sentence Assessment

1. Cukul wa pe ceggi i pacu.
2. Aworo anënë bac i kan abor.
3. Bac tero owot apol.

### Literacy 2

#### Letter Formation Assessment

C, c, B, b

#### Spelling Assessment

cü, lü, ryi, li, bü, lülë, lilë, lëlü, lilü, loco, cëlë, cülë, cilo

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of people in a taxi giving money to the conductor.

### Model News Story

We have to use our math skills when we take the taxi. Why? When you give your fare to the conductor you have to make sure you get the correct change in return. This is how I make sure I always get the right change.

<b>References</b>
<p><b>NPSCU Teacher's Guide</b></p> <ul style="list-style-type: none"> <li>• Competencies, page 85</li> <li>• Sample scheme of work, page 336</li> <li>• Lesson Plan Guidelines, pages 351-357</li> </ul> <p><b>NPSCU Curriculum</b></p> <ul style="list-style-type: none"> <li>• Page 46</li> </ul>

### Traditional Text

#### Carokop:

Lori pe yërö apipi.

Agam: Dat amë camö ginnörö kékën amë pe yërö.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Nyanyaŋ ginni Ayöm

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan, liŋ iwiny abër itë kobbo kit amë Ayöm obwöt kede i pīt i töö.

#### Dul cëkö më acël

Ininö mörö acël, odikko cön a ceŋ adonynyo, Nyanyaŋ obino bot Ayöm tē kobbe nī, “Dyera, Aya wa tye kome līt atëk. Bin köŋ owot inën tye adëdëra, römö töö i cawa mörö këkën amë pe inënö.”

Ikarë Ayöm owinyo, oparö atëk tē kobbi Nyanyaŋ nī, “Aman awot niŋö amë pe aŋeo kwanŋi?”

Nyanyaŋ okobbe nī, “Mano pe obedo pëkö. Bin iyit iyunëa kan më owoti. Oyotoyot nwoŋo wa otuno okö.”

Ayöm oyitö, jöni tē cakkö kwanŋ oyotoyot. Gin otë tuno nwoŋo tota Nyanyaŋ obutu owumere ipuk iwii aladu opëttë. Ën olëddë amë kome odïö acök doŋ töö atöa. Nyanyaŋ obin okobbi Ayöm nī, “Dyera, aworo maca atero Aya wa i dakatal, dokta tē kobba nī, ën bin cam itaö nī ëka kome tē caŋ.”

#### Story Outline

##### Jö i cëkö:

Nyanyaŋ. Ayöm, kede toto a Nyanyaŋ

##### Ka cëkö:

Iwi tëlla kede iyī pii

##### Gin otimërë:

Nyanyaŋ obwölö Ayöm nī wot līm tottërë amë onwoŋo two tē dök mïttö nekke ökö ëntö Ayom obin obwöt i diŋö mërë.

## Oral Literature

**Apeny agêca:** Itamö nî Ayöm obin obwöt nîñö?

### Dul cêkö më aryö

Ayöm obin oliñ anök tē kobbi Nyanyaŋ nî manno kono onwoŋo okobbe cön, onwoŋo ekwanynyö itaö mëre ewot kede icawa naca, wie onwoŋo owil kede okö iwii yat. Okwao Nyanyaŋ nî kön dwökë ewot ëöm itaö mëre më wëk onjuk gîñi atwo a pwod tye kwö. Nyanyaŋ olökërë piöpiö më dök. Ayöm tē pye i dyeŋe. Gîñ otë kwaŋ gîñi adwîr amë pii tye akunyere i ñe gî agwa kun Ayöm tye akobbe nî ñwëc adwîr, köt anjukkö gî okö. Amë gîñ otunu iwii tēla, Ayöm tē lyattë iwii yat icëny.

Ëñ tē kobbi Nyanyaŋ nî; “Ole, yin ilöö pii. An alöö wii yat. Ka më ñwaddö yat ba an akwanö-akwana. Tëm bino gammö itaö na më i nën i waŋi. Lewic i wii. Mîi totti itaö ni.”

Ayöm tē pye icëny icëny naka i mëddü më wii yat. Nyanyaŋ tē doŋ akëmö kede lewic adwoŋ.


Pwoŋy a nwoŋere i cêkö: Ryëkö löö tēk kom.

Vocabulary Words	
olëddë	aladu                      olyattë
In the Text Questions	In My Mind questions
1. Da amë onwoŋo kome lit i cekö-nî?	1. Itamö nî ñö amë obin otimërë ikom tota Nyanyaŋ?
2. Da obyëlö awottere tē kwaŋjö naka iyî pii?	2. Ka onwoŋo ibedo Nyanyaŋ, onwoŋo itimmö ñö?

# Literacy 1 and 2

## Day 1

Ëë      ëë



lëë      acëë      idëë

Lëë tye injet jërëkën.  
Apap okobba nī acëë nyöllö.  
Pe idëë dyëll ka itweyo njute.

Ëë    Ëë    Ëë    Ëë

Term 3    Cahil nê 4    Nêd nê 1

## Literacy 1

### New Letters and Review Chart

Ë ë      ë ë

ëë	ü	ii	o
bëë	bü	bii	bo
cëë	cü	cii	co
lëë	lü	lii	lo

**Thematic Question:** Jö yübü jami apapat më tímö njö?

### Beat the Words

lë-ë

a-cë-ë

i-dë-ë

## Literacy 2

### Letter Formation Phrase

Ë= Ka icöyö 'Ë' adwoj, icöö acël itë kubbu wie dwökkö inyime, icïyö dyere idwökö inyime kede ikubu tyene idwökö inyime itë tönnö wie aryö.


ë= Ka icöyö 'ë' injölö yïë itë gürü imalu dwökkö inyime itë önnö aryö iwie.

### Spelling Practice

bë, cë, lë, lë, cülë, cülü, lici

## Day 2

Anywar rac



Anyira tye apyeyo akedi. Gin okwëri Acen pye okö. Acen onwojo okwëro keddö akedi. Aman ën dorj tye akok itë yat.

ëë    ëë    ëë    ëë

Term 3    Cahil nê 4    Nêd nê 2

## Literacy 1

**In the Text Question:** Anyira tye atimmö njö?

Dö omiö anyira obin okwëro nī Acen pe pyee akedi?

**In My Mind Question:** Itamö niñö onwojo atimëre ka Acen opye tëtëk?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cëkö i buk otinökwan iyī agikki pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Dw	ɲw	ëë	ü	ii	o
		ɲwëë	ɲwü	ɲii	ɲo
		bëë	bü	bii	ɲo
		cëë	cü	cii	co

**Thematic Question:** Jami mënë amë wan oyübü i pacu?


#### Beat the Words

ɲwĩ-rü

ɲwëc

a-ɲwë-rö

ɲw                      ɲw



ɲwĩrũ                      ɲwëc                      arwërö

Otim ɲwĩrũ odilo.  
Atim maro ɲwëc.  
Acerj tye arwërö dëk kede pala.

**D** w    **D** w    **D** w

Term 3    Cabb nê 4    Nêd nê 3

### Literacy 2

#### Letter Formation Phrase

Dw = Ka icöyö 'Dw' onyo 'ɲw', icöö 'ɲ' ëka itë cöyö 'w' injete acegi.

#### Spelling Practice

ɲwë, bë, cë, bëcü, бүcü, cibi

### Literacy 1

**In the Text Question:** Tota Acen obin okobbi anyira nĩ Acen atimmö ɲö odikko mërë?


**In My Mind Question:** Ka onwojo itye ika tuku, onwojo i kobbi Acen niñö?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyĩ agikki pwonynyo kwan.

## Day 4

Anywar rac



Tota Acen obino i ka tuku. Ën okwaö anyira nĩ wëk Acen pye. Ën emiyö Acen akeddo akedi odikko mërë.

**ɲw**    **ɲw**    **ɲw**    **ɲw**

Term 3    Cabb nê 4    Nêd nê 4

10 Jami amë wan oyübü

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		ëë	ü	ii	o
Dw	ɲw	ɲwëë	ɲwü	ɲwii	ɲwo
Ëë	ëë	bëë	bü	bii	bo
		cëë	cü	cii	co

##### Beat the Words

lë-ë  
ɲwĩ-rü

a-cë-ë  
ɲwëc

i-dë-ë  
a-ɲwë-rö

##### Sentence Assessment

1. Lëë tye ɲet jërëkën.
2. Otim ɲwĩrü odilo.
3. Atim marö ɲwëc.

#### Literacy 2

##### Letter Formation Assessment

Ëë, ëë, Dw, ɲw

##### Spelling Assessment

ɲwë, bë, cë, lë, cülë, cülü, licĩ, bëcü, bëcü, cibi

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of the steps in making a mat.

### **Model News Story**

When I was a child, both my mother and grandmother made mats. I liked to watch them as they worked. Making mats took several steps. Here are the steps to making a mat...

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, page 86</li><li>• Sample scheme of work, page 358</li><li>• Lesson Plan Guidelines, pages 361-367</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 48</li></ul>

### **Traditional Text**

#### **Wer**

Apico (x2)

Ka welo wa obino, arumo piŋ i rup.

Ate motto nĩ irio,  
irio, irio abër.

1, 2, 3, döny ökö.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Acen oneko gulu pii

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny abër itë kobba awene amë onywal Acen gĩ onwoŋo owoto iyë i cuk.

#### Dul cëkö më acël

I Ceŋabicël onywal Acen gĩ marö cattö jami amë gĩn oyubu. Gĩn yübü jami acalo; otero, pala, owecu, ikapu otit kede okëkë. Gĩn catö jami no i cuk Balpe. Pol karë ka gĩn owot i cuk, omarö wëkkö Acen gĩ më kürü pacu.

Gĩn obin owëkö Acen gĩ nĩ kürü pacu acalö kite më karë lürj. Owote Acen gĩ tē bino, gĩn otē bedo tuku atëk. Köt obin obino atëk ëntö tuku onwoŋo obodo wii gĩ okö. Oyotoyot köt tē cakö cwee atëk. Gĩn kede owote gĩ otē ñwëc larö öt.

Onywal gĩ obin odwogo i cuk iyonje cok a köt. Gĩn otē nwoŋo köt opwodo otero, owecu kede apany okö. Man obedo acalö adwoggi më wil-wic Acen gĩ.

#### Story Outline

**Guti kop a kwakö cëkö:**

Cuk ceŋ abicël pĩrë tēk bot onywal Acen gĩ.

**Kop amë kelo niaŋö:**

I ceŋ abicëllörö, onywal Acen gĩ obin owoto i cuk otē dwogo nwoŋo Acen gĩ owëkö köt opwodo jami mögö më tic okö.

**Kop amë kelo niaŋö:**

Tota Acen gĩ obin ocikö gĩ nĩ obed otinö amë gwökö jami ka owëkö gĩ pacu.

## Oral Literature

### Dul cëkö më aryö

Acalo köt obedo cwee pī cawa alac, tota Acen gī obin otunu pacu let. Ĕn obin okatö-akata i jokon tē küttü mac cakö cëllö nīnō. Icawa amë nīnō doṅ cök icëk, ĩn olwoṅo Acen tē kobbe nī tere odero. Acen obin oṅwëcö tē tiṅṅo odero adyaka tē tero bot tottëre. Amë tottëre onëno odero adyaka, ĩn tē penynyo Acen i ṅö a dök otimö odero. Acen tē kobbe nī köt ĩn opwodo piën köt onwoṅo ocwee atura. Tottëre obin olĩngalĩnga. Ĕn doṅ tē kobbi Acen nī wot ömmë canīa më elök nīnō iyë. Acen tē ṅwec oyotoyot tē tere canīa amë ĩn tē lökö nīnō iyë.

Icawa amë ĩn opyëtö nīnō, olwoṅo Opio nī tere apany kede alëk më odo. Opio daṅ tē ṅwëc wot tiṅṅo apany kede alëk adyaka. Ĕn tē teri tottëre. Amë tottëre onëno apany kede alëk adyaka, olwoṅo Acen nī koṅ wot bot gī i jokon. Ĕn obin ociko ḡĩn aryö ducu nī pe myëro otuk wii gī tē wil ökö kede gwökkö jami më pacu naka tiyo tic amë myëro ḡĩn tii. Iyoṅe, ĩn obin ooro ḡĩn owot ḡĩn okwayë apany kede alëk i tuṅṅa ḡĩranī më oddo nīnō.

Pwony a nwoṅëre i cëkö: Pe myero i tuk wii tē wil ökö kede tiyo tic okënë.


Vocabulary Words	
obodo	atura                      oddo
In the Text Questions	In My Mind questions
1. Ṽö obodo wii Acen ḡĩ?	1. Ka onwoṅo yin ibedo aya onwoṅo itimmö ṅö?
2. ḡĩn obin okwaö apany i kwene?	2. Itamö nī atĩn awor timö ṅö?

10 Jami amë wan oyübü

# Literacy 1 and 2

## Day 1

Py py



pyen pyër opyem

Apap tye akwöyö pyen i kom bul.  
Otĩnō otweo pyen i pyër gi.  
Opio gi tye apyem kede myël.

Py Py Py Py

Term 3 - Gabli nê 5 - Nêd nê 1

## Literacy 1

### New Letters and Review Chart

Py py

ëë	ü	i	e
pyëë	pyü	pyi	pye
ɲwëë	ɲwü	ɲwi	ɲwe
bëë	bü	bi	be

**Thematic Question:** Jö yubbu jammi apapat më tĩmmö ɲö?

### Beat the Words

pyen

pyër

a-pyem

## Literacy 2

### Letter Formation Phrase


Py = Ka icöyö 'py', icöö 'p' itë cöyö 'y' kun ilübü citëp amë okobo i pwonnyere okatö.

### Spelling Practice

pyë, pyü, pyi, pye

## Day 2

Opio gi ool



Opio kede Acen tye aömmö aladu. Acen oyeo kede wie. Opio otijo i ɲute. Aladu ocirö gi atëk.

py PY PY PY PY

Term 3 - Gabli nê 5 - Nêd nê 2

## Literacy 1

**In the Text Question:** Opio kede Acen tye aömmö ɲö?

**In My Mind Question:** Itamö nĩ ɲa amë otorɲi Opio gi aladu?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otĩnökwan openyo ikom gin abino tĩmërë i cëkö i buk otĩnökwan iyĩ agikki pwonnyo kwan.

Term 3 Week 5

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Uu	uu	uu	ëë	ü	ii
pyuu	pyëë	pyü	pyii		
ɲwuu	ɲwëë	ɲwü	ɲwii		
buu	beë	bü	bii		

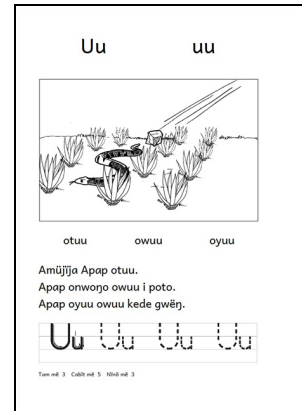
**Thematic Question:** Jami mënë amë wan oyübbü i jami kede onwonjere gĩni kwene?

#### Beat the Words

o-wu-u

o-yu-u

a-tu-u



### Literacy 2

#### Letter Formation Phrase

U = Ka icöyö 'U' ad, wonj, icakö icöyö acël itë güllü tërë, idwökö malu itë dök dwoggo pĩj.

u = Ka icöyö 'u' atĩdĩ, ilübü rwöm imalu-nu.

#### Spelling Practice

pyu, ɲwu, bü, bu

### Literacy 1

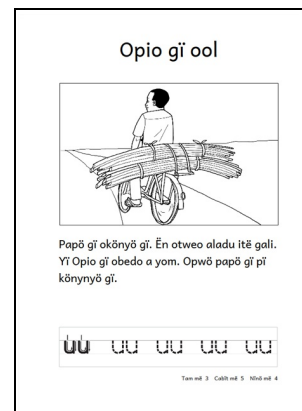
**In the Text Question:** Da amë okönyö Opio gĩ i cawa aladu ocirö gĩ?

**In My Mind Question:** Ka rik papö Opio gĩ pe köny gĩ tweyo aladu, itamö nĩ gin onwonjo otimmö ɲö?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tĩmërë i cëkö i buk otinökwan iyĩ agikki pwonynyo kwan.

## Day 4



10 Jami amë wan oyübü

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		uu	ëë	ü	ii
Py	py	pyuu	pyëë	pyü	pyii
Uu	uu	ηwuu	ηwëë	ηwü	ηwii
		buu	bëë	bü	bii

##### Beat the Words

pyen

o-wu-u

pyër

o-yu-u

a-pyem

a-tu-u

##### Sentence Assessment

1. Otinö otweo pyen i pyër gī.
2. Apap onwoŋo owuu i poto.
3. Apap oyuu owuu kede gwëŋ.

#### Literacy 2

##### Letter Formation Assessment

Py, py, Uu, uu

##### Spelling Assessment

pyë, pyü, pyi, pye, ηwu, bu

## 10.2 Jami amë wan oyübü ijami kede ka nwonjo

### News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

#### Model News Drawing

Drawing of things made of wood in the classroom.

#### Model News Story

I love trees for many reasons: their shade, their fruits and their beauty. But trees also provide us with wood which we use for making many things. In our classroom alone we can see many things made from wood: desks, tables, slates and pencils.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 86
- Sample scheme of work, page 359
- Lesson Plan Guidelines, pages 368-374

##### NPSCU Curriculum

- Page 48

#### Traditional Text

##### Lëb adwala

Otim otëlö töl atëk të tagere i teketeke naka i tok ogöl.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Cuggu otëlö cökëre

**Apeny më yabbö nec:** Akwannö cëkö mörö kan, lĩj iwiny abër itë kobba pĩjõ omiõ wõö ocakërë i ka cökërë

#### Dul cëkö më acël

Rĩk cõn leyi, winynyi, kede kuddi ducu, onwoŋo bedo pacu bot danõ. Danõ onwoŋo mwodo leyi, winynyi kede kuddi kit amë yĩë amittõ. Otyenno mörõ acël, a pĩj olĩj mot, cuggu olwoŋo cökërë iyĩ lum. Leyi, winynyi kede kuddi ducu daŋ tẽ wot. A pwod pe cökërë ocakërë, Olik okobbi Cuggu nĩ jõ kõŋ lëgi wëk cökërë tẽ cakërë. Nyallo tẽ gammõ nĩ cökërë myero wot anyim. Jõ lũj tẽ cwakkõ, cökërë tẽ cakërë aboŋo lëgõ. Cuggu tẽ cüppũ leyi, winynyi kede kuddi nĩ pe odõk gĩni bot danõ. Obed gĩni i lum kan piën danõ onwoŋo tye amwoddo kede nekkõ gĩ iyore arac mëicël.

Dyaŋ tẽ kwërõ okõ kun kobo nĩ ën pe etwërõ pokere kede danõ, piën gĩn matõ cakërë daŋ ogërë awii twal më butu. Gwënõ daŋ tẽ kobbo ni ën danõ marë. Danõ ogërë otõgõ twal më butu. Ka jõ abedo i lum, kwakõ gĩ. Wõö tẽ cakërë okõ ika cökërë. Cuggu tẽ cĩkërë nĩ acalõ adwoŋkõm më cökërë, ën pe ebino bedo i kuc gĩn i danõ naka waŋ owëkõ nekkõ gĩ.

#### Story Outline

**Jõ i cëkö:**

Cuggu, olik, Nyallo, danõ, Dyaŋ, Gwënõ, jaraŋu, leyi, kuddi kede winynyi okënë

**Ka cëkö:**

Iyĩ lum

**Gin otimërë:**

Cuggu olwoŋo cökërë a leyi, kuddi kede winynyi ëntõ cökërë pe obin ogik abër piën nĩaŋjërë obedo ape.

## 10.2 Jami amë wan oyübü ijami kede ka nwoŋjo

### Oral Literature

**Apeny agëca:** Itamö nĩ winynyi, kuddi kede leyi ducu obin odök bot danö?

#### Dul cëkö më aryö

Cuggu të jükkü wöö ika cokërë. Ęn të kobbi gĩ nĩ jö amittö bedo bot danö dökĩ. Jö a doŋ i lum daŋ doŋ. Ęn të kobbo nĩ ebedo bot danö kede i lum.

Gĩn të nŋŋura. Cuggu të cwïcwinö gĩ. Gĩn të liŋ itii. Jaraŋu të cwakkö nĩ obed gĩnĩ i lum. Okür gĩnĩ danö ka obino toŋjo yen më gedo onyo nyarö lum ëka otë makkö mwoddo okö.

Leyi, winynyi, kede kuddi okënë të yee dök pacu bot danö. Ęn okënë të doŋ i lum naka tin. Cuggu të cïkërë më kayö danö i dude cawa mörö këkën.

Pwony a nwoŋjere i cëkö: Myero iwör tam awotti.

Vocabulary Words		
jükkü	cïkërë	nŋŋura
In the Text Questions	In My Mind questions	
1. Da obin olwoŋjo cökërë a winynyi, leyi kede kuddi?	1. Itamö nĩ nŋö onwoŋjo cuggu atimmö ka onwoŋjo jö i cökërë pe liŋ iyone Ęn i cwïcwinö gĩ?	
2. Cökërë obin obedo kwene?	2. Da a yïë owang alöö icökërë?	

Term 3 Week 5



# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart


By	by	a	uu	ëë	ü
		bya	byuu	byëë	byü
		pya	pyuu	pyëë	pyü
		ɲwa	ɲwu	ɲwëë	ɲwü

**Thematic Question:** Jami amë wan oyubbu otimmö kede ɲö?

#### Beat the Words

byë-lö                      o-byë-rö                      bye

By                      by



byëlö                      obyërö                      bye

Apap byëlö ikapu më acata.  
Otim obyërö tok më gëngö cen.  
Aworo ocweo cale kede lobo bye.

By By By By

Term 3    Calké né 6    Ndié né 3

### Literacy 2

#### Letter Formation Phrase

By = Ka icöyö 'By', icöö 'B' onyo 'b' itë cöyö 'y' ɲete kun ilübü citëp amë okobo i pwoyere okatö ikite më cöyö gĩ.

#### Spelling Practice

bya, byu, byë, byü

### Literacy 1

**In the Text Question:** Acen obin otimö ɲö iyorje nekkö gulu?

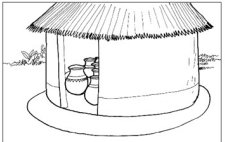
**In My Mind Question:** Dö okënë amë oyübü pacu amë pe obedo gulu?

### Literacy 2

**Story Idea:** Tam amë pirë tək i cəkö më tin myero yaa ikom apeny agëca amë otinökwan odonyño kede ikom gin amë bino timërë iyĩ anyim i cəkö amë tye iyĩ buk otinökwan iyĩ agikki më pwoyerno kwan.

## Day 4

Acen oneko gulu



Yi aya owan atək. Acen tē kwayö kica. Aya tē timmë kica. En tē cökkö gulli ketto terje.

by by by by

Term 3    Calké né 6    Ndié né 4

10 Jami amë wan oyübü

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		a	uu	ëë	ü
By	by	bya	byuu	byëë	byü
A	a	pya	pyuu	pyëë	pyü
		ɲwa	ɲwuu	ɲwëë	ɲwü

##### Beat the Words

a-mu-ji-ja  
byë-lö

a-pany  
obyë-rö

a-la-du  
bye

##### Sentence Assessment

1. Man obedo amüjjja.
2. Man obedo apany.
3. Apap byëlö ikapu më acata.

#### Literacy 2

##### Letter Formation Assessment

A, a, By, by

##### Spelling Assessment

pya, pye, pyi, pyö, bya, byu, bye, byu

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a market with many things for sale.

### **Model News Story**

I like to go to the market to see all the different things people make and sell. The last time I was at the market I saw mats and pots. I saw chairs, stools and tables. I saw small paraffin lamps made old tins. I saw baskets and winnowers.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, page 86</li><li>• Sample scheme of work, page 360</li><li>• Lesson Plan Guidelines, pages 375-379</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 49</li></ul>

### **Traditional Text**

#### **Lëb adwala**

Acwe gulu më  
Gulu ogülö gül iyï gulu güllörö

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Tula gïnni Awele

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lïñ iwiny abër itë kobba gin amë omïö Tula gïnni Awele otubere.

#### Dul cëkö më acël

Tula gïnni Awele onwoño obedo owote ape twërë. Gïn onwoño obedo i wanñic acël. Gïn onwoño oleo jami iyï akina gï cakërë i öt naka ökö. Tula wie dit ëntö Awele mërë tïtïdï.

Inïnö mörö acël, odikko cön amë piny ojuñere, Tula oyübërë më wot lïmmö nero mërë. Kit amë wie dit dök të pëk wökkï, ën owoto bot dyerere Awele nï könyë kede wie emittö wot lïmmö nero mërë.

Awele ogönö wanë; olerjo gute; dök të tamërë atëk. Ën të kobbi Tula ni, “Piën amari, amiyi wia ëntö tii kede i yore abër piën mëga nï yot pe bedo bala megï. Gam iwot kede, pe irii piën an dan nwoño amittö tic kede.”

#### Story Outline

**Jö i cëkö:**

Tula, Awele kede lonnörö

**Ka cëkö:**

Tuñña, Awele

**Gin otimërë:**

Tula okwaö wii Awele të wot rii kede aria të ballö dyere gï.

## Oral Literature

**Apeny agëca:** Itamö nĩ Tula obin odwoggo wii Awele oyotoyot?

### Dul cëkö më aryö

Tula oyutte ture të yübëre oyotoyot. Owoto më limmö nero mërë. I gum a rac ën te rii atëk. Awele obedo myenomyeno amë yië tye awarj atëk piën wii Tula onwoŋo ocirë okö. Omïö ën të cakkö wer nĩ: Lon awoto nĩ, kobbi Tula dwoggo wia, Wii Tula pëk, ocira okö, beddi gugu.

Iyonge ninö adëk, Tula odwogo a yie-yöm të nwoŋŋo wie ocirö Awele amë yi Awele këc löö kënö okö. Awele tye amë aleleŋo ŋute aleŋa, pëk a wii Tula onwoŋo onüüë atëk mëicël. Cakërë i ninö amë Tula wot lĩm kede nero mërë, dyere Awele gĩ gĩnnĩ Tula pe obin omëddë anyim.


Pwony a nwoŋere i cëkö: Mar gin amë obedo megi amë Obaŋa omii.

Vocabulary Words	
ogönö	amyeno ojuŋere
In the Text Questions	In My Mind questions
1. Tula onwoŋo owoto më limmö ŋa?	1. Ka awotti okwaö giti të rii kede itimë ŋö ka odwoggo?
2. Tula onwoŋo okwaö ŋö i bot Awele?	2. Itamö nĩ Awele obin otimö Tula kede ŋö ikarë amë ën odwoggo wie?

# Literacy 1 and 2

## Day 1

Kw kw



kwaŋ kwaŋgö kwia

Otinö tye a kwaŋ iyí nam.  
Pe bër otinö mé kwaŋgö yea.  
Opio kwia kwaŋgö yea.

Kw Kw Kw Kw

Tam né 3. Cahé né 7. Ndié né 1.

## Literacy 1

### New Letters and Review Chart

Kw kw

a	ö	o	ë
kwa	kwö	kwo	kwë
bya	byö	byo	byë
la	lö	lo	lë

**Thematic Question:** Pijö omiö bër mé wan ibedo kede nec i kanorumo wa?

### Beat the Words

kwaŋ

kwaŋ-ŋö

kwi-a

## Literacy 2

### Letter Formation Phrase

Kw = Ka icöyö 'kw', icöö 'k' itë cöyö 'w' kun ilübbü citëp amë okobo i pwoyere okatö.

### Spelling Practice

kwa, kwö, kwo, kwë, kwala, kwalö, lëlö, kwalë

## Day 2

Pittö yen bër



Ajürü opello a tye awirë i gupu. Papö Opio gi onëhö të lworo. Gin otamö nî akëttö wii wudi okö. Otamö nî gupu mërë aläyö yen okö.

kw kw kw kw

Tam né 3. Cahé né 7. Ndié né 2.

## Literacy 1

**In the Text Question:** Dö omiö papö Opio gi lworo?

**In My Mind Question:** Ka onwoŋo ibedo Opio gi, onwoŋo itimmö ŋö i cawa ajürü tye abino?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëri i cëkö i buk otinökwan iyí agikki pwoynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Öö	öö	öö	a	ïï	uu
kwöö	kwa	kwïï	kwuu		
byöö	bya	byïï	byuu		
pyöö	pya	pyïï	pyuu		

**Thematic Question:** Jami amë nwoŋere kan orumo wa könyö kede njo?

#### Beat the Words

lö-ö

i-cö-ö

gö-ö

Öö      öö

göö      löö      icöö

Apap göö birik më gedo.  
Birik apap tək pe löö.  
Icöö tye agërö öt.

Term nê 3    Cabbê nê 7    Nîdê nê 3

### Literacy 2

#### Letter Formation Phrase

Öö = Ka icöyö 'Öö' onyo 'öö' ilünü not itë tönnö wigī aryö.

#### Spelling Practice

kwö, kwöö, byö, byöö, pyö, pyöö

### Literacy 1

**In the Text Question:** Opio gi otimö njo iyorje yamö ilin?

**In My Mind Question:** Apat i gëŋŋö yamo, yën könyö wa kede njo?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyī agikki pwonynyo kwan.

## Day 4

Pittö yen bër

Gupu ajürü omëddë atëk. Ajürü oyerjo yen i twön gupu. Yen të gëŋŋö gupu mërë mägö okö. Opio gi opye malu i twön lëlä.

Term nê 3    Cabbê nê 7    Nîdê nê 4

11 Kanorumo wa

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		öö	a	ii	uu
Kw	kw	kwöö	kwa	kwii	kwuu
Öö	öö	byöö	bya	byii	byuu
		pyöö	pya	pyii	pyuu

#### Beat the Words

kwaj  
lö-ö

kwaj-ŋö  
i-cö-ö

kwī-a  
gö-ö

#### Sentence Assessment

1. Pe bër otinö më kwajŋö yea.
2. Apap göö bīrik më gedo.
3. Bīrik apap tēk pe löö.

### Literacy 2

#### Letter Formation Assessment

Kw, kw, Öö, öö

#### Spelling Assessment

kwö, byö, pyö, kwa, byö, pyö, kwalö, kwala, lölö, kwalë

## 11.1 Jami orumo wa kede bër gi

### News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of someone planting a tree.

#### **Model News Story**

Remember how I told you why I love trees? Well, here is another reason for loving trees: They are an important part of our environment. Trees hold the soil. They cool the air and help bring rain. We all need to appreciate trees and plant them whenever we can.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 87-88</li><li>• Sample scheme of work, page 380</li><li>• Lesson Plan Guidelines, pages 383-389</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 51</li></ul>

#### **Traditional Text**

##### **Wer**

Gum kom apapat Obaṇa miö wa, bër mëicël ogwök wunu. Ee yen wa, yen wa nĩ, ogwök wunu,  
Ee lum wa, lum wa nĩ, ogwök wunu,  
Ee lobo wa, lobo wa nĩ, ogwök wunu.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Gum me pittä yen

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny abër itë kobba ña amë opitö yen.

#### Dul cëkö më acël

Papö Opio gĩ opitö yen amë ocamö kede ën amë ocato. Yen ocamö amë papö Opio gĩ opitö obedo aemme, obwölö kede alemun. Yen-nĩ ducu könyö atëk më acama kede më acata. Jö okënë dañ bino könyö papö Opio gĩ kede tic ën të miyö gĩ nyig-yen më acama. Nyig-yen okënë i pacu gĩ obiö otë cattö apige. Pig-yen könyö atëk pĩ jö a two amë tye amwönyö yen.

Yen okënë amë papö Opio gĩ opitö obedo kalatuc, paĩn kede cambia. Papö Opio gĩ tio kede yen magi më tedo, gërö wudi kede ën okënë onjölö të bedo bao më acata, naka goyo tana, mejji, kabat kede kome. Yen dañ könyö me tipo, gëñjo yamö kede dañ miö köt cwee. Man yomo yĩ Opio kede Acen atëk.

Opio kede Acen woto i cukul kede aemme pĩ könyö gĩ i kop me ojöga. Gĩn omakö owote kede otinö wad gĩ atëk piën gĩn marö teri gĩ nyig-yen më acama i cukul.

#### Story Outline

**Guti kop a kwakö cëkö:**

Papö Opio gĩ opitö yen.

**Kop amë kelo niañö:**

Papö Opio gĩ pito yen më acama kede më acata.

**Kop amë kelo niañö:**

Acen owoto kede aemme mërë i cukul, atĩnkwannöro të kwallö okö ëntö apwönyö të nwojo të dwokkë okö.

## Oral Literature

### Dul cëkö më aryö

I nino mörö acël, Acen obin owoto kede aemme arjwën i kilacī. Ēn obin okwaö apwony tē katö ökö më wot könyërë. Iyoye amë ěn odwogo i ökö, obin onwoŋo aemme mërë ducu pe. Ēn owoto bot apwony kun tye akoko. Apwony obin openye i ŋö amë ěn onwoŋo tye akokko. Ēn obin okobbi apwony nī edwogo i ökö enwoŋo aemme mërë arjwën ducu pe. Apwony obin oyënyö aemme Acen naka otë nwoŋo bot atīkwannörö i kilacī kunu. Apwony obin ogamö aemme Acen tē dwökkī wonnërë. Ēn tē kobbi otīnökwan nī ka itye imittö ginnörö ibot danö mörö, myero ikwa-akwaa, pe myero ikwany amë pe wonnërë omii.

Pwony a nwoŋërë i cëkö: Pe myero i kwany gi a ŋattörö ka pe wonnërë omii.

Vocabulary Words	
Oyënyö	könyö ojöga
In the Text Questions	In My Mind questions
1. Tuc nyīŋ yat acël ocamö amë papo Opio gi pītö?	1. Itamö nī ŋö onwoŋo atimërë ka apwony rik pe nwoŋ aemme Acen?
2. Acen onwoŋo owoto kede aemme adii i cukul?	2. Ka ŋattörö okwalö giti mörö i kilacī itīmö ŋö?



# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Jw      jw	īī	öö	a	u
	jwī	jwö	jwa	jwu
	kwī	kwö	kwa	kwu
	byī	byö	bya	byu

**Thematic Question:** Jami mënë amë balö kanorumo wa?


#### Beat the Words

o-jwë-rö

jwarŋö

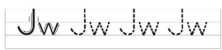
o-jwa-ö

Jw      jw



ojwërö      jwarŋö      ojwaö

Dok ojwërö lum i döŋkulu.  
Jwarŋö yugi atata balö njwec piny.  
Omara ojwaö tyënë i cupa otöö të wannë.



Term 3    Cahé né 8    Nidé né 3

### Literacy 2

#### Letter Formation Phrase

Jw = Ka icöyö 'Jw' icöö 'J' itë cöyö 'w' injete kun ilübbü citëp amë okobo ipwonyere okatö ikite më cöyö gī.

jw = Ka icöyö 'jw' icöö j itë cöyö 'w' injete kun ilübü citëp amë okobo i pwonyere okatö ikite më cöyö gī.

#### Spelling Practice

jwii, jwö, jwa, jwu

### Literacy 1

**In the Text Question:** Pwod anjö oketo ikom papö Opio gī?


**In My Mind Question:** Itamö nī papö Opio gī opitö yen aröm kwene?

### Literacy 2

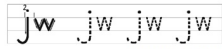
**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tīmērë i cëkö i buk otinökwan iyī agikki pwonynyo kwan.

## Day 4

Warŋö makar



Adwāŋ burj obin olīmō burj. Yië owarj atëk ikom yen amë otonjo. Èn omiö papö Opio gī opitö yen.



Term 3    Cahé né 8    Nidé né 4

# Literacy 1 and 2

## Day 5

### Literacy 1

#### New Letters & Review Chart

		īī	öö	a	u
Jw	jw	jwīī	jwöö	jwa	jwu
īī	īī	kwīī	kwöö	kwa	kwu
		byīī	byöö	bya	byu

#### Beat the Words

mī-ī  
o-jwē-rö

i-tī-i-i-tī-ī  
jwaŋ-ŋö

ŋī-ī  
o-jwa-o

#### Sentence Assessment

1. Ŋīī ka kūnynyū bur yugi abēr.
2. Jwaŋŋö yugi atata balö ŋwec pīny.
3. Dok ojwērö lum i dökgulu.

### Literacy 2

#### Letter Formation Assessment

īī, īī, Jw, jw

#### Spelling Assessment

kwī, kwö, kwa, kwu, jwī, jwö, jwa, jwu

## 11.2 Jami amë balö kanorumo wa

# News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a road and garden with soil erosion.

### **Model News Story**

Soil erosion is a big problem. I see it everyday as I come to school. Erosion makes the road difficult to pass. It also takes the good topsoil from our gardens. One of the things we do at our home to stop soil erosion is to plant a cover crop to hold the soil.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 87-88</li><li>• Sample scheme of work, page 381</li><li>• Lesson Plan Guidelines, pages 390-394</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• pages 51-52</li></ul>

### **Traditional Text**

#### **Koc**

Amara gwok oryëyë i lak poto.

Agam: Okütü

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Odyekodyek ocëkö nywagi

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩñ iwiny itë kobba ña amë onwoño opuru nywagi adwoñ atëk.

#### Dul cëkö më acël

Odyekodyek obedo lee amë marö pur atëk. Ën obin obalö wii leyi apol ikarë amë lanyö-alanya i puru nywagi. Ikarë më gittö nywagi, odyekodyek olwoño jö më kõnynyë i tic. Owoto bot ipone mërë ëntö gĩn tã kwërö okö. Odyekodyek tã wot barj Oñër kede Ayöm pi tittĩ gĩ tic man. Jöñĩ ojölë kede kuc tã kobbë nĩ manno tuñciñ gĩ. Omëddë i kobbe nĩ gĩn onwoño ogömö kite më dönyö i poto kõnynyë ëntö yore me kobbe ën ayë onwoño olöö gĩ okö. Ikarë odyekodyek odök pacu, otittĩ dakö mërë nĩ Oñër kede Ayöm oyee kõnynyö gĩ gittö nywagi. Dako mërë yĩë tã wañ pi winynyo nyĩñ Oñër kede Ayöm. Ën tã kobbi adwoñjërë nĩ yin pe iñeo nĩ Oñër gĩnnĩ Ayöm obedo orima atëk i mwoddo nywagi? Odyekodyek tã kobbi dakö mërë nĩ jönnö ñeo ña amë gĩn obedo, gĩn obino tic kede wörö. Amë nĩnö më tic doñ onoko ceggi, Oñër kede Ayöm obedo i cökërë mörö arëp pi parö kwö gĩ i poto. Oñër obin openyo Ayöm ka kwö bino bedo abër acalö Odyekodyek camö gĩ. Ayöm tã dökkë iyë nĩ ën pe par piën gĩn obedo jö me malu. Ka nywërënywërë mörö bino cakërë, gĩn nwoño olyattë iwii yen lewic tã makkö Odyekodyek.

#### Story Outline

**Jö i cëkö:**

Odyekodyek, Ayöm, Oñër dakö Odyekodyek kede okeo Odyekodyek

**Ka cëkö:**

Iyĩ poto nywagi Odyekodyek

**Gin otimërë:**

Odyekodyek okwaö Oñër gĩnnĩ Ayöm nĩ kõnyë gittö nywagi mërë ëntö iyonje tã dök dwallö gĩ më miyö okeo mërë mwoddo gĩ.

## Oral Literature

**Apeny agëca:** Itamö nĩ nõ amë obin otimëre i poto?

### Dul cëkö më aryö

Odyekodyek okwaö okeo mërë nĩ wot bed kede wele mërë i poto të nënnö kit amë gĩn atic kede. Ayöm kede Onjër ocakö tic kede gupu amë yor gĩ anjurañura. Cawa abicël të römö kec të cakkö nekke otic okö. Gĩn të cakkö nyamo agwaa. Okeo Odyekodyek onwoño oninö okö i lüc. I cawa amë ën ocoo kec të cakkö nekke agwa.

Odyekodyek të goyi okeo mërë cim. Okobbe nĩ ën döñ pe par pĩ dök pacu wot cem piën cem tye i poto. Yom-yic kede kuc onwoño ocirö Ayöm kede Onjër okö piën nyamo onwoño tye i rwöm amalu. Okeo Odyekodyek oputte awañacël të poto i yib Ayöm. Yib Ayöm të cot doñ i cĩñë cüt. Ayöm kede Onjër të lyattë malu iwii yat. Okeo Odyekodyek të doñ i lewic.

Timmĩ obin opoko Ayöm kede Onjër ikom Odyekodyek. Gĩn të cĩkërë më ballö nywagi mörö këkën amë gĩn obino nwoño i poto mörö këkën. Ën gĩn omiö Ayöm kede Onjër balö nywagi naka tin enno.


Pwony a nwoñere i cëkö: Myero ibed dyere amë genne.

Vocabulary Words	
gĩttö	nywërenywëre orima
In the Text Questions	In My Mind questions
1. Jö mënë amë ogitö nywagi Odyekodyek?	1. Ka rik Onjër gĩ pe köny Odyekodyek i gĩttö nywagi mërë, itamö nĩ nywagi mërë rik agĩttë niñö?
2. Da opoto i yib Ayöm?	2. Myero iter dyeri niñö?

# Literacy 1 and 2

## Day 1

Dy dy



odyërë dyelo dyaka

Ojuka odyërë më wekko yugi.  
Okelo dyelo pii më ašnya iyī atura.  
Pittō yen bër ka piŋ dyaka.

Dy Dy Dy Dy

Term 3, Cakō nē 9, Nōō nē 1

## Literacy 1

### New Letters and Review Chart

Dy dy

īī	ōō	a	u
dyīī	dyōō	dya	dya
jwīī	jwōō	jwa	jwu
kwīī	kwōō	kwa	kwu

**Thematic Question:** Piŋō omīō bër më wan ibedo kede ŋec i kanorumo wa?

### Beat the Words

o-dyër-rë

dye-lo

dya-ka

## Literacy 2

### Letter Formation Phrase

Dy = Ka icōyō 'Dy', icōō 'D' adwoŋ nyo mēn atīdī, icōō 'y' ilangete kun ilūbbū citēp amē okobo ipwonyere okatō ikite më cōyō gī.

### Spelling Practice

dyī, dyō, dya, dyu, kwō, kwī

## Day 2

Dētē obalō piŋy



Toto Ojok tedo kōŋō dētē. Ēn ōnyō piti dētē piŋy ata. ŋwec piti dētē obalō piŋy. Danō bēō kun aŋūllū laō.

dy dy dy dy

Term 3, Cakō nē 9, Nōō nē 2

## Literacy 1

**In the Text Question:** Toto ojok gī timō ŋō?

**In My Mind Question:** Nō okēnē amē toto Ojok rōmō timmō më nwoŋŋo cente?

## Literacy 2

**Story Idea:** Tam i cēkō atin, ayaa ikom apeny agēca, otīnōkwan openyo ikom gin abino timērē i cēkō i buk otīnōkwan iyī agikki pwonynyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart


Aa	aa	aa	ïï	öö	e
		dya	dyï	dyöö	dye
		jwaa	jwïï	jwöö	jwe
		kwa	kwïï	kwöö	kwe

**Thematic Question:** Yore anjo amë wan orömö gwökkö kede kanorumo wa?

#### Beat the Words

ra-a                      i-la-a                      o-da-a

Aa      aa



ilaa      raa      odaa

Pe ilaa iiget öt.  
Raa yugi i ket karacël.  
Alëc odaa pi piti obalö rwec piij.

Aa   Aa   Aa

Term 3   Cabbë nê 9   Nêd nê 3

### Literacy 2

#### Letter Formation Phrase

A = Ka icöyö 'A' adwonj, icakö cöyö imalu itë kello tyënë pñj iturcam itë dök ömmö tyënë imalu iturcem kello pñj ëka itë njöllö dyere mërë.

a = Ka icöyö 'a' atidï, ilünjü not itë ketto tyënë itu nyime.

#### Spelling Practice

dya, dyi, dyö, dye

### Literacy 1

**In the Text Question:** Papö Ojok timö njö më gënjö rwec pñj imedde i ballë?

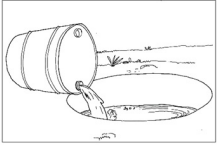
**In My Mind Question:** Ka rik papö Ojok gï pe küny bur, itamö ni jö rik atimmö toto ojok gï kede njö?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyï agikki pwonynyo kwan.

## Day 4

Dëtë obalö piny



Papö Ojok okünjü bur alac. Toto Ojok të önyö piti iyë. Man oyübö rwec piny doj tye abër.

aa    aa    aa    aa

Term 3   Cabbë nê 9   Nêd nê 4

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		aa	īī	öö	e
Dy	dy	dyaa	dyīī	dyöö	dye
Aa	aa	jwaa	jwīī	jwöö	jwe
		kwa	kwīī	kwöö	kwe

#### Beat the Words

o-dyē-rē

ra-a

dye-lo

i-la-a

dya-ka

o-da-a

#### Sentence Assessment

1. Ojuka odyērē mē wekko yugi.
2. Okelo dyelo pii mē aōnya iyī atura.
3. Alöc odaa pī piti obalö ŋwec pīny.

### Literacy 2

#### Letter Formation Assessment

Dy, dy, Aa, aa

#### Spelling Assessment

dyī, dyö, dya, dyu, dye, kwö, kwī

## News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of someone using an energy saving stove.

### **Model News Story**

I bought an energy saving stove. Because of its special design, we use much less charcoal to cook our food. We save money and it also means Uganda's trees are protected.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 87-88</li><li>• Sample scheme of work, page 382</li><li>• Lesson Plan Guidelines, pages 395-399</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 52</li></ul>

### **Traditional Text**

#### **Lëb adwala**

Apit pīt pītō pīt abër kit amë apit pīt pītō kede pīt.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Pwonyere i gwökkö pacci wa

**Apeny më yabbö ñec:** Akwanno cëkö mörö kan, lĩj iwiny itë kobbo nĩnō mēnē amē pwonyere më gwökkö kanorumo wa onwoño bedo iye.

#### Dul cëkö më acël

I wañtic amē orumo pacu Opio gĩ, pwonyere ikom kite më gwökkö Kanorumo wa onwoño bedo iyē icerj adek cabit ducu. Opio kede papö gĩ onwoño marö bedo i ka pwonyere nĩ atëk. Gĩn onwoño otye kede lwooro atëk piën ñwec piny onwoño tye aballē amēddē-amēda. Danö a löö kop më yotkom obin oyērö pacu Opio gĩ më bedo ka pwonyinyo jö. Ēn obin opwoño jö i kite më gwökkö dok abor kede ñet pii amē omatö piën lac kede cēt dok balö pii. Adwoñ cĩlpacu okobo nĩ bedo aboño bailo dan balö ñwec pacu kede kan amē orumo wa. Inje winyinyo koppi, Opio kede papērē odök pacu otē cakkö gwökkö kanorumo gĩ abër.

#### Story Outline

**Guti kop a kwakö cëkö:**

Papö Opio gĩ onĩañ pwonyere më gwökkö kanorumo wa abër.

**Kop amē kelo niañö:**

Papö Opio gĩ okünyü bur yugi ture.

**Kop amē kelo niañö:**

Gĩn opitö yen tē rummo pacu gĩ ducu.

## Oral Literature

### Dul cëkö më aryö

Papö Opio gĩ okünyö bur yugi pĩ gwökkö kabëra kede cem okwok. Bailo më nyöñö a danö piën man ka ocibo ökö balö ñwec pĩny kede poko twoe apapat. Opio kede Acen danj owinyo nĩ pĩttö yen gëñö lyeto kede twö a pii. Gĩn obin omëddë kede pĩttö yen të rummo pacu gĩ ducu. Pacu gĩ të nen abër.

Opio gĩ danj onwoño gwökkö lum orumo gĩ amë pe owanjö piën man könyö më miyö lobo bedo anjic kede abër i cëkkö cem. Onywal Opio gĩ danj obin onwoño pwoño ikom kite më gwökërë i wanjö makar kede lobo bĩrik. Man neko kuddi mögö amë bedo itë lobo. Wëkö lobo ballë pe të cëkkö cem.


Pwoño a nwoñere i cëkö: Ket pwoño abëcö amë inwoño i tic.

Vocabulary Words	
bailo	künynyü
	pĩttö
In the Text Questions	In My Mind questions
1. Ña amë obedo pwoñnyo jö i kite më gwökkö Kanorumo wa?	1. Pĩñö myero ogwök kanorumo wa bed acil?
2. Wanjö makar kede lobo bĩrik timö lobo injö?	2. Yin itimö ñö më miyö kanorumo wa bedo acil?

# Literacy 1 and 2

## Day 1

Nw      nw



nwoṛṛḡo      nwoyö      onwoṛḡo

Jö tye a nwoṛṛḡo pwoṇy.  
Nwoyö pwoṇy bër.  
Jö onwoṛḡo ocuj atir.

Nw Nw Nw

Term 3    Cahñ më 10    Nöb më 1

## Literacy 1

### New Letters and Review Chart

Nw      nw

aa	ïï	öö	e
nwaa	nwïï	nwöö	nwe
dyaa	dyïï	dyöö	dye
jwaa	jwïï	jwöö	jwe

**Thematic Question:** Kodi danö mënë amë okobo ni tye kede kuc?

### Beat the Words

nwoṛ-ṛḡo

nwö- yö

o-nwo-ṛḡo

## Literacy 2

### Letter Formation Phrase


Nw = Ka icöyö 'Nw', icöö 'N' adwoṛḡ onyo ën atidï, icöö 'w' ilanete acök kun ilübü citëp amë okobo i pwoṇyere okato i kite më cöyö gi.

### Spelling Practice

nwa, nwï, nwö, nwe

## Day 2

Mar alaṇeti



Opio tye akwayö dok. Ën ocakö tuku kede Ojok. Wie të wil okö ikom dok. Ën opoo të nënnö dok tye acammö nywagi.

nw nw nw nw

Term 3    Cahñ më 10    Nöb më 2

## Literacy 1

**In the Text Question:** Dö owilo wii Opio ikom dok?

**In My Mind Question:** Piṇö jö pe myero tuk ka omïö gi ticcöro?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timëre i cëkö i buk otinökwan iyï agikki pwoṇyinyo kwan.

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

My	my	aa	īī	öö	e
		myaa	myīī	myöö	mye
		nwaa	nwīī	nwöö	nwe
		dyya	dyīī	dyöö	dye

**Thematic Question:** Pacu amë okobo nī tye i kuc obedo kodi mënë?


#### Beat the Words

a-myën-nö

o-mye-re

myël

My my



amyënnö omyere myël

Aya tye amyënnö kwon.  
Omyere myero marë.  
Myël gönyö kom jö.

My My My

Term 3 Cahé nê 10 Nêê nê 3

### Literacy 2

#### Letter Formation Phrase

My = Ka icöyö 'My', icöö 'M' adwoŋ onyo ën atīdī, icöö 'y' ilaŋete acök kun ilübbü citëp okobo i pwoyere okatö ikite më cöyö gī.

#### Spelling Practice

mya, myi, myö, mye

### Literacy 1

**In the Text Question:** Won poto otimö Opio i njo?

**In My Mind Question:** Itamö nīnjö omīö won poto otimö Opio kīca?

### Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tīmērë i cëkö i buk otinökwan iyī agikki pwoynyo kwan.

## Day 4

Mar alaŋeti



Opio onwëcö adwīr më nyëmmö dok. Won poto onwoŋe kede dok i poto. Ën tē kwayö kīca. Won poto tē tīmērë kīca.

my my my my

Term 3 Cahé nê 10 Nêê nê 4

12 Kuc kede kite më gwökkö

## Literacy 1 and 2

### Day 5

### Literacy 1

#### New Letters & Review Chart

		aa	ïï	öö	e
My	my	myaa	myïï	myöö	mye
Nw	nw	nwaa	nwïï	nwöö	nwe
		nyaa	nyïï	nyöö	nye

#### Beat the Words

nwoŋ-ŋo  
a-myën-nö

nwö-yö  
o-mye-re

o-nwo-ŋo  
myël

#### Sentence Assessment

1. Jö tye anwoŋŋo pwony.
2. Nwöyö pwony bër.
2. Aya tye amyënnö kwon.

### Literacy 2

#### Letter Formation Assessment

Nw, nw, My, my

#### Spelling Assessment

nwa, nwï, nwö, nwe, mya, myï, myö, mye, nyanyö

## 12.1 Kuc i pacu kede kite më gwökkö

### News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

#### Model News Drawing

Drawing of a dog keeping watch at night.

#### Model News Story

At my home we have a dog. Our dog is an important part of the family. At night when we are asleep he is keeping watch. He will raise an alarm if there is any danger. We appreciate our dog and care for him well. His loyalty and protectiveness keeps us safe.

#### References

##### NPSCU Teacher's Guide

- Competencies, pages 88-89
- Sample scheme of work, page 400
- Lesson Plan Guidelines, pages 403-407

##### NPSCU Curriculum

- Page 54

#### Traditional Text

##### Lemo

Kuc, kuc, kuc, wan omītö kuc.  
Kuc, kuc, kuc, wan ogwökkö kuc.  
Aya kede apap g'in marö kuc.  
Ot'inö ducu daŋ g'in marö kuc.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## Oral Literature

### Apwö kede Odyekodyek

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lĩj iwiny itë kobba lee mënë amë ryëk a löö-alöa i kin Odyekodyek kede Apwö.

#### Dul cëkö më acël

Rĩk cön ka karë më mënyö ñwën jö lũj a kom gĩ pe wac onwojo gero byete gĩ okö abër. Apwö onwojo kome wac pe gero byete mërë. Ęn onwojo bedo bala ñat amë pe camö ñwën. Aco onwojo marö ñwën löö jö ducu. Inĩnö mörö acël, otyeno amë köt ñwën ocwee, jö ogero byete gĩ ducu. Odyekodyek ñat obin ogërö bye mërë tē ñat yĩkkö raö mërë abër më kürü ñat cawa më mënyö ñwën. Apwö i wackome-nĩ pe obin ogero byete mërë akadi acël. Ęn okwanyö pyen butu otĩnö mërë tē bollo iyonje öt nĩ cöö ñat amoyo më twö. Ęn tē dök okö inyim öt tē ñat bedo bala wie owil iyë okö. Odyekodyek obin onwojo pyen butu otĩnö Apwö ñat öt tē bedo kullu wie i mwoddo. Ęn opoo onwojo jö ñat otyeko mënyö ñwën okö. Ęn oyutte itë bye mërë tē nwojo ñattörö omënyö okö. Man tē wanjo yĩe ape twërë. Man kom onwojo obedo Apwö en onwojo omënyö bye Odyekodyek.

#### Story Outline

**Jö i cëkö:**

Odyekodyek kede Apwö

**Ka cëkö:**

Pacu tunja Apwö

**Gin otimërë:**

Apwö ocikö odyekodyek kede pyen butu otĩnö mërë Ęn tē mënyö bye odyekodyek okö, tē ñat banjo wii Odyekodyek okö i ñat i wot möyö yoo ñat omënyö bye mërë.

## Oral Literature

**Apeny agëca:** Itamö nî Odyekodyek obin onwojo ñat amë omënyö ñwënërë?

### Dul cëkö më aryö

Odikko mërë, ën orwattë kede Apwö. Apwö obin openye i kwene onwojo ën awot iyë. Odyekodyek te gammë nî yïë onwojo këc amë onwojo erömö mwönynyö ginnörö këkën amë owirë inyime. Ën okobbe nî iwor okatö naca, enwojo ñattörö omënyö bye mërë acwee wök-ca okö. Ën të mëddë ikobbe nî pwod ewot bot ajöka më wëk ewot eniãj nat amë omënyö bye mërë. Apwö të kobbe ni kürë ewot kede. Ën dañ emittö wot nãj ñat omwodo pyen butu otinö mërë amë onwojo emoo ije öt. Odyekodyek të kobbi Apwö nî manno tîm arac mëicël. Okwao Apwö më köj kürë anök më köj edök pacu. Ën okobbe nî wie onwojo owil kede ginnörö anönök. Odyekodyek obin owoto të doj gak atwal.


Pwony a nwojere i cëkö: Ryëko löö tëkkom.

Vocabulary Words	
mënyö	bye mwönynyö
In the Text Questions	In My Mind questions
1. Da amë omënyö bye Odyekodyek?	1. Itamö nî ñö Odyekodyek odök ömmö?
2. Da omwodo pyen Apwö?	2. Dö omïö ën pe odök?

# Literacy 1 and 2

## Day 1

Üü üü



nüü yüü büü

Yec a pek nüü atin.  
Tuku a rac yüü kom danö.  
Atin-ni ocunj i büü.

Üü Üü Üü Üü

Term 3 Cahñ më 11 Nöb më 1

## Literacy 1

### New Letters and Review Chart

Üü üü

üü	aa	ïï	öö
myüü	myaa	myïï	myöö
nwüü	nwaa	nwïï	nwöö
nyüü	nyaa	nyïï	nyöö

**Thematic Question:** Kodi danö mënë amë okobo ni tye kede kuc?

### Beat the Words

nü-ü

yü-ü

bü-ü

## Literacy 2

### Letter Formation Phrase


Üü = Ka icöyö 'Üü' abor, icakö cöyö acël itë güllü tërë,  
idwökkö malu itë dök dwoggo piñ. Më aryö danj ilübbü  
citep imalu nü, itë tönnö wiigĩ

### Spelling Practice

myü, mwü, nyü, nyanyü

## Day 2

Kuc odwogo pacu



Otim bedo parapara i cukul. Pappëre opwode oryëmë okö i pacu. Oryëmë danj tottërë okö i pacu. Aedi olwogo Otim tē kop kede abër.

ü ü ü ü ü ü ü ü

Term 3 Cahñ më 11 Nöb më 2

## Literacy 1

**In the Text Question:** Piñjö omiö Opio obedo parapara i cukul?

**In My Mind Question:** Ka onwogo ibedo Otim onwogo itimmö ñö?

## Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino timërë i cëkö i buk otinökwan iyĩ agikki pwonynyo kwan.

## Literacy 1 and 2

Day 3

### Literacy 1

#### New Letters and Review Chart

	üü	aa	īī	öö
Nyw nyw	nywüü	nywaa	nywīī	nywöö
	myüü	myaa	myīī	myöö
	nwüü	nwaa	nwīī	nwoö

**Thematic Question:** Jö mēnē amē gwökkö kuc iyī adwol?

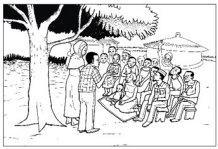
#### Beat the Words

o-nywal

a-nywak-kö

nywak-kö

Nyw nyw



onywal anywakkö nywakkö

Man obedo cokērē onywal.  
Gin tye anywakkö tam.  
Nywakkö tam bē.

Nyw Nyw Nyw

Term 3 Cahé nē 11 Nōō nē 3

### Literacy 2

#### Letter Formation Phrase

Nyw = Ka icöyö 'Nyw', icöö 'N' adwoŋ onyo 'n' atīdī, icöö 'y' dök itē cöyö 'w' kun gin ducu myero bed acök kun lübbü citēp amē okobo i pwoŋyere okatö ikite mē cöyö gī.

#### Spelling Practice

nywuu, myüü, nwüü

### Literacy 1

**In the Text Question:** Onywal Otīm obin ocikērē nīŋö?

**In My Mind Question:** Yore mēnē apapat amē ogwökkö kede kuc i pacu?

### Literacy 2

**Story Idea:** Tam i cökö atin, ayaa ikom apeny agēca, otīnökwan openyo ikom gin abino tīmērē i cökö i buk otīnökwan iyī agikki pwoŋnyo kwan.

Day 4

Kuc odwogo pacu



Aedi olwogo onywal Otīm. Opwoŋyo gī kede kit amē ogwökkö i kuc pacu. Onywal Otīm onīŋ abēr. Gin ocikērē mē bedo i kuc.

nyw nyw nyw

Term 3 Cahé nē 11 Nōō nē 4

12 Kuc kede kite më gwökkö

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		üü	aa	ïï	öö
Nyw	nyw	nywüü	nywaa	nywïï	nywöö
Üü	üü	mwüü	mwaa	mwïï	mwöö
		nyüü	nyaa	nyïï	nyöö

##### Beat the Words

nü-ü  
o-nywal

yü-ü  
a-nywak-kö

bü-ü  
nywak-kö

##### Sentence Assessment

1. Yec a pëk nüü atin.
2. Man obedo cokërë onywal.
3. Gïn tye anywakkö tam.

#### Literacy 2

##### Letter Formation Assessment

Üü, üü, Nyw, nyw

##### Spelling Assessment

myü, mwü, nyu, nyanyü, nywü, nywa, nywï, nywö

## 12.2 Kuc iyä adwol kede kite mä gwökkö

### News

Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<b>Model News Drawing</b>
Drawing of a peaceful school environment.

#### **Model News Story**

In order to learn we need to have a peaceful and safe environment. That is why our school has rules that must be followed by teachers and pupils. When we follow the rules there is order and learning can take place. When we don't follow the rules there is disorder and learning can't take place.

<b>References</b>
<b>NPSCU Teacher's Guide</b> <ul style="list-style-type: none"><li>• Competencies, pages 88-89</li><li>• Sample scheme of work, page 401</li><li>• Lesson Plan Guidelines, pages 408-413</li></ul>
<b>NPSCU Curriculum</b> <ul style="list-style-type: none"><li>• Page 55</li></ul>

#### **Traditional Text**

##### **Wer**

Wörö bër, (x3)  
Oworo twërö otinö, wörö ber. (x3)  
Oworo twërö opwonye, wörö ber. (x3)  
Oworo twërö a lwak.  
Kuc. (x2).

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*

## 12 Kuc kede kite më gwökkö

# Oral Literature

## Gwökkö kuc

**Apeny më yabbö ñec:** Akwanno cëkö mörö kan, lĩj iwiny ëka itë kobba kwene onwojo otĩnökwan keto galli gĩ iyë.

### Dul cëkö më acël

Opio gĩnnĩ Acen woto i cukul nĩnō-inĩnō. Gĩn woto i cukul kede tyën gi. Otĩnō okënë woto kede gali. Gĩn jejo galli gĩ inyim kĩlacĩ Acen gĩ.

Icej abiccörö, otĩnō ducu onwojo doj tye i kĩlacĩ. Opwonye dañ onwojo tye apwony. Danö mörö të yutte bino kan amë ojejo iyë galli. Ęn ocuj anönök të kwanynyö gali anyen të pyee i wie të cakkö nyönnö adwĩr.

I gum abër Acen onwojo tye anënnë. Ęn të redo i kĩlacĩ kun akobbi apwony nĩ akwo okwalö gali. Oyotoyot, apwony të nĩyö ökö të nënnö danö mörö tye añwëc adwĩr kede gali kun döc tu yoo adwoj. Apwony të donynyo ökö oyotoyot. Ęn të yutte i opici aedi. Okobbi aedi oyotoyot gin amë otimërë. Gĩn ducu të donynyo ökö më nënnö danö-naca, otë nënnö doj tye añollo yoo adwoj. Aedi obin opye iwii opikërë oyotoyot të ñwëc lübbü yore.

### Story Outline

**Guti kop a kwakö cëkö:**

Akwoo okwalö gali atĩnkwan.

**Kop amë kelo niañö:**

Aedi oryemo yore.

**Kop amë kelo niañö:**

Policĩ omakö akwo të tero i polic tecen.

## Oral Literature

### Dul cëkö mē aryö

Amē' ěn pwod onjölö gudu anjola, oněnö otöka a polici tye arinjö. ěn tē cuŋ tē njöllö. Polici obin ocun ěn tē kobbi gī gin otiměrě. Okwaö gī nī okönyě makkö akwo piěn kome danj onwoŋo pwod tye anen. Polici obin oyee otě lökkö otöka gī oyotoyot. Aedi danj tē wěkkö opikkěrě bot danö amē ěn ŋeo tē dönyö iyī otöka. Gīn tē ton iyoo akwo. Idakika anönök, gīn otě tunu otě kattö akwo anök. Otöka nī rīk inyim akwo, polici nī cěny piŋ. Gīn nī kwīc akwo, nī ap kede naka iyī otöka. Otöka tē ŋwěc i cipid, gīn i nywīny i polic tecen.

Pwony a nwoŋere i cěkö: Kwo rac.

Vocabulary Words	
adwīr	lökkö nywīny
In the Text Questions	In My Mind questions
1. Ŋa ocakö něnnö akwo gali?	1. Ka yin ěn onwoŋo akwo okwalo gali nī no onwoŋo itimmö ŋo?
2. Obin otero akwo gali kwene?	2. Itamo nī obin otīmö akwo gali kede ŋo?

## END-OF-TERM ASSESSMENT TERM 3

### Introduction

Below are end-of-term assessments you should administer during the final weeks of the term. Writing and listening assessments can be administered to the whole class. Reading and speaking assessments need to be administered to learners individually. Begin these assessments by Week 10. Assign a level to the learner's performance using the following system:

**Level 3 (L3): The learner's performance exceeds the competence expected.** Symbol:  $\Delta$

**Level 2 (L2): The learner's performance meets the competence.** Symbol:  $\wedge$

**Level 1 (L1): The learner's performance does not meet the competence.** Symbol: /

### Reading Assessments (administered individually)

#### Fluency and Vocabulary Assessment:

Write 5 decodable words from the term on flashcards. Show the cards to the learner one at a time. Ask the learner to read the word. Then ask the learner to use the word in a sentence.

**L3:** Reads all 5 words correctly.      **L3:** Uses all 5 words correctly in complete sentences.

**L2:** Reads 3-4 words correctly.      **L2:** Uses 3-4 words correctly in mostly complete sentences.

**L1:** Reads 2 or less words correctly.      **L1:** 2 or less words correct. Cannot form full sentences.

#### Phonics Assessment:

Write selected letters from the term on a sheet of paper. Point to a letter. Ask the learner to say the name of the letter and the sound the letter makes. Do this for 5 different letters.

**L3:** Successfully completes the task for all 5 letters.

**L2:** Successfully completes the task for 3-4 letters.

**L1:** Completes the task for 2 or less letters.

### Listening Assessment (administered as a group)

#### Listening Comprehension Assessment:

Compose a story to tell to the class or find a story to read. Create 3 comprehension questions about the story. Tell/read the story to the class and then ask the questions one at a time. Have learners draw or write their answers on a piece of paper. Collect and assess.

**L3:** Answers all 3 questions correctly.

**L2:** Answers 1-2 questions correctly.

**L1:** Does not answer any questions correctly.

### **Writing Assessments (administered as a group)**

#### Handwriting Assessment:

Write 6 letters taught during the term on the chalkboard (3 upper and 3 lower case). Ask learners to copy them using their best handwriting in their exercise books.

**L3:** Formation of the letters is excellent. All 6 letters formed correctly.

**L2:** Formation of the letters is good. 3-5 letters formed correctly.

**L1:** Formation of the letters is poor. 2 or less letters formed correctly.

#### Spelling Assessment:

Select 5 letters, syllables or words for a spelling test. Dictate the letters, syllables or words one at a time and have learners write them in their exercise books. Collect and assess.

**L3:** Spells all 5 correctly.

**L2:** Spells 3-4 correctly.

**L1:** Spells 2 or less correctly.

#### Creative Writing and Name Writing Assessments:

Tell learners to write a story about what they plan to do during the school holiday. Explain that they can use pictures and words to tell their story. Make sure learners write their name. Collect and assess.

**L3:** Writes a meaningful, well organised story using pictures and words.

**L2:** Writes a meaningful, well organised story using pictures only.

**L1:** The story is poorly organised and difficult to understand the meaning.

**L3:** Writes both names with correct spelling and letter formation.

**L2:** Writes at least one name with correct spelling and letter formation.

**L1:** Cannot write name using correct spelling and letter formation.

### **Speaking Assessment (administered individually)**

#### Public Speaking Assessment:

By the end of Week 10 you should have observed and assessed all of your learners' speaking competences during the News lesson. During Weeks 11 and 12, select learners to assess who have not yet told a News story to the class or who have not yet attained the speaking competence.

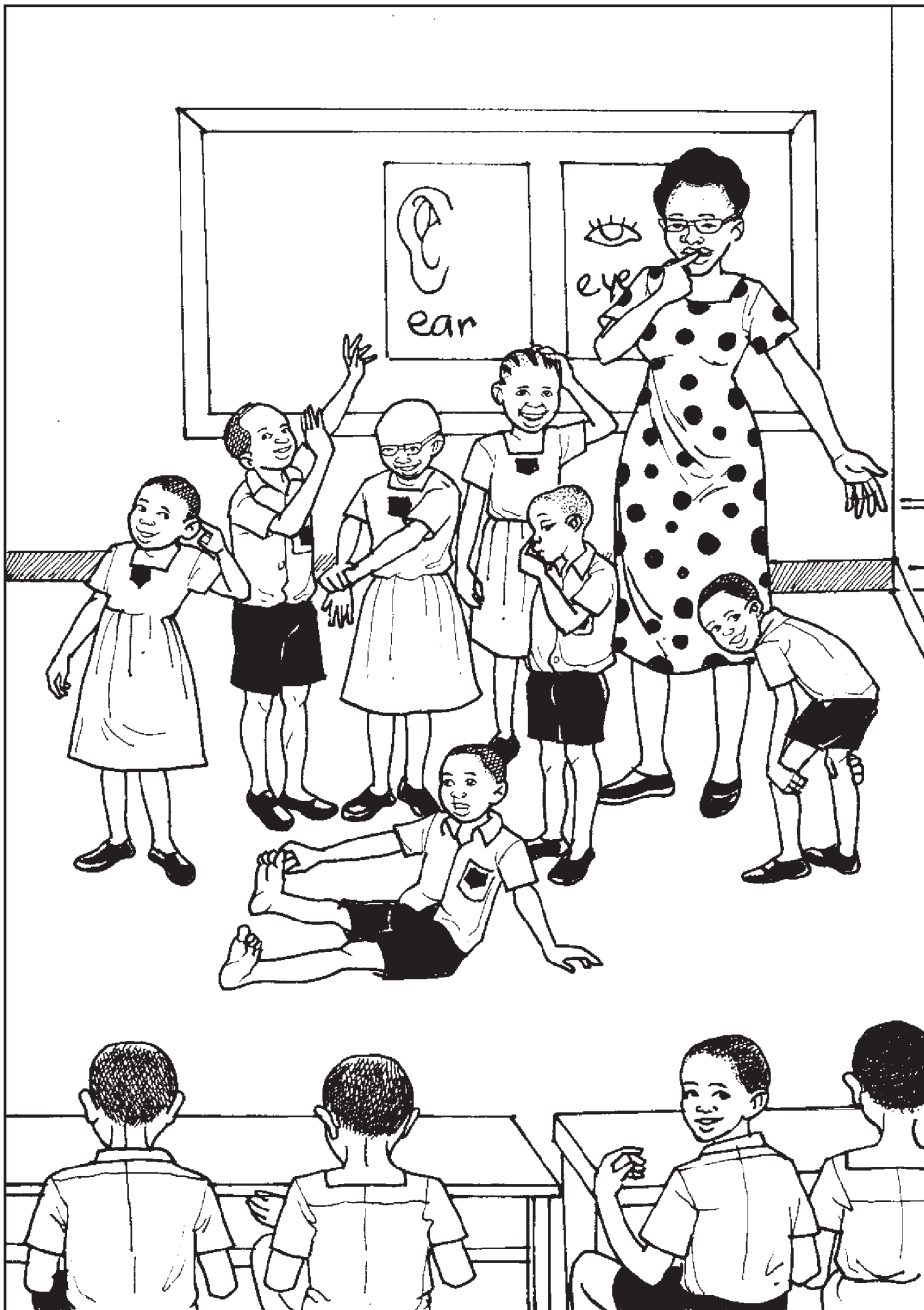
**L3:** Tells a meaningful, engaging story with excellent confidence and animated expression.

**L2:** Tells a meaningful story to the class with confidence.

**L1:** Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.



# Appendices



# Glossary of Lëblanjo Literacy Terms

English	Lëblanjo
LITERACY 1	
beat the word	bappö cīj kun ilwoŋŋo nyigkop pī nwoŋŋo cīlabül
blending (v)	nöttö
consonant	conconan
context clues	gin a kelo nīanjö
decodable word	nyigkop ogërö kun cuj i dwön nukta mörö
in my mind question	apeny atama
in the text question	apeny i cëkö
letter	balu
predicting (v)	gëccö
prediction	gëccö
retelling (v)	nwöyö kobo
segmenting (v)	popoko
sentence	cëntën
sound and syllable review chart	yika më loddö dwön kede cīlabül
sub-theme	jaŋ pënkop
syllable	cīlabül
theme	pënkop
title (of a story)	wii cëkö
vowel	büwël
word	nyigkop
LITERACY 2	
air writing	cöc i yamö
action (plot)	gin otimërë
baseline	layin iwie
bottom line	layin itere
centre line	layin idyere
comma	gwel i pīj
exclamation mark	ryac tön
full stop	tön
handwriting (n)	cöc cīj
handwriting (v)	cöc
handwriting guidelines	jami më alüba i cöc
handwriting pattern	cöc cīj onwöyë kun mögö okukubu
letter formation	gërö nukta

letter formation phrase	gero nukta idulkop acek
pencil grip	makkö alamkalo
question mark	nyanyjolo
spelling (n)	gatto
spelling (v)	gatto
title (of a story)	wii cëkö
top line	layin i malu
tracing (v)	lübbü kede cïŋ
ORAL LITERATURE	
action (plot)	gin otimëre
character (in a story)	jö i cëkö
fiction story	cëkö ateta
guiding question	apëny më yabbö ñec
in my mind question	apeny atama
in the text question	apeny i cëkö
informative story	cëkö më miyö ñec
main idea (of a story)	guti kop icëkö
oral literature	cëkö okobo i döŋ
poem/rhyme	lemo
predicting (v)	gëccö
prediction	gecko
prediction question	apeny agëca
proverb	carokop
retelling (v)	nwöyö kobbo
riddle	koc
sentence	cëntën
setting (time and place of a story)	kaka cëkö
story mapping	cëkkö iwiewie
supporting idea (of a story)	kop akelo niaŋö
tongue twister	lebadwala
traditional text	cëko më karë acön
vocabulary word	nyigkop (nyig widikop)
NEWS	
news	amut
creative (free) writing	cöc oteto i ñirö adwoŋ

# Handwriting Guidelines for Primary 1

What are the handwriting competences in P1?

P1 learners should be able to demonstrate two competences.

- sit properly and holds the pencil correctly when writing.
- write letters with correct starting point, formation and direction (left to right).

These two competences can be translated into 6 observable handwriting behaviours to assess:

1. Sitting posture (This may not be possible to assess if learners don't sit at desks.)
2. Pencil grip
3. Starting point
4. Letter formation
5. Direction (left to right)
6. Spacing between letters and words

The literacy component addressed during handwriting is primarily handwriting **fluency**. Regular practice of letter formation will also support learners' knowledge of **alphabetic principle**.

## What instructional methods do we use to teach handwriting in P1?

Air Writing: Before writing with a pencil, learners practice writing in the air.

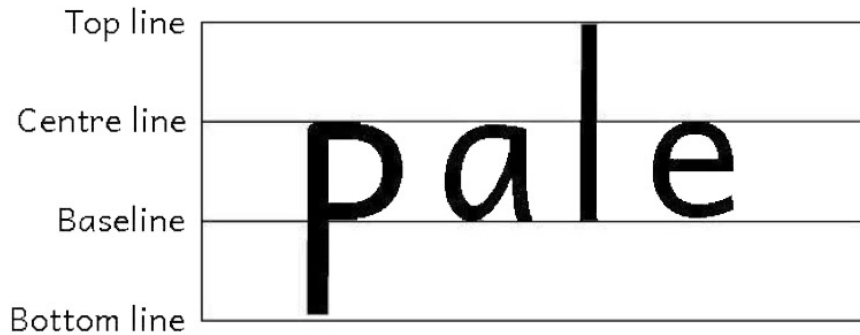
Tracing: After air writing and before writing in their exercise books, learners trace the letters in the pupil book.

The Letter Formation Phrase: When forming the letter in the air or on the chalkboard the teacher uses a simple phrase to help learners remember the correct formation.

I Do-We Do-You Do: Handwriting instruction follows this standard model of 1) teacher demonstration; 2) whole class practice; 3) individual assessment.

The Four Guidelines: These lines correspond to the lines in the exercise book. Pupils use the guidelines to support correct letter formation. The four guidelines are illustrated on the following page.

# The 4 Handwriting Guidelines



The names for these four lines have been translated into your local language. They can be found in the glossary of this teacher's guide.

Don't expect learners to master using the guidelines until the middle of Term 2. Be patient. Learning good handwriting takes daily practice over many, many months.

## **What about left-handed writers and other special needs learners?**

Learners who favour their left-hand for writing should not be forced to use their right hand. Special considerations for left-handed learners include:

- Identify left-handed writers as early as possible so that appropriate interventions can begin.
- Seat left-handed learners at the left end of a desk so they have enough space to write and do not interfere with right-handed learners.
- Demonstrate air writing for both right- and left-handed learners.

Modifications for learners with physical disabilities or visual challenges should be considered on an individual basis.

## Lëblaŋo Letter-Sound Chart

Letter	Lëblaŋo Word	English Word
Aa	yat	tablet - medicine
AA aa	daa	to quarrel - someone quarrelling
Bb	bul	drum
Cc	cem	food/to eat - someone eating
Dd	dëro	granary
Ee	cem	food/to eat - someone eating
EE ee	lee	animal - any kind
Ĕ ĕ	cël	fence - a homestead with a fence
Ě ě	lëë	axe
Gg	gali	bicycle
li	yit/yib/otit	ear/tail/firefly
ll ii	otii	elder older person
ĭ į	otĭt	palm tree
i	ĭtĭi-ĭtĭi	small bird - of any kind
Jj	jokon	kitchen
Kk	kopi	cup
Ll	lëë	axe
Mm	moggo	cassava
Nn	năti	screw
Ŋ ŋ	Ŋwën	white ant
Ny ny	nyanyaŋ	crocodile
Oo	odilo	ball - any kind
OO oo	owoo	palm leaves
Ö ö	öt	hut
ÖÖ öö	möö/cöö	oil/men
Pp	puc	cat
Rr	rio	giraffe
Tt	tana	bed
Uu	lut	mud fish
Uu uu	tuu	germinating a sprouting plant
Üü	lüt	stick- any kind
üü	onüü	person carrying heavy luggage and walking with difficulty
Ww	waŋ	eye
Yy	yat	tree