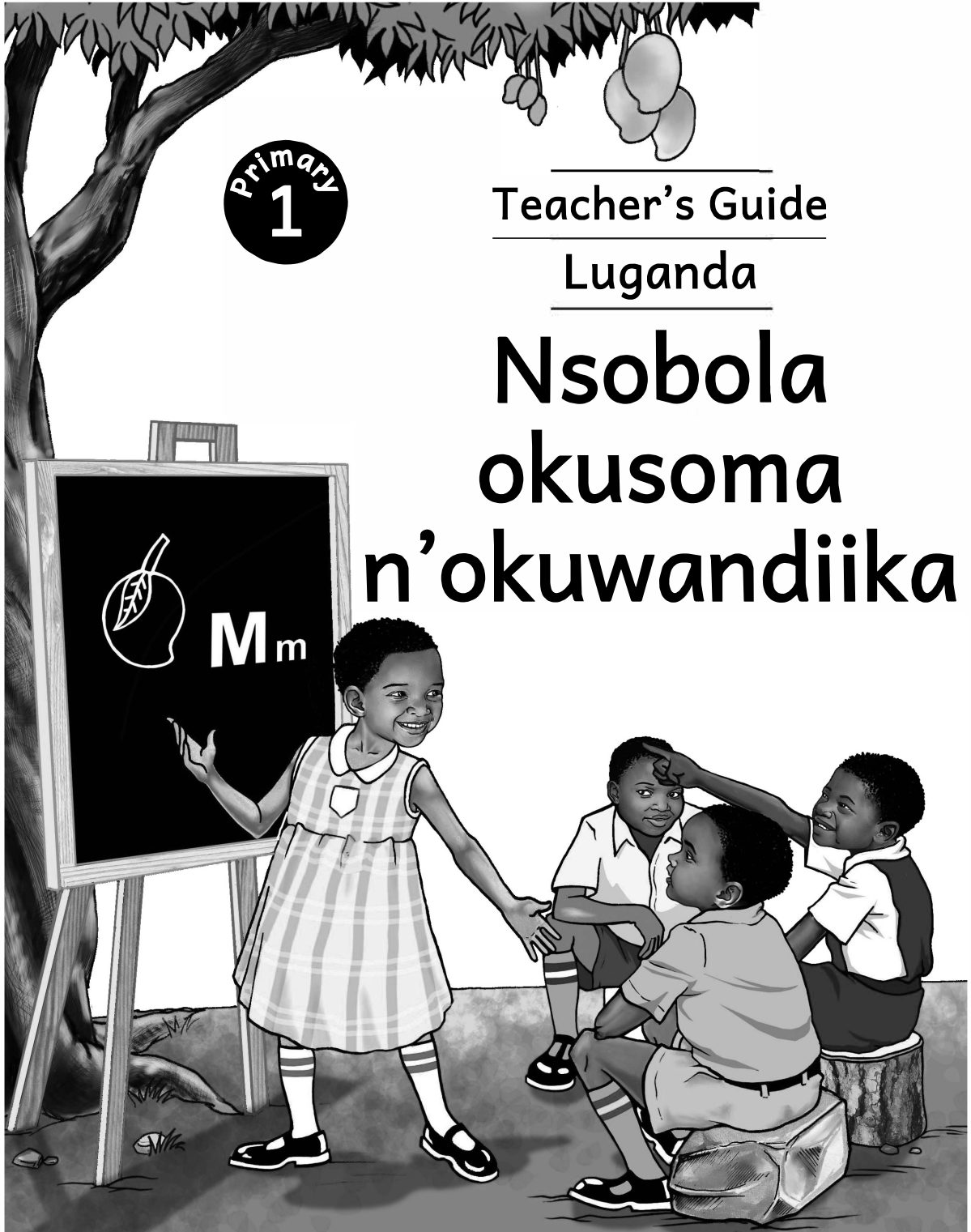




Primary
1

Teacher's Guide
Luganda

Nsobola okusoma n'okuwandiika



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
Luganda**

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Primary 1 Teacher’s Guide

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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 two decades before 2010 constantly revealed that Uganda's children were 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.

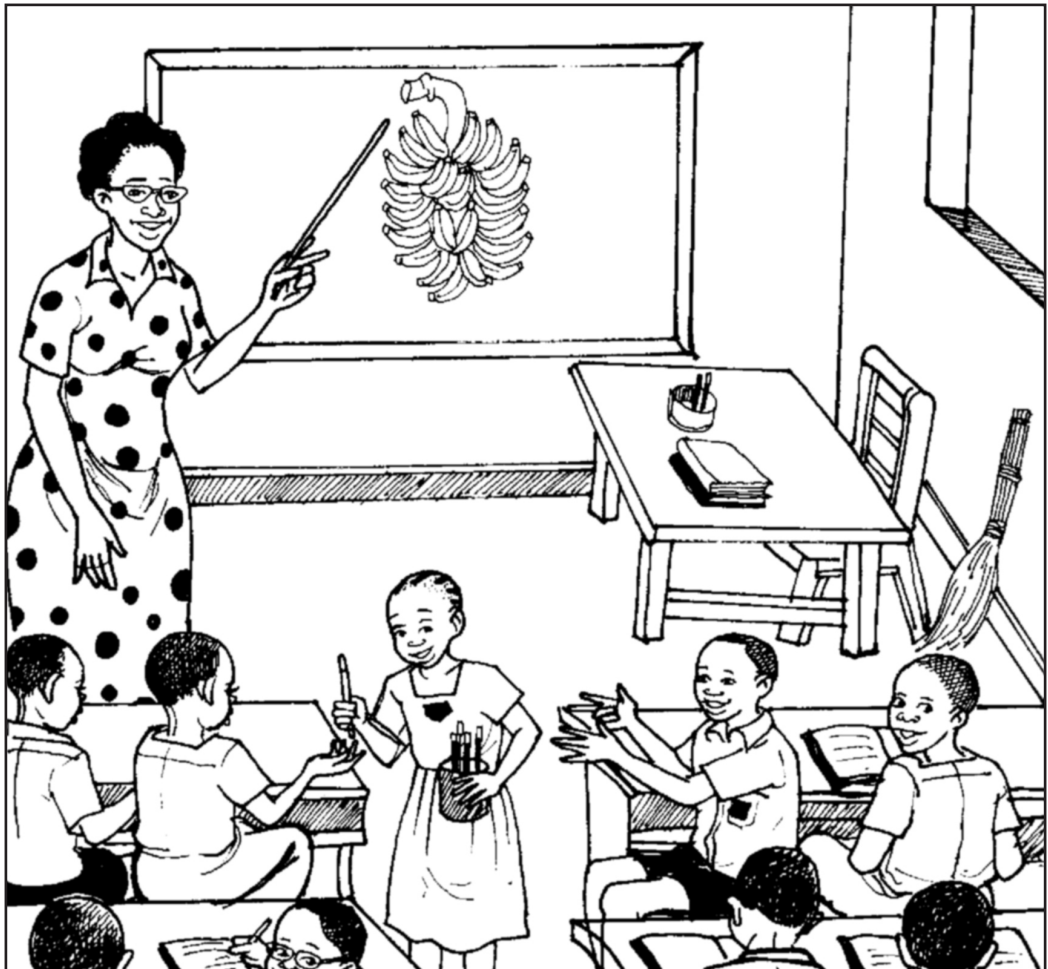
The system's investment will result, ultimately in the development of primers and teacher guides and training of teachers. District/Municipal Education Officers, District/Municipal Inspectors of Schools, Principals, college tutors and early grade teachers are all key stakeholders in the intervention. 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 and Sports

Introduction



The ***Introduce on*** 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

The School Health and Reading Program Literacy 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, Science, Technology 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 literacy 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 School Health and Reading Program 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

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 Literacy 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

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 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 MoES 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

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

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

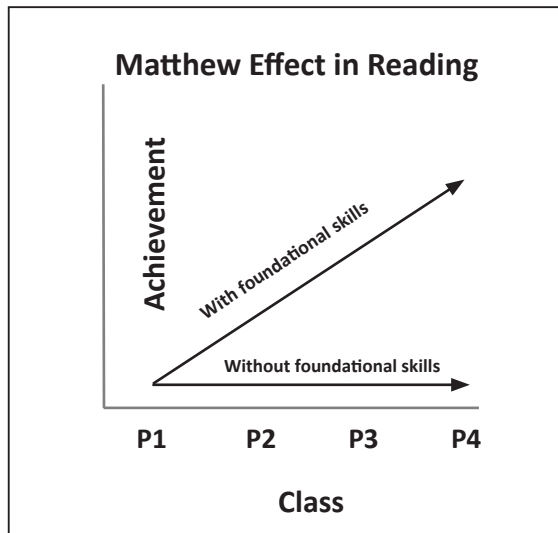
How to Teach: Literacy 1 - Days 1 and 3

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

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.

Introduction

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: Δ

Level 2: The learner's performance meets the competence. Symbol: ∇

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 (∇) to the mark so that it now shows that the learner is competent (∇). If by chance you observe this learner again and they are now performing the competence exceeding well, you can add a final (Δ) to complete the triangle.

Some learners will demonstrate a competence the first time you assess them. That is not a problem. Give them a (∇) 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 (∇) 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

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	
PHONEMIC AWARENESS COMPETENCES				
<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>				
PA-1. Segments words into syllables. (Literacy 1)	Listening			
	Speaking			
PA-2. Recites a traditional text from memory. (Oral Literature)	Listening			
	Speaking			
ALPHABETIC PRINCIPLE COMPETENCES				
<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>				
AP-1. Identifies the new letters for the day by name and sound. (Literacy 1)	Reading			
AP-2. Practices decoding words. (Literacy 1)	Reading			
AP-3. Uses first sounds, blending and context clues as word identification strategies. (Literacy 1)	Reading			
AP-4. Spells letters, syllables or words with increasing accuracy. (Literacy 2)	Writing			

FLUENCY COMPETENCES				
<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>				
F-1. Reads known syllables with fluency. (Literacy 1)	Reading			
F-2. Practices reading simple sentences. (Literacy 1)	Reading			
F-3. Reads texts with increasing fluency. (Literacy 1)	Reading			
F-4. Forms letters in the air. (Literacy 2)	Writing			
F-5. Writes letters in the exercise book with increasing accuracy. (Literacy 2)	Writing			
F-6. Writes his/her name with correct spelling and letter formation. (Literacy 2 and News)	Writing			
F-7. Introduces one's self and greets the class using the appropriate cultural norms, including stating one's full name. (News)	Speaking			
F-8. Tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence. (News)	Speaking			
	Reading			
VOCABULARY COMPETENCES				
<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>				
V-1. Uses thematic vocabulary and concepts when describing a thematic illustration. (Literacy 1)	Reading			
V-2. Identifies vocabulary words from the OL story and uses them in a meaningful sentence. (Oral Literature)	Speaking			
	Writing			

Introduction

COMPREHENSION COMPETENCES				
<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>				
<i>Before Reading or Writing</i>				
C-1. Uses the title, context and prior knowledge to make predictions when reading a story. (Literacy 1 and Oral Literature)	Reading			
C-2. Retells a story from memory. (Literacy 1)	Listening			
	Speaking			
C-3. Plans a story that has a beginning, middle and ending together with the teacher. (Literacy 2)	Speaking			
C-4. 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			
C-5. 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			
C-6. Listens to the teacher model a news story. (News)	Listening			
<i>During Reading or Writing</i>				
C-7. Composes a story together with the teacher. (Literacy 2)	Writing			
C-8. Assists the teacher in making corrections in the story's spelling, grammar and meaning. (Literacy 2)	Writing			
C-9. Reads the story with support from the teacher. (Literacy 2)	Reading			
C-10. Listens attentively to the teacher. (Oral Literature)	Listening			
C-11. Uses context to make predictions about what will happen next in the story. (Literacy 1 and Oral Literature)	Listening			
	Speaking			
C-12. Uses pictures, words and sentences to represent a meaningful news story. (News)	Writing			

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

Pre-Reading Activities: Visual Discrimination

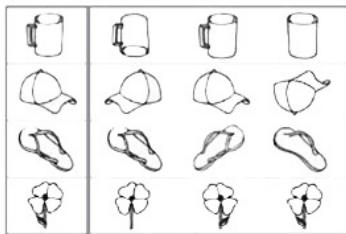
Why is visual discrimination important?

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.

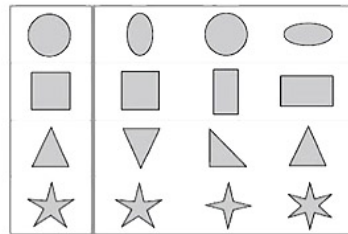
How can I include visual discrimination activities in my daily instruction?

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.

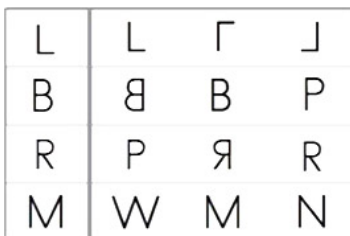
For Free Activity lessons you can make jigsaw puzzles (See the Do More for Literacy 1 Day 5). Sorting activities using bottle tops, buttons or other locally available materials are also helpful. You can also make matching cards like the following:



Matching Pictures



Matching Shapes



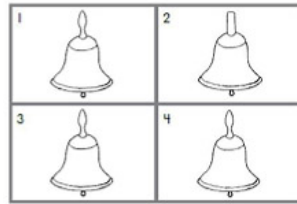
Matching Letters



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:

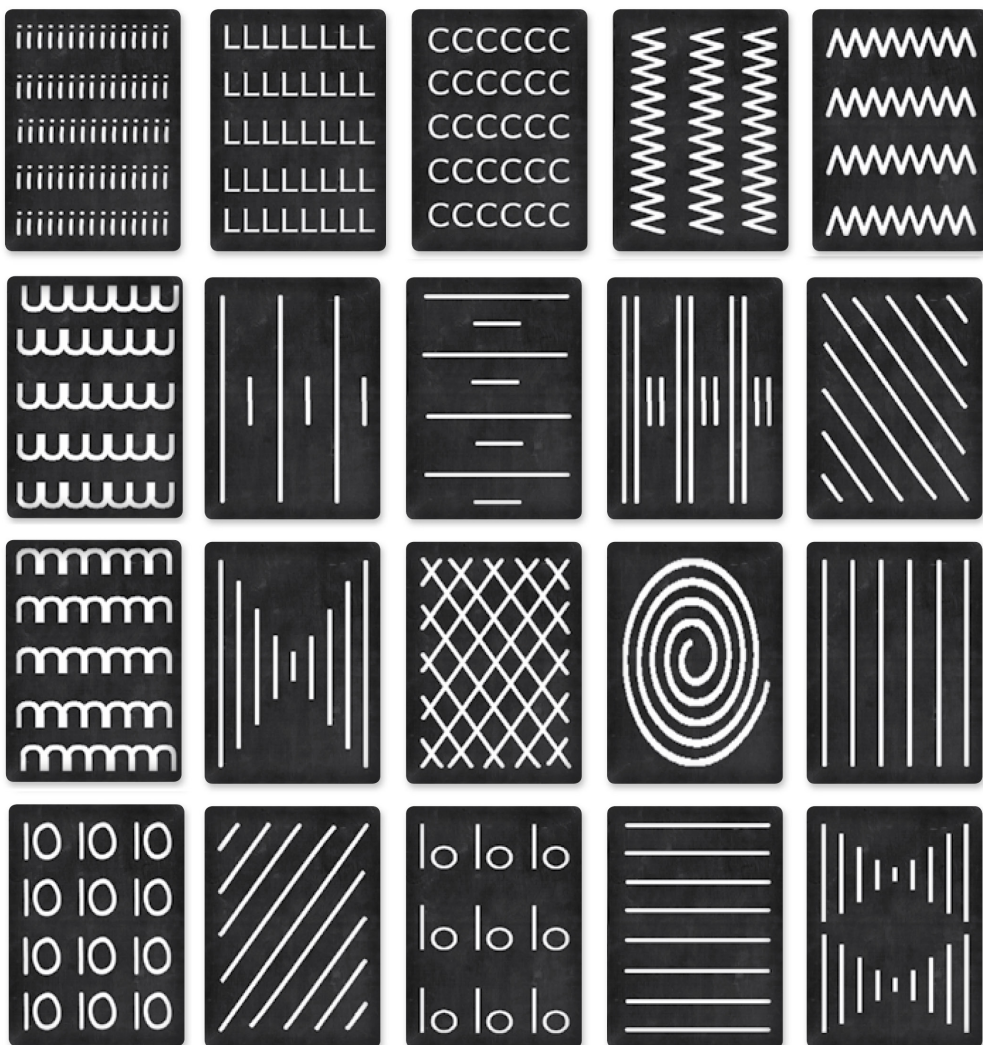
- Rotating the paper about 45 degrees clockwise (move the top of the page to the right).
- Keep the hand and wrist under the writing line.

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?

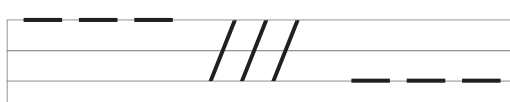
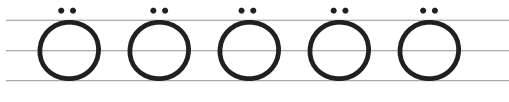
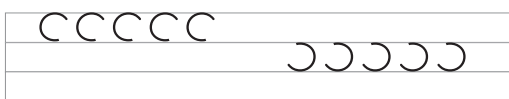
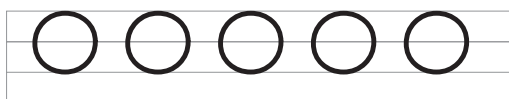
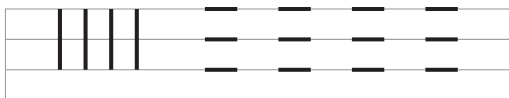
Pre-writing Activities: Patterns

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 HHHHHH

CCCCC JJJJJJ

UUUUU

UUUUU <<<<<

UUUUU ^ ^ ^ ^ ^

CCCCC KKKKK

UUUUU -----

UUUUU

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

UUUUU RRRR

UUUUU RRRR

UUUUU KKKKK

OOOOO UUUUU

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OO OO OO OO

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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	Getting Ready	• Learners sing and distribute books.
5 min.	2	Before Reading: Make Predictions	• 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	Read the Story	• Learners read texts with increasing fluency • Learners identify whether or not their predictions were correct.
10 min.	4	After Reading: Comprehension Questions	• 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>Step 1: Getting Ready (5 minutes)</p> <ol style="list-style-type: none"> Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books. Prepare the chalkboard and other lesson inputs as pupils sing. 	<p>Make bookmarks with pieces of manila to help learners find the correct page. Have the learners move the bookmark every day.</p>
<p>Step 2: Before Reading – Make Predictions (5 minutes)</p> <ol style="list-style-type: none"> Read the title of the story. (On Day 4 have learners retell what happened on Day 2.) Ask learners to look at the picture and share what they see. Tell learners to predict what the story might be about and share their predictions with their neighbours. Ask learners to share their predictions with the whole class. Summarise the learners' predictions for the whole class before reading. 	<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>Step 3: Reading the Story (10 minutes)</p> <ol style="list-style-type: none"> Read the story from the chalkboard one time as learners watch and listen. Ask learners if their predictions about the story were correct. Read the story aloud a second time from the chalkboard as learners watch and listen. 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. Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed. Ask 3-5 learners to read the story aloud to the class. Assess their reading and mark in the CAM Form. 	<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>Step 4: After Reading - Comprehension Questions (10 minutes)</p> <ol style="list-style-type: none"> Ask learners one <i>In the Text Question</i> and one <i>In My Mind Question</i>. 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>WEEKLY LESSON SUPPORT:</p> <p>You can find suggested <i>In the Text Questions</i> and <i>In My Mind Questions</i> in the <i>Weekly Lesson Support</i> 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	Getting Ready	<ul style="list-style-type: none">• Learners sing and distribute books.
2 min.	2	The New Letters	<ul style="list-style-type: none">• Learners identify the new letters, recognise the big and small form and say the letter's name and sound.
8 min.	3	Review Chart	<ul style="list-style-type: none">• Learners recognise and identify letters of the alphabet by sound.• Learners read known syllables.
4 min.	4	Picture Discussion	<ul style="list-style-type: none">• Learners use thematic vocabulary and concepts when describing a thematic illustration.
3 min.	5	Beat the Words	<ul style="list-style-type: none">• Learners segment words into syllables.
3 min.	6	Read the Words	<ul style="list-style-type: none">• Learners practice decoding words.
5 min.	7	Read the Sentences	<ul style="list-style-type: none">• Learners practice reading simple sentences.

How to Teach: Literacy 1 - Days 1 and 3

The Chalkboard

- New letter: capital and lower case (Step 2)
- Review Chart (Step 3)
- Read the keywords (Step 6)
- Write the sentences on the board before class (Step 7)

Literacy 1

M m

a	o	u
ma	mo	mu
ta	to	tu

mat
map
man

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>Step 1: Getting Ready (5 minutes)</p> <ol style="list-style-type: none"> Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books. Prepare the chalkboard and lesson inputs as learners sing. 	<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>Step 2: The New Letters (2 minutes)</p> <ol style="list-style-type: none"> Point to the new capital letter on the chalkboard. Say, “My name is big ___.” (letter name). “My sound is ___.” (letter sound). 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 lower-case letter on the chalkboard. Say, “My name is small ___.” (letter name). “My sound is ___.” (letter sound). Ask learners to point to the letter in their books and say the <i>My Name, My Sound</i> phrase with you. Call on small groups and individuals to say the <i>My Name, My Sound</i> phrase independently. 	<p>WEEKLY LESSON SUPPORT: 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 name for letter k is pronounced “kuh”. When you say the sound of the letter try to leave off the “uh” sound as much as possible. Say “k”, not “kuh”.</p>
<p>Step 3: Review Chart (8 minutes)</p> <ol style="list-style-type: none"> Say the top row of vowel sounds in the <i>Review Chart</i> as learners listen. Repeat twice. Continue in the same way with each row. Say the first column of sounds/syllables as learners listen. Repeat twice. Continue in the same way with each column. Point to random boxes. Ask learners to read aloud, first as a whole group then with small groups or individuals. 	<p>WEEKLY LESSON SUPPORT: 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>Step 4: Picture Discussion (4 minutes)</p> <ol style="list-style-type: none"> Tell learners the theme and sub-theme for the week. 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. Move around the classroom listening to their conversations while supporting and guiding learners as needed. Ask learners to share what they discussed in the small group with the whole class. Discuss the Thematic Question as appropriate. 	<p>WEEKLY LESSON SUPPORT: <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>Step 5: Beat the Words (3 minutes)</p> <ol style="list-style-type: none"> a. Say the first keyword. Ask learners to find it in the picture and point to it. b. Repeat the keyword word and say, "Listen while I beat the word." Say the word again while clapping the syllables. c. Ask learners to say the word and clap the syllables with you. d. Ask learners to identify how many syllables are in the word. Repeat the word a final time. e. Use your fingers to count the number of syllables together with the class. f. Repeat Steps a. to e. with the other two keywords. 	<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>Step 6: Read the Words (3 minutes)</p> <ol style="list-style-type: none"> a. Write the first keyword on the chalkboard. Sound out the word as you write. b. For one-syllable words, 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. c. For multi-syllable words, 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. d. Repeat the above steps with the other two keywords. e. Point to the three words in random order and ask learners to read the words aloud. 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. 	<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"> 1. Say the individual sounds or syllables slowly and distinctly (mmm---aaa---t). 2. Say the sounds again, but faster (m-a-t). 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).
<p>Step 7: Read the Sentences (5 minutes)</p> <ol style="list-style-type: none"> a. Ask learners to watch you read the first sentence on the chalkboard. Point to each word as you read. b. Repeat 1-2 times. c. Ask learners to read the sentence with you while they point to each word in their books. Repeat 1-2 times. d. Repeat Steps a. and b. with the other two sentences. e. sentences. 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. 	<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	Getting Ready	<ul style="list-style-type: none">• Learners sing and distribute books.
5 min.	2	Before Reading: Make Predictions	<ul style="list-style-type: none">• 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	Read the Story	<ul style="list-style-type: none">• Learners read texts with increasing fluency.• Learners identify whether or not their predictions were correct.
10 min.	4	After Reading: Comprehension Questions	<ul style="list-style-type: none">• Learners respond correctly to <i>In the Text Questions</i>.• Learners respond appropriately to <i>In My Mind Questions</i>.

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>Step 1: Getting Ready (5 minutes)</p> <ol style="list-style-type: none"> Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books. Prepare the chalkboard and other lesson inputs as learners sing. 	<p>Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day.</p>
<p>Step 2: Before Reading – Make Predictions (5 minutes)</p> <ol style="list-style-type: none"> Read the title of the story. (On Day 4 have learners retell what happened on Day 2.) Ask learners to look at the picture and share what they see. Tell learners to predict what the story might be about and share their predictions with their neighbours. Ask learners to share their predictions with whole class. Summarise learners' predictions for the class before reading. 	<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>Step 3: Reading the Story (10 minutes)</p> <ol style="list-style-type: none"> Read the story from the chalkboard one time as learners watch and listen. Ask learners if their predictions about the story were correct. Read the story aloud a second time from the chalkboard as learners watch and listen. 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. Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed. Ask 3-5 learners to read the story aloud to the class. Assess their reading and mark in the CAM Form. 	<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>Step 4: After Reading - Comprehension Questions (10 minutes)</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>WEEKLY LESSON SUPPORT: 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	Getting Ready	<ul style="list-style-type: none">• Learners sing a song and distribute books.
10 min.	2	Review Chart Assessment	<ul style="list-style-type: none">• Learners read letters and syllables with increasing fluency.
5 min.	3	Beat the Words Assessment	<ul style="list-style-type: none">• Learners segment words into syllables.
10 min.	4	Read the Sentences Assessment	<ul style="list-style-type: none">• Learners blend letters and syllables to read words.• Learners read words and simple sentences.

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>Step 1: Getting Ready (3 minutes)</p> <ol style="list-style-type: none"> Guide learners to sing a reading song to signal the beginning of the Literacy Hour. Prepare the chalkboard and other lesson inputs as learners sing. 	<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>Step 2: Review Chart Assessment (10 minutes)</p> <ol style="list-style-type: none"> Drill the <i>Review Chart</i> with learners. Say one row alone as learners listen, then repeat in chorus with learners one time. 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. Repeat with as many learners as time permits. 	<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>Step 3: Beat the Words Assessment (5 minutes)</p> <ol style="list-style-type: none"> 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. Repeat with as many learners as time permits. 	<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>Step 4: Sentence Assessment (10 minutes)</p> <ol style="list-style-type: none">In pairs, ask learners to practice reading the three sentences on the chalkboard.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.Repeat with as many learners as time permits.	<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

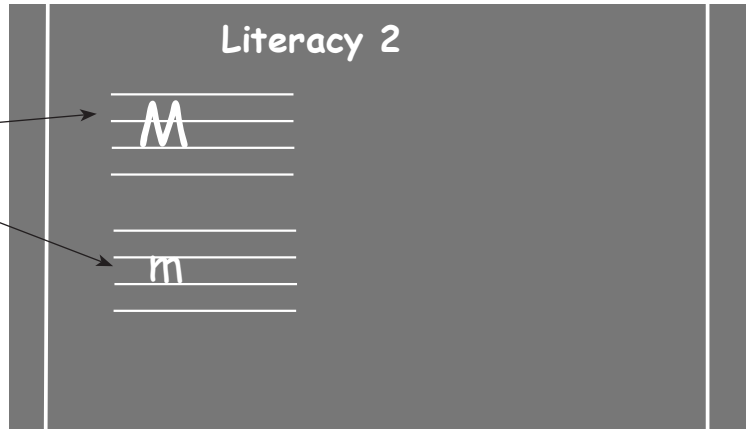
Time	Step	Teacher's Activity	Learners' Activity
1 min.	1	Transition Song	<ul style="list-style-type: none">• Learners sing a song.
2 min.	2	Big Letter: In the Air	<ul style="list-style-type: none">• Learners practice letter patterns in the air.
5 min.	3	Big Letter: In the Book	<ul style="list-style-type: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

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>Step 1: Transition Song (1 minute)</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>Step 2: Big Letter: In the Air (2 minutes)</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>Step 3: Big Letter: In the Book (5 minutes)</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>Step 4: Small Letter: In the Air (2 minutes)</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>Step 5: Small Letter: In the Book (5 minutes)</p> <ol style="list-style-type: none"> 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. 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. c. Ask learners to write the letter in their exercise books several times from left to right. d. Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation. 	<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>Step 6: Spelling Practice (7 minutes)</p> <ol style="list-style-type: none"> a. Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books. b. After learners have finished, write the correct answer on the chalkboard. Tell learners to check their answers. c. Continue with more letters, syllables or words as time permits. 	<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>Step 7: Writing My Name (8 minutes)</p> <ol style="list-style-type: none"> a. Ask learners to get out their name cards. b. Tell learners to trace the letters of their name with their finger. c. Tell learners to write their name at least three times in their exercise books. 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. e. Move around the classroom assessing learners on letter formation and name writing. Mark in the CAM Form. 	<p>How to make name cards:</p> <ul style="list-style-type: none"> • Cut manila into cards (at least 10x15 cm). • Rule the card with the four handwriting guidelines. • 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.)

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	Transition Song	• Learners sing a song.
10 min.	2	Plan the Creative Writing Story	• Learners plan a story that has a beginning, middle and ending together with the teacher.
7 min.	3	Write the Story	• Learners compose a story that has a beginning, middle and ending together with the teacher.
5 min.	4	Make Corrections to the Story	• Learners assist the teacher in making corrections in spelling, grammar and meaning.
7 min.	5	Read the Story	• 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>Step 1: Transition Song (1 minute)</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>Step 2: Plan the Creative Writing Story (10 minutes)</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>Step 3: Write the Story (7 minutes)</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"> • "I am starting a new sentence. That means I need to capitalize the first letter." • "Let me put a full stop here because it is the end of the sentence."

How to Teach: Literacy 2 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Make Corrections to the Story (5 minutes)</p> <ol style="list-style-type: none"> a. Tell learners you are going to read through the creative writing story to make corrections in spelling, grammar and meaning. 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. 	<p>Here are some sample Think Alouds for Step 4:</p> <ul style="list-style-type: none"> • “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.” • “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.”
<p>Step 5: Read the Story (7 minutes)</p> <ol style="list-style-type: none"> 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. b. Ask learners to read the story together with you. Repeat 1-2 times. c. Read the story together with small groups of learners. 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). 	<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)

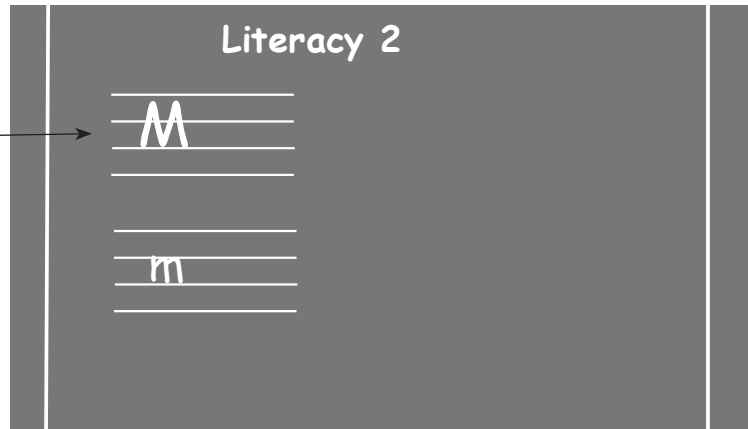
Teaching Procedure

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

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>Step 1: Transition Song (1 minute)</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>Step 2: Letter Formation Assessment (7 minutes)</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><u>Marking the CAM Form:</u></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>Step 3: Spelling Assessment (8 minutes)</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><u>Marking the CAM Form:</u></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>Step 4: Creative Writing Assessment (14 minutes)</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)

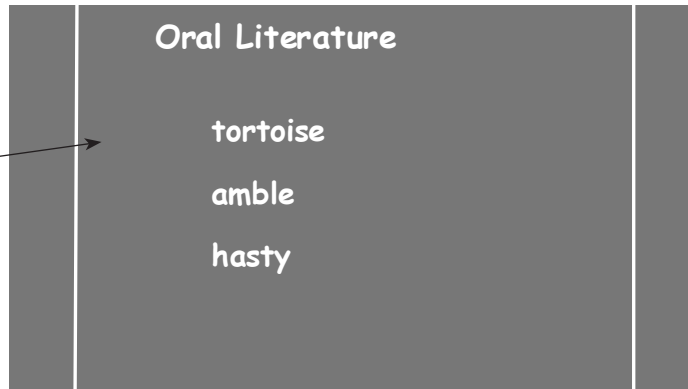
Teaching Procedure

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

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>Step 1: Introductory Song (1 minute)</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>Step 2: Recite a Traditional Text (9 minutes)</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>Step 3: Before Listening to the Story (4 minutes)</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>Step 4: Reading the Story Aloud (5 minutes)</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>Step 5: After Listening to the Story (7 minutes)</p> <ol style="list-style-type: none"> a. Repeat the Guiding Question. Discuss the answer as a class. b. Ask learners whether the story was a fiction story or an informative story. Confirm the correct answer. 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. d. Read the story aloud a second time without pausing. 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. 	<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>Step 6: Vocabulary Words (4 minutes)</p> <ol style="list-style-type: none"> 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. b. Repeat the same process for the other two vocabulary words. 	<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)

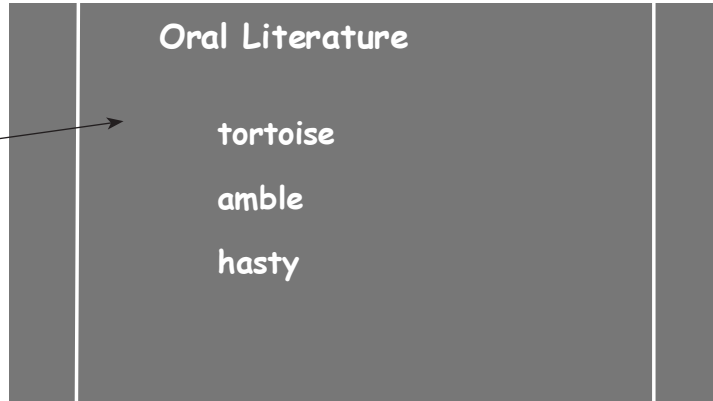
Teaching Procedure

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

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>Step 1: Introductory Song (1 minute)</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>Step 2: Recite a Traditional Text (6 minutes)</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>Step 3: Before Listening to the Story (6 minutes)</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>Step 4: Reading the Story Aloud (5 minutes)</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>Step 5: After Listening to the Story (6 minutes)</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>Step 6: Vocabulary Words (6 minutes)</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)

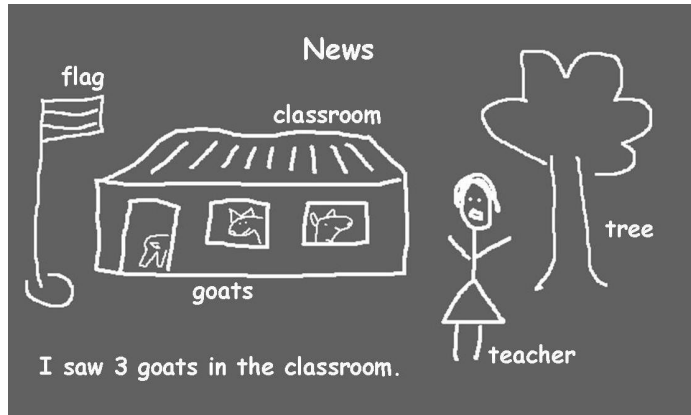
Teaching Procedure

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

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>Step 1: Prepare to Write (2 minutes)</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>Step 2: Model News Story (6 minutes)</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>Step 3: Learners Write News Stories (8 minutes)</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>Step 4: Learners Share News Stories in Small Groups (5 minutes)</p> <ol style="list-style-type: none"> Tell learners to take turns sharing their stories in small groups of 2-4 people. Move around the room supporting learners who are having difficulty participating in the small groups. 	<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>Step 5: Selected Learners Share News Stories (10 minutes)</p> <ol style="list-style-type: none"> Select 5 learners to come up and share their news stories with the whole class. Ask learners to speak clearly and with expression. 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. The speaker should always begin their news story by greeting the class in a culturally appropriate manner and saying their full name. After the speaker has completed the news story, the teacher and learners should ask questions or make comments. 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. 	<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)

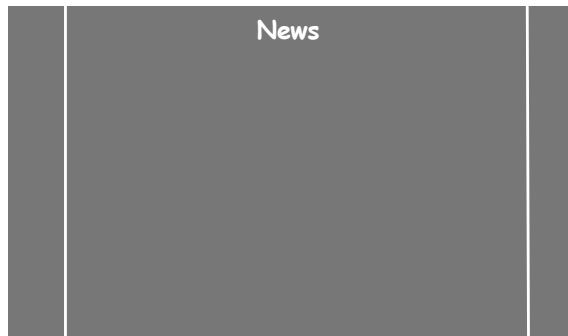
Teaching Procedure

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

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>Step 1: Transition Song (1 minute)</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>Step 2: Learners Write News Stories (13 min.)</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"> • Is it a meaningful story? • Can you interpret their drawings? Do their pictures match the story? • Are the pictures well organised on the page? • How are they progressing with writing their name? • Are they labelling their stories with words? Are they writing sentences?

How to Teach: News - Days 4 and 5

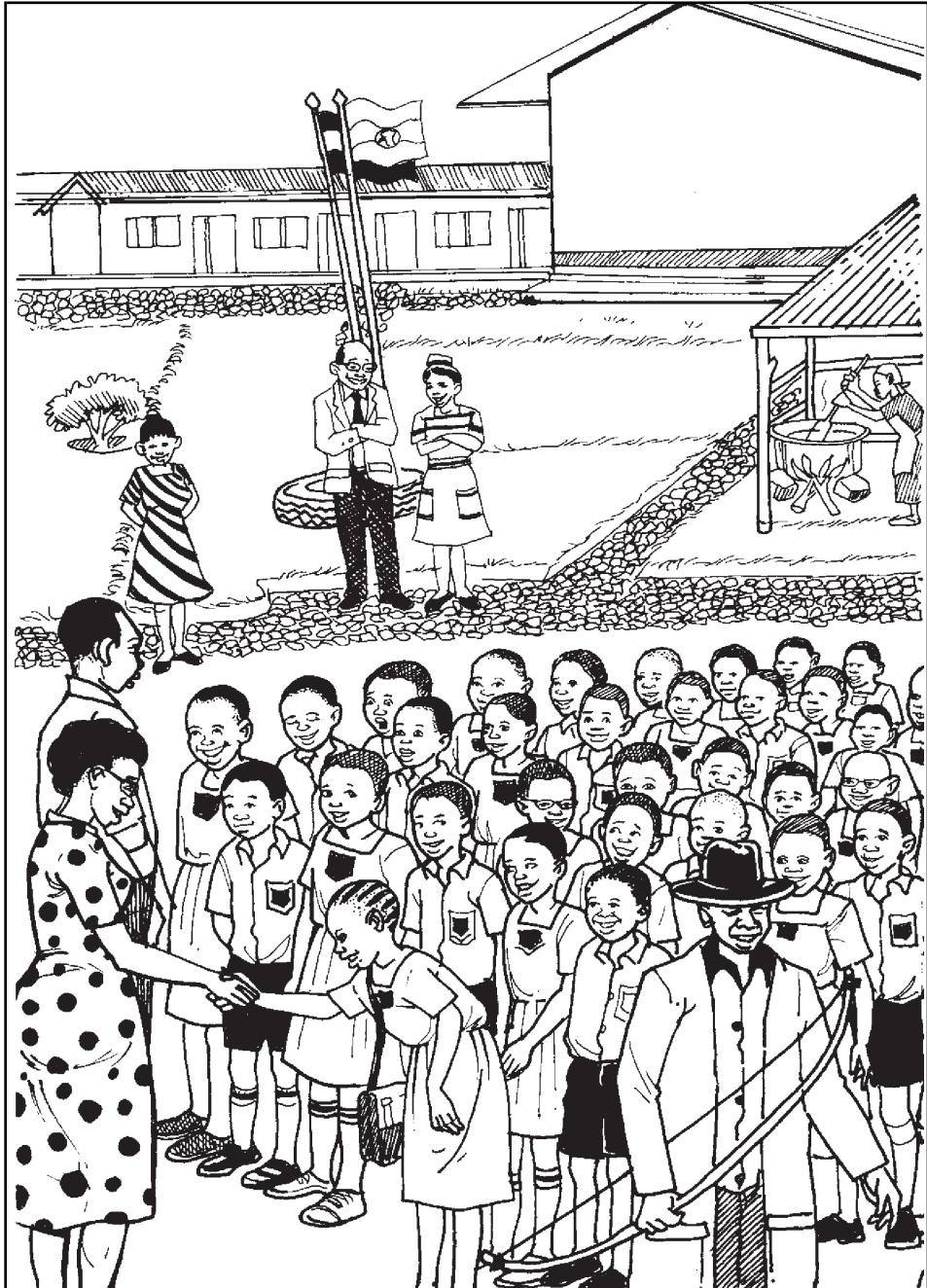
Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Learners Share News Stories in Small Groups (5 minutes)</p> <ol style="list-style-type: none"> Tell learners to take turns sharing their stories in small groups of 2-4 people. Move around the room supporting learners who are having difficulty participating in the small groups. 	<p>Guide learners so that they are able to share their stories successfully in small groups.</p>
<p>Step 5: Selected Learners Share News Stories (10 minutes)</p> <ol style="list-style-type: none"> Select 5 learners to come up and share their news stories with the whole class. Ask learners to speak clearly and with expression. 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. The speaker should always begin their news story by greeting the class in a culturally appropriate manner and saying their full name. After the speaker has completed their news story, the teacher and learners should ask questions or make comments. 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. 	<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>

Luganda Technical Literacy Terms

English	Luganda
alphabetic principle (phonics)	okumanya nti buli nnukuta ekola eddozi limu
choral reading	okusomera awamu mu lwatu
collaborative learning	okuyigira awamu
competency-based assessment	okugezesa obusobozi
comprehension	okutegeera ebisomebwa
continuous assessment	okugezesa ebisomeddwako buli kiseera
differentiated learning	okusomesa nga tugoberera obusobozi bw'abayizi obw'enjawulo
echo reading	okuddamu omuntu by'asoma
explicit instruction	okusomesa okutegeerekeka
fluency	okusoma okujjaye amakulu
multisensory	okukozesa obusimu obw'enjawulo
orthography	amateeka agafuga empandiika y'olulimi
partner reading	okusoma kw'ababiri oba mu kabinja
phonemic awareness	okumanya nti buli kabonero ddozi eryetongodde
phonological awareness	okumanya n'okutegeera amaloboozi
print awareness	obumanyi ku bikwata ku kusoma
scaffolding	okuwagira oba okuyamba
summative assessment	okugezesa okusembayo
systematic instruction	ensomesa egeberera emitendera
vocabulary	ebigambo n'amakulu gaabyo
whisper reading	okusoma mu kaama

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 Essomero lyaffe

Literacy 1 and 2


Day 1

A a



abaana bana basoma

Laba abaana.
Abaana bali bana.
Abaana bana basoma.



Oluoma 1 Wisi 2 Okundu 1

Literacy 1

New Letters and Review Chart

A	a			

Thematic Question: Essomero lyaffe lisangibwa wa?

Beat the Words

a-baa-na ba-na ba-so-ma

Literacy 2

Letter Formation Phrase


A = Kkirira, kkirira, sazaamu akasittale.
a = Zinga akapiira ng'odda ku kkono, kkiriza akasittale.

Spelling Practice


A

Day 2

Abaana



Nagawa ali ku ssomero. Lule ali ku ssomero. Nagawa ne Lule balaba abaana bangi. Nagawa ne Lule basanyuka.



Oluoma 1 Wisi 2 Okundu 2

Literacy 1

In the Text Question: Nagawa ne Lule bali ludda wa?

In My Mind Question: Olowooza kiiki ekyasanyusa Nagawa ne Lule?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

1.2 Abantu be tusanga mu ssomero lyaffe ne bye bakola

Literacy 1 and 2

Day 3

Literacy 1

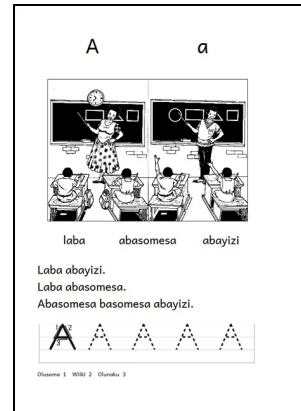
New Letters and Review Chart

A	a	a			

Thematic Question: Abantu be tusanga mu ssomero lyaffe bakola mirimu ki?

Beat the Words

la-ba a-ba-so-me-sa a-ba-yi-zi



Literacy 2

Letter Formation Phrase

A = Kkirira, kkirira, sazaamu akasittale.

a = Zinga akapiira ng'odda ku kkono, kkiriza akasittale.

Spelling Practice

a

Literacy 1

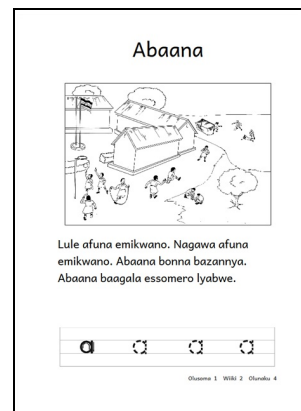
In the Text Question: Lule ne Nagawa baafuna ki ku ssomero?

In My Mind Question: Olowooza lwaki abaana baagala essomero lyabwe?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4



1 Essomero lyaffe

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

A	a	a			

Beat the Words

a-baa-na

ba-na

ba-so-ma

la-ba

a-ba-so-me-sa

a-ba-yi-zi

Sentence Assessment

1. Laba abaana.
2. Laba abasomesa.
3. Abaana bana basoma.

Literacy 2

Letter Formation Assessment

A, a

Spelling Assessment

A, a

1.2 Abantu be tusanga mu ssomero lyaffe ne bye bakola

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 pupils with their teacher visting the headteacher'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 headteacher. We learned all about our school. We are ready to become learners!

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

Traditional Text

Musibannimi

Ani yasomesa omusomesa eyasomesa abasomesa okuyiga okusomesa?

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

1 Essomero lyaffe

Oral Literature

Ebibala mu ssomero

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire engeri abayizi gye baafunangamu ebibala ku ssomero.

Ekitundu 1

Nagawa ne Lule baali baaluganda nga basomera mu Kito Pulayimale. Baalina mukwano gwabwe nga ye Kalule era baabeeranga naye ku kyalo. Essomero lyabwe lyali wala okuva awaka w'abaana bano era baakeeranga mu matulutulu okuva awaka ne batuuka mu budde. Ebiseera ebisinga, baavanga awaka nga tebalidde kantu konna. Ku ssomero, waaliyo emiti gy'ebibala egy'enjawulo ng'emiyembe, ffene, amapeera ne jjambula. Nagawa ne Lule we baatandikira okusoma, emiyembe gyali gitandise okwengera era ng'abasomesa bagitereka ne bagigabira abaana abato ab'ekibiina ekisooka n'ekyokubiri. Ab'ekibiina ekyokusatu tebaafunanga era baasaalirwanga nnyo nga bannaabwe abato balya.

Kalule bwe yalaba nga ye ne banne tebafuna mukisa gwa kulya miyembe, yasala amagezi ag'okwefuula enkima asobole okunoga emiyembe. Olumu yakeera nawankya n'alinnya omuti gw'omuyembe n'anoga emiyembe emitonotono n'agirya. Emirala yagikasuka mu kasiko akaali okumpi awo. Bwe yamala n'agenda mu kibiina. Kalule teyatereera mu kibiina kuba buli kaseera yafulumanga okuliimisa emiyembe gye.

Story Outline

Ekinyusi

Enneeyisa y'abayizi ku ssomero.

Ensonga ewagira 1:

Abaana eb'ekibiina ekyokusatu n'ekyokuna baasaalirwanga nnyo ng'ab'ekibiina ekisooka n'ekyokubiri balya emiyembe.

Ensonga ewagira 2:

Kalule yeefuula enkima n'anoga emiyembe n'alya ne banne.

1.2 Abantu be tusanga mu ssomero lyaffe ne bye bakola

Oral Literature

Ekitundu 2

Okuwummula nga kutuuse, Kalule ne banne badduka zambwa ne bagenda awaali emiyembe. Baalya nga bwe basanyuka kyokka ng'abasomesa beebuuza wa abaana gye baggye emiyembe. Omusomesa akwasisa empisa yagenda we baali n'abasaba ku miyembe era baaseka ne batunuulira Kalule. Kalule yaddamu nti, "Enkima ye yagituwadde."

Omusomesa yeewuunya nga bwayogera nti, "Gino gyonna!" Bonna baafuumuuka lumu ne balekawo omusomesa ne Kalule. Omusomesa yatambula ne Kalule mpolampola n'ayongera okumubuuza wa gye yaggye emiyembe. Kalule yayogera amazima nti ye yafuuse enkima n'anoga emiyembe n'alya ne banne. Omusomesa yabuulirira Kalule obutaddamu kwefuula nkima era bw'abanga ayagala ekintu kyonna ategeezanga abakulu. Abasomesa bwe baakimanya, baayita abazadde b'abaana bonna ababba emiyembe mu lukiiko. Baabayitiramu ensonga y'abaana okubba emiyembe. Abazadde baakubaganya ebirowoozo era oluvannyuma omu ku bo n'asuubiza okuwa abayizi b'ekyokusatu emiyembe okumala akabanga.

Abazadde baasaba abasomesa bakwatire wamu okubuulirira abaana.

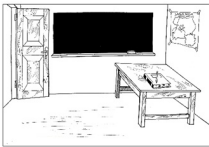
Vocabulary Words		
nawankya	matulutulu	okuliimisa
In the Text Questions	In My Mind questions	
1. Baani abaagendanga ku ssomero mu matulutulu?	1. Ssinga ggwe wali muzadde wa Kalule, wandikoze ki?	
2. Ani yeefuula enkima?	2. Olowooza abasomesa baakola ki oluvannyuma lw'olukiiko?	

1 Essomero lyaffe

Literacy 1 and 2

Day 1

K k



kino kkalaamu kitabo

Kino kitabo.
Eno kkalaamu.
Ekkalaamu eri ku kitabo.

K	K	K	K	K	K
---	---	---	---	---	---

Oluoma 1 Wisi 3 Okundi 1

Literacy 1

New Letters and Review Chart

K k

a			
ka			

Thematic Question: Essomero lyaffe lisangibwa wa?

Beat the Words

ki-no

ki-ta-bo

kka-laa-mu

Literacy 2

Letter Formation Phrase

K = Kkiriza akasittale akatereevu, kkiriza akasittale ku kkono, kkiriza akasittale ku ddyo.


k = Kkiriza akasittale akatereevu, kkirira, kkirira.

Spelling Practice

k, ka

Day 2

Ku ssomero



Ekide kyavuze. Abayizi bali mu kibiina.
Nagawa naye ali mu kibiina. Lule ali mu kisaawe azannya kapiira.

k	k	k	k	k	k	k	k
---	---	---	---	---	---	---	---

Oluoma 1 Wisi 3 Okundi 2

Literacy 1

In the Text Question: Lule ali ludda wa?

In My Mind Question: Olowooza lwaki Lule ali mu kisaawe?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

1.3 Ebintu bye tusanga mu ssomero lyaffe

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

K	k	a			
		ka			

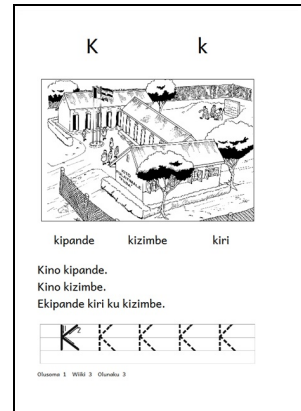
Thematic Question: Ebintu bye tusanga mu ssomero lyaffe birina mugaso ki?

Beat the Words

ki-pa-nde

ki-zi-mbe

ki-ri



Literacy 2

Letter Formation Phrase

K = Kkiriza akasittale akatereevu, kkiriza akasittale ku kkono, kkiriza akasittale ku ddyo.

k = Kkiriza akasittale akatereevu, kkirira, kkirira.

Spelling Practice

k, ka

Literacy 1

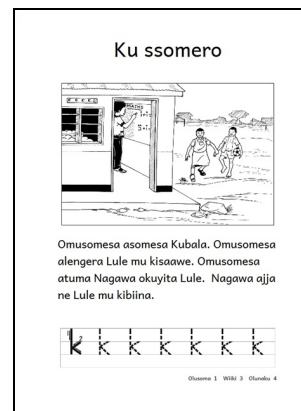
In the Text Question: Omusomesa asomesa ki?

In My Mind Question: Olowooza lwaki omusomesa yatuma Nagawa?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4



1 Essomero lyaffe

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

K	k	a			
		ka			

Beat the Words

ki-no
ki-pa-nde

ki-ta-bo
ki-zi-mbe

kka-laa-mu
ki-ri

Sentence Assessment

1. Kino kitabo.
2. Kino kipande.
3. Kino kizimbe.

Literacy 2

Letter Formation Assessment

K, k

Spelling Assessment

k, ka

1.3 Ebintu bye tusanga mu ssomero lyaffe

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 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.

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

Traditional Text

Oluyimba

Essomero lyaffe litweyagaza,
Atalina mpisa yekka y'atalisomamu,
Ntambudde wano na wali sinnaliraba,
Okujjako wano ewaffe lyokka lyendaba.

Tulina entebe ennungi ez'okutuulako.
N'emmeeza zaffe nkugambye zimasamasa.

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

1 Essomero lyaffe

Oral Literature

Obunkenke mu ssomero

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma nga luwedde, njagala ontegeeze ekyavaako obunkenke mu ssomero.

Ekitundu 1

Edda ennyo mu ssomero Mukisa pulayimale, mwalimu abaana abayitibwa bawantulege. Muliraanwa w'essomero yayitibwanga Wango era yalina ettaka eddene. Wampisi ye yalundiranga ente okumpi n'essomero. Bawantulege baayita bawampeewo ne babalaga we bagenda okulima kasooli.

Ettaka lya bawampeewo lyali ddene nga lyawukana n'erya Wango. Bawantulege ne bawampeewo baalima n'amaanyi ne balimiramu n'ettaka lya Wango. Bambi Wango yali yagenda dda ku kibuga nga gy'abeera. Bawampeewo baasimba kasooli mungi nnyo. Ekitundu ekyasigalawo ku ttaka lya Wango, Wampisi kwe yalundiranga eggana ly'ente ze. Wango bwe yava ku kibuga, yasanga ettaka lye erisinga balirimye ate eddala nga Wampisi kw'alundira. Wango yayomba nnyo ne yeetala. Wampisi n'eggana lye ne batya nnyo.

Wango yabuuza Wampisi nti, "Mbuulira mangu, ani alimira wano? Ani yagaba ettaka lyange?"

Wango yagenda ku ssomero ng'atolotooma. Bwe yatuukayo, bawampeewo baatya nnyo ne badduka anti nga yeekandagga. Bo bawantulege beebuza ekyaleeta Wango ku ssomero ng'asunguwadde.

Story Outline

Abali mu lugero

Wango, bawantulege, bawampeewo, Wampisi, eggana ly'ente

Ekifo

Mu nnimiro y'essomero ne ku ssomero

Ebikolebwa

Bawampeewo ne bawantulege baalima ku ttaka lya Wango. Wango yayomba nnyo. Bawampeewo ne bawantulege beegayirira nnyo Wango n'atatema kasooli waabwe.

1.3 Ebintu bye tusanga mu ssomero lyaffe

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Wango okunyiiga?

Ekitundu 2

Mu busungu obungi ennyo, Wango yabuuza bawantulege nti, "Ani yabawa ettaka lyange?" Bonna baasirika okumala akabanga. Oluvannyuma baamugamba nti, "Ssebo tusonyiwe naye tusaba kukozeza ku ttaka lyo."

Wango kye yava ababuuza nti, "Asaba omunafu asaba atoola? Ka njende nteme kasooli wammwe yenna," era n'afuluma.

Bawantulege ne bawampeewo baamuwondera. Bawampeewo beegayirira, "Ssebo tuyambe, totema kasooli waffe."

Bawampeewo abato bo baali bakaaba nnyo. Wango bwe yalaba abato nga bakaaba ne yeekuba mu kifuba kubanga yali ayagala nnyo abaana. Yabagamba nti, "Siri musajja mubi era njagala nnyo abakola. Kasooli wammwe ka mmuleke akule."


Bawampeewo ne bawantulege baasanyuka nnyo ne beebaza Katonda era ne baddayo nga bajaganya.

Vocabulary Words		
okwekuba mu kifuba	eggana	okutolotooma
In the Text Questions		In My Mind questions
1. Baani abaalima kasooli?		1. Lwaki si kirungi okukozeza ekintu ky'omuntu nga tomusabye?
2. Ani yalina eggana ly'ente?		2. Ettaka lirina mugaso ki?

Literacy 1 and 2

Day 1

Aa aa



maama abaana taata

Maama alina abaana.
Abaana balli babiri.
Taata aleese emmere.

Aa Aa Aa

Okwama 1 Wisi 4 Okandiko 1

Literacy 1

New Letters and Review Chart

Aa

aa

a	aa		
ka	kaa		

Thematic Question: Tulina buvunaanyizibwa ki awaka?

Beat the Words

maa-ma

a-baa-na

taa-ta

Literacy 2

Letter Formation Phrase

A = Kkirira, kkirira, sazaamu akasittale.

a = Zinga akapiira ng'odda ku kkono, kkiriza akasittale.

Spelling Practice

A, a, aa, ka, kaka

Day 2

Lule akaaba



Taata ne maama banywa caayi. Lule odda awaka. Lule ava ku ssomero. Lule akaaba.

aa aa aa aa

Okwama 1 Wisi 4 Okandiko 2

Literacy 1

In the Text Question: Baani abanywa caayi?

In My Mind Question: Ssinga ggwe taata wandikoze ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Aa	aa	a	aa		
		ka	kaa		

Thematic Question: Bantu ki ababeera ewaffe?


Beat the Words

a-baa-na

maa-ma

taa-ta

Aa aa



abaana maama taata

Laba abaana.
Abaana ba maama.
Abaana ba taata.

Aa Aa Aa

Classroom 1 Week 4 Classroom 3

Literacy 2

Letter Formation Phrase

A = Kkirira, kkirira, sazaamu akasittale.

a = Zinga akapiira ng'odda ku kkono, kkiriza akasittale.

Spelling Practice

aa, ka, kaa, kaaka

Literacy 1

In the Text Question: Taata yatunda ki?


In My Mind Question: Olowooza ebitabo bituyamba ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Lule akaaba



Taata abuuza Lule ekimukaabya. Lule addamu nti sirina bitabo. Taata atunda enkoko. Taata agulira Lule ebitabo.

aa aa aa aa

Classroom 1 Week 4 Classroom 4

2 Ewaffe

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

Aa	aa	a	aa		
		ka	kaa		

Beat the Words

a-baa-na

maa-ma

taa-ta

a-baa-na

maa-ma

taa-ta

Sentence Assessment

1. Laba abaana.
2. Abaana ba maama.
3. Maama alina abaana.

Literacy 2

Letter Formation Assessment

A, a, aa

Spelling Assessment

A, a, aa, ka, kaa, kaka, kaaka

2.1 Abantu ababeera ewaffe

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

Draw a homestead with people, young and adults.

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.

References

NPSCU Teacher's Guide

- Competencies, pages 77-78
- Sample scheme of work, pages 123-124
- Lesson Plan Guidelines, pages 127-134

NPSCU Curriculum

- Page 17

Traditional Text

Oluyimba

Essaawa bwe ziwera omukaaga-ddala ddala,
Abaana nga tuddayo ewaffe-ddala ddala,
Omusomesa y'asooka okufuluma-ddala ddala,
Abaana ne tugoberera.

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

Oral Literature

Amaka ga Wampologoma

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'oluvannyuma ombuulire engeri bawampologoma gye beeyisangamu.

Ekitundu 1

Edda ennyo Wampologoma ne mukyala we Nabisaalu, baalina abaana babiri; Muteeguya ne Mirembe. Baabeeranga mu kisaka ekiziyivu mu Mabira. Muno mwalimu obukulukuku kwe baatuulanga n'oluwoko mwe baasulanga. Amaka gano gaali masanyufu nnyo, wadde oluusi obumpowooko bwabuukanga obukuyege ne bubaluma. Wampologoma yali musajja wa manyi, ow'amagezi era alabirira obulungi abo mu maka ge. Yakeeranga kuyigga era bwe yaleetanga ennyama, Nabisaalu ng'ategeka endagala kwe baagiteekanga. Baalyanga mbisi kubanga empologoma tezirya nnyama nfumbe.

Mirembe ne Muteeguya baalinga basanyufu kubanga baalyanga ne bakkuta. Kino kyabaviirako okukula nga basanyufu era nga baamaanyi. Abaana bano bwe baakulamu, Muteeweta yagendanga ne kitaawe okuyigga, Mirembe n'asigala ne nnyina. Amaka ga Wampologoma tegaakyalibwangamu bawansolo okujjako Wanjovu ne Wambogo anti nga batya okubalya. Olumu Wampologoma yagenda ne Muteeguya okuyigga ne bakwasa ensolo ennene era nga nsava nnyo. Baasanyuka nnyo ne bazina era ne batwala ennyama yaabwe awaka.

Story Outline

Abali mu lugero

Wampologoma, Nabisaalu, Muteeguya, Mirembe ne Wanjovu

Ekifo

Mu Mabira

Ebikolebwa

Wampologoma ne mutabani we baayigga ne bakwasa ensolo ensava. Baakyaza abagenyi ennyama ne bagikweka. Baagenda okugijjaya ng'evunze era tebaagirya.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Muteeweta okuleeta ennyama ensava awaka?

Ekitundu 2


Bwe baatuuka awaka baasanga Nabisaalu ne Mirembe baamaze dda okutegeka endagala ne bassaako ennyama yaabwe. Baba banaatera okulya, Wanjovu n'ajja ne mukazi we bababuzeeko katonno bagende ku luzzi. Muteeguya bwe yabawulira n'adduka mangu n'ayoolayoola ennyama n'agikweka mu bisaalu ng'alowooza nti Wanjovu ne mukazi we bajja kugirya. Wanjovu ne mukazi we baalwawo nga banyumya era bawampologoma baagenda okuggyayo ennyama yaabwe bagirye, ng'ewunya tekyaliika. Kyabayisa bubu nnyo ne bagaana okugirya. Okuva olwo n'okutuusa kati Wampologoma, abaana n'abazzukulu tebalya nnyama esuzeewo oba eriiriddwako ensolo endala. N'abeddira empologoma tebagirya kubanga bajjukira ennyama yaabwe ensava abo mu maka ga Wampologoma gye bataalya. Eno gye bayita "Ebitaagujju".

Vocabulary Words	
obukulukuku	oluwoko
	ebitaagujju
In the Text Questions	In My Mind questions
1. Baani aboogerwako mu lugero?	1. Olowooza bwe bataalya nnyama, kiki ekyaddirira?
2. Wampologoma yabeeranga wa?	2. Ssinga otereka ennyama n'evunda, okola ki?

Literacy 1 and 2

Day 1

K k



akama akaana kayonka

Taata akama.
Maama ayonsa akaana.
Akaana ka maama kayonka.

K K K K K K K

Okwama 1 Wisi 5 Okandhi 1

Literacy 1

New Letters and Review Chart

K k

a	aa		
ka	kaa		

Thematic Question: Tulina buvunaanyizibwa ki awaka?

Beat the Words

a-ka-ma

a-kaa-na

ka-yo-nka

Literacy 2

Letter Formation Phrase

K = Kkiriza akasittale akatereevu; kkiriza akasittale ku kkono; kkiriza akasittale ku ddyo.


k = Kkiriza akasittale akatereevu; kkirira, kkirira.

Spelling Practice

K, ka, kaa, kaka, kaaka

Day 2

Akaana kakaaba



Laba akaana. Akaana kano ka maama.
Akaana ka maama kakaaba.

k k k k k k k

Okwama 1 Wisi 5 Okandhi 2

Literacy 1

In the Text Question: Akaana kano kaani?

In My Mind Question: Olowooza akaana kaali kakaabira ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

K	k	a	aa		
		ka	kaa		

Thematic Question: Abantu be tubeera nabo balina buvunaanyizibwa ki?


Beat the Words

kaa-na

ka-kaa-ba

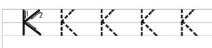
ka-kaa-bi-ra

K k



kaana kakaaba kakaabira

Kano kaana.
Akaana kakaaba.
Akaana kakaabira bbeere.



Classroom 1 Week 5 Classdu 3

Literacy 2

Letter Formation Phrase

K = Kkiriza akasittale akatereevu; kkiriza akasittale ku kkono; kkiriza akasittale ku ddyo.

k = Kkiriza akasittale akatereevu; kkirira, kkirira.

Spelling Practice

k, ka, kaa, kaka, kaaka

Literacy 1

In the Text Question: Maama akola ki?


In My Mind Question: Mirimu ki maama gy'akola awaka?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Akaana kakaaba



Maama asitula akaana ke. Maama ayonsa akaana. Akaana kasirika.



Classroom 1 Week 5 Classdu 4

2 Ewaffe

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

K	k	a	aa		
		ka	kaa		

Beat the Words

a-ka-ma
kaa-na

a-kaa-na
ka-kaa-ba

ka-yo-nka
ka-kaa-bi-ra

Sentence Assessment

1. Taata akama.
2. Kano kaana.
3. Akaana kakaaba.

Literacy 2

Letter Formation Assessment

K k

Spelling Assessment

ka, kaa, kaka, kaaka

2.2 Emirimu n’obuvunaanyizibwa mu maka

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 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.

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

Traditional Text

Ekikwate

Omwana akaaba,
Akaabira ebbeere,
Ebbeere ddwadde,
Bamuwe ku caayi,
Ebbinika mbotofu.

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

Oral Literature

Wakayima ne Wambwa mu nnimiro

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'oluvannyuma ombuulire ekyaleetera bawabinyonyi ne bawankima okudduka mu nnimiro.

Ekitundu 1

Edda ennyo, Wakayima ne Wambwa baali baamukwano. Baabeeranga wamu, baakoleranga wamu, baasulanga wamu ate nga bateesa. Lumu Wakayima yaleeta ekirowoozo ky'okulima kasooli basobole okufuna emmere ey'okutereka mu kyagi. Baakyogerako, Wambwa n'alaba nga kirungi. Baasaawa ne bategeka ennimiro ne basimba kasooli era teyalwa n'akula. Bwe yaweeka, bawankima ne batandika okumulambula. Baalambulanga bamususa okulaba obukulu bwe. Wambwa yali amaze ennaku nga tayita mu nnimiro, bwe yayitayo kye yasangayo kyamuyisa nnyina nti, "Maama, maama!" Yadduka mangu n'obusungu n'atuuka ku Wakayima.

Wambwa: Omanyi kye tuguddeko?

Wakayima: Kiki?

Wambwa: Kasooli yenna waliyo abamunozeenoze naye Katonda n'abampa, tujja kulabagana. Ojja kutya, kiri kiyitirivu! Badduka emisinde okutemya n'okuzibula nga batuuse mu nnimiro.

Wakayima: Tuddeyo nange ndabe.

Story Outline

Abali mu lugero

Wakayima, Wambwa, bawabinyonyi ne bawankima

Ekifo

mu nnimiro

Ebikolebwa

Wambwa ne Wakayima bakolera wamu. Balima kasooli bawankima ne bawabinyonyi ne bamunoga. Bazimba akasiisira Wambwa n'atandika okukuuma ennimiro.

2.2 Emirimu n’obuvunaanyizibwa mu maka

Oral Literature

Ekibuuzo eky’okwefumiitiriza: Olowooza kiki ekyaddirira nga Wakayima ne Wambwa batuuse mu nnimiro?

Ekitundu 2

“Woowe! Wo! Wo! Bannange, ensi nga nzibu!” Baatuula wansi ne bateesa ekyokukola.

Wakayima: Wambwa teri akusinga misinde, ate eddoboosi lyo liwulikika bulungi. Ggwe oba okuuma ennimiro nze naakuleeteranga ebyokulya, tuleme kufiirwa.

Wambwa: Weerekere. Naye tulina okuzimba akasiisira enkuba bw’etonnya ereme kunkuba.

Wakayima: Ekyo kituufu. Enkeera bajja mu nnimiro era baasokera mu kulawuna wonna.

Wambwa yeeyogeza, “Abadde abba kasooli wange anyyamuke. Nnannyiniye atuuse.”

Amangu ago bawabinyonyi ne bawankima baabuuka ne bava mu nnimiro era okuzimba akasiisira ne kutandika. Ennaku ezaddirira, Wambwa yabeeranga mu kukuuma kasooli era yavangayo ng’obudde bukutte. Olwo ye Wakayima n’anyiikira okufumba n’okutwalira Wambwa ebyokulya. Bawankima ne bawabinyonyi tebadda mu kasooli olw’okutya eddoboosi lya Wambwa. Bwatyo kasooli n’akula.


Vocabulary Words		
ekyagi	okulawuna	akasiisira
In the Text Questions		In My Mind questions
1. Ani yaleeta ekirowoozo ky’okulima kasooli?		1. Ggwe ewammwe okola mirimu ki?
2. Baani abaazimba akasiisira?		2. Olowooza Wambwa baamutwaliranga mmere ki?

2 Awaka waffe

Literacy 1 and 2


Day 1

E e



ensuwa entebe ennyumba

Ensuwa eri mu nnyumba.
Entebe ziri mu nnyumba.
Ennyumba erimu entebe.



Oluoma 1 Wisi 6 Olandu 1

Literacy 1

New Letters and Review Chart

E	e	e	a	aa	
		ke	ka	kaa	

Thematic Question: Tulina buvunaanyizibwa ki awaka?

Beat the Words

e-nsu-wa e-nte-be e-nnyu-mba

Literacy 2

Letter Formation Phrase

E=Kkiriza akasittale, saza waggulu, wakati ne wansi.


e=Zinga akapiira ng'odda ku kkono, sazaamu akasittale ng'odda ku ddyo.

Spelling Practice

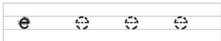
e, ke, ka, kake, keka

Day 2

Ebikopo



Lule ali waka. Awaka waliwo ebikopo. Lule ayoza ebikopo. Ebikopo bigwa ne byatika.



Oluoma 1 Wisi 6 Olandu 2

Literacy 1

In the Text Question: Ani ayoza ebikopo?

In My Mind Question: Omwana awaka alina kukola mirimu ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

2.3 Ebintu bye tusanga ewaffe

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

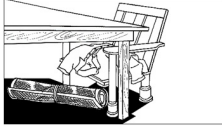
Ee	ee	ee	e	a	aa
		kee	ke	ka	kaa

Thematic Question: Bintu ki bye tusanga awaka?

Beat the Words

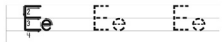
e-mmee-za o-mu-kee-ka a-ma-pee-sa

Ee ee



emmeeza omukeeka amapeesa

Laba emmeeza.
Laba omukeeka.
Amapesa gali ku lugoye.



Classroom 1, Week 6, Classroom 3

Literacy 2

Letter Formation Phrase

E=Kkiriza akasittale, saza waggulu, wakati ne wansi.

e=Zinga akapiira ng'odda ku kkono, sazaamu akasittale ng'odda ku ddyo.

Spelling Practice

ee, ke, kee, ka, kaa

Literacy 1

In the Text Question: Taata wa Lule ali ludda wa?


In My Mind Question: Bintu ki bye tusanga awaka?

Literacy 2


Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Ebikopo



Taata wa Lule ali ku dduuka. Taata wa Lule agula ebikopo ebirala. Ebikopo abireeta awaka.



Classroom 1, Week 6, Classroom 4

2 Awaka waffe

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

Ee	ee	e	ee	a	aa
		ke	kee	ka	kaa

Beat the Words

e-nsu-wa
e-mmee-za

e-nte-be
o-mu-kee-ka

e-nnyu-mba
epee-sa

Sentence Assessment

1. Laba emmeeza.
2. Laba omukeeka.
3. Ennyumba erimu entebe.

Literacy 2

Letter Formation Assessment

E e ee

Spelling Assessment

e, ee, ke, kee, kake, keka, keeke, kakeeka

2.3 Ebintu bye tusanga ewaffe

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 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.

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

Traditional Text

Oluyimba

Ebyo mu nju bino ebyo mu nju-wajjangala,
Ebyo mu nju tebitottolwa-wajjangala,
Mu mpe akaliba ntottole ebigambo-wajjangala,
Ebyo mu nju tebitottolwa-wajjangala.

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

Oral Literature

Enkolagana y'enkoko n'embaata

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'oluvannyuma ombuulire ebintu ebiraga enkolagana.

Ekitundu 1

Olwali olwo, nga Wambaata awasa mukazi we. Baazaala abaana babiri, omulenzi n'omuwala. Wambaata ono yali muddugavu, munene era nga muwagguufu. Mukyala we yali mumpi, mutonotono ate nga mweru. Omwana waabwe omulenzi yalina effujjo n'ekyejo era ng'olumu akwatibwa ng'azizza emisango. Wabula ye omwana omuwala yali mugonvu naye ng'ayagala nnyo okuzannya. Okutwalira awamu bawambaata n'abaana baabwe baali mu maka masanyufu. Mukyala Wambaata yatwalanga abaana be ku luzzi era buli kye yakolanga nga n'abaana kye bakola.

Mwami Wambaata ye yateranga okubatwala mu nku. Baalina baliraanwa baabwe bawankoko era baakyalangayo mu biseera byabwe eby'eddembe ne bawayaamu. Bawankoko baabawanga ku mapeera, ebinyeebwa n'enkeje ne balyako. Olwali olwo nga bawambaata bakyalira bawankoko. Baabasanga bawujjaddeko mu nju naye nga baanise ebinyeebwa byabwe ebweru.

Story Outline

Abali mu lugero

Bawambaata ne bawankoko

Ekifo

Waka

Ebikolebwa

Bawambaata bakola n'abaana baabwe emirimu, bakyalira mikwano gyambwe bawankoko ne babojja ebinyeebwa byabwe.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa bawambaata okulaba ebinyeebwa?

Ekitundu 2

Bwe baalaba ku binyeebwa ne batandika okubibojja so nga bawankoko baali babalabye. Bawankoko bwe baalaba bawambaata nga babojja ebinyeebwa byabwe kumpi kwagala kubimalawo ne bafubutuka mu nju ne babalumba ne batandika okulwana. Maama Wankoko bwe yalaba olutalo n'ajja n'ataasa abaana be ku bawambaata. Bawambaata yabalagira badde eka ate n'abalabula obutaddamu kulwana ne mikwano gyabwe bawankoko. Okuva olwo n'okutuuka kati embaata n'enkoko bibeera wamu mu mirembe era bikolagana. Abaana balina okubeera n'enkolagana ennungi n'abantu be babeera nabo mu kitundu okusobola okuba n'emirembe.


Vocabulary Words	
muwagguufu	bawayaamu bawujjaddeko
In the Text Questions	In My Mind questions
1. Wambaata yalina abaana bameka?	1. Bicolwa ki ebiraga obumu?
2. Bani abaabojja ebinyeebwa bya bawankoko?	2. Ssinga ggwe wali maama Wankoko, bawambaata wali bakoze ki?

3 Ekitundu kyaffe

Literacy 1 and 2


Day 1

L I



katale abalimi abaserikale

Kano katale.
Abalimi bali mu katale.
Abalimi baguza abaserikale ebibala.

 L L L L L L L L L L

Okwesha 1 WSI 7 Okundu 1

Literacy 1

New Letters and Review Chart

L I

e	ee	a	
le	lee	la	
ke	kee	ka	

Thematic Question: Abantu be tusanga mu kitundu kyaffe batugasa batya?

Beat the Words

ka-ta-le

a-ba-li-mi

a-ba-se-ri-ka-le

Literacy 2

Letter Formation Phrase

L = Kkiriza akasittale akatereevu, saza akasaze wansi ng'odda ku ddyo.


I = Kkiriza akasittale akatereevu.

Spelling Practice


L, le, la, abaserikale, katale

Day 2

Laba omusota



Taata wa Nagawa ne Lule mulimi. Taata ali mu nnimiro alima. Taata ayokya ebisubi. Omusota guva mu bisubi.

 L L L L L L L L L L

Okwesha 1 WSI 7 Okundu 2

Literacy 1

In the Text Question: Taata wa Nagawa ne Lule akola mulimu ki?

In My Mind Question: Bantu ki abalala ab'obuvunaanyizibwa abasangibwa mu kitundu kyaffe?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 1 Week 7

3.1 Abantu be tusanga mu kitundu kyaffe

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

L	I	e	ee	a	aa
		le	lee	la	laa
		ke	kee	ka	kaa

Thematic Question: Bantu ki be tusanga mu kitundu kyaffe?

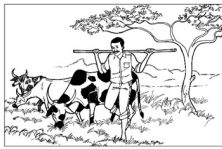
Beat the Words

li-no

tta-le

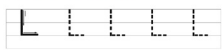
o-mu-lu-nzi

L I



lino ttale omulunzi

Lino ttale.
Omulunzi ali ku ttale.
Omulunzi alunda ebisolo.



Classmate 1 WBK 7 Okanda 3

Literacy 2

Letter Formation Phrase

L = Kkiriza akasittale akatereevu, saza akasaze wansi ng'odda ku ddyo.

I = Kkiriza akasittale akatereevu.

Spelling Practice

l, lee, laa, kee, kaa

Literacy 1

In the Text Question: Anni yakuba omusota?


In My Mind Question: Ssinga osanga ekintu ekyobulabe, okola ki?

Literacy 2


Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Laba omusota



Taata wa Nagawa ne Lule alaba omusota.
Taata akwata enkumbi ye. Taata akuba omusota. Omusota agutta.



Classmate 1 WBK 7 Okanda 4

Term 1 Week 7

3 Ekitundu kyaffe

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

L	I	e	ee	a	aa
		le	lee	la	laa
		ke	kee	ka	kaa

Beat the Words

ka-ta-le

li-no

a-ba-li-mi

tta-le

a-ba-se-ri-ka-le

o-mu-lu-nzi

Sentence Assessment

1. Kano katale.
2. Lino ttale.
3. Abalimi bali mu katale.

Literacy 2

Letter Formation Assessment

L, I

Spelling Assessment

la, laa, le, lee, leka, kale, laala, kaala

3.1 Abantu be tusanga mu kitundu kyaffe

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 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.

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

Traditional Text

Oluyimba

Njabala, Njabala-Njabala
Tolinsanza omuko-Njabala. x2
Abakazi balima bati-Njabala,
Tolinsanza omuko-Njabala,
Ne batema ne bawala-Njabala,
Tolinsanza omuko-Njabala.

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

3 Ekitundu kyaffe

Oral Literature

Abaserikale b'ewaffe

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire emirimu egikolebwa abantu aboogerwako.

Ekitundu 1

Ekyalo kyaffe kiyitibwa Kamuli era kirimu abantu bangi. Mu bo mulimu abaserikale, abasomesa, abakuumi, bannaddiini, abasawo n'abantu abalala. Abantu abo bonna bakola emirimu egy'enjawulo era gitugasa fenna naye ate omuserikale y'asinga. Ku kyalo kyaffe, tulinayo ebifo ebikulu bingi naye byonna bikuumibwa baserikale. Emisana tubalaba nga batambula mu butale, ku masomero, mu luguudo ne ku malwaliro. Ekiro batukuuma ne bwe tubanga twebase bo babeera wabweru. Taata wange naye muserikale era mmulaba nnyo ng'agenda okukuuma ebintu by'abantu. Oluusi ndaba abaserikale nga bali ku ddwaliro bakuuma. Waliwo n'omuserikale akuuma ku ssomero lyaffe. Lumu mba nva ku ssomero nga ntuuka bwenti ku katale ne ndaba omuserikale ng'agoba omubbi eyali abbye ettooke n'alimusuza. Wano abantu abaali mu katale baayambako ku muserikale okukwata omubbi era ssentebe n'alagira omubbi atwalibwe ku puliisi.

Story Outline

Ekinyusi

Abantu abasangibwa mu kitundu kyaffe.

Ensonga ewagira 1:

Emirimu egikolebwa abantu abo.

Ensonga ewagira 2:

Obuvunaanyizibwa bw'abantu abasangibwa mu kitundu kyaffe.

3.1 Abantu be tusanga mu kitundu kyaffe

Oral Literature

Ekitundu 2

Abantu b'ewaffe batya nnyo abaserikale kubanga babeera n'emmundu era emmundu etiisa nnyo ababbi. Waliwo lumu tuba tulya ekyeggulo ne wajja omusajja. Omusaja ono yali ssentebe w'ekyalo kyaffe, Mwami Musoke. Yayita taata n'amutegeeza ng'ekyalo kyaffe bwe kyali kirumbiddwa ababbi. Taata yaggyayo emmundu ye n'alumba ababbi.

Enkeera, Ssentebe yayita olukiiko lw'ekyalo. Abantu beebaza nnyo taata wange olw'obuvumu bwe yalaga mu kukwata ababbi abo. Mu lukiiko lwe lumu, abantu mwe baateeseza okwongera ku bungi bw'abaserikale abakuuma ekyalo kyaffe. Nze neegomba nnyo okuba omuserikale nnyambale ekyambalo nga ekya taata era nkware n'emmundu nga yange.


Vocabulary Words		
omulimu	okugasa	obuvumu
In the Text Questions	In My Mind questions	
1. Wa abantu ba ngeri ssatu abasangibwa ku kyallo kyaffe?	1. Olowooza lwaki omubbi yabba ettooke?	
2. Ssentebe w'ekyalo kyaffe ye ani?	2. Lwaki omuserikale teyakuba masasi ng'alabye omubbi?	

3 Ekitundu kyaffe

Literacy 1 and 2

Day 1

I i



omuti akima alima

Omusajja atema omuti.
Omuwala akima amazzi.
Omusajja alima mu lusuku.

I i I i I i I i

Okwama 1 Wisi 8 Okwanda 1

Literacy 1

New Letters and Review Chart

I i

i	e	a	aa
li	le	la	laa
ki	ke	ka	kaa

Thematic Question: Abantu be tusanga mu kitundu kyaffe batugasa batya?

Beat the Words

o-mu-ti

a-ki-ma

a-li-ma

Literacy 2

Letter Formation Phrase

I = Kkiriza akasittale akateredde.


i = Kkiriza akasittale akateredde, tonnyeze akatonnyeze waggulu w'akasittale.

Spelling Practice

i, li, ki, kaa, li

Day 2

Emirimu



Nagawa ne Lule bakola ne taata. Baleeta ebbumba. Taata abumba ensuwa. Ensuwa egwa wansi. Ensuwa eyatika.

E m i r i m u

Okwama 1 Wisi 8 Okwanda 2

Literacy 1

In the Text Question: Taata akola ki?

In My Mind Question: Mirimu ki emirala gye mukola mu kitundu kyammwe?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

3.2 Emirimu gye tukola mu kitundu kyaffe

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

li	ii	ii	i	e	a
		lii	li	le	la
		kii	ki	ke	ka

Thematic Question: Mirimu ki gye tukola mu kitundu kyaffe?


Beat the Words

a-sii-ka

a-sii-sa

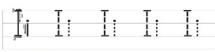
e-rii-ka

Ii ii



asiika asiisa eriika

Omusajja asiika empuuta.
Omusajja asiisa butto.
Empuuta ensiike eriika.



Classroom 1, Week 8, Classroom 3

Literacy 2

Letter Formation Phrase

I = Kkiriza akasittale akateredde.

i = Kkiriza akasittale akateredde, tonnyeza akatonnyeze waggulu w'akasittale.

Spelling Practice

ii, lii, kii, asiika, eriika

Literacy 1

In the Text Question: Baani abaaleeta ebbumba?


In My Mind Question: Bintu ki ebirala ebikolebwa mu bbumba?

Literacy 2

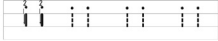
Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Emirimu



Nagawa ne Lule baleeta ebbumba eddalo.
Taata abumba ensuwa. Taata atunda ensuwa mu katala. Taata afuna ssente.



Classroom 1, Week 8, Classroom 4

3 Ekitundu kyaffe

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		i	ii	e	ee
l	i	li	lii	le	lee
li	ii	ki	kii	ke	kee

Beat the Words

o-mu-ti

a-ki-ma

a-li-ma

a-sii-ka

a-sii-sa

e-rii-ka

Sentence Assessment

1. Omusajja atema omuti.
2. Omuwala akima amazzi.
3. Omusajja asiika empuuta.

Literacy 2

Letter Formation Assessment

l, i, ii

Spelling Assessment

li, lii, ki, kii, kiki, asiika

3.2 Emirimu gye tukola mu kitundu kyaffe

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 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 I. Everybody was happy.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, pages 78-79• Sample scheme of work, pages 154-156• Lesson Plan Guidelines, pages 167-176
NPSCU Curriculum <ul style="list-style-type: none">• Page 22

Traditional Text

Oluyimba

Ani amanyi okulima?-Ye nze balima bati nga beegendereza. x2

Ani amanyi okuluka?-Ye nze baluka bati nga beegendereza. x2

Ani amanyi okulunda?-Ye nze balunda bati nga beegendereza. x2

Ani amanyi okubumba?-Ye nze babumba bati nga beegendereza. x2

Ani amanyi okuvuba?-Ye nze bavuba bati nga beegendereza. x2

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

3 Ekitundu kyaffe

Oral Literature

Ekyalo Buswabulongo

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire ensonga eyalemesa nga abatuuze okutwala ebyamaguzi byabwe mu katale?

Ekitundu 1

Mwami Kabanda yali Ssemaka ng'amaka ge gali mu masekkati g'ekyalo Buswabulongo kye yali akulira. Mwami Kabanda yali akulembere bulungi abantu be era yalina omukyala n'abaana. Mukyala we ye yali omuwanika w'ekitundu. Abatuuze b'ekyalo kino baali bakola emirimu egy'enjawulo okugeza okukuba amatoffaali, okulima, okusuubula wamu n'okuvuba. Yawe mutabani wa Kabanda yali mukubi wa matoffaali.

Mu kyalo kye kimu kino mwalimu Nnaalongo eyalinga omulimi w'ennyanya, obutungulu, emiyembe n'enva endiirwa. Nnaalongo bwe yatuukanga okukungula ebirime bye nga talina w'abitwala kubitunda kubanga abantu b'ekyalo baali bagulako bitono anti nabo baalimanga ebyabwe. Yabikungulanga ne bibeera awo ne bivunda anti nga talina mmotoka ebitwala mu katale. Yafiirwa nnyo olw'ekizibu ky'emmotoka. Yawe ye bwe yakubanga amatoffaali, yagakunganyanga ne gabeera mu ttanuulu oluvannyuma n'agookya. Yayokyanga ettanuulu nga ssatu ne zibeera awo nga tewali azigula ate nga zibumbulukuka mu nkuba. Yawe yasoberwa anti nga tewali mmotoka ate n'amakubo nga mabi.

Story Outline

Ekinyusi

Abatuuze tebalina ntambula etwala byamaguzi byabwe kubitunda.

Ensonga ewagira 1:

Abatuuze bakola emirimu egy'enjawulo.

Ensonga ewagira 2:

Abatuuze basonda ssente ne bagula emmotoka ezitwala abantu n'ebyamaguzi byabwe mu butale.

3.2 Emirimu gye tukola mu kitundu kyaffe

Oral Literature

Ekitundu 2

Olw'ebbula ly'emmotoka lino, Mwami Kabanda yayita olukiiko. Abatuuze bwe bajja, yabeebuzaako ekyokukola ku ntambula n'obuzibu bwe basanga. Abatuuze baasalawo nti baalina okusonda ssente ez'okugula emmotoka z'ekitundu zibayambenga okutambuza ebyamaguzi byabwe n'abantu. Mwami Kabanda yasanyuka nnyo era buli muntu ne bamusalira omutemwa gwa ssente ze yalina okusonda. Abatuuze baali banyikivu era ne bazisonda ne ziwera.

Mwami Kabanda yayongera n'abayita. Ku luno yali abanjulira ssente ze baasonda. Omuwanika w'ekitundu yayanjula embalirira nga bwe yali eyimiridde. Baagenda okumaliriza nga basonze ssente za mmotoka bbiri. Emu nga yakutwala birime n'amatoffaali, endala nga yakusaabaza bantu. Bwe baakola kino n'abakulembeze ne bakola enguudo zonna ezo mu kitundu. Kino kyasanyusa nnyo abatuuze era ne batandika okukozesa emmotoka ezo. Kati abatuuze bonna basanyufu.


Vocabulary Words		
ettanuulu	okusaabaza	omuwanika
In the Text Questions	In My Mind questions	
1. Olufumo luno lukwata ku ki?	1. Olowooza kiki ekyaddako nga bafunye emmotoka mu kitundu kyabwe?	
2. Menya abantu abali mu lufumo.	2. Olowooza kiki ekyaddirira ng'abatuuze bafunye entambula?	

3 Ekitundu kyaffe

Literacy 1 and 2

Day 1

M m



mmotoka ssomero musomesa

Eno mmotoka.
Emmotoka eri ku ssomero.
Emmotoka ya musomesa.

M M M M

Okwama 1 Wisi 9 Okandilo 1

Literacy 1

New Letters and Review Chart

M	m	i	ii	e	ee
		mi	mii	me	mee
		ki	kii	ke	kee
		li	lii	le	lee

Thematic Question: Abantu be tusanga mu kitundu kyaffe batugasa batya?

Beat the Words

mmo-to-ka sso-me-ro mu-so-me-sa

Literacy 2

Letter Formation Phrase


M = Yambuka, kkirira, yambuka, kkirira.
m = Kkirira, yambuka, weta, kkirira, yambuka, weta, kkirira.

Spelling Practice

m, me, mee, meeme, kima

Day 2

Omubbi



Lule ne Nagawa bali waka. Lule ne Nagawa bazannya. Lule ne Nagawa balaba omubbi. Omubbi abbye enkoko yaabwe. Lule akuba enduulu.

m m m m m m

Okwama 1 Wisi 9 Okandilo 2

Literacy 1

In the Text Question: Ani yakuba enduulu?

In My Mind Question: Ssinga muyingirirwa ababbi, okola ki?

Literacy 2

Story Idea: Emboози ya leero tugyesigamye ku kuteebereza kw'abayizi mu mboози gye basomye.

3.3 Ebifo ebikulu wamu n'empuliziganya mu kitundu kyaffe

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

M	m	i	e	a	aa
		mi	me	ma	maa
		li	le	la	laa
		ki	ke	ka	kaa

Thematic Question: Bifo ki ebikulu bye tusanga mu kitundu kyaffe?


Beat the Words

ssi-mu

maa-ma

mnee-za

M m



ssimu maama mneeza

Eno ssimu.
Essimu ya maama.
Essimu eri ku mneeza.

M M M M

Classroom 1 Week 9 Classdu 3

Literacy 2

Letter Formation Phrase

M = Yambuka, kkirira, yambuka, kkirira.

m = Kkirira, yambuka, weta, kkirira, yambuka, weta, kkirira.

Spelling Practice

M, ma, maa, maama, lima

Literacy 1

In the Text Question: Baani abaakwata omubbi?

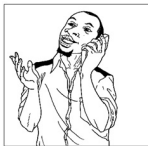
In My Mind Question: Abapuliisi bakola mirimu ki mu kitundu?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Omubbi



Taata ne maama bafulumu ennyumba.
Abantu bagoba omubbi. Taata akubira puliisi essimu. Abapuliisi baja. Abapuliisi bakwata omubbi.

m m m m m m

Classroom 1 Week 9 Classdu 4

3 Ekitundu kyaffe

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

M	m	i	a	e	ee
		mi	ma	me	mee
		li	la	le	lee
		ki	ka	ke	kee

Beat the Words

mmo-to-ka
ssi-mu

sso-me-ro
maa-ma

mu-so-me-sa
mmee-za

Sentence Assessment

1. Eno mmotoka.
2. Eno ssimu.
3. Essimu ya maama.

Literacy 2

Letter Formation Assessment

M, m

Spelling Assessment

ma, maa, me, mee, maama, meeme, kima, lima

3.3 Ebifo ebikulu wamu n'empuliziganya mu kitundu kyaffe

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 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 more about what is going on in my community.

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

Traditional Text

Musibannimi

Emmotoka ya Matovu mmotoka mmekete mu mmotoka zonna.

Emmese emmende yamala emmere ya Mmande e Mmende.

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

3 Ekitundu kyaffe

Oral Literature

Sseggwanga, Nnakizaalizi, Kitulazi ne Wambaata

Ekibuuzo ekirambika: Wuliriza bulungi olugero luno n'oluvannyuma ombuulire eyasinga okukola ennyo.

Ekitundu 1

Edda ennyo ku kyalo Kitoomi kwaliko omwami ng'ayitibwa Sseggwanga. Sseggwanga ono yalina mukyala we Nnakizaalizi era awaka waabwe baabeerangawo n'omwana waabwe ayitibwa Nakawanga. Sseggwanga yali yazimba ennyumba ye nga nnungi nnyo era nga yagituuma Kiyonjo. Ennyumba ye yali ya busitoowa era ng'eri kyengulu w'oluguudo. Ekyemmanga waayo, waaliyo akatale ate mu mbiriizi nga waliyo essinzizo. Awaka waabwe waabeeranga wayonjo era nga Nnakizaalizi y'avunaanyizibwa okuyonja wo.

Lumu baba balya emmere, Nnakizaalizi n'atandika okukekema nti, "Bwe tuzaala abaana nga babalya, babatandika bato, nga bato. x2"

Ko Sseggwanga nti, "Ggwe guma...Nze musajja..."

Nga wayiseewo akaseera, Nnakizaalizi yatandika okulumwa olubuto era ng'atagaataga mu buli kasonda k'ennyumba.

Story Outline

Abali mu lugero

Sseggwanga, Nnakizaalizi, Kitulazi, Wambaata, Nakawanga, abaana baabwe

Ekifo

Awaka ne mu ddwaliro

Ebikolebwa

Nnakizaalizi alumwa olubuto n'azaala. Sseggwanga atwala abaana ne Nnakizaalizi mu ddwaliro. Wambaata abagema ne baba bulungi era ne badda eka.

3.3 Ebifo ebikulu wamu n’empuliziganya mu kitundu kyaffe

Oral Literature

Ekibuuzo eky’okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Nnakizaalizi okulumwa olubuto?

Ekitundu 2

Oluvannyuma Sseggwanga yafuna ekifo mu nnyumba yaabwe we yalaga Nnakizaalizi aw’okuzaalira era Nnakizaalizi n’azaala bulungi abaana be. Lumu Nnakizaalizi yali atudde ku kifugi ky’ennyumba ng’ayonsa abaana be ne bakyaza omugenyi ayitibwa Kitulazi. Kitulazi yasanyuka nnyo okulaba ku baana kuba baali balungi naye nga teeabaagala kuyonka.

Yabuuza Sseggwanga nti, “Abaana baffe bageme?”

Sseggwanga n’addamu nti, “Nedda baaba!”

Kitulazi n’amugamba nti, “Tusitule abaana baffe tubatwale mu ddwaliro eryo mu kitundu bagemebwe.” Amangu ago Sseggwanga yaggyayo ekionjo n’ateekamu abaana be wamu ne Nnakizaalizi n’abatwala mu ddwaliro okubagema. Mu ddwaliro baasangayo omusawo ayitibwa Wambaata. Wambaata yayanguwa mangu okuggyayo eddagala era abaana n’abagema. Sseggwanga yeebaza nnyo omusawo olw’okugema abaana be era n’amusuubiza ekirabo. Oluvannyuma Sseggwanga, Nnakizaalizi ne Kitulazi baasitula abaana baabwe ne baddayo awaka nga basanyufu.


Vocabulary Words		
ekionjo	okukekema	okugema
In the Text Questions	In My Mind questions	
1. Sseggwanga yabeeranga ku kyalo ki?	1. Kiki ky’oyiga mu lugero luno?	
2. Ani yagema abaana ba Sseggwanga?	2. Olowooza Sseggwanga ne Nnakizaalizi baalyanga mmere ki?	

4 Omubiri gwaffe n'ebyobulamu

Literacy 1 and 2

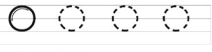
Day 1

O o



omuggo okugulu omukono

Omusajja alina omuggo.
Okugulu okumu kulema.
Omukono gukutte omuggo.



Okusoma 1 WESI 10 Okunaku 1

Literacy 1

New Letters and Review Chart

O o

o	i	e	a
mo	mi	me	ma
lo	li	le	la
ko	ki	ke	ka

Thematic Question: Lwaki tukuuma omubiri gwaffe nga muyonjo?

Beat the Words

o-mu-ggo

o-ku-gu-lu

o-mu-ko-no

Literacy 2

Letter Formation Phrase

O = Zinga akapiira ng'odda ku kkono okabunize.


o = Zinga akapiira ng'odda ku kkono okabunize.

Spelling Practice


o, mo, lo, kola, Kololo

Day 2

Lule amenyeka



Lule ali ku ssomero. Lule azannya omupiira ne banne. Lule agwa wansi. Lule amenyeka omukono.



Okusoma 1 WESI 10 Okunaku 2

Literacy 1

In the Text Question: Kiki ekyatuuka ku Lule?

In My Mind Question: Abaana batera kufuna bizibu ki ku ssomero?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 1 Week 10

4.1 Ebitundu by'omubiri n'emigaso gyabyo

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Oo	oo	oo	o	i	e
		moo	mo	mi	me
		loo	lo	li	le
		koo	ko	ki	ke

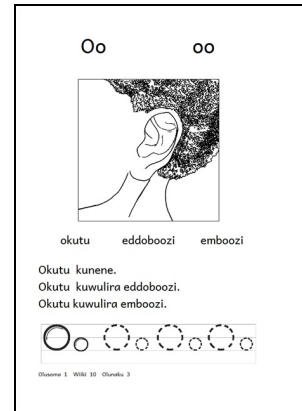
Thematic Question: Ebitundu by'omubiri birina migaso ki?

Beat the Words

o-ku-tu

e-ddo-boo-zi

e-mboo-zi



Literacy 2

Letter Formation Phrase

O = Zinga akapiira ng'odda ku kkono okabunize.

o = Zinga akapiira ng'odda ku kkono okabunize.

Spelling Practice

oo, moo, loo, loole, koola

Literacy 1

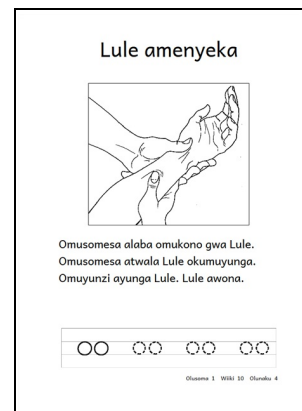
In the Text Question: Ani yayunga Lule?

In My Mind Question: Ssinga osanga munno ng'afunye obuzibu, omuyamba otya?

Literacy 2

Story Idea: Emboozi ya leero tugyesigamye ku kuteebereza kw'abayizi mu mboozi gye basomye.

Day 4



4 Omubiri gwaffe n'ebyobulamu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		o	oo	i	e
O	o	mo	moo	mi	me
Oo	oo	lo	loo	li	le
		ko	koo	ki	ke

Beat the Words

o-mu-ggo

o-ku-tu

o-ku-gu-lu

e-ddo-boo-zi

o-mu-ko-no

e-mboo-zi

Sentence Assessment

1. Omusajja akutte omuggo.
2. Okutu kunene.
3. Omukono gukutte omuggo.

Literacy 2

Letter Formation Assessment

O, o, oo

Spelling Assessment

mo, lo, moo, loo, kola, Kololo, loole, koola

4.1 Ebitundu by'omubiri n'emigaso gyabyo

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'd do if I couldn't listen to music on the radio.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, pages 79-80• Sample scheme of work, pages 187-188• Lesson Plan Guidelines, pages 191-200
NPSCU Curriculum <ul style="list-style-type: none">• Page 25

Traditional Text

Ekitontome

Ono nnamagalo nnamagalo,
Ono y'awerekera nnamagalo,
Ono nteevuunya nteevuunya,
Ono awerekera nteevuunya...

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

4 Omubiri gwaffe n'ebyobulamu

Oral Literature

Ebitundu by'omubiri

Ekibuuzo ekirambika: Wuliriza bulungi olufumo luno n'oluvannyuma ombuulire ebitundu by'omubiri ebisinga okuba eby'omugaso.

Ekitundu 1

Maaso, Matu, Nnyindo ne Bwongo baali baamukwano nga babeera wamu ku kyalo Mutwe. Baakolanga emirimu gya njawulo okugeza Maaso ng'alaba, Matu ng'awulira, Nnyindo ng'awunyiriza so nga Bwongo ategeera. Buli omu yakolanga omulimu gwe nga teyeebalira olw'obulungi bw'ekyalo kyabwe.

Lumu baakyalako ku kyalo Magulu ekyali kibaliraanye. Kutu ye yasooka n'awulira ennyonyi mu bbanga ne yeewaanira ku Maaso nga bwali ow'ekitalo kubanga taba kuba ye kuwulira nnyonyi, Maaso teyaalisobodde kugiraba. Maaso kye yava amubuuzo nti, "Kutu osobola okumbuulira langi y'ennyonyi eyo gy'owulidde?"

Kutu yateeberezaamu nga sikyangu kugimanya. Maaso era yeewaanira ku Kutu nti, "Nze okimanyi nti ne ky'otawulidde nsobola okukiraba?" Yayongerako, "Nsobola okulaba ekinnya ne tutakigwamu naye ggwe tosobola kukiwulira." Baba bakyali mu mpaka ne wajja Wannyindo n'obuswandi n'ababuuzo ogubadde. Bwe baamala okumuyitiramu n'ababuuzo nti, "Ku mmwe kuliko asobola okuwunyiriza ekiwunya? Mbadde ebyo nze mbisobola." Olutalo luba lukyayinda, Bwongo n'ayingira n'ababuuzo ekibatta.

Story Outline

Ekinyusi

Emigasoo gy'e bitundu by'omubiri.

Ensonga ewagira 1:

Obwongo bulagira e bitundu ebirala ekyokukola.

Ensonga ewagira 2:

Amaaso galaba buli kintu.

4.1 Ebitundu by'omubiri n'emigaso gyabyo

Oral Literature

Ekitundu 2

Maaso, Matu ne Nnyindo bwe baamala okuyitira mu Bwongo ensonga zaabwe, yabasekerera nnyo. Yababuuza nti, "Ggwe Kutu ani akulagira nti wulira? Ggwe Maaso ani akugamba nti ky'olabye bakiyita kino oba kya langi gundi?"

Nnyindo naye yamutwaliramu n'amubuuza amumanyisa nti kino kiwunya bubi oba bulungi. Baawonzika enkaayana zaabwe nga bakakasizza nti bonna Bwongo y'abasinga kubanga y'alagira buli omu okukola ekyo ky'alina okukola.

Okuva olwo ebitundu bino byategeera nti obwongo bwe businga okuba obw'omugaso era ekitutwala ku ssomero kuba bagezi. Newankubadde obwongo bwe businga n'ebitundu ebirala nabyo bituyamba nnyo. Tukozeza amaaso okulaba, amatu gatuyamba okuwulira amaloboosi ag'enjawulo n'ennyindo etuyamba okuwunyiriza n'okussa. Weewaawo buli kitundu ekiri ku mubiri gwaffe kya mugaso nnyo.


Vocabulary Words		
teyeebalira	obuswandi	lukyayinda
In the Text Questions	In My Mind questions	
1. Kitundu ki ekisinga omugaso ku mubiri gwaffe?	1. Wandyagadde kubeera kitundu ki ekyomutwe?	
2. Amaaso, okutu, ennyindo n'obwongo bisangibwa ku kitundu ki eky'omubiri?	2. Omuntu atalaba afuna buzibu ki?	

4 Omubiri gwaffe n'ebiyobulamu

Literacy 1 and 2

Day 1

B b



baana banaaba babiri

Bano baana.
Abaana banaaba.
Abaana bali babiri.

B B B B B

Classroom 1 Week 11 Classroom 1

Literacy 1

New Letters and Review Chart

B b

o	e	i	aa
bo	be	bi	baa
mo	me	mi	maa
lo	le	li	laa

Thematic Question: Lwaki tukuuma omubiri gwaffe nga muyonjo?

Beat the Words

baa-na

ba-naa-ba

ba-bi-ri

Literacy 2

Letter Formation Phrase

B = Kkiriza akasittale akatereevu, kola ekibuto waggulu ne wansi.


b = Kkiriza akasittale akatereevu, zinga akapiira.

Spelling Practice

b, ba, be, babe, bibi

Day 2

Bazanyira mu kidiba



Abaana bawuga mu kidiba. Mu kidiba mulimu amazzi amabi. Amazzi amabi galwaza. Lule olwala amabwa ku bigere.

b b b b

Classroom 1 Week 11 Classroom 2

Literacy 1

In the Text Question: Abaana bakola ki?

In My Mind Question: Ndwadde ki ezikwata abantu?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Bb	bb	o	i	e	a
		bbo	bbi	bbe	bba
		mo	mi	me	ma
		ko	ki	ke	ka

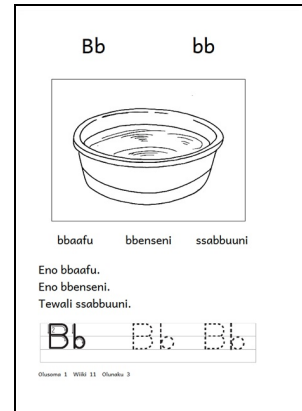
Thematic Question: Omubiri tusobola tutya okugukuuma nga muyonjo?

Beat the Words

bbaa-fu

bbe-nse-ni

ssa-bbuu-ni



Literacy 2

Letter Formation Phrase

B = Kkiriza akasittale akatereevu, kola ekibuto waggulu ne wansi.

b = Kkiriza akasittale akatereevu, zinga akapiira.

Spelling Practice

bb, bbo, bbi, kibbo, babbi

Literacy 1

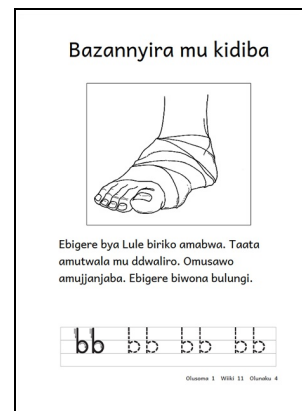
In the Text Question: Ani yajjanjaba Lule?

In My Mind Question: Tuyinza tutya okwewala endwadde?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4



4 Omubiri gwaffe n'ebyobulamu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		o	e	i	a
B	b	bo	be	bi	ba
Bb	bb	bbo	bbe	bbi	bba
		mo	me	mi	ma

Beat the Words

baa-na
bbaa-fu

ba-naa-ba
bbe-nse-ni

ba-bi-ri
ssa-bbuu-ni

Sentence Assessment

1. Bano baana.
2. Abaana banaaba.
3. Eno bbaafu.

Literacy 2

Letter Formation Assessment

B, b, bb

Spelling Assessment

ba, be, bbo, bbi, babe, bibi, kibbo, babbi.

4.2 Obuyonjo bw'omuntu n'endwadde

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 holding a tooth brush and cleaning his/her teeth 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.

References

NPSCU Teacher's Guide

- Competencies, pages 79-80
- Sample scheme of work, pages 188-189
- Lesson Plan Guidelines, pages 201-210

NPSCU Curriculum

- Page 26

Traditional Text

Oluyimba

Nakeera nkya ne nnaaba entumbwe... m,
Ne njenda ku ssomero okusoma... m,
Ku ssomero waliyo ebisanyusa... m,
Waliyo Okubala n' Okuwandiika... m,
Oyo omulenzi tamanyi kuwandiika... m,
Ne bw'asiba empale ye tenyuma... m,
Oyo omuwala tamanyi kuwandiika... m,
Ne bw'asiba sikaati ye tenyuma... m,
Wooloolo, wooloolo, wooloolo... m,
Wooloolo, wooloolo, wooloolo... m.

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

4 Omubiri gwaffe n'ebyobulamu

Oral Literature

Majangwa ne Nakiriggya

Ekibuuzo ekirambika: Wuliriza embooji eno n'obwegendereza n'oluvannyuma ombuulire amaka ga Majangwa ne Nakiriggya bwe gaafaanananga.

Ekitundu 1

Ku kyalo Kyankoko waaliyo amaka ga Majangwa ne Nakiriggya. Baalina akayumba kaabwe nga ka ssubi wabula ng'enkuba bw'etonnya konna katiiriika. Abantu bano baali bakyafu nnyo nga tebanaaba, teboozza ate nga balina envunza n'ensekere. Ekyewuunyisa nga tebasala nviiri, tebasala njala, tebasenya mannyo, mu butuufu ng'obatuulira n'obakoowa. Lule, Nagawa ne bannaabwe baabayitangako buli lunaku nga bagenda ku ssomero ne bayimirira ne babatunuulira kyokka bo nga bali mu kuyimba na kuzina. Mwattu nga tebeefiirayo. Oluusi abaana baabawogganiranga, "Mugende munaabe, muwunya."

Naye bo nga tebafaayo. Buli mwana eyaddangayo eka ng'anyumiza bazadde be bye yalabanga ku Majangwa ne Nakiriggya era oluusi baabinyumyanga ne ku ssomero. Kyokka n'abazadde baabalabanga era nga bakimanyi naye bambi nabo nga baabulwa ekyokukola. Abobuyinza baagandangayo ne bagezaako okubayamba naye nga buteerere! Bannaddiini nabo baagezaako naye ne balemwa.

Story Outline

Ekinyusi

Ebyobuyonjo mu maka.

Ensonga ewagira 1:

Obuyonjo bw'emibiri gyaffe.

Ensonga ewagira 2:

Obuyonjo bw'ekifo n'ebintu bye tukozeza.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira mu maka ga Majangwa ne Nakiriggya nga bannaddiini balededdwa?

Ekitundu 2

Abantu bonna nga bamaze okulemwa, kyaddaaki ab'ebuyobulamu baategeka omusomo mu kitundu. Majangwa ne Nakiriggya baagwetabamu. Kino kyaleetawo enkyukakyuka eya nnamaddala kubanga abantu bano baabayigiriza obuyonjo, obuvunaanyizibwa n'ebuyobulamu. Majangwa ne Nakiriggya baagamba nti, "Mwebale nnyo abatusomesezza, katuddeyo twoze, tunaabe, tulongoose ewaffe era tubakakasa nti n'embaga yaffe tujja kugikola." Kino kyasanyusa nnyo abantu b'ekitundu bonna. Akakiiko kaalondebwa era amangu ago baatandika okukolagana n'aboomukwano ababiri. Omulimu gw'abakakiiko gwagenda bulungi. Majangwa ne Nakiriggya baayonjowala, baasala enjala, baasala enviiri, baatandika okunaaba, baalongoosa awaka waabwe, wamma ebintu ne bikyukira ddala. Majangwa ne Nakiriggya baatandika okugenda mu kkanisa okusaba era yogaayoga nga bali wa Mukubiriza w'Abakulisitaayo nga balaga nsonga yaabwe ya kutukuza bufumbo! Abantu bano baayambibwako bannaabwe era okugenda okumaliriza nga bakoze embaga makeke eyasomboola abantu okuva e Bule n'e Bweya. Yali mawuuno!

Vocabulary Words	
mawuuno	buteerere
	yogaayoga
In the Text Questions	In My Mind questions
1. Baani abaali abakyafu ennyo?	1. Olowooza kiki ekyaaleetera Majangwa ne Nakiriggya okuba abakyafu?
2. Abantu bano baamaliriza batya?	2. Bintu ki bye tulina okukola okubeera abayonjo?

SUMMATIVE ASSESSMENT TERM 1

Introduction

Below are summative 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: Δ

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.

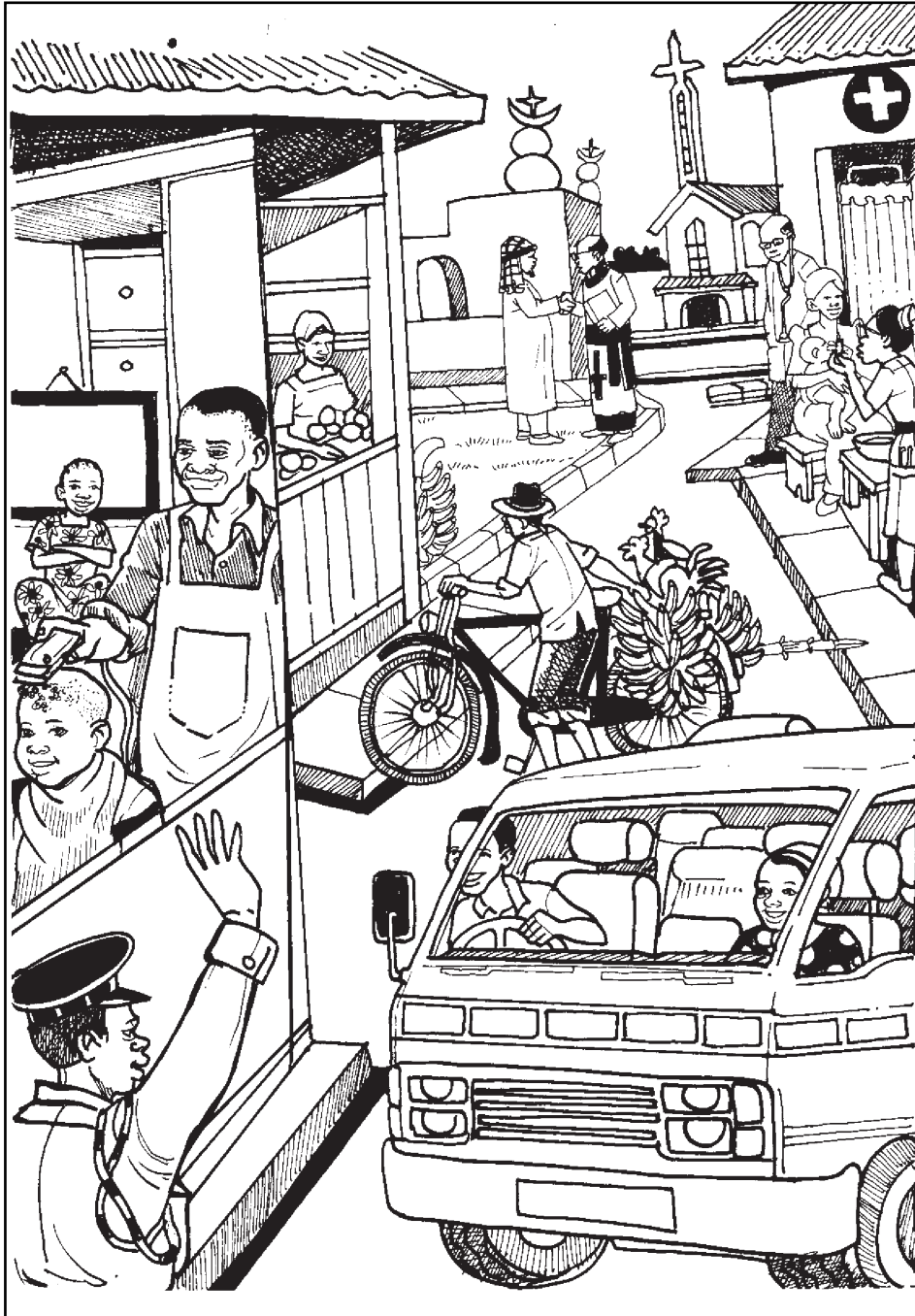
L3: Tells a meaningful, engaging story with excellent confidence and animated expression.

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 Embeera y'obudde

Literacy 1 and 2

Day 1

U u



omusana ggulu ebbugumu

Omusana gwaka.
Ku ggulu tekuli bire.
Ebbugumu lingi.

U U U U U U U

Oluoma 2 Wisi 1 Okandii 1

Literacy 1

New Letters and Review Chart

U u

u	o	i	e
bu	bo	bi	be
mu	mo	mi	me
lu	lo	li	le

Thematic Question: Embeera y'obudde etuyisa etya?

Beat the Words

o-mu-sa-na

ggu-lu

e-bbu-gu-mu

Literacy 2

Letter Formation Phrase

U = Kkiriza akasitale akatereevu; kawete ku ddyo; kambuse.


u = Kkiriza akasitale akatereevu; kawete ku ddyo; kambuse.

Spelling Practice

U, bu, mu, lu, mubi, bumu, bululu

Day 2

Kibuyaga



Maama wa Nagawa ne Lule ayoza engoye.
Maama ayanika engoye ku waya.
Kibuyaga akunta. Kibuyaga asuula engoye wansi.

U U U U U U U

Oluoma 2 Wisi 1 Okandii 2

Literacy 1

In the Text Question: Maama wa Nagawa akola ki?

In My Mind Question: Lwaki si kirungi okwanika engoye wansi?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 2 Week 1

5.1 Ebikola embeera y'obudde

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Uu	uu	uu	u	i	a
		buu	bu	bi	ba
		luu	lu	li	la
		kuu	ku	ki	ka

Thematic Question: Biki ebikola embeera y'obudde?


Beat the Words

gi-yuu-ga

e-wuu-ma

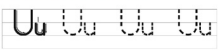
a-suu-la

Uu uu



giyuuga ewuuma asuula

Emiti giyuuga.
Enkuba etonnya ewuuma.
Kibuyaga asuula amayumba.



Classroom 2 WEEK 1 Classroom 3

Literacy 2

Letter Formation Phrase

U = Kkiriza akasitale akatereevu; kawete ku ddyo; kambuse.

u = Kkiriza akasitale akatereevu; kawete ku ddyo kambuse.

Spelling Practice

uu, buu, luu, kuu, buuka, kuuba, babuuka

Literacy 1

In the Text Question: Baani abaalonda engoye?


In My Mind Question: Olowooza lwaki engoye tuzitereka mu nnyumba?

Literacy 2

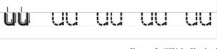
Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Kibuyaga



Nagawa alaba engoye wansi. Nagawa ayita Lule. Lule ne Nagawa balonda engoye wansi. Lule ne Nagawa batwala engoye mu nnyumba.



Classroom 2 WEEK 1 Classroom 4

5 Embeera y'obudde

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		u	uu	o	e
U	u	bu	buu	bo	be
Uu	uu	mu	muu	mo	me
		ku	kuu	ko	ke

Beat the Words

o-mu-sa-na
gi-yuu-ga

ggu-lu
e-wuu-ma

e-bbu-gu-mu
a-suu-la

Sentence Assessment

1. Omusana gwaka.
2. Ebugumu lingi.
3. Emiti giyuuga.

Literacy 2

Letter Formation Assessment

U, u, uu

Spelling Assessment

bu, lu, mu, kuu, buu, luu, mubi, bumu, luku, buuka, kuuba, babuuka

5.1 Ebikola embeera y'obudde

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

Oluyimba

Empewo ekunkumula ebibala ebyo ku muti. x2
Empewo maama,
Ekunkumula ebibala ebyo ku muti.

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

Oral Literature

Aboomukwano abana

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire aboomukwano aboogerwako ne bye bakola.

Ekitundu 1

Edda ennyo waaliwo aboomukwano bana: Wamusana, Wambuyaga, Wankuba ne Kiddedde. Banyumyanga mu ngeri y'okwewaana.

Wamusana: Ndeeta ebbugumu, nyengeza ebibala, nkaza ebirime ate ndeeta n'ekyeya.

Wambuyaga: Nkaza engoye, nnyamba abalimi okuwewa ate nsuula amayumba.

Wankuba: Mbasekeredde! Nze myansamyansa, mbwatukabwatuka. Ngiwa amazzi ne gakulukusa buli kintu. Mpeweeza amusana era nyamba ebimera okukula.

Kiddedde: "Yii! Nga bye mwewaanawaana byonna ttima jjereere! Ekyeya kitudaaza wano nga n'akokuzza eri omumwa tekalabika. Oluusi n'ekigulira Magala eddiba ne kibula. Ye abaffe, okusuula ebimera kye kirungi? Nze nno bwe nvaayo, ebire bibikka ku Wamusana olwo ne tuweweerako." Baba bakyewaana ne balengera akakookolo nga kambadde kikabuuti, ekikuufiira nga kakutte ne manvuuli mu nkwawa olw'okwekengera enkyukakyuka y'obudde.

Story Outline

Abali mu lugero

Wankuba, Wamusana, Wambuyaga, Kiddedde, akakookolo

Ekifo

Waggulu mu bbanga ne wansi

Ebikolebwa

Aboomukwano balaga buli omu by'akola.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lw'aboomukwano okulaba akakookolo?

Ekitundu 2

Aboomukwano baasalawo nti anaasobola okukola ekikyusa ku kakookolo akaali wansi, yaanaaba asinga amaanyi. Kidedde ye yasooka, ebire ne bibikka ebbanga, obudde ne bukwatakwatamu. Akakookolo kaagenda mu maaso n'olugendo lwako. Wambuyaga n'addako ne yeefumuula n'akunta ebire ne bibula. Yanyeenya ebimera kumpi kubisuula ku ttaka. Akakookolo kaasika kikabuuti ne kakyenywerezaako nga bwe kakwata ekikuufiira ku mutwe gwako ne keeyongera okutambula. Wankuba yavaayo nga yeewaga, "Muleke nze nkalage!"

Yatandika okumyansamyansa nga bw'abwatukabwatuka n'atonnya. Akakookolo kaasumulula manvuuli yaako ne keetambulira. Wamusana yeesowolayo mpola nga bw'amwenyamwenya n'ayaka ne yeeyongera okwakira ddala. Banne baagenda okulaba ng'akakookolo kayimirira, kasumulula kikabuuti kyako ne kaggyako ekikuufiira ne kasiimuula entuuyo ne kagenda wansi w'omuti ne kagamira.

Aboomukwano bwe baalaba ng'akakookola kagamidde oluvannyuma lw'okuyisibwa obubi, baakakasa nti wamma ddala Wamusana y'abasinga amaanyi.

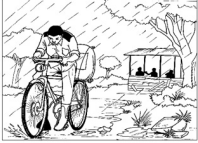
Vocabulary Words		
akakookolo	ekigulira Magala eddiba	ak'okuzza eri omumwa
In the Text Questions		In My Mind questions
1. Aboomukwano baali bameka?		1. Manvuuli erina mugaso ki?
2. Kintu ki eky'ettima Wamusana ky'aleeta?		2. Birungi ki enkuba by'ereeta?

5 Embeera y'obudde

Literacy 1 and 2

Day 1

G g



eggaali kugula kusiga

Taata avuga eggaali.
Taata ava kugula bijanjaalo.
Ebijanjaalo bya kusiga.

G G G G G

Classroom 2 WIS 2 Chapter 1

Literacy 1

New Letters and Review Chart

G g

u	i	o	a
gu	gi	go	ga
mu	mi	mo	ma
lu	li	lo	la

Thematic Question: Embeera y'obudde etuyisa etya?

Beat the Words

e-ggaa-li

ku-gu-la

ku-si-ga

Literacy 2

Letter Formation Phrase

G = Zinga akapiira naye tokabuniza, sazaamu akasaze.


g = Zinga akapiira, kkiriza akasittale okawete.

Spelling Practice

g, gu, gi, go, guma, kugula

Day 2

Agula ebijanjaalo



Musoke ava mu katala. Musoke ava kugula bijanjaalo. Ebijanjaalo bya kusiga. Enkuba eyagala kutonnya.

g g g g g

Classroom 2 WIS 2 Chapter 2

Literacy 1

In the Text Question: Musoke ava kukola ki?

In My Mind Question: Mirimu ki egikolebwa mu biseera by'enkuba?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 2 Week 2

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

N	n	u	i	e	a
		nu	ni	ne	na
		gu	gi	ge	ga
		bu	bi	be	ba

Thematic Question: Mirimu ki gye tukola mu biseera eby'enjawulo?

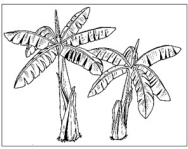
Beat the Words

ni-na

e-nni-mi-ro

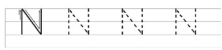
bi-to-no

N n



nina enimiro bitono

Nina enimiro.
Ennimiro yange ntono.
Ennimiro erimu ebitooke bitono.



Classroom 2 Week 2 Class 3

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.

n = Yambuka, weta, kkirira.

Spelling Practice

n, na, ni, ne, nina, noga, gano

Literacy 1

In the Text Question: Musoke abadde ki?


In My Mind Question: Ssinga enkuba ekusanga mu kkubo okola ki?

Literacy 2

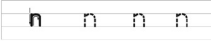
Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Agula ebijanjaalo



Enkuba etonnya. Musoke eggaaali emukubye ekigwo. Ebijanjaalo biyiika. Musoke ayoola ebijanjaalo. Musoke adda eka.



Classroom 2 Week 2 Class 4

5 Embeera y'obudde

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		u	i	o	a
G	g	gu	gi	go	ga
N	n	nu	ni	no	na
		bu	bi	bo	ba

Beat the Words

e-ggaa-li
ni-na

ku-gu-la
e-nni-mi-ro

ku-si-ga
bi-to-no

Sentence Assessment

1. Taata avuga eggaali.
2. Nina ennimiro.
3. Ennimiro yange ntono.

Literacy 2

Letter Formation Assessment

G, g, N, n

Spelling Assessment

gu, gi, go, na, ni, ne, gula, guma, kugula, nina, noga, nabo

5.2 Bye tukola mu biseera eby'enjawulo

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 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.

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

Traditional Text

Olugero olusonge

"Ky'osimba onaanya, ky'olyako ettooke."

Amakulu g'olugero:

Ekintu ky'okola nga totaddeeyo nnyo mwoyo kye kivaamu ebirungi.

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

5 Embeera y'obudde

Oral Literature

Emirimu

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire emirimu egikolebwa mu biseera eby'enjawulo.

Ekitundu 1

Okuva edda n'edda abantu mu kitundu kyaffe baakolanga emirimu egy'enjawulo mu biseera by'obudde eby'enjawulo. Abantu baayinzanga okuyigga, abalala ne babumba ate abamu ne babajja so nga abandi baluka ebiruke. Wadde ng'abantu baakolanga emirimu mingi naye okulima gwali mulimu muganzi nnyo n'okutuuka kati. Omulimi yatwalibwanga okuba omuntu ow'omugaso ennyo mu kitundu era ng'aweewbwa ekitiibwa. Bwe wabanga toyagala kukola, banno nga bakuyita "ngajaba."

Olumu baayinzanga okukuyimbira obuyimba nga bakwewaanirako nga bunu, "Banno baalimanga emmwanyi, banno baalimanga olaba wa?"

"Nnyonyi terima muwemba, nnyonyi esanga mulimire." Omulimi buli lunaku yagendanga mu nnimiro n'abaako ky'akolayo okusenziira ku biseera by'obudde obw'enjawulo.

Story Outline

Ekinyusi

Ebikolebwa mu biseera by'obudde obw'enjawulo.

Ensonga ewagira 1:

Ebikolebwa mu biseera eby'enkuba.

Ensonga ewagira 2:

Ebikolebwa mu biseera eby'omusana.

Oral Literature

Ekitundu 2

Yayinzanga okusambula mu biseera eby'omusana ate enkuba bwe yatonyanga ng'akabala. Enkuba bwe yanyinyittiranga ng'akeera nnawankya okugenda mu katale okugula ensigo asobole okusiga. Nga wayiseewo akabanga ng'amaze okusiga, omuddo ne gumera mu birime bye olwo ng'alina okubikoola. Yasobolanga okubikoola omulundi gumu oba ebiri okusenziira ku mbeera y'omuddo. Ebirime bwe byakulanga, yagendanga n'abikungula n'abireeta awaka. Ebimu ng'abirya ate ebirala ng'abitereka so nga ebirala ng'abitunda n'abifunamu ejjamba. Oluusi ebiseera byakyukanga, omusana gwayinzanga okwaka ennyo oba enkuba okutonnya ennyo. Kino kyaleeteranga ebirime okufa.

Ennaku zino abalimi abamu bafukirira ebirime byabwe ne birema okufa omusana. Abalala basiga obudde bukyali ebirime ne bitafa nkuba.


Vocabulary Words	
engajaba	okusambula ejjamba
In the Text Questions	In My Mind questions
1. Mulimu ki ogusinga okwettanirwa mu kitundu kyaffe?	1. Ssinga obadde mutuuze mu kitundu kyaffe, walibadde okola mulimu ki?
2. Mirimu ki emirala egikolebwa mu kitundu kyaffe?	2. Olowooza omulimi asanga buzibu ki?

5 Embeera y'obudde

Literacy 1 and 2

Day 1

T t



etonnye engatto tambula

Enkuba etonnye.
Yambala engatto.
Tambula ne manvuuli.

↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

Okwasa 2 Wisi 3 Okwasa 1

Literacy 1

New Letters and Review Chart

T t

u	o	i	a
tu	to	ti	ta
gu	go	gi	ga
mu	mo	mi	ma

Thematic Question: Embeera y'obudde etuyisa etya?

Beat the Words

e-to-nnye

e-nga-tto

ta-mbu-la

Literacy 2

Letter Formation Phrase

T = Kkiriza akasittale akatereevu, saza akasaze waggulu w'akasittale.


t = Kkiriza akasittale akatereevu, sazaamu akasaze.

Spelling Practice

t, ti, to, ta, muti, tema, mata

Day 2

Enkuba etonnya



Nagawa agenda ku ssomero. Nagawa akutte ebitabo. Nagawa talina nsawo. Enkuba etonnya.

↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

Okwasa 2 Wisi 3 Okwasa 2

Literacy 1

In the Text Question: Nagawa agenda wa?

In My Mind Question: Bizibu ki enkuba by'ereeta?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 2 Week 3

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart


Tt	tt	i	e	a	aa
		tti	tte	tta	ttaa
		ti	te	ta	taa
		mi	me	ma	maa

Thematic Question: Tuyinza tutya okwerinda enkyukakyuka y'embeera y'obudde?

Beat the Words

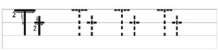
e-tti tta-ka e-tto

Tt tt



etti ttaka etto

Kibuyaga asudde etti.
Etti ligudde ku ttaka.
Taata atema etti etto.



Classroom 2 Wili 3 Okwerinda 3

Literacy 2

Letter Formation Phrase

T = Kkiriza akasittale akatereevu, saza akasaze waggulu w'akasittale.

t = Kkiriza akasittale akatereevu, sazaamu akasaze.

Spelling Practice

tt, tti, tte, tta, etti, ettama, ettaka

Literacy 1

In the Text Question: Ani aleeta manvuuli?


In My Mind Question: Tuyinza tutya okwerinda obudde bw'enkuba?

Literacy 2


Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Enkuba etonnya



Lule aleeta manvuuli. Lule ayita Nagawa.
Lule ne Nagawa botambulira mu manvuuli. Bombi bagenda ku ssomero.



Classroom 2 Wili 3 Okwerinda 4

5 Embeera y'obudde

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		u	o	i	e
T	t	tu	to	ti	te
Tt	tt	ttu	tto	tti	tte
		mu	mo	mi	me

Beat the Words

e-to-nnye
e-tti

e-nga-tto
tta-ka

ta-mbu-la
e-tto

Sentence Assessment

1. Enkuba etonnye.
2. Taata atema etti etto.
3. Yambala engatto.

Literacy 2

Letter Formation Assessment

T, t, tt

Spelling Assessment

ti, to, ta, tti, tta, muti, tema, mata, etti, ettama, ettaka

5.3 Okwerinda embeera y'obudde

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 irrigating crops and cows drinking from a reservoir, nearby.

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.

References

NPSCU Teacher's Guide

- Competencies, page 81
- Sample scheme of work, page 224
- Lesson Plan Guidelines, pages 224-253

NPSCU Curriculum

- Pages 30-31

Traditional Text

Oluyimba

Enkuba etonnya,
Omusana gwaka,
Engo ezaala,
Ezaalira ku lwazi,
Tusime ebinzaali,
Tubyanike ku lwazi.

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

Oral Literature

Wankuba ne Wamusana

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'oluvannyuma ombuulire bye tuyinza okukola okwerinda enkuba n'omusana.

Ekitundu 1

Awo olwatuuka nga wabaawo Wamusana ne Wankuba. Baali baamukwano naye nga buli omu agaya munne nti yamusinga amaanyi bw'aba azze mu kitundu ng'anyiize. Olwali olwo, olukiiko lw'ekitundu ne lutuula. Wamusana yasituka n'atandika okweyogerako bwati, "Nze bwe mba nazze mu kitundu abantu batuuyana buli budde, balumwa ennyonta n'obwana bukaaba ebbugumu. Ebimera biyongobera, ebirala bikala n'emiti giggwaako ebikoola. Emigga n'enzizi bikalira n'enjala ejja. Ebisolo ebirundibwa bifa bwe bibulwa omuddo n'amazzi."

Wankuba bwe yawulira bino n'asituka ne yeegogola emimiro. Yeewaana bulungi era yatandika bwati, "Nze bwe nzija mu kitundu, buli kintu kyonna kimanya nti nzize. Ebitundu by'ettaka ebiri ku nsozi bibumbulukuka ne bigwira abantu n'amayumba. Awali obusozi, ettaka ndikuluggusa ate awali omuseetwe, amataba ne ganjaala. Bwe nzija n'empewo, obusolya bw'enju mbumaamulako ate emiti n'ebimera ne biwogoka. Bwe wabaawo emikolo ng'ennyimbe, embaga, n'obutale byonna mbyonoona."

Story Outline

Abali mu lugero

Wamusana, Wankuba, abatuuze

Ekifo

Mu lukiiko

Ebikolebwa

Wankuba ne Wamusana balaga engeri gye beeyisaamu nga bazze mu kitundu. Abatuuze batema empenda ez'okubeerindamu.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lw'abantu okuwulira embooji y'aboomukwano bano?

Ekitundu 2

Abantu bwe baawulira embooji eyo ne batya nnyo. Baatema empanda ez'okwerinda Wamusana ne Wankuba. Wankuba atera kujja mu mwezi gwa Muzigo, ogwa Mukulukusabitungotungo n'ogwa Mutunda. Wamusana ye ajjira mu Ssebaaseka ne mu Kasambula. Abantu baateesa engeri gye bayinza okwetegekeramu okujja kwabwe kuba baali tebayinza kubaziyiza. Baateesa nti Wamusana nga tannajja mu kitundu, abantu basaanye bafune ebyambalo ebiweweavu baleme kutuuyana. Basaanye era okweyigiriza okunywa amazzi agamala baleme kulwala. Baateesa okusimba ebirime ng'obudde bukyali omusana gulyoke gujje ng'ebirime bikuze. Okwerinda enjala, baateesa okuzimba ebyagi baterekemu emmere ey'ensigo.

Abaalina enju ez'amabaati baateesa okuzitindira n'okuzimba ez'essubi eziweweera. Abantu baayongera okutema empanda ez'okwerinda ebizibu Wankuba by'ayinza okuleeta. Baateesa obutalima mu bitundu bya nsozi, okutema emifulejje oba emikutu oba emyala wamu n'okubikka ebitooke.


Vocabulary Words		
okukuluggusa	okutema empanda	okwanjaala
In the Text Questions	In My Mind questions	
1. Wankuba ayisa atya abantu bw'aba azze mu kitundu?	1. Enkuba erina mugaso ki?	
2. Abatuuze baateesa kukola ki okusobola okwerinda Wamusana?	2. Omusana gutukosa gutya?	

6 Obubenje n'engeri y'okubwekuumamu

Literacy 1 and 2

Day 1

Y y



yaffe eyaka eyokya

Eno ssigiri yaffe.
Ssigiri yaffe eyaka.
Ssigiri eyaka eyokya.

Y Y Y Y Y

Classroom 2 WBK 4 Classdu 1

Literacy 1

New Letters and Review Chart

Y y

o	i	e	a
yo	yi	ye	ya
to	ti	te	ta
ko	ki	ke	ka

Thematic Question: Bubenje ki obutwetooolodde?

Beat the Words

ya-ffe

e-ya-ka

e-yo-ky

Literacy 2

Letter Formation Phrase

Y = Kkiriza akasittale akampi, kkirira, kkirira.


y = Kkiriza akasittale akampi, kkiriza akasittale akawanvu.

Spelling Practice

Y, yo, yi, ya, yaka, eyaka, yita

Day 2

Effumbiro liggya



Lule, Nagawa ne taata baali balima.
Maama yali mu ffumbiro. Effumbiro lyakwata omuliro. Maama yatya nnyo.

Y Y Y Y Y

Classroom 2 WBK 4 Classdu 2

Literacy 1

In the Text Question: Kiki ekyatuuka ku ffumbiro?

In My Mind Question: Ssinga ennyumba yammwe ekwata omuliro okola ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamywe ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 2 Week 4

6.1 Obubenje n'engeri y'okubwekuumamu

eka

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Y	y	u	o	ee	aa
		yu	yo	yee	yaa
		tu	to	tee	taa
		gu	go	gee	gaa

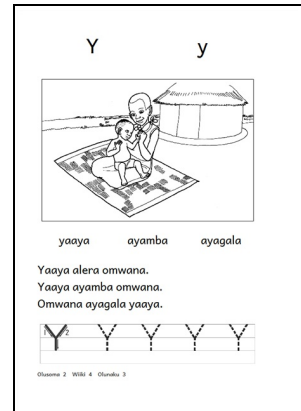
Thematic Question: Tuyinza tutya okwekuuma obubenje awaka?

Beat the Words

yaa-ya

a-ya-mba

a-ya-ga-la



Literacy 2

Letter Formation Phrase

Y = Kkiriza akasittale akampi, kkirira, kkirira.

y = Kkiriza akasittale akampi, kkiriza akasittale akawanvu.

Spelling Practice

y, yu, yee, yaa, yaaya, gaaya, yeeyo

Literacy 1

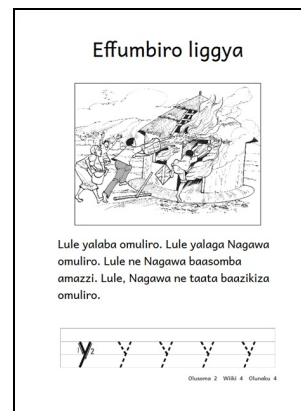
In the Text Question: Baani abaazikiriza omuliro?

In My Mind Question: Omuliro guleeta bizibu ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4



Term 2 Week 4

6 Obubenje n'engeri y'okubwekuumamu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

Y	y	o	i	e	a
		yo	yi	ye	ya
		to	ti	te	ta
		ko	ki	ke	ka

Beat the Words

ya-ffe

yaa-ya

e-ya-ka

a-ya-mba

e-yo-kya

a-ya-ga-la

Sentence Assessment

1. Ssigiri eyaka eyokya.
2. Yaaya ayamba omwana.
3. Yaaya alera omwana.

Literacy 2

Letter Formation Assessment

Y, y

Spelling Assessment

yu, yo, ya, yi, yee, yaa, yaka, eyaka, yita, yaaya, gaaya, yeeyo

6.1 Obubenje n'engeri y'okubwekuumamu

eka

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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 82• Sample scheme of work, page 254• Lesson Plan Guidelines, pages 257-266
NPSCU Curriculum <ul style="list-style-type: none">• Page 33

Traditional Text

Musibannmi

Nnyazaala wa Nnyanzi yanyaga,
ennyama ya nnyinimu ennyongeze.

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

6 Obubenje n'engeri y'okubwekuumamu

Oral Literature

Maama omwegendereza

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ontegeeze engeri gye tusobola okuziyizaamu obubenje mu maka.

Ekitundu 1

Ku kyalo Nakitokolo kwe kuli amaka ga Ssaalongo Musoke ng'alina mukyala we Nnaalongo Musoke omwegendereza ennyo eri abaana be. Ssaalongo ne Nnaalongo balina abaana bana era abaana baabwe abakulu ye Wasswa ne Nakato. Abaana abo be baddibwako Kizza ate Kamya ye muggalanda. Ewaabwe weetooloddwa olusuku olunene ddala n'oluggya lwabwe lulimu omuddo omuzannyira abaana wamu n'emitu egibawa ebisiikirize. Okumanya nga Nnaalongo ddala mwegendereza, yateekawo ekifo eky'enjawulo awaka we okumpi ne kaabuyonjo awakunjaanyizibwa ebintu eby'obulabe gamba ng'ebicupa ebyatise, emisumaali, ekkirita enkadde, empiso ezikozeseddwa wamu n'ebyo byonna bye wandirowoozezza nti bisobola okutuusa obulabe ku bulamu bw'omuntu. Omukyala ono yateekawo n'etteeka mu maka ge nga ye ne Wasswa mutabani we omukulu be bokka abavunaanyizibwa okukunjaanya ebintu byonna ebiyinda okutuusa obulabe ku baana be era babiteeka mu kifo kiri kye yateekawo. Ekifo ekyo kiriko n'olukomera oluziyiza abato okuzannyirayo.

Story Outline

Ekinyusi

Maama omwegendereza ennyo eri abaana be.

Ensonga ewagira 1:

Yateekawo ekifo eky'enjawulo awaka we w'akunjaanyiza ebintu eby'obulabe.

Ensonga ewagira 2:

Akebera ensawo z'abaana be buli ku makya nga tebannagenda ku ssomero.

6.1 Obubenje n'engeri y'okubwekuumamu

eka

Oral Literature

Ekitundu 2

Alina n'ebipiira ebyambazibwa engalo bye yagula nga bino biyambako omuntu alonda obutafuna buwuka wamu n'okuziyiza obubenje bwe yandifunye ng'alonda ebintu ebifumita. Abaana be bwe baba bagenda ku ssomero, batwala ensawo. Mu nsawo zaabwe batwaliramu ebyokulya wamu n'amazzi ag'okunywa. Buli ku makya nga tebannagenda ku ssomero, Nnaalongo akebera ensawo zaabwe alabe ebintu ebirimu mpozzi n'okubateeramu emmere gye banaalya ku ssomero. Singa Nnaalongo asanga ebintu ebiddugala oba bye batateekwa kutwala ku ssomero mu nsawo zaabwe, ng'abiggyamu. Lumu Nnaalongo aba akebera ensawo z'abaana be n'asanga ekkirita wamu n'ekikwaso mu nsawo ya Kizza. Yamubuuza gye yali abitwala era olw'okutya okungi, Kizza teyaddamu kigambo kyonna. Bw'atyo Nnaalongo yakwata ebintu eby'obulabe bye yasanga mu nsawo ya Kizza n'abiggyamu. Abaana bonna yabayita n'abalabula obutaddamu kukwata ku bintu nga ebyo.

Vocabulary Words	
Nnaalongo	muggalanda obubenje
In the Text Questions	In My Mind questions
1. Ssaalongo ne Nnaalongo balina abaana bameka?	1. Kiki ekiyinza okutuuka ku baana abazannyisa ebintu ebisongovu?
2. Mutabani wa Ssaalongo omukulu ye ani?	2. Singa ggwe wali Nnaalongo, Kizza wandimukoze ki?


Term 2 Week 4

6 Obubenje n'engeri y'okubwekuumamu

Literacy 1 and 2

Day 1

Ng ng



engoye engatto engo

Omusajja ayambadde engoye nnungi.
Engatto ze nzirugavu.
Emmotoka ye etomedde engo.

Ng Ng Ng Ng

Oluuma 2 Wisi 5 Okunde 1

Literacy 1

New Letters and Review Chart

Ng ng

o	a	e	u
ngo	nga	nge	ngu
yo	ya	ye	yu
tto	tta	tte	ttu

Thematic Question: Bubenje ki obutwetooolodde?

Beat the Words

e-ngo-ye

e-nga-tto

e-ngo

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.


g = Zinga akapiira, kkiriza akasittale, kawete.

Spelling Practice

Ng, ngo, nga, nge, ngatto, ngatta, ngoye

Day 2

Mu kibira



Lule ne Nagawa bayita mu kibira. Lule alengera engo. Nagawa atya era agwa wansi. Nagawa ejjinja limusala engalo.

ng ng ng ng ng

Oluuma 2 Wisi 5 Okunde 2

Literacy 1

In the Text Question: Abaana baalengera ki?

In My Mind Question: Bubenje ki obulala abantu bwe bafuna mu kkubo?

Literacy 2

Story Idea: Embooji ya leero tugyesigamyee ku kuteebereza kw'abayizi mu mbooji gye basomye.

6.2 Obubenje n'engeri y'okubwekuumamu mu

makubo

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Ng	ng	o	a	e	i
		ngo	nga	nge	ngi
		go	ga	ge	gi
		bo	ba	be	bi

Thematic Question: Tuyinza tutya okwekuuma obubenje mu makubo?

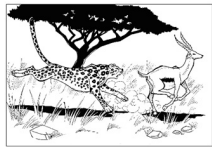
Beat the Words

le-nge-ra

e-ngo

e-nga-bi

Ng ng



lengera engo engabi

Lengera engo.
Engo egoba engabi.
Engabi efubutuka.

Ng Ng Ng Ng

Classroom 2 WISSE 5 Okundi 3

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.

g = Zinga akapiira, kkiriza akasittale, kawete.

Spelling Practice

ng, ngo, nga, ngi, ngabi, ngege, ngabo

Literacy 1

In the Text Question: Ani avaamu omusaayi?


In My Mind Question: Ngeri ki gye tuyinza okwewalamu obubenje?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Mu kibira



Nagawa avaamu omusaayi mungi. Lule amuteekako ssere. Omusaayi gukendera. Bagenda ku ssomero.

ng ng ng ng ng

Classroom 2 WISSE 5 Okundi 4

6 Obubenje n'engeri y'okubwekuumamu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		o	a	e	u
Ng	ng	ngo	nga	nge	ngu
		yo	ya	ye	yu
		tto	tta	tte	ttu

Beat the Words

e-ngo-ye

e-nga-tto

ngo

le-nge-ra

e-ngo

e-nga-bi

Sentence Assessment

1. Lenger engo.
2. Engo egoba engabi.
3. Omusajja ayambadde engoye nnungi.

Literacy 2

Letter Formation Assessment

Ng, ng

Spelling Assessment

ngo, nga, nge, ngi, ngatto, ngatta, ngoye, ngabi, ngege, ngabo

6.2 Obubenje n'engeri y'okubwekuumamu mu makubo 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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 82• Sample scheme of work, page 255• Lesson Plan Guidelines, pages 267-275
NPSCU Curriculum <ul style="list-style-type: none">• Pages 33-34

Traditional Text

Oluyimba

Abooluganda (babiri), x3
Abooluganda babiri- edda n'edda,
Baayitanga (mu kibira), x3
Baayitanga mu kibira- edda n'edda,
Omu yalengera engo- (yalengera), x2
Omu yalengera engo- edda n'edda,
Munne yatya (n'agwa wansi), x3
Munne yatya n'agwa wansi- edda n'edda,
Yafumitibwa ejinja- (yafumitibwa), x2
Yafumitibwa ejinja- edda n'edda.

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

6 Obubenje n'engeri y'okubwekuumamu

Oral Literature

Akabenje

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire ekyavaako akabenje.

Ekitundu 1

Ebimu ku bika by'entambula ebisangibwa ku kyalo Kito mu ggombolola y'e Kira z'emmotoka, bboodabbooda n'eggaali. Entambula eno eyamba okusaabaza abantu n'ebintu byabwe. Wadde nga kiri bwe kityo, abantu beegendereza nnyo obutatomerwa, kyokka oluusi obuzibu buno bubaawo. Nagawa ne Lule babeera ku kyalo Kito era nga basomera walako okuva ewaabwe. Abaana bano baali bava ku ssomero ne bafuna entiisa! Baalaba emmotoka ng'ekoona bboodabbooda. Emmotoka Kamunye yali eva Kira ng'edda mu Kito n'esisinkana ne bboodabbooda eyali edduka emisinde okusiba nga bambalaganye. Akabenje kaagwa mu kkoona era nga mu kkubo mwalimu ebinnya ebinene ate nga biwanvu nnyo. Emmotoka yali nkadde era nga n'emipiira gyayo si mirungi ate yali etisse akabindo. Ekyawonya abasaabaze kwe kuba nga ddereeva yali tavuga ndiima n'okuba nga abamu baali beesibye emisipi.

Story Outline

Ekinyusi

Akabenje ku luguudo.

Ensonga ewagira 1:

Ebika by'entambula.

Ensonga ewagira 2:

Enneeyisa y'abavuzi b'ebidduka ku luguudo.

6.2 Obubenje n’engeri y’okubwekuumamu mu makubo Oral Literature

Ekitundu 2

Ensonga endala eyabawonya kwe kuba nga tewaali mmotoka ndala zaali zibavaako mabega. Omuvubuka eyali avuga bboodabbooda yali avuga ndiima. Bboodabbooda yali nkadde nnyo era nga n’okusiba tesiba. Wadde omugoba w’emmotoka yali avuga mpola, owabboodabbooda yayingirira Kamunye era ssinga owa kamunye teyali mumanyirivu nnyo, abasaabaze bonna bandifudde. Bboodabbooda baagitomera n’eva ku luguudo n’egwa ebbali. Omugoba yavaako n’agwa eri wadde nga teyafuna bisago bya maanyi. Bboodabbooda yayonooneka nnyo ekitundu ekyo mu maaso. Abantu baakunjaana okutaasa embeera naye ekywuunyisa mu bajja okutaasa mwe mwajjira n’ababbi abaagezaako okubba ebintu by’abasaabaze. Baatandika okusikaasika ensawo n’emigugu. Wabula ng’ Omuganda bw’agamba nti, “Eteefe etuusa mugenyi,” n’abantu bano baayambibwa abapuliisi abaali balawuna ekitundu. Bannange nakulabira agabbi bwe gabuna emiwabo. Owabboodabbooda baamutwala mu ddwaliro ne bboodabbooda ne bagitwala ku puliisi. Omugoba wa kamunye yeemulugunya abapuliisi ne bamusuubiza okukola ku nsonga ze ng’owabboodabbooda avudde mu ddwaliro. Kamunye yatwala abasaabaze n’embeera n’edda mu nteeko.


Vocabulary Words	
okulawuna	endiima okutikka akabindo
In the Text Questions	In My Mind questions
1. Akabenje kaagwa wa?	1. Olowooza owabboodabbooda lwaki yali avuga endiima?
2. Biki ebyawonya abasaabaze obutakosebwa mu kabenje?	2. Olowooza bboodabbooda baagitwala wa?

6 Obubenje n'engeri y'okubwekuumamu

Literacy 1 and 2

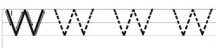
Day 1

W w



waka wala walabika

Omusajja agenda waka.
Awaka we wala.
Awaka we walabika bulungi.



Oluoma 2 Wisi 6 Okundi 1

Literacy 1

New Letters and Review Chart

W w

a	e	o	u
wa	we	wo	wu
nga	nge	ngo	ngu
la	le	lo	lu

Thematic Question: Bubenje ki obutwetooolodde?

Beat the Words

wa-ka

wa-la

wa-la-bi-ka

Literacy 2

Letter Formation Phrase

W = Kkirira, yambuka, kkirira, yambuka.


w = Kkirira, yambuka, kkirira, yambuka.

Spelling Practice

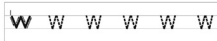
W, wa, we, wo, wala, wawe, waka

Day 2

Lule mu ddwaliro



Lule ali ku ssohero ne banne. Lule adduka okuva mu kibina. Wabweru ku mulyango waliwo amadaala. Lule ogwa ku madaala. Lule amenyeka okugulu.



Oluoma 2 Wisi 6 Okundi 2

Literacy 1

In the Text Question: Ku mulyango waliwo ki?

In My Mind Question: Abaana bayinza kwewala batya obubenje?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

6.3 Obubenje n'engeri y'okubwekuumamu ku

ssomero

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

W	w	a	aa	e	ee
		wa	waa	we	wee
		nga	ngaa	nge	ngee
		ya	yaa	ye	yee

Thematic Question: Tuyinza tutya okwekuuma obubenje ku ssomero?


Beat the Words

wa-li

wa-nsi

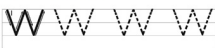
a-wo-gga-na

W w



wali wansi awoggana

Omuzenzi ali wali.
Omuzenzi agudde wansi.
Omuzenzi awoggana.



Classroom 2 WEEK 6 Classroom 3

Literacy 2

Letter Formation Phrase

W = Kkirira, yambuka, kkirira, yambuka.

w = Kkirira, yambuka, kkirira, yambuka.

Spelling Practice

waa, we, wee, waata, weewo, waaba

Literacy 1

In the Text Question: Ani yatwala Lule mu ddwaliro?


In My Mind Question: Osobola otya okuyamba munno ng'afunye akabenje?

Literacy 2

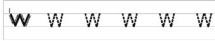
Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Lule mu ddwaliro



Abasomesa bafuna pikipiki. Omusomesa omu atwala ne Lule. Omusomesa atwala Lule mu ddwaliro. Omusawo amuwa ekitanda.



Classroom 2 WEEK 6 Classroom 4

Term 2 Week 6

6 Obubenje n'engeri y'okubwekuumamu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

W	w	o	e	i	a
		wo	we	wi	wa
		yo	ye	yi	ya
		ko	ke	ki	ka

Beat the Words

wa-li

wa-nsi

a-wo-gga-na

wa-ka

wa-la

wa-la-bi-ka

Sentence Assessment

1. Awaka we wala.
2. Omulenzi ali wali.
3. Omulenzi awoggana.

Literacy 2

Letter Formation Assessment

W, w

Spelling Assessment

wa, we, wo, waa, wee, wala, wawe, waka, waata, weewo, waaba

6.3 Obubenje n'engeri y'okubwekuumamu ku ssomero 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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 82• Sample scheme of work, page 256• Lesson Plan Guidelines, pages 276-283
NPSCU Curriculum <ul style="list-style-type: none">• Page 34

Traditional Text

Oluyimba

Nabbubi yazimba ku muti omuwanvu, Enkuba
yatonyanya nabbubi yagwa,
Tuzze okulamusa Ssaabasajja Kabaka,
E Mengo mu Kampala kumpi n'e Nakivubo,
Emmotoka zisimbye nnyiriri zaazo,
Musajja mugoowa asimbula ekiziyiza, Bwe
zzu-pibi, bwe zzu-pibi, nga twejjawo. Emu,
bbiri, ssatu, nnya, ttaano, mukaaga, musanvu,
munaana, mwenda ne kkumi.

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

Oral Literature

Buwambuzi bugwa mu kidiba

Ekibuuzo ekirambika: Wuliriza embooji eno n'oluvannyuma ombuulire obulabe obwatuuka ku baana ba Wambuzi.

Ekitundu 1

Olwatuuka nga wabaawo Wankima ne Wambuzi nga babeera mu kitundu kimu. Abaana ba bawansolo bano baasomeranga mu ssomero eryo mu kitundu ekyo era nga likulemberwa Wandiga. Wankima ne Wambuzi baakeeranga ne bawerekera abaana baabwe ku ssomero olw'okwewala okutomerwa ebidduka mu kkubo. Emmanju w'ebibiina waaliwo ekidiba omwakunjaaniranga amazzi mu budde bw'enkuba. Ku kidiba kino abaana baateranga okugendayo ne bakizannyiramu.

Abamu nga bakibuuka ate ng'abalala bakiwugiramu. Lwali lumu, abaana ba Wambuzi ne Wankima ne bateesa okuzannyira ku kidiba kino wadde ng'abasomesa baali baabagaana okukizannyiramu. Abaana ba Wankima baali bamanyi okubuuka. Abaana ba Wambuzi bwe baalaba abaana ba Wankima nga banyumiddwa nabo ne bepampalika okubuuka ekidiba nga beerabidde nti baali tebasobola. Baabuukayo no embuuka mmeka! Nga baagudde dda mu mazzi. Baaleekaana nnyo nga beegayirira abaana babayambe so nga nabo tebaali bakugu mu kuwuga.

Story Outline

Abali mu lugero

Bawankima, bawambuzi, Wandiga ne bawansolo abalala abaali abasomesa

Ekifo

Ku ssomero

Ebikolebwa

Abaana ba Wankima ne Wambuzi, bazannyira mu kidiba. Abaana ba Wambuzi bagwa mu kidiba, abasomesa bajja ne babasikamu.

6.3 Obubenje n'engeri y'okubwekuumamu ku ssomero

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddako oluvannyuma lw'abaana ba Wambuzi okugwa mu mazzi?

Ekitundu 2

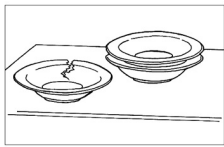
Mu kuleekana okungi abasomesa ne Wandiga omukulu w'essomero bajja ku kidiba ne basika abaana ba Wambuzi mu kidiba nga babasibyemu emiguwa. Abaana bano baasangibwa tebannabbira wadde nga baali bakoowu eby'ensusso. Wandiga omukulu w'essomero yasaba abasomesa okuziba ekidiba ekyo baleme kuddamu kufuna buzibu bulala. Abaana ku ssomero baalibadde beewala nnyo okuzannyira okumpi n'ebintu ebisobola okubatusaako obulabe.

Vocabulary Words		
okwepampalika	okubbira	okwewala
In the Text Questions	In My Mind questions	
1. Abaana ba Wambuzi ne Wankima baali bazannyira wa?	1. Abaana abebba ku ssomero batera kufuna buzibu ki?	
2. Abasomesa baamanya batya nti akabenje kagudde ku ssomero?	2. Singa ggwe obadde Wambuzi, wandikoze ki?	

Literacy 1 and 2

Day 1

S s



ssowaani eyatise esala

Maama ayoza ssowaani.
Essowaani ya maama eyatise.
Essowaani esala maama engalo.

S S S S S S

Okuma 2 Wisi 7 Okundi 1

Literacy 1

New Letters and Review Chart

S s

a	aa	e	ee
sa	saa	se	see
wa	waa	we	wee
la	laa	le	lee

Thematic Question: Tuyinza tutya okubeera obumu?

Beat the Words

sso-waa-ni

e-ya-ti-se

e-sa-la

Literacy 2

Letter Formation Phrase

S = Weta ng'odda ku kkono, ku ddyo, ne ku kkono.


s = Weta ng'odda ku kkono, ku ddyo, ne ku kkono.

Spelling Practice

s, sa, saa, se, esala, asaawa, aleese

Day 2

Obuyonjo



Lule ne Nagawa bali waka. Nagawa ayagala kwoza ssuuka. Lule ayagala kwoza ssaati. Awaka tewali ssabbuuni.

S S S S S S

Okuma 2 Wisi 7 Okundi 2

Literacy 1

In the Text Question: Lule ne Nagawa bali ludda wa?

In My Mind Question: Ggwe okola mirimu ki awaka?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Ss	ss	a	aa	e	o
		ssa	ssaa	sse	ssso
		wa	waa	we	wo
		nga	ngaa	nge	ngo

Thematic Question: Tuyinza tutya okubeera obumu mu maka?

Beat the Words

e-ssaa-wa e-ssso-waa-ni sse-ffu-li-ya

Ss ss



essaawa essowaani sseffulya

Essaawa ya kyamisana.
Essowaani ziri ku mmeeza.
Maama aleese emmere mu sseffulya.

Ss Ss Ss Ss

Classroom 2 Week 7 Classdu 3

Literacy 2

Letter Formation Phrase

S = Weta ng'odda ku kkono, ku ddyo, ne ku kkono.

s = Weta ng'odda ku kkono, ku ddyo, ne ku kkono.

Spelling Practice

ss, ssa, ssaa, sso, ssaawa, ssowaani, ssenga

Literacy 1

In the Text Question: Ani yaleeta ssabbuuni?


In My Mind Question: Ani agula ebintu ewammwe?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Obuyonjo



Nagawa agamba taata nti tewali ssabbuuni. Taata aleeta ssabbuuni. Nagawa ayozza essuuka. Lule ayozza essaati. Abaana bombi basanyuka.

SS SS SS SS SS

Classroom 2 Week 7 Classdu 4

7 Okubeera awamu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		a	aa	o	e
S	s	sa	saa	so	se
Ss	ss	ssa	ssaa	ssO	sse
		wa	waa	wo	we

Beat the Words

sso-waa-ni

e-ya-ti-se

e-sa-la

e-ssaa-wa

e-ssO-waa-ni

sse-ffu-li-ya

Sentence Assessment

1. Maama ayoza ssowaani.
2. Essaawa ya kyamisana.
3. Essowaani ziri ku mmeeza.

Literacy 2

Letter Formation Assessment

S, s, ss

Spelling Assessment

sa, saa, se, ssa, ssaa, sso, esala, asaawa, aleese, ssaawa, ssowaani, ssenga

7.1 Okubeera awamu mu maka

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
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 83• Sample scheme of work, page 284• Lesson Plan Guidelines, pages 287-293
NPSCU Curriculum <ul style="list-style-type: none">• Page 36

Traditional Text

Musibannimi

Ssinga ssenga ow'e Ssingo ssaamulaba, ssinga ssenga Nassanga ow'e Ssagala simwagala.

Yansanga nsekera Ssessanga ow'e Ssagala.

Yansiiya ne nsekamu ne simanya nti anyiize.

Yansimbula oluyi n'omusipi ne gukutuka.

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

Oral Literature

Amaka ga Kasujja

Ekibuuzo ekirambika: Wuliriza embooji eno n'oluvannyuma ombuulire ekyalemesa emirimu okukolebwa obulungi.

Ekitundu 1

Ku kyalo Kalangaalo kwaliko omusajja ayitibwa Kasujja eyali omulimi omukuukuutivu. Kasujja yalina omukyala n'abaana babiri: Lule ow'emyaka omwenda ne Nagawa ow'emyaka omusanvu. Awaka waabwe baaberangawo ne jajja. Omwami ono yalina ente ssatu. Yalina endowooza nti buli muntu ali awaka alina ky'asobola okukola okuyimirizaawo amaka. Kasujja yali amanyi nti y'avunaanyizibwa okugabira ab'awaka emirimu n'okulaba nga gikolebwa. Lwali lumu Kasujja n'agaba bwati emirimu egyali egy'olunaku olwo: Mukyala we yamuwa okutema omuti omunene ogwali gugenda okukuba effumbiro naye yali wa kugutemesa mbazzi. Lule yamugamba kulunda nte. Nagawa yamugamba kukima ppipa y'amazzi anti abantu n'ente bonna baali bageetaaga. Ye jajja yamuwa okulonda ebijanjaalo ebyali ebyokulya kw'olwo n'omuceere gwakwo. Ye yeewa okunoga emwanyi ezaali zibaze obulungi. Nga Kasujja amaze okugaba emirimu, abantu bonna baagenda ku mirimu gyabwe awatali kwemulugunya anti yali taddwamu.

Story Outline

Ekinyusi

Emirimu gy'awaka.

Ensonga ewagira 1:

Abantu basaanye okwenyigira mu mirimu gy'awaka.

Ensonga ewagira 2:

Abantu bakole emirimu egiri mu busobozi bwabwe.

Oral Literature

Ekitundu 2

Lule eyaweebwa okulunda ente, bwe yazituukako ne ziŋooŋa nga bwe zibuuka n'atya era n'addukayo. Nagawa ku luzzi yasangayo mukwano gwe eyamulaba ng'abendabenda n'ekidomola n'amuyambako. Ye jajja bwe yalonda ebijanjaalo n'omuceere, ebisasiro n'amayinja byasigalamu anti yali talaba bulungi. Kasujja eyagaba emirimu yali agenze n'akadeeya n'ejjambiya naye yeerabira empenduzo. Emmwanyi yanogako ze yali atuuka ezaali waggulu teyazinoga anti yali mumpi. Mwami Katende muliraanwa waabwe bwe yabakyalira, yasanga omukyala atema omuti naye nga talina gy'aguzza.

Bwe yamubuuzza ky'akola yamuddamu nti, "Guno gwe mulimu gwange ogwa leero." Mwami Katende bwe yabuuzza Kasujja ekyamuweesezza omukazi omulimu ogwo, yamuddamu nti, "Buli muntu ali ewange asobola okukola omulimu oguba gumuweereddwa."


Katende yeewuunya nnyo amagezi gano amatono. Katende yamunenya era yagenda okwetegereza ng'emirimu gyonna gye yali agabye gyali tegikoleddwa bulungi. Bwe yali agaba emirimu teyafaayo ku busobozi bw'abantu be. Katende yatuula ne Kasujja n'amuwa amagezi ku ngeri gye yandigabyemu emirimu. Kisaanye abantu baweebwenga emirimu egigya mu busobozi bwabwe.

Vocabulary Words	
mukuukuutivu	ziŋooŋa
	kinnawadda
In the Text Questions	In My Mind questions
1. Mwami Kasujja yali akola mulimu ki?	1. Oyize ki mu lugero luno?
2. Mwami Katende ye yali ani?	2. Singa wali obeera mu maka ago, wandikoze mulimu ki?

Literacy 1 and 2

Day 1

F f



ffene fenna fekka

Fenna tugenda kulya ffene.
Kirungi okugabana fenna.
Si kirungi kulya fekka.

F F F F

Okuma 2 Wisi 8 Okundi 1

Literacy 1

New Letters and Review Chart

F f

e	a	o	i
fe	fa	fo	fi
ne	na	no	ni
be	ba	bo	bi

Thematic Question: Tuyinza tutya okubeera obumu?

Beat the Words

ffe-ne

fe-nna

fe-kka

Literacy 2

Letter Formation Phrase

F = Kkiriza akasittale, saza waggulu ne mu makkati.


f = Weta akasittale ng'odda ku kkono okakkirize,
saza akasaze wakati.

Spelling Practice

f, fe, fa, fu, fenna, bifi, fuba

Day 2

Ku ssomero



Lule ne Nagawa bali ku ssomero. Nagawa abuuka omuguwa. Lule azannya akapiira ne banne. Lule yeekoona ekigere.

f f f f

Okuma 2 Wisi 8 Okundi 2

Literacy 1

In the Text Question: Anni abuuka omuguwa?

In My Mind Question: Ggwe bw'obeera ku ssomero ozannya mizannyo ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamywe ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

F ff	e	a	o	u
	ffe	ffa	ffo	ffu
	ne	na	no	nu
	me	ma	mo	mu

Thematic Question: Tukolagana tutya n'abantu be tubeera nabo ku ssomero?


Beat the Words

ffi-ri-mbi

ffu

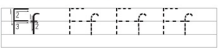
a-ba-ffe

Ff ff



ffirimbi ffu abaffe

Eno ffirmibi.
Omusajja afuuwa ffirmibi bwe ffu.
Abaffe ffirmibi etuyita fenna.



Classroom 2 Week 8 Classroom 3

Literacy 2

Letter Formation Phrase

F = Kkiriza akasittale, saza waggulu ne mu makkati.

f = Weta akasittale ng'odda ku kkono okakkirize, saza akasaze wakati.

Spelling Practice

ff, ffe, ffa, ffu, ffene, ffumu, naffe

Literacy 1

In the Text Question: Ani yatwala Lule ew'omusawo?

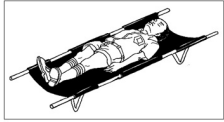
In My Mind Question: Ssinga osanga omuntu afunye obuzibu okola ki?

Literacy 2

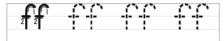
Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Ku ssomero



Lule bamusitulawo. Bamatwala eri omusomesa. Omusomesa amatwala eri omusawo. Omusawo amujjanjaba.



Classroom 2 Week 8 Classroom 4

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		e	a	o	u
F	f	fe	fa	fo	fu
Ff	ff	ffe	ffa	ffo	ffu
		ne	na	no	nu

Beat the Words

ffe-ne
ffi-ri-mbi

fe-nna
ffu

fe-kka
a-ba-ffe

Sentence Assessment

1. Fenna tugenda kulya ffene.
2. Eno ffirmibi.
3. Abaffe ffirmibi etuyita fenna.

Literacy 2

Letter Formation Assessment

F, f, ff

Spelling Assessment

fe, fa, fu, ffe, ffa, ffu, fenna, bifa, fuba, ffene, ffumu, naffe

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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 83• Sample scheme of work, page 285• Lesson Plan Guidelines, pages 294-301
NPSCU Curriculum <ul style="list-style-type: none">• Page 37

Traditional Text

Olugero olusonge

"Agali awamu ge galuma ennyama, ng'ow'amalibu akiina wa ngereka."

Amakulu g'olugero:

Bwe tukolera awamu, emirimu gyanguwa.

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

Oral Literature

Lule ne banne ku ssomero

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire engeri abayizi gye baakolaganangamu.

Ekitundu 1

Ku kyalo Namutamba kwe kusangibwa essomero eriyitibwa Kito Pulayimale. Essomero lino liri emitala ebiri okuva mu maka ga ba Lule. Mu ssomero lino Lule mw'asomera. Mu Kito pulayimale mulimu ebintu bingi ebikolebwamu ebiyigiriza abaana okubeera abantubalamu. Mu bye bakola mwe muli; okuliira awamu, okuzannyira awamu, okussanjjanamu ekitiibwa, okuyambagana n'okugabana. Lule ku ssomero ayagalibwa nnyo baana banne n'abasomesa. Bw'aba agenda ku ssomero buli lunaku atwalira baana banne n'abasomesa be ffene ku ggaali. Ekiseera ky'okuzannya bwe kituuka, Lule akakasa nti buli muyizi afuna ku ffene gw'aba yaleese era kino kimufuula omuganzi ennyo mu bayizi banne. Lumu baba bazannya akapiira mu kisaawe ky'essomero, Lule n'agwa wansi. Banne baayanguwa okumudduukirira era baagenda okumutuukako ng'anuubuse nga n'okuyimirira takyasobola.

Story Outline

Ekinyusi

Obumu bw'abayizi ku ssomero.

Ensonga ewagira 1:

Okugabanira awamu.

Ensonga ewagira 2:

Okuyamba abafunye obuzibu.

Oral Literature

Ekitundu 2


Abayizi banne ba Lule baamusitula ne bamutwala ew'omusomesa gye yafunira obujjanjabi. Omusomesa yabeebaza nnyo olw'okufaayo era n'okulaga obuntubulamu. Yayongera okubakubiriza okugenda mu maaso n'empisa eyo. Olulala omusomesa yabalagira okulongoosa ekibiina. Lule yayita banne ne bagabana emirimu. Abayizi abamu baasitula entebe, abalala baayera ate abalala ne bakunjaanya ebitabo. Kino kyabasobozesa okumaliriza okulongoosa ekibiina ng'omusomesa bwe yayagala era omusomesa bwe yadda, yabeebaza olw'okukolera awamu. Bwe tukolera awamu, tukola bulungi emirimu ate nga tukozesa obudde butono.

Vocabulary Words	
omuganzi	okussanjjanamu ekitiibwa okudduukirira
In the Text Questions	In My Mind questions
1. Lule yatwalanga ki ku ssomero?	1. Ssinga ggwe wali muzadde wa Lule, abaamuyamba wandibakoledde ki?
2. Lule yasomeranga mu ssomero ki?	2. Olowooza eddagala lye bajjanjabisa Lule lyava wa?

Literacy 1 and 2

Day 1

Mb mb



akambe mbuzi mbaga

Omusajja alina akambe.
Akambe akakozesa kubaaga mbuzi.
Ennyama bagigabula ku mbaga.

Mb Mb Mb Mb

Okusoma 2 Wisi 9 Okufunika 1

Literacy 1

New Letters and Review Chart

Mb mb

u	i	a	e
mbu	mbi	mba	mbe
gu	gi	ga	ge
ku	ki	ka	ke

Thematic Question: Tuyinza tutya okubeera obumu?

Beat the Words

mba-ga

mbu-zi

a-ka-mbe

Literacy 2

Letter Formation Phrase

M = Yambuka, kkirira, yambuka, kkirira.


b = Kkiriza akasittale akatereevu, zinga akapiira.

Spelling Practice

Mb, mbu, mbi, mba, mbaga, kambe, gamba

Day 2

Embaga



Taata wa Nagawa mugole. Ayambadde bulungi essuuti. Maama wa Nagawa tali mu kyambalo kya bagole. Maama wa Nagawa munakuwawu nnyo.

mb mb mb mb

Okusoma 2 Wisi 9 Okufunika 2

Literacy 1

In the Text Question: Ani mugole?

In My Mind Question: Mikolo ki gye twambalira obulungi?

Literacy 2

Story Idea: Embooji ya leero tugyesigamyee ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart


Mb	mb	o	a	aa	ee
		mbo	mba	mbaa	mbee
		wo	wa	waa	wee
		to	ta	taa	tee

Thematic Question: Tuyinza tutya okubeera obumu mu kyaffe?

Beat the Words

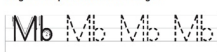
a-ya-mba-dde kya-mba-lo mba-ga

Mb mb



ayambadde kyambalo mbaga

Nagawa ayambadde bulungi.
Nagawa ali mu kyambalo.
Nagawa mperekeze ku mbaga.



Classroom 2 Week 9 Classroom 3

Literacy 2

Letter Formation Phrase

m = Kkirira, yambuka, weta, kkirira, yambuka, weta, kkirira.

b = Kkiriza akasittale akatereevu, zinga akapiira.

Spelling Practice

mbo, mbee, mbaa, mboga, mbaata, kigambo

Literacy 1

In the Text Question: Ani yagulira maama wa Nagawa ekyambalo?

In My Mind Question: Ssinga omukolo gutuuka nga toline kyambalo, okola otya?

Literacy 2

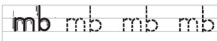
Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Embaga



Ssenga agulira maama wa Nagawa ekyambalo. Maama ayambala ekyambalo. Maama asanyuka. Embaga egenda mu maaso.



Classroom 2 Week 9 Classroom 4

7 Okubeera awamu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

Mb	mb	u	i	a	aa
		mbu	mbi	mba	mbaa
		gu	gi	ga	gaa
		tu	ti	ta	taa

Beat the Words

mba-ga
a-ya-mba-dde

mbu-zi
kya-mba-lo

a-ka-mbe
mba-ga

Sentence Assessment

1. Omusajja alina akambe.
2. Nagawa ayambadde bulungi.
3. Nagawa ali mu kyambalo.

Literacy 2

Letter Formation Assessment

Mb, mb

Spelling Assessment

mbu, mbi, mba, mbo, mbee, mbaa, mbaga, kambe, gamba, mboga, mbaata, kigambo

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 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!

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 83• Sample scheme of work, page 286• Lesson Plan Guidelines, pages 302-307
NPSCU Curriculum <ul style="list-style-type: none">• Page 38

Traditional Text

Oluyimba

Kya kwambala nange nandigenze,
Kya kwambala nange nandigenze,
Kya kwambala nange nandigenze.
Kya kwambala kye kyaleeta taabu.

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

Oral Literature

Enkindo za Wanfudu

Ekibuuzo ekirambika: Wuliriza embooji eno n'oluvannyuma ombuulire lwaki enfudu erina enkindo.

Ekitundu 1

Awo olwatuuka nga wabaawo bawabinyonyi ne mukwano gwabwe Wanfudu. Bonna bano baabeeranga mu kitundu kimu. Baateranga okusisinkana ne banyumya ku bintu eby'enjawulo. Wanfudu yeegombanga nnyo bawabinyonyi olw'ebiwawaatiro byabwe. Olumu baba banyumya, bawabinyonyi ne bamutegeeza nti, "Tulina akabaga ke tugendako mu ggulu eyo ewa mukwano gwaffe."

Wanfudu yasaalirwa nnyo era n'abagamba nti, "Nange mwattu naalyetaaze okugenda nammwe naye sirina biwawaatiro."

Baamutunuulira ne bamusaasira nga bamulaga nga bwe bagenda okumulyako ebintu. Wankofu yabuuza banne nti, "Tetusobola kumuyiyiza ngeri yonna gye tumutwalamu?" Wannyange yateesa nti Wanfudu bamusondere ebyoya afune ebiwawaatiro asobole okubuuka. Bawabinyonyi bassa kimu ne bamusondera ebyoya era n'afuna ebiwawaatiro n'abuuka nabo okugenda ku kabaga. Ekyo kyamusanyusa nnyo era n'agenda ng'ali mu ssanyu ppitirivu. Bwe baatuuka ku kabaga, abantu bonna beewunya engeri Wanfudu gye yasobola okubuukamu. Baabaaniriza ne babaleetera ebyokulya nkuyanja. Wanfudu ye yasooka okulya nga tanaabye mu ngalo.

Story Outline

Abali mu lugero

Wanfudu, Wankofu, Wannyange ne bawabinyonyi abalala

Ekifo

Mu bbanga

Ebikolebwa

Bawabinyonyi basondera Wanfudu ebyoya, babuuka naye ne bagenda ku kabaga, abalyako emmere era mu kukomawo bamujjako ebyoya byabwe, agwa n'ayatika.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza bawabinyonyi baakola ki nga Wanfudu emmere yonna agiridde?

Ekitundu 2

Ekikolwa kino Wanfudu kye yakola, kyanyiiza bawabinyonyi bonna era ne basalawo okwesasuzza nga bamujjako ebyoya byabwe. Baasalawo nga tebannasitula nti bwe banaaba baddayo nga batuuse mu bwengula batuukirize akalagaane. Bwatyo Wanfudu ng'amaze okujjibwako ebyoya yeerindiggula ennume y'ekigwo ku lwazi ekiwaawo kye ne kyatikayatika. Okuva olwo okutuuka kati Wanfudu alina enkindo era takyabuuka, abeera wansi era atambula asooba. Wanfudu yaalibadde akolagana bulungi ne bawabinyonyi kubanga baamuyamba okumuwa ebiwaawaatiro ebyamutuusa ku kabaga n'okulya ku bya ssava. Wanfudu yeeyisa bubi nnyo kubanga olwatuuka banne yabalyako buli kantu bo ne baviiramu awo. Kirungi okujjukira abantu abatuyamba okutuuka ku birungi ne tuteeyisa nga Wanfudu.


Vocabulary Words	
nkuyanja	mu bwengula yeerindiggula
In the Text Questions	In My Mind questions
1. Wanfudu ne bawabinyonyi baali balaga wa?	1. Olowooza kirungi omuntu okwefuulira akuyambye?
2. Kiki ekyayamba Wanfudu okubuuka ne bawabinyonyi?	2. Olowooza lwaki Wanfudu yeefuulira mikwano gye?

8 Emmere n'emigaso gyayo

Literacy 1 and 2

Day 1

Ny ny



ennyama ennyaanya ebyennyanya

Ennyama eri mu katale.
Ennyaanya nnyingi mu katale.
Ebyennyanya biri mu katale.

Ny Ny Ny Ny

Classroom 2 WIS 10 Okunlu 1

Literacy 1

New Letters and Review Chart

Ny ny

a	aa	u	i
nya	nyaa	nyu	nyi
mba	mbaa	mbu	mbi
ma	maa	mu	mi

Thematic Question: Emmere gye tulya erina migaso ki?

Beat the Words

e-nnya-ma

e-nnyaa-nya

e-bye-nnya-nja

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.


y = Saza akasittale akampi, kkiriza akasittale akawanvu.

Spelling Practice

ny, nya, nyaa, nyu, nnyaanya, nyumba, nyamba

Day 2

Ennimirow



Taata wa Lule ne Nagawa alina ennimirow.
Mu nnimiro ye mulimu ennyaanya. Mu
nnimiro ye mulimu doodo. Obudde bwa
musana. Ennyaanya ne doodo biwotose.

ny ny ny ny ny

Classroom 2 WIS 10 Okunlu 2

Literacy 1

In the Text Question: Mu nnimiro mulimu ki?

In My Mind Question: Mwe emmere gye mulya, mugijja wa?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

D	d	o	oo	a	e
		do	doo	da	de
		nyo	nyoo	nya	nye
		mbo	mboo	mba	mbe

Thematic Question: Emmere gye tulya tugijja wa?


Beat the Words

doo-do

o-mu-ddo

ddii-ro

D d



doodo omuddo ddiro

Abakazi banoga doodo.
Doodo ne kasooli birimu omuddo.
Abakazi baleeta doodo mu ddiro.

D D D D

Classroom 2 Week 10 Classroom 3

Literacy 2

Letter Formation Phrase

D = Kkiriza akasittale akatereevu, weta ekibuto.

d = Zinga akapiira okabunize, kkiriza akasittale akatereevu.

Spelling Practice

d, do, doo, da, doodo, muddo, ddembe

Literacy 1

In the Text Question: Ani afukirira ennyaanya?


In My Mind Question: Ewammwe mulima mmere ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Ennimi



Taata atuma Lule ne Nagawa emugga.
Lule ne Nagawa baleeta amazzi. Lule afukirira ennyaanya. Nagawa afukirira doodo. Ennyaanya ne doodo bitinta.

d d d d d d d

Classroom 2 Week 10 Classroom 4

8 Emmere n'emigaso gyayo

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		a	aa	o	oo
Ny	ny	nya	nyaa	nyo	nyoo
D	d	da	daa	do	doo
		ma	maa	mo	moo

Beat the Words

e-nnya-ma
doo-do

e-nnyaa-nya
o-mu-ddo

e-bye-nnya-nja
ddii-ro

Sentence Assessment

1. Ennyama eri mu katale.
2. Abakazi banoga doodo.
3. Abakazi baleeta doodo mu ddiro.

Literacy 2

Letter Formation Assessment

Ny, ny, D, d

Spelling Assessment

nya, nyaa, nyu, do, doo, da, doodo, omuddo, ddembe, nnyaanya, nnyumba, nyamba

8.1 Amannya g'emmere ne gye tugigya

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 mother winnowing millet and 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.

References

NPSCU Teacher's Guide

- Competencies, page 84
- Sample scheme of work, page 308
- Lesson Plan Guidelines, pages 311-317

NPSCU Curriculum

- Page 40

Traditional Text

Olugero olusonge

"Asimba kasooli tamulya makoola, amulinda kwengera."

Amakulu g'olugero:

Luyigiriza obugumiikiriza ku bye twagala.

Obugumiikiriza bututuusa ku by'omugaso ennyo.

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

8 Emmere n'emigaso gyayo

Oral Literature

Bye tulya bitugasa

Ekibuuzo ekirambika: Wuliriza embooji eno n'oluvannyuma ombuulire ebika by'emmere eyogerwako.

Ekitundu 1

Edda ennyo ku kyalo Ggwafu kwaliko omukadde ayitibwa Kyofatogabye. Lwali lumu omukadde ono n'akyaza abagenyi abaayagala ennyo okumanya ebimukwatako. Baamubuuza nti, "Nnyabo, ku Ggwafu omazeeko bbanga ki?"

Ye n'abaddamu nti, "Ku Ggwafu kwe banzaala, kwe nkulidde era kwe nkaddiyidde. Ekyalo kino kigenze kikula naye ebyokulya tebiggwaako. Ffe tulima ne tulya emmere ey'enjawulo ng'amatooke, lumonde, kasooli, endaggu, balugu, ebisebe, amayuuni n'amakobe. Olumu lwe twesanyusaamu, tugenda ne twegulira omuceere mu maduuka. Enva ezisinga tuzeerimira gamba: ebinyeebwa, ebijanjaalo, empande, obuyindiyindi, empindi, kawo, ssoya, mpokya, entungo, ejjobyo, entula, emboga ne nnakati. Tetulima bulimi kyokka naye tulunda enkoko, embuzi, endiga, ente, embizzi, obumyu, ssekkokko n'embaata. Muno tufunamu ennyama, amata n'amagira ate ebimu ku bino tubitunda ne twefunira ensimbi."

Story Outline

Ekinyusi

Ebika by'emmere.

Ensonga ewagira 1:

Emmere n'enva ebirimibwa.

Ensonga ewagira 2:

Ebisolo ebirundibwa.

8.1 Amannya g'emmere ne gye tugiggya

Oral Literature

Ekitundu 2

Tulina n'ebibala nga ffene, ovakkedo, emicungwa, ensaali emiyembe, obutunda, ennyaanya, ebikajjo, amenvu, ennaanansi, amatugunda, ebisitaaffeeri n'enniimu. Tulya n'ebyo Katonda by'atugabira okugeza enswa bwe zibuuka n'enseenene bwe zigwa zituwoomera nnyo. Abavubi nabo batuliisa ku mpuuta, engege, emmale, enkolongo, emmamba, ssemutundu, ensonzi, enkejeje ne mukene. Ky'ova weesanga nti abantu ba kuno tebalwalalwala era balina amaanyi. Abaana bakula bulungi kuba okuva mu buto nga balya emmere ne bakkuta. Ebyokulya byonna bibayamba okugema endwadde ezikwata abatalya bulungi.”

Abagenyi baamuddamu nti, “Nnyabo, tweyanzizza okutukyaza n'okutubuulirira ebintu ebikulu bwe bityo.”

Yabaddamu nti, ” Kale nammwe mwebale kujja.”


Vocabulary Words		
enva	ensaali	ensimbi
In the Text Questions	In My Mind questions	
1. Menya ebika by'emmere gy'owulidde mu mboози.	1. Ssinga wakyalira Kyofatogabye, wandimusabye kyakulya ki?	
2. Mmere ya kika ki gye tujja mu nnyanja?	2. Bibala ki ebirala by'omanyi?	

8 Emmere n'emigaso gyayo

Literacy 1 and 2

Day 1

Nn nn



ennaanansi nnimiro amayuuni

Ennaanansi nnene.
Ennaanansi ziri mu nnimiro.
Ennimiro erimu amayuuni.

Nn Nn Nn Nn

Classroom 2 Week 11 Classroom 1

Literacy 1

New Letters and Review Chart

Nn nn

a	aa	i	ii
nna	nnaa	nni	nnii
na	naa	ni	nii
ma	maa	mi	mii

Thematic Question: Emmere gye tulya erina migaso ki?

Beat the Words

e-nnaa-na-nsi

nni-mi-ro

a-ma-yuu-ni

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.


n = Kkirira, yambuka, weta, kkirira.

Spelling Practice

Nn, nna, nnaa, nni, nnima, nnina, nniimu

Day 2

Atta emmese



Nagawa atereka emmere mu kabada. Lule atereka emmere mu kabada. Nagawa tabisse bulungi ku mmere ye. Bavullira emmese ennene mu kabada. Tebafaayo. Lule ne Nagawa bagenda okuzannya.

nn nn nn nn

Classroom 2 Week 11 Classroom 2

Literacy 1

In the Text Question: Ani atabisse bulungi ku mmere ye?

In My Mind Question: Lwaki tubikka ku mmere?

Literacy 2

Story Idea: Embooji ya leero tugyesigamyeye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 2 Week 11

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

N	nn	i	ii	u	e
		nni	nnii	nnu	nne
		ni	nii	nu	ne
		mi	mii	mu	mee

Thematic Question: Migaso ki gye tufuna mu kukuuma obulungi emmere?


Beat the Words

nne-ne

nnu-ngi

e-nnii-mu

Nn nn



nnene nnungi enniimu

Ennaanansi eno nnene.
Ennaanansi eno nnungi.
Enniimu ziriraanye ennaanansi.

Nn Nn Nn Nn

Classroom 2 Week 11 Olanike 3

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.

n = Kkirira, yambuka, weta, kkirira.

Spelling Practice

nn, nni, nnii, nnu, nnume, nnene, nnungi

Literacy 1

In the Text Question: Ani eyatta emmese?

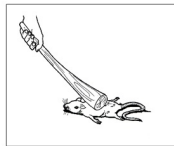
In My Mind Question: Mmwe ewammwe emmere mugikuuma mutya?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Atta emmese



Nagawa enjala emuluma. Anona emmere ye. Asanga emmese eridde emmere ye yonna. Lule aleeta omuggo. Lule atta emmese. Lule awa Nagawa ku mmere ye.

nn nn nn nn

Classroom 2 Week 11 Olanike 4

8 Emmere n'emigaso gyayo

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

Nn	nn	a	aa	i	u
		nna	nnaa	nni	nnu
		na	naa	ni	nu
		ma	maa	mi	mu

Beat the Words

e-nnaa-na-nsi
nne-ne

nni-mi-ro
nnu-ngi

a-ma-yuu-ni
e-nnii-mu

Sentence Assessment

1. Ennaanansi nnene.
2. Ennaanansi eno nnene.
3. Ennaanansi eno nnungi.

Literacy 2

Letter Formation Assessment

Nn, nn

Spelling Assessment

nna, nnaa, nni, nnii, nnu, nnima, nnina, nniimu, nnume, nnene, nnungi

8.2 Emigaso gy'emmere n'enkuuma yaayo

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 sick person eating the 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 84• Sample scheme of work, page 309• Lesson Plan Guidelines, pages 318-323
NPSCU Curriculum <ul style="list-style-type: none">• Page 41

Traditional Text

Oluyimba

Siisi twagenda mu kibira,
Siisi okunogayo ebibala,
Siisi twali tubinoga,
Siisi ne tulengera essajja,
Siisi lyali ddene nnyo,
Siisi ate nga ggwanvu,
Siisi ne litugoba emisinde,
Siisi ne tukaaba n'amaziga,
Siisi mwesirikire abaana,
Siisi sija kubalya.

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

8 Emmere n'emigaso gyayo

Oral Literature

Enjala ddekabusa

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire ekyavaako emmere ya Wankoko ne Wambaata okuggwaawo.

Ekitundu 1

Olwali olwo enjala ddekabusa n'egwa ku kyalo Bbira. Abantu baakwo ng'emmere banoonya nnoonye mu byalo ebyetooloddewo. Ku kyalo kino kwabeerangako abalimi nga be ba Wambaata, Wankoko ne Wajjuba. Kwabeerangako Wandegeya ne Wankwenge abaakeeranga ku makya okunoonya awali emmere eyengedde. Lumu Wajjuba enjala yamuluma nnyo amagezi ne gamwesiba. Yabuulira banne be yabeeranga nabo nti, "Enjala egenda kututta. Lwaki tetukyalako eri bawankwenge gye ndaba bava nga basanyufu? Bo balabika enjala tebaluma." Wambaata n'agamba nti, "Lwaki naffe tetwerimira mmere yaffe ne tugitereka okwerinda enjala?" Wankoko ye n'addamu nti, "Ekyo kirungi nnyo, tutandike okwerimira emmere yaffe." Wajjuba kye yava agamba nti, "Amaanyi agatambula ngalina, nja kugoberera bawankwenge ndabe gye baggya emmere. Bwe nnaalabayo, nja kugibaleetera." Olwo Wajjuba n'abuuka n'agenda.

Story Outline

Abali mu lugero

Wambaata, Wankoko, Wajjuba, Wankwenge ne Wandegeya

Ekifo

Ku kyalo Bbira

Ebikolebwa

Enjala egwa ku kyalo. Wankoko ne Wambaata batandika okulima, bakungula ne batereka mu byagi. Wajjuba, Wankwenge ne Wandegeya balya emmere ya Wankoko ne Wambaata yonna.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira nga Wajjuba abuuse?

Ekitundu 2

Wankoko ne Wambaata baateesa ne bakkiriziganya okutandika okulima. Baakeeranga nawankya ne balima. Wankoko yakabalanga nga Wambaata asiga. Baasiga ebinyeebwa ne kawo. Ebirime byabwe byamera bulungi. Wajjuba yakomangawo lwaggulo ddala. Olw'okubeera omukkufu, yajjanga ayimba, "Kuuku- kulukuku, kuuku- kulukuku, kuuku- kulukulu," ng'atambulira mu mmere gye baanise.

Ate banne olunaku lwonna baalumalanga bakungula omuwemba ogwasooka okulimibwa. Munnange ebinyeebwa ne kawo nabyo tebyalwa nga bikula. Baatandika okubikungula ate ebirala ne babyanika mu luggya ne bikala olwo ne babitereka mu byagi.

Wajjuba yabuulira ba Wankwenge ne Wandegeya nti, "Emmere ya Wankoko ne Wambaata yabala n'ekunakkuna, kati bagikungula. Mujje tugende tugirye."

Baagenda ne balya emmere yonna.

Vocabulary Words	
enjala	ebyagi okwerinda
In the Text Questions	In My Mind questions
1. Enjala yagwa ku kyalo ki?	1. Ggwe wandikoze ki Wandegeya ne Wankwenge?
2. Ani yagenda ewa ba Wankwenge ne Wandegeya? Yagenda atya?	2. Olowooza ba Wankoko baakola batya ng'emmere yaabwe eriiriddwa?

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: Δ

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.

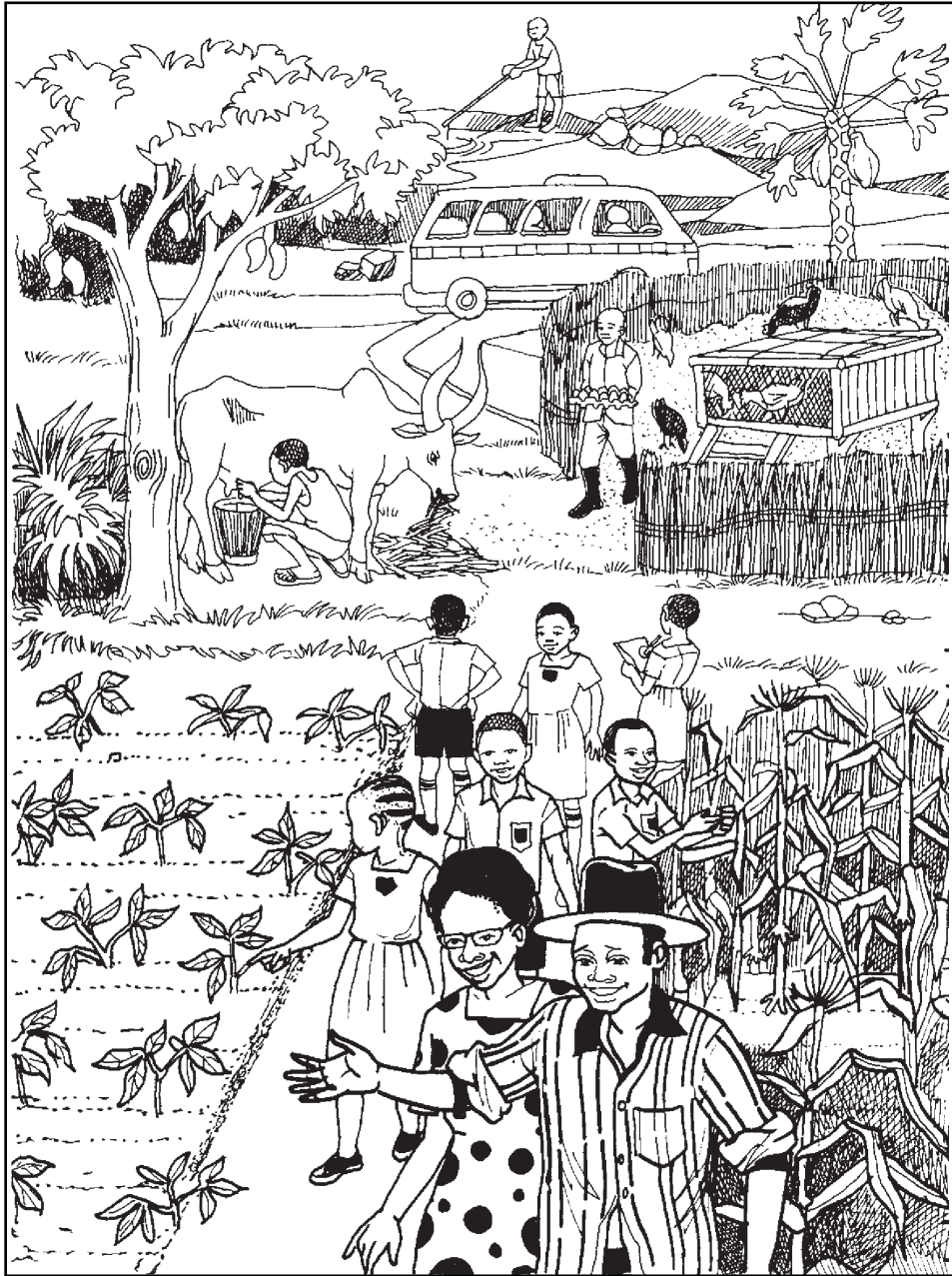
L3: Tells a meaningful, engaging story with excellent confidence and animated expression.

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

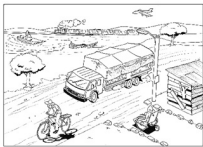


9 Entambula

Literacy 1 and 2

Day 1

R r



eri eryato erimu

Loole eri ku luguudo.
Eryato liri ku nnyanja.
Ennyonyi erimu obantu.

R R R R R

Okwama 3 Wisi 1 Okwando 1

Literacy 1

New Letters and Review Chart

R r

a	e	i	o
ra	re	ri	ro
ma	me	mi	mo
sa	se	si	so

Thematic Question: Ntambula ki gye tukozesa mu kitundu kyaffe?

Beat the Words

e-ri

e-rya-to

e-ri-mu

Literacy 2

Letter Formation Phrase

R = Kkiriza akasittale, weta ekibuto, saza akasittale.


r = Kkiriza akasittale, yambuka, weta ku ddyo.

Spelling Practice

r, ra, re, ri, ro, era, eri, erima, ssere

Day 2

Okulambula



Leero lunaku lwa kulambula. Abayizi bagendera mu bbaasi. Lule ne Nagawa beesunga okugenda okulambula. Ekiro bagolola engoye zaabwe.

r r r r r

Okwama 3 Wisi 1 Okwando 2

Literacy 1

In the Text Question: Abayizi bagendera mu ki okulambula?

In My Mind Question: Ntambula yangeri ki endala gy'omanyi?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 3 Week 1

9.1 Ebika by'entambula

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

R	r	aa	ee	ii	oo
		raa	ree	rii	roo
		maa	mee	mii	moo
		saa	see	sii	soo

Thematic Question: Bidduka ki bye tukozesa mu kitundu kyaffe?


Beat the Words

e-bi-se-ro

e-mme-re

nni-mi-ro

R r



ebisero emmere nnimiro

Endogoyi yetisse ebisero.
Ebisero birimu emmere.
Endogoyi ejja emmere mu nnimiro.

R R R R

Classroom 3 WEEK 1 Classroom 3

Literacy 2

Letter Formation Phrase

R = Kkiriza akasittale, weta ekibuto, saza akasittale.

r = Kkiriza akasittale, yambuka, weta ku ddyo.

Spelling Practice

raa, ree, rii, roo, eriiso, ereeta, ereese, eroota

Literacy 1

In the Text Question: Lule ne Nagwa baatuula ludda wa?


In My Mind Question: Bika ki eby'entambula ebikozesebwa mu kitundu kyammwe?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Okulambula



Lule ne Nagawa bakeera nnyo ku ssomero. Basanga bbaasi etuuse. Abayizi bonna bayingira bbaasi. Lule ne Nagawa batuula kumpi ne ddereeva.

r r r r r

Classroom 3 WEEK 3 Classroom 4

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

R	r	a	e	i	o
		ra	re	ri	ro
		ma	me	mi	mo
		sa	se	si	so

Beat the Words

e-ri
e-bi-se-ro

e-rya-to
e-mme-re

e-ri-mu
nni-mi-ro

Sentence Assessment

1. Loole eri ku luguudo.
2. Ebisero birimu emmere.
3. Eryato liri ku nnyanja.

Literacy 2

Letter Formation Assessment

R, r

Spelling Assessment

ra, re, ri, ro, raa, ree, rii, roo, era, eri, erima, ssere, eriiso, ereeta

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 all the different modes of transport surrounding it.

Model News Story

When I was in Primary One, 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 333-334
- Lesson Plan Guidelines, pages 337-338

NPSCU Curriculum

- Pages 43-45

Traditional Text

Oluyimba

Amazzi g'ennyanja mayengo,
Gadduka n'omwalo ne geeyiwa.
Bwe ngakuba bwenti owulira otya?
Gadduka n'omwalo ne geeyiwa.
Twagakuba jjuuzi n'olulenzi,
Gadduka n'omwalo ne geeyiwa...

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

Oral Literature

Akwata empola atuuka wala

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire ekyaaleetera Nnawolovu okuwangula emisinde.

Ekitundu 1

Edda ennyo ku kyalo Migadde kwabeerangako aboomuliraano babiri: Wanjovu ne Nnawolovu. Wanjovu yali muwagguufu ate nga mwangu naye ng'alina akakira katono nnyo. Nnawolovu ye yali mutono nnyo naye nga walulembe mu byonna by'akola. Baliraanwa bano baateranga okukolera awamu emirimu era nga bazannyira wamu. Olwali olwo, Nnawolovu n'aleeta ekiteeso ekizibu ennyo. Yateesa nti bategeke empaka z'emisinde bayite mu byalo bitaano bamalire mu kibuga Kaabulengwa. Emisinde gyali gya kuyita mu mutala Kakerenge, Ttikkalu, Ssaayi, Kitanda ne Mwereerwe. Wanjovu ekiteeso kino yasooka kukigaana anti ng'anyooma munywanyi we Nnawolovu. Wanjovu yamubuuza nti, "Nnawolovu by'oyogera obitegeera oba oloota?" Ko Nnawolovu nti, "Ssebo, bye njogera mbitegeera.

Manyi nti nsobola okukusooka ku kibuga." Wanjovu yamuddamu n'amalala nti, "Nze wenkuba oluta olumu, ggwe otambulirawo omwaka mulamba!" Nnawolovu yamuddamu nti, "Ekyo kituufu naye ku luno nja kukuwangula." Olw'okutya okuswala, Wanjovu yamala n'akkiriza empaka zibeerewo enkeera era ng'amanyi nti yajja okuziwangula.

Story Outline

Abali mu lugero

Wanjovu ne Nnawolovu

Ekifo

Mu ttale

Ebikolebwa

Baliraanwa bategeka empaka z'emisinde. Wanjovu omunene yeewaana ng'alowooza nti anaaziwangula. Nnawolovu omutono awangula empaka. Wanjovu aswala nnyo.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Wanjovu okukkiriza okwetaba mu misinde?

Ekitundu 2

Ku lunaku lw'empaka obudde bwali bulungi ng'eggulu lyetadde aboomukwano ne batuuka we basimbulira empaka zaabwe. Wanjovu ye yasooka okutuuka mu kifo ekyo. Waayita akabanga Nnawolovu naye bambi n'atuuka ng'asooba anti walulembe. Wanjovu bwe yamulaba, yajula okufa enseko anti ng'alaba munne yenna alendera. Kino kyayongerera okumukakasa nti emisinde yali agenda kugiwangula. Emisinde tegyalwa ne gitandika. Baliraanwa badduka naye nga Wanjovu yeefuumuula nnyo. Bwe yamalako omutala ogusooka n'atunulako emabega alabe oba Nnawolovu anaamulaba naye nga buteerere. Yeeyongerayo okutuuka ku mutala ogw'okuna era nga talengera ku munywanyi we. Bwe yatuuka ku mutala ogusembayo n'agwa eri ne yeewummulira anti nga talabayo amugoba kyokka nga Nnawolovu amwerippyeko ku kakira. Nnawolovu yasooka mpola n'atuuka we baali balagaanye okukomya emisinde. Wanjovu teyasobola kumulaba anti yali agulumidde nnyo.

Nnawolovu bwe yatuuka n'akuba enduulu nti, "Wuuluulu!! Wanjovu bukya weewaana leero nkusoose!! Okyalina ky'oyogera? Lengera!" Wanjovu yali takyalina kya kwogera anti ng'ajula okufa ensanyi okulaba nga Nnawolovu amusinze. Nange awo we nnalabira.


Vocabulary Words	
muwagguufu	munywanyi
	amwerippyeko
In the Text Questions	In My Mind questions
1. Baani aboogeddwako mu lugero?	1. Olowooza lwaki Wanjovu teyasobola kuwulira Nnawolovu?
2. Nnawolovu yatuuka atya ku kibuga?	2. Ssinga ggwe wali Wanjovu, Nnawolovu wandimukoze ki?

9 Entambula

Literacy 1 and 2

Day 1

J j



jajja Jinja jambula

Lule aweese jajja ku ggaali.
Jajja agenda Jinja.
E Jinja waliyo jambula.

J J J J J J J J

Okuma 3 Wisi 2 Okundu 1

Literacy 1

New Letters and Review Chart

J j

a	o	e	u
ja	jo	je	ju
nga	ngo	nge	ngu
ka	ko	ke	ku

Thematic Question: Ntambula ki gye tukozesa mu kitundu kyaffe?

Beat the Words

ja-jja

Ji-nja

ja-mbu-la

Literacy 2

Letter Formation Phrase

J = Kkiriza akasittale okawetere ku kkono.


j = Kkiriza akasittale okawetere ku kkono, tonnyeza akatonnyeze waggulu.

Spelling Practice

J, ja, jo, je, ju, jangu, kaamuje, juuni

Day 2

Entambula



Lule ne Nagawa bava wa jajja. Lule ne Nagawa bali mu luguudo botambula. Lule agenda ku ssomero. Nagawa naye agenda ku ssomero. Obudde bubayiseeko.

J J J J J J J J

Okuma 3 Wisi 2 Okundu 2

Literacy 1

In the Text Question: Lule ne Nagawa bali ludda wa?

In My Mind Question: Ssinga obudde bukuyitako ng'ogenda ku ssomero, okola ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 3 Week 2

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Jj	jj	a	o	e	ii
		jja	jjo	jje	jji
		ja	jo	je	jii
		ka	ko	ke	kii

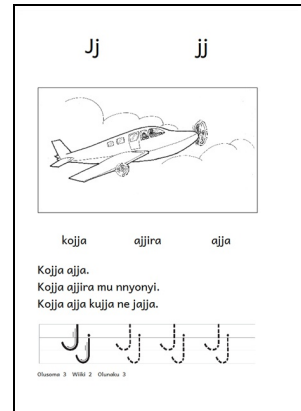
Thematic Question: Entambula etuyamba etya?

Beat the Words

ko-jja

a-jji-ra

a-jja



Literacy 2

Letter Formation Phrase

J = Kkiriza akasittale okawetere ku kkono.

j = Kkiriza akasittale okawetere ku kkono, tonnyeza akatonnyeze waggulu.

Spelling Practice

jja, jjo, jje, jji, ajja, jjiiko, kikajjo, jajja

Literacy 1

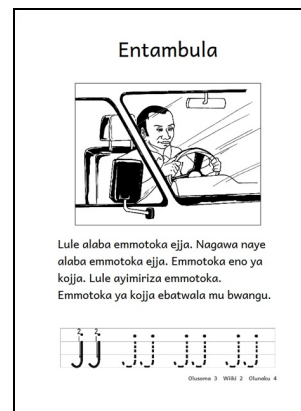
In the Text Question: Ani yayimiriza emmotoka?

In My Mind Question: Olowooza ntambula ki esinga obwangu?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4



Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		a	o	e	ii
J	j	ja	jo	je	jii
Jj	jj	jja	jjo	jje	jii
		ka	ko	ke	kii

Beat the Words

ja-jja
ko-jja

Ji-nja
a-jji-ra

ja-mbu-la
a-jja

Sentence Assessment

1. Kojja ajja.
2. Jajja agenda Jinja.
3. Kojja ajja kujja ne jajja.

Literacy 2

Letter Formation Assessment

J, j, jj

Spelling Assessment

ja, jo, je, ju, jja, jjo, jje, jjii, jangu, kaamuje, juuni, ajja, jjiiko, jajja, kikajjo

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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 85• Sample scheme of work, pages 334-335• Lesson Plan Guidelines, pages 345-350
NPSCU Curriculum <ul style="list-style-type: none">• Page 45

Traditional Text

Ekikokyo

Kkoyi kkoyi... Iya.

Nina mukazi wange munene nnyo, atambulira ku nnyanja naye tagwamu:

Ekiddibwamu:

Emmeeri.

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

Oral Literature

Okulambula

Ekibuuzo ekirambika: Wuliriza olufumo luno n'obwegendereza n'oluvannyuma ombuulire ebika by'entambula ebyogeddwako mu lufumo.

Ekitundu 1

Edda ennyo ku kyalo Kiswa kwaliko essomero nga lya bibiina musanvu. Essomero lino lyali kumpi n'oluguudo lw'eggaali y'omukka era kino kyayamba nga nnyo abasomesa wamu n'abayizi kubanga entambula yabanguyiranga naddala bwe baabeeranga mu bwangu. Essomero lino lye limu ku masomero agaatambuzanga abayizi okugenda okwetaba mu mizannyo mu bitundu ebyesudde. Lumu abayizi baali bagenda mu kibuga Jjinja okulambula, omusomesa waabwe n'akolagana n'omugoba w'eggaali y'omukka okukeera okubatwala.

Wano omugoba w'eggaali y'omukka kye yava abuuza omusomesa nti, "Otwala abaana bameka?" Omusomesa yaddamu nti, "Ntwala abaana kikumi naye osimbula essaawa mmeka?"

Omugoba yamuddamu nti, "Nsimbula essaawa emu eyo ku makya." Omusomesa yamubuuzo nti, "Oyagala ntuuke ku ssaawa mmeka?"

Omugoba yamuddamu nti, "Essaawa kkumi na bbiri ezo ku makya." We baayawukanira nga bakkiriziganyizza nti olugendo bajja kulutandika essaawa emu eyo ku makya.

Story Outline

Ekinyusi

Abayizi bagenda okulambula

Ensonga ewagira 1:

Omusomesa alaba omugoba w'eggaali y'omukka okutwala abayizi okulambula.

Ensonga ewagira 2:

Bafuna obuzibu mu kkubo naye oluvannyuma beeyongerayo.

Oral Literature

Ekitundu 2

“Z’olaga omulungi tezirwa kutuuka,” ne ku luno bwe kyali.

Abaana enkoko baagikwata mumwa era zaagenda okuwera essaawa endagaanye nga baatuuse dda ku sitenseni. Abayizi bonna baagenda basanyufu nga buli omu yeesunga olugendo lwe baali bagendako. Mu kkubo baagenda bayimba obuyimba obuwaana omugoba wamma naye eggaali n'agiwa omuliro. Baba bali mu makkati g’olugendo ne basanga omuti omunene nga gugudde mu luguudo lw’eggaali wakati. Wano omugoba yagiyimiriza era abayizi bonna ne balabika ng’essanyu n’essuubi libaweddeko.

Abaganda baabiraba nti, “Akufumbira ey’omutwe, omufumbira ya bigere,” ne ku luno omugoba yajjukira mangu nnyo nti okumpi awo waaliwo ekimotoka ki kaweetiye ekyali kiyinza okusikawo omuti mu kkubo. Amangu ago omugoba yalagira abantu bonna abaali mu ggaali y’omukka okwesiba enkoba era ye n’afuluma. Mu kaseera mpaawo we kaaga, omugoba yadda ne kaweetiye era omuti ne bagusikawo mu kkubo. Abaana beeyongerayo ku lugendo lwabwe era okutemya n’okuzibula nga batuuse e Jinja ate mu budde. Abayizi n’abasomesa baalaga essanyu nga batuuka era bonna ne beebaza omugoba eyabasobozesa okutuuka gye baali balaga.


Vocabulary Words	
omugoba	kaweetiye
	okukwata enkoko omumwa
In the Text Questions	In My Mind questions
1. Abayizi baakozesa ntambula ki nga bagenda okulambula?	1. Ssinga omuti gugwa mu kkubo lyammwe okola ki?
2. Mmotoka ki eyajjawo omuti mu kkubo?	2. Wa ebika by’entambula ebirala by’omanyi.

9 Entambula

Literacy 1 and 2

Day 1

ŋ ŋ



ŋŋaali eŋŋombe ŋŋenda

Ŋŋaali abuka.
Ŋŋaali awulira eŋŋombe.
Ŋŋenda nkuba eŋŋombe.

ŋ ŋ ŋ ŋ ŋ ŋ ŋ

Classroom 3 WSE 3 Classdu 1

Literacy 1

New Letters and Review Chart

ŋ ŋ

a	aa	e	o
ŋa	ŋaa	ŋe	ŋo
ŋŋa	ŋŋaa	ŋŋe	ŋŋo
la	laa	le	lo

Thematic Question: Ntambula ki gye tukozesa mu kitundu kyaffe?

Beat the Words

ŋŋaa-li

e-ŋŋo-mbe

ŋŋe-nda

Literacy 2

Letter Formation Phrase

Ŋ = Kkiriza akasittale, yambuka, weta, kkirira.


ŋ = Kkiriza akasittale, yambuka, weta, kkirira.

Spelling Practice

ŋa, ŋaa, ŋŋaa, ŋŋo, ŋŋaali, eŋŋaana, eŋŋo, eŋŋoma

Day 2

Akabenje



Lule alina sente za Nagawa. Nagawa amugamba nti zimpe. Lule awa Nagawa sente ze. Lule agenda mu ŋŋendo ze. Lule agenda mu mmotoka.

ŋ ŋ ŋ ŋ ŋ ŋ ŋ

Classroom 3 WSE 3 Classdu 2

Literacy 1

In the Text Question: Ani alina sente za Nagawa?

In My Mind Question: Olowooza sente zitugasa zitya?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 3 Week 3

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Z	z	o	i	e	a
		zo	zi	ze	za
		no	ni	ne	na

Thematic Question: Ssente zituyamba zitya mu ntambula?

Beat the Words

zo-nna

ze

zi-no

Z z



zonna ze zino

Zino zonna ssente za Lule.
Lule ateeke ssente ze mu nsawo.
Ssente zino za ntambula.

Z Z Z Z Z Z Z

Classroom 3 WISU 3 Classroom 3

Literacy 2

Letter Formation Phrase

Z = Saza, kkirira, saza.

z = Saza, kkirira, saza.

Spelling Practice

z, zo, zi, ze, za, zonna, zize, zaani, zange

Literacy 1

In the Text Question: An iyeekanga enkoko?


In My Mind Question: Olowooza obubenje bwo ku makubo buva ku ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Akabenje



Lule ali mu mmotoka agenda Namurjoona. Omugoba yeeekanga enkoko. Emmotoka efuna akabenje. Lule alumizibwa. Lule bamutwala mu ddwaliro.

Z Z Z Z Z Z Z

Classroom 3 WISU 3 Classroom 4

9 Entambula

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		a	aa	e	o
D	η	ηa	ηaa	ηe	ηo
Z	z	za	zaa	ze	zo
		na	naa	ne	no

Beat the Words

ηηaa-li

e-ηηo-mbe

ηηe-nda

zo-nna

ze

zi-no

Sentence Assessment

1. Denda nkuba eηηombe.
2. Dηaali awulira eηηombe.
3. Zino zonna ssente za Lule.

Literacy 2

Letter Formation Assessment

D, η, Z, z

Spelling Assessment

ηa, ηaa, ηηaa, zo, zi, ze, za, ηηaali, eηηo, eηηoma, zonna, zize, zaani, zange

9.3 Ebipimo ebikwatagana ku ntambula

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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 85• Sample scheme of work, page 336• Lesson Plan Guidelines, pages 351-357
NPSCU Curriculum <ul style="list-style-type: none">• Page 46

Traditional Text

Olugero olusonge

“Ataalukutambulire, akusibira ya menu.”

Amakulu g'olugero:

Ebiseera ebisinga omuntu atagenda kukola mulimu tafaayo kumanya bizibu bigulimu.

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

Oral Literature

Abasaabaze

Ekibuuzo ekirambika: Wuliriza embooji eno n'oluvannyuma ombuulire ekyatuuka ku mmotoka.

Ekitundu 1

Edda ennyo abantu bo mu lukoola lw'e Dnjoma baakozesanga ebika by'entambula bingi okubatuusa gye baabanga balaga. Mu bika by'entambula bye baalina mwe mwali pikipiki, eggaali n'emmotoka entonotono ezaasaabazanga abantu ze bayita takisi. Abalala baatamburiranga ku mazzi. Entambula eyali esinga obwangu, yali ya mmotoka. Wavvuuumira ye yali omugoba wa takisi. Wanseenene nga ye kondakita. Wakkovu, Waggongolo, Wajjanzi ne Wakamunye nga be basaabaze. Abaana abaali mu mmotoka ye Wamunyeera ne Wakikennembi. Olunaku lumu Wavvuuumira yali atwala abasaabaze kkumi na bana e Kalagala. Ekyalo kino kiri wala nnyo era mu kkubo baamalamu essaawa mukaaga mulamba. Wavvuuumira yatikka bulungi emmotoka ye n'atwala abasaabaze. Baagenda bulungi kubanga Wavvuuumira yali avuga n'obwegendereza. Bwe baatuuka mu makkati g'olugendo, baagenda okulaba nga Wavvuuumira aggwaamu amaanyi era ng'alinga ayagala okwebaka.

Story Outline

Abali mu lugero

Wavvuuumira, Wakkovu, Waggongolo, Wanseenene, Wajjanzi, Wakikennembi, Wamunyeera

Ekifo

Mu kibira wakati

Ebikolebwa

Wavvuuumira yali mugoba wa mmotoka. Yakwatibwa obulwadde nga tasobola kuvuga n'ayita mukwano gwe Wakiwojjolo n'ajja n'amuyamba n'atwala abasaabaze.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira nga Wavvuuvuumira aweddemu amaanyi?

Ekitundu 2

Amangu ago Wavvuuvuumira yasiba emmotoka kyokka nga bali mu kibira wakati ate ng'obudde buli kumpi okuziba. Abasaabaze baabuza Wavvuuvuumira ky'abadde. Yabagamba nti, "Ekimbe kinsimbye mu lubuto, amaanyi gampeddemu era sisobola kuvuga mmotoka."

Abasaabaze baanakuwala nnyo ne batandika okusala amagezi okulaba ekidirira. Baabuza Wanseenene eyali kondakita oba asobola okuvuga emmotoka. Yali tasobola nabo bennyini abasaabaze nga tekuli n'omu asobola kuvuga mmotoka. Amagezi gaabeesiba kubanga Wavvuuvuumira yali awulira bubu. Ekyakabi obudde bwali buziba nga beraliikirira nti ensolo zo mu nsiko zijja kubalya. Emmotoka za takisi endala ezaabayitangako zaali zijjudde, emmotoka endala nga zitwala byamaguzi. Abaana abato Wakikennembi ne Wamunyeera baatandika okukaaba. Wavvuuvuumira yakubira mukwano gwe Wakiwojjolo essimu ajje abayambe. Baali balyawo nga Wakiwojjolo atuuse era abasaabaze baasanyuka nnyo. Wakiwojjolo yavuga bulungi takisi buli omu n'amutwala we yali alaga ne Wavvuuvuumira n'amutwala mu ddwaliro.


Vocabulary Words	
lukoola	kondakita ebyamaguzi
In the Text Questions	In My Mind questions
1. Olugero luno lukwata ku ki?	1. Abasaabaze bandikoze ki ssinga Wakiwojjolo teyajja?
2. Ani yali avuga emmotoka eno?	2. Olowooza kiki ekyaddirira ku Wavvuuvuumira mu ddwaliro?

10 Ebintu bye tukola

Literacy 1 and 2

Day 1

Nt nt



entebe entamu entobo

Awaka waliwo entebe.
Taata abumba entamu.
Ekibbo kirimu entobo.

N N N N

Oluoma 3 Wisi 4 Okundi 1

Literacy 1

New Letters and Review Chart

Nt nt

e	o	a	u
n-te	n-to	n-ta	n-tu
be	bo	ba	bu
me	mo	ma	mu

Thematic Question: Lwaki tukola ebyemikono?

Beat the Words

e-nto-bo

e-nta-mu

e-nte-be

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.


t = Kkiriza akasittale akatereevu, sazaamu akasaze.

Spelling Practice

nt, nte, nto, nta, ntu, entebbe, entamu, entobo, muntu

Day 2

Omuguwa



Nagawa ali ku ssomero ne banne. Abaana babuuka omuguwa. Omuguwa gwe babuuka gukutuka. Abaana basigala mu maku.

nt nt nt nt nt

Oluoma 3 Wisi 4 Okundi 2

Literacy 1

In the Text Question: Abaana bakola ki?

In My Mind Question: Abaana bazannya mizannyo ki ku ssomero?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

10.1 Ebintu bye tukola eka ne ku ssomero

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Nd	nd	e	o	a	u
		nde	ndo	nda	ndu
		nte	nto	nta	ntu
		ge	go	ga	gu

Thematic Question: Bintu ki bye tukola awaka ne ku ssomero?

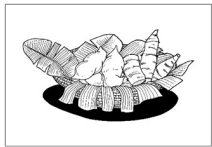
Beat the Words

lu-mo-nde

e-nda-ga-la

e-nda-ggu

Nd nd



lumonde endagala endaggu

Lumonde ali mu kibbo.
Endagala ziri mu kibbo.
Endaggu ziri mu kibbo.

Nd Nd Nd Nd

Classroom 3 Week 4 Classroom 3

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.

d = Zinga akapiira, teekako akasittale akatereevu.

Spelling Practice

nd, nde, nda, ndu, endu, genda, endagala, ndege

Literacy 1

In the Text Question: Ani yayunga omuguwa?

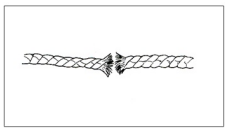
In My Mind Question: Banno bwe bafuna obuzibu, obayamba otya?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Omuguwa



Lule alaba omuguwa nga gukutuse. Lule ayunga omuguwa. Nagawa ne banne baddamu okuzannya. Abaana bonna basanyuka.

nd nd nd nd nd

Classroom 3 Week 4 Classroom 4

10 Ebintu bye tukola

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		e	o	a	u
Nt	nt	n-te	n-to	n-ta	n-tu
Nd	nd	n-de	n-do	n-da	n-du
		me	mo	ma	mu

Beat the Words

e-nto-bo
lu-mo-nde

e-nta-mu
e-nda-ga-la

e-nte-be
e-nda-ggu

Sentence Assessment

1. Ekibbo kirimu entobo.
2. Lumonde ali mu kibbo.
3. Endagala ziri mu kibbo.

Literacy 2

Letter Formation Assessment

Nt, nt, Nd, nd

Spelling Assessment

n-te, n-to, n-ta, n-tu, n-de, n-do, n-da, n-du, ente-be, entamu, ntobo, muntu, endu, genda, endagala, ndege

10.1 Ebintu bye tukola eka ne ku ssomero

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 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...

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 86• Sample scheme of work, page 358• Lesson Plan Guidelines, pages 361-367
NPSCU Curriculum <ul style="list-style-type: none">• Page 48

Traditional Text

Olugero olusonge

"Bazibumbira kwatika ne ziramira mu kyokero."

Amakulu: Lutuyigiriza okuba n'essubi era n'okwekkiririzaamu mu byonna bye tukola.

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

10 Ebintu bye tukola

Oral Literature

Enkolagana

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ombuulire ekyabaviirako obutategeeragana.

Ekitundu 1

Awo olwatuuka nga wabaawo aboomukwano babiri; omubazzi n'omulimi. Aboomukwano bano baabeeranga ku kyalo Ntende era buli omu ng'akola musanyufu. Kino kyali bwe kityo kubanga baayambagananga mu nsonga zonna ez'emirimu gyabwe n'ez'amaka gaabwe. Bwe zaabanga nsonga za bya nsimbi era baayambagananga. Kino tekyabakaluubiriranga kubanga buli omu yali alina w'akolera emirimu gye era nga batunda ebintu byabwe mu butale obw'enjawulo ne bafuna ensimbi. Kino kyabayamba okusobola okuweerera abaana baabwe mu masomero amalungi. Baakolagananga bulungi era buli omu ku bo yasobolanga okutwala abaana baabwe bonna ku ssomero ate omulala n'abanonayo. Olumu omubazzi yatema omuvule mu kibanja ky'omulimi nga tamukkirizza.

Bannange Abaganda baabiraba nti, "Katula keebisse buka."

Omulimi omukwano yagwerabira n'anyiigira nnyo omubazzi. Baayomba nnyo era okukkakkana nga balinga abatabangako baamukwano. Ab'obuyinza baabawozesa wakati mu kwogera ebisongovu.

Story Outline

Ekinyusi

Omukwano ogwa nnamaddala.

Ensonga ewagira 1:

Aboomukwano baakoleranga wamu buli kintu.

Ensonga ewagira 2:

Baafuna obutakkaanya naye era enkolagana n'eddawo oluvannyuma.

Term 3 Week 4

Oral Literature

Ekitundu 2

Ab'obuyinza baakola kinene nnyo okubakkakanya era gye byaggweera ng'omubazzi bampusasuzza omuti gw'omulimi kuno yagattako n'okwetonda. Ab'akakiiko baamusonyiwa ne nnannyini muti n'amusonyiwa. Beegwa mu bifuba era ne bakkiriziganya nti n'enkolagana yaabwe teyali ya kukoma awo olw'ensonga eno. Baali baakusisinkana mikwano gyabwe gyonna babategeeze ensonga eno nga bwe yali etambudde. Baabasisinkana era ekyaddirira, kukolagana nga bwe baali ng'ebizibu tebinnagwawo. Abo mu maka gaabwe nabo baddamu okukolagana.


Vocabulary Words	
katula keebisse buka	ensimbi ebisongovu
In the Text Questions	In My Mind questions
1. Baani abaali aboomukwano?	1. Kiki ky'osubira okubaawo gye bujja mu baana b'aboomukwano abo?
2. Kiki ekyali kigenda okutta omukwano gw'abantu bano?	2. Olowoza kiki ekyafuula abantu abo okuba aboomukwano?

10 Ebintu bye tukola

Literacy 1 and 2

Day 1

V v



avuba muvubi omuvubuka

Omuvubi avuba ekyennyanja.
Ekyennyanja kya muvubi.
Omuvubuka avumbika ekyennyanja.

V V V V V

Okwama 3 Wisi 5 Okundi 1

Literacy 1

New Letters and Review Chart

V v

a	e	u	i
va	ve	vu	vi
ba	be	bu	bi
ka	ke	ku	ki

Thematic Question: Lwaki tukola ebyemikono?

Beat the Words

a-vu-ba

mu-vu-bi

o-mu-vu-bu-ka

Literacy 2

Letter Formation Phrase


V = Kkiriza akasittale ng'odda ku ddyo, yambusa akasittale ng'odda ku ddyo.

Spelling Practice

v, va, ve, vu, vi, vuba, avuba, kivu, ava

Day 2

Ebyemikono



Abaana bali mu kibiina. Abaana bakola ebyemikono. Abamu baluka bibbo, abalala baluka miguwa. Ebintu bye bakozesa biggwaawo.

V V V V V

Okwama 3 Wisi 5 Okundi 2

Literacy 1

In the Text Question: Abaana bakola ki mu kibiina?

In My Mind Question: Ggwe okola byamikono ki ku ssomero?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Term 3 Week 5

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Vv	vv	a	e	u	i
		wa	ve	wu	vi
		ba	be	bu	bi
		ka	ke	ku	ki

Thematic Question: Ebintu bye tukozesa ebyemikono tubijja wa?

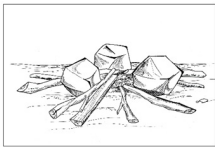
Beat the Words

wa

e-vu

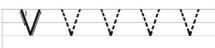
ki-we

Vv vv



vva evvu kivve

Vva ku vvu.
Evvu liva mu kyoto.
Okwesiga evvu kivve.



Classroom 3 Week 5, Classdu 3

Literacy 2

Letter Formation Phrase

v = Kkiriza akasittale ng'odda ku ddyo, yambusa akasittale ng'odda ku ddyo.

Spelling Practice

vv, vva, ve, wvu, vi, evvu, kivve, wa, bivve

Literacy 1

In the Text Question: Abalenzi baagenda ludda wa?

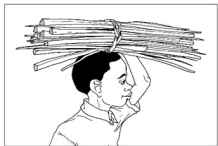
In My Mind Question: Ebintu ebikozesebwa okukola ebyemikono mubijja ludda wa?

Literacy 2

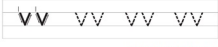
Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Ebyemikono



Omusomesa abatuma ebyokozesa ebirala. Abalenzi bagenda mu lutobazi. Abamu baleeta ebitooogo, abalala bbumba. Abawala bagenda mu lusuku. Abamu baleeta ebyayi, abalala bukeedo.



Classroom 3 Week 5, Classdu 4

10 Ebintu bye tukola

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

V	v	a	e	u	i
Vv	vv	va	ve	vu	vi
		vva	vve	vvu	vvi
		ka	ke	ku	ki

Beat the Words

a-vu-ba
vva

mu-vu-bi
e-vvu

o-mu-vu-bu-ka
ki-vve

Sentence Assessment

1. Vva ku vvu.
2. Okwesiiga evvu kivve.
3. Evvu liva mu kyoto.

Literacy 2

Letter Formation Assessment

V, v, w

Spelling Assessment

va, ve, vu, vi, vva, vve, vvu, vvi, vuba, avuba, kivu, ava, evvu, kivve, vva, bivve

10.2 Ebintu ebikozesebwa ne gye biva

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 many 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 <ul style="list-style-type: none">• Competencies, page 86• Sample scheme of work, page 359• Lesson Plan Guidelines, pages 368-374
NPSCU Curriculum <ul style="list-style-type: none">• Page 48

Traditional Text

Oluyimba

Mu nsiko mulimu Nnabanteta,
Mu nsiko mulimu Nnabangeye,
Mu nsiko yange mulimu Nnabanteta,
Mu nsiko mulimu Nnabangeye.

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

Oral Literature

Wakayima, Wanfudu ne Kaamuje

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'oluvannyuma ombuulire ekyaviirako aboomukwano okwawukana.

Ekitundu 1

Awo olwatuuka nga Wakayima, Wanfudu ne Kaamuje basenga ku kyalo Kaabasuma. Wakayima yali mutonotono era ng'anyirira kyokka nga munafu wadde yali mulusi wa bibbo n'emikeeka. Wanfudu yali mumpi nga waalulembe, kyokka nga mubumbi. Yabumbanga ensuwa, ebikopo n'essowaani. Kaamuje ye yali mutono ddala naye nga mukakaalukanyi era nga mulimi wa binyeebwa, kasooli n'enkoolimbo. Aboomukwano bano bonsatule baalinga basanyufu era nga baamugaso nnyo mu kyalo kyabwe. Buli omu yakeeranga n'agenda anona ebikozesebwa. Wakayima yakeeranga mu kibira okuleeta ensansa n'enjulu bye yalukisanga ebibbo n'emikeeka. Obukeedo yabuggyanga mu ndagala ze yafumbisanga emmere. Wanfudu yakeeranga mu lutobazi okuleeta ebbumba lye yabumbangamu ensuwa, ebikopo n'essowaani. Ye Kaamuje yakeeranga mu nnimiro n'alima n'asiga oluusi n'okukoola ebinyeebwa, kasooli n'enkoolimbo. Bwe byakulanga n'abikungula ng'ajjuza ebyagi byonna era nga tamanyi bbula lya mmere.

Story Outline

Abali mu lugero

Wakayima, Wanfudu ne Kaamuje

Ekifo

Ku kyalo Kaabasuma

Ebikolebwa

Wakayima yali mulusi wa bibbo naye yabba ebinyeebwa ne kasooli wa Kaamuje. Kaamuje yali mulimi ate Wanfudu yali mubumbi.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Osuubira Wakayima ataalimanga yalyanga ki?

Ekitundu 2

Emirundi mingi Wakayima yatambuzanga ebibbo n'emikeeka n'abitunda mu bitundu eby'enjawulo. Yafunangamu sseente ze yakwekanga mu ssubi waggulu mu nju ng'alowooza nti Wanfudu oba Kaamuje bayinza okuzibba. Wanfudu ye bye yabumbanga, yabiteekanga ku mudaala gwe yazimba mu luggya. Abantu we baabisanganga okubigula. Kaamuje emmere gye yakungulanga, ng'agissa mu byagi mu luggya. Abantu we bajjanga ne bagigula. Olumu Wakayima yali agenda mu kibira okunona enjulu n'ensansa n'alaba ebinyeebwa ne kasooli ebyali bikuze obulungi. Yasanyuka n'atandika okuyiia gy'anaayita okubibba nga Kaamuje tamanyi. Wakayima olw'eggulo yakomangawo n'anoga kasooli mungi n'ebinyeebwa ekibbo musera n'abitwala ewuwe. Kaamuje yeebuuzanga abba emmere ye. Olumu yeekweka mu nnimiro kyaddaaki Wakayima n'ajja abbe. Kaamuje yamufubutula n'amukwata. B'abo beerize. Kyani? Kyani? Beetaagudde. Wakayima yalaba bamutta n'afubutukira mu nsiko nakati gye yeekwese.


Vocabulary Words	
ebyagi	enjulu musera
In the Text Questions	In My Mind questions
1. Baani abali mu lugero luno?	1. Ssinga ggwe Kaamuje, Wakayima wandimukoze ki?
2. Ani yalina empisa embi?	2. Olowooza Wakayima yaddamu okubba?

10 Ebintu bye tukola

Literacy 1 and 2

Day 1

Nk nk



enku enkata enkuufiira

Lule alina enku.
Lule alina enkata.
Maama aluka enkuufiira.

Nk Nk Nk Nk

Okuma 3 Wisi 6 Okundi 1

Literacy 1

New Letters and Review Chart

Nk nk

a	u	i	o
nka	nku	nki	nko
ta	tu	ti	to
ba	bu	bi	bo

Thematic Question: Lwaki tukola ebyemikono?

Beat the Words

e-nku

e-nka-ta

e-nkuu-fii-ra

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.


k = Kkiriza akasittale akatereevu, kkiriza akookubiri, kkiriza akookusatu.

Spelling Practice

nk, nka, nki, nku, nko, nkoko, enku, nkata, nkima

Day 2

Okuzannya



Abaana bali ku ssomero. Obudde bwa kuzannya. Abawala abamu babuuka omuguwa, abalala beepena. Lule ne Nagawa tebalina bya kuzannyisa.

nk nk nk nk nk

Okuma 3 Wisi 6 Okundi 2

Literacy 1

In the Text Question: Baani ababuuka omuguwa?

In My Mind Question: Ebyemikono bye tukola bitugasa ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

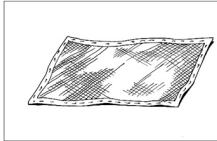
Nz	nz	a	e	u	i
		nza	nze	nzu	nzi
		nka	nke	nku	nki
		ba	be	bu	bi

Thematic Question: Ebyemikono bye tukola bitugasa bitya?

Beat the Words

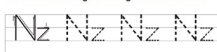
nze nzi-ru-ga-vu nzi-gu-la

Nz nz



nze nzirugavu nzigula

Nze ntuula ku mukeeka.
 Ensansa zaagwo nzirugavu.
 Ensansa enzirugavu nzigula mu katala.



Classroom 3 WEEK 6 Classdu 3

Literacy 2

Letter Formation Phrase

N = Yambuka, kkirira, yambuka.
 z = Saza, kkiriza, saza.

Spelling Practice

nz, nza, nze, nzu, nzi, nziro, nziba

Literacy 1

In the Text Question: Anzi azannya omupiira ne banne?


In My Mind Question: Bintu ki by'ozannyisa awaka?

Literacy 2

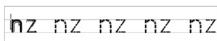
Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Okuzannya



Nagawa agenda mu lusuku. Nagawa asala ebyayi. Nagawa aluka omuguwa. Nagawa abuka omuguwa. Lule azinga omupiira. Lule azannya omupiira ne banne.



Classroom 3 WEEK 6 Classdu 4

10 Ebintu bye tukola

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		a	e	u	i
Nk	nk	nka	nke	nku	nki
Nz	nz	nza	nze	nzu	nzi
		ba	be	bu	bi

Beat the Words

e-nku
nze

e-nka-ta
nzi-ru-ga-vu

e-nkuu-fii-ra
nzi-gu-la

Sentence Assessment

1. Lule alina enku.
2. Lule alina enkata.
3. Nze ntuula ku mukeeka.

Literacy 2

Letter Formation Assessment

Nk, nk, Nz, nz

Spelling Assessment

nka, nku, nki, nko, nza, nze, nzu, nzi, nkoko, enku, nkata, nkima, nziro, nze, nzizi, nziba

10.3 Emigaso gy'ebintu bye tukola

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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 86• Sample scheme of work, page 360• Lesson Plan Guidelines, pages 375-379
NPSCU Curriculum <ul style="list-style-type: none">• Page 49

Traditional Text

Ekikokyo

Kkoyi kkoyi...lya.

Nina mukazi wange aluka emikeeka mingi naye tagituulako:

Ekiddibwamu:

Ensujju

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

10 Ebintu bye tukola

Oral Literature

Omubumbi n'omulusi

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire ebyemikono aboomukwano bye baakolanga.

Ekitundu 1

Edda ennyo waaliyo ekyalo nga bakiyita Kibumbi ekyabeerangako bawansolo n'abaana baabwe. Ku kyalo kino kwaliko omutuuze ng'ayitibwa Wakayima. Wakayima yali mukozi ddala. Omulimu gwe gwali gwa kubumba era yayitibwanga mubumbi. Tewali yali amuwunyamu ku kyalo. Omubumbi ono yabeeranga ne munywanyi we erinnya lye Wajjaayu. Wajjaayu naye yali mukozi nnyo. Yali amanyi buli mulimu gwonna. Wajjaayu yayagalanga nnyo okuluka era yali mulusi muyitirivu. Wakayima ne Wajjaayu baali balungi. Bawansolo baliraanwa baabwe wamu n'abaana baabwe bajjanga nnyo mu maka g'aboomukwano bano oluusi nabo nga babayambako.

Story Outline

Abali mu lugero

Wakayima, Wajjaayu, abaana ba bawansolo

Ekifo

Mu maka ga Wakayima ne Wajjaayu

Ebikolebwa

Omubumbi Wakayima n'omulusi Wajjaayu mu maka gaabwe. Tulaba ebintu eby'enjawulo bye baakolanga n'emigaso gyabyo. Abaana ba baliraanwa baabwe baagezaako okubayamba naye nga boonona bwonoonyi.

Term 3 Week 6

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza bawansolo abajjanga mu maka ga Wakayima ne Wajjaayu baakolangayo ki?

Ekitundu 2

Ku mabbali g'akayumba ka Wakayima ne Wajjaayu waaliwo ekibumbiro. Aboomukwano bano baatuulanga omwo ne bakola emirimu gyabwe egy'okubumba n'okuluka. Bawansolo abalala bajjanga okugula ebibbo, ebisero n'ensawo. Ebibbo baabisibirangamu emmere. Ebisero n'ensawo nga babiteekamu emmere n'okutambulizaamu ebintu.

Lumu abaana ba bawansolo baja mu kibumbiro. Baasanga Wakayima ne Wajjaayu bateekateeka okwokya ebibumbe byabwe. Baabisombanga ne babissa mu kyokero. Abaana beegayirira Wakayima ne Wajjaayu babakkirize babasombereko. Aboomukwano baasooka ne bagaanaye oluvannyuma baabakkiriza. Baatandika okusomba nga bwe badduka ate nga bazannya. Ebibumbe ebisinga abaana baabyasa. Kino kyennyamiza nnyo aboomukwano era abaana ne babagoba. Abaana basaanye okuba abeegendereza nga bayamba abakulu.


Vocabulary Words	
munywanyi	omubumbi omulusi
In the Text Questions	In My Mind questions
1. Ekyalo ekyogerwako mu lugero bakiyita batya?	1. Biki Wakayima byataabumbanga?
2. Wakayima ne Wajjaayu baakoleranga wa emirimu gyabwe?	2. Abaana aboonoona ebintu ewammwe babakola ki?

11 Ebyobutonde ebitwetooldde

Literacy 1 and 2

Day 1

C c



ccupa caayi omuceere

Teeka amazzi mu ccupa.
Amazzi ga caayi gava ku luzzi.
Omuceere gwagala nnyo amazzi.

C c c c

Okwasa 3 Wisi 7 Okwasa 1

Literacy 1

New Letters and Review Chart

C c

a	aa	u	i
ca	caa	cu	ci
cca	cca	ccu	cci
ya	yaa	yu	yi

Thematic Question: Byabutonde ki ebitwetooldde?

Beat the Words

ccu-pa

caa-yi

o-mu-cee-re

Literacy 2

Letter Formation Phrase


C = Zinga akapiira ng'odda ku kkono naye tokabuniza.

Spelling Practice

c, ca, caa, cca, ccu, ccupa, muceere, caayi, ccokolo

Day 2

Enkima mu nnimiro



Lule ne Nagawa bagenda mu nnimiro.
Bagenda kuleeta mmere. Abaana mu nnimiro batyayo enkima.

C c c c c

Okwasa 3 Wisi 7 Okwasa 2

Literacy 1

In the Text Question: Abaana mu nnimiro batyayo ki?

In My Mind Question: Byabutonde ki ebirala by'omanyi?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

11.1 Ebyobutonde ebitwetoolodde n'emigaso gyabyo

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Ky	ky	o	a	e	u
		kyo	kya	kye	kyu
		co	ca	ce	cu
		yo	ya	ye	yu

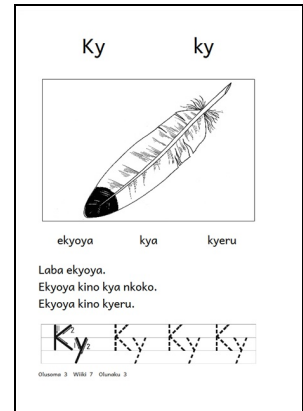
Thematic Question: Ebyobutonde ebitwetoolodde birina migaso ki?

Beat the Words

e-kyo-ya

kya

kye-ru



Literacy 2

Letter Formation Phrase

K-Kkiriza akasittale akatereevu, kkiriza akasittale akookubiri, kkiriza akasittale akookusatu.

y-Kkiriza akati akampi, kkiriza akasittale akawanvu.

Spelling Practice

ky, kyo, kya, kye, kyu, kyoya, kyalo, kyoto, kyeru

Literacy 1

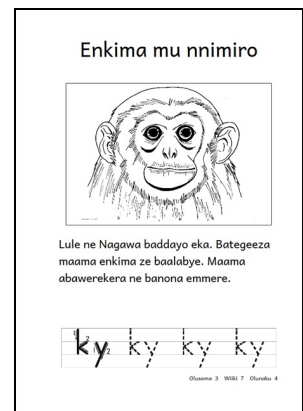
In the Text Question: Ani yabawerekera ne banona emmere?

In My Mind Question: Ebyobutonde ebitwetoolodde bitugasa bitya?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4



Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		a	o	e	u
C	c	ca	co	ce	cu
Ky	ky	kya	kyo	kye	kyu
		ya	yo	ye	yu

Beat the Words

ccu-pa
e-kyo-ya

caa-yi
kya

o-mu-cee-re
kye-ru

Sentence Assessment

1. Laba ekyoya.
2. Ekyoya kino kya nkoko.
3. Teeka amazzi mu ccupa.

Literacy 2

Letter Formation Assessment

C, c, Ky, ky

Spelling Assessment

ca, caa, cca, ccu, ccupa, muceere, caayi, ccokolo, kyoya, kyalo, kyoto, kyeru

11.1 Ebyobutonde ebitwetoolodde n'emigaso gyabyo

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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, pages 87-88• Sample scheme of work, page 380• Lesson Plan Guidelines, pages 383-389
NPSCU Curriculum <ul style="list-style-type: none">• Page 51

Traditional Text

Ekikokyo

Kkoyi kkoyi...lya.

Nina mukazi wange gy'ava taddayo:

Ekiddibwamu:

Akakoola k'omuti

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

Oral Literature

Kintu n'ente ye

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire emmere Kintu gye yalyanga.

Ekitundu 1

Edda ennyo mu Buganda mwalimu omusajja erinnya lye Kintu. Omusajja ono ku nsi yabeerangako yekka era teyalina mukazi wadde omwana oba owooluganda. Ekyewuunyisa, omusajja ono ku nsi yabeerangako n'ente ye gye yayagalanga ennyo era nga weetali naye tasobola kubeerawo. Omulimu gwa Kintu omukulu kwali kulunda nte ye eno. Baatambulanga bombi era nga basula wamu. Kintu teyalina nnyumba newankubadde ennimiro. Omusajja ono yali wanjawulo nnyo anti teyalyanga mmere y'abantu wabula enkusakusa z'emiti n'obusa bw'ente ye. Ennyonta bwe yamulumanga, ng'anywa omusulo gw'ente ye. Kintu ono yali musajja muzibu nnyo kuba yayogeranga n'ente ye era nga bawuliziganya mu buli nsonga. Lumu Kintu aba alunda ente ye akawungeezi n'alaba abantu abava mu ggulu. Abantu abo beewuunya nnyo okusanga omusajja omu yekka ku nsi ate nga tekwali mmere. Kintu yabeetegereza n'abeewuunya era ne yeeraliikirira kuba yali talabanga ku muntu yenna ku nsi. Abantu bano baamuviira naye Kintu teyamanya gye badda era musajja wattu yasigala awo n'ente ye okutuusa obudde lwe bwaziba.

Story Outline

Abali mu lugero

Kintu, ente, abasajja abaava mu ggulu

Ekifo

Ku nsi ne mu ggulu

Ebikolebwa

Kintu yabeeranga n'ente ye ku nsi. Ente ya Kintu yabbibwa abasajja n'etwalibwa mu ggulu. Kintu yasaba Katonda we ente ye n'erabika.

11.1 Ebyobutonde ebitwetoolodde n'emigaso gyabyo

Oral Literature

Ekibuuzo eky'okwefumitiriza: Olowooza kiki ekyaddirira oluvannyuma lw'abasajja Kintu be yalaba okubula?

Ekitundu 2

Ekiro mu ttumbi Kintu aba yeebase abasajja bali abaava mu ggulu ne bakomawo ne babba ente ye ne bagitwala mu ggulu. Ng'obudde bukedde Kintu yanoonya ente ye eyasulanga okumpi naye kyokka nga tagirabako. Kintu yatandika okunoonya ente ye mu nsiko eyali yeetoolodde webaasulanga naye nga buteerere. Abasajja bali be yalaba badda ne bamusanga ng'anoonya ente ye. Yababuza oba nga baali balabye ku nte ye. Baamuddamu nti baagirabye mu ggulu. Baamutwala akeberekko mu ggulu. Kintu bwe yatuuka mu ggulu, amagezi gaamwesiba kubanga yasangayo eggana ly'ente eddene ennyo. Yasoberwa nga tamanyi bw'ayinza kwawula nte ye mu ggana eryo. Kintu yasaba Katonda n'amuyamba ente ye n'agiraba.

Vocabulary Words		
enkusakusa	ttumbi	eggana
In the Text Questions	In My Mind questions	
1. Omuntu eyabeeranga ku nsi Buganda yayitibwanga ani?	1. Ssinga ggwe wali Katonda, abantu ababba ente ya Kintu wandibakoze ki?	
2. Kintu yabeeranga n'ani mu nsi Buganda?	2. Olowooza Kintu ente ye yagitegeera atya?	

Literacy 1 and 2

Day 1

Mw mw



omwana mweru mwala

Laba omwana.
Omwana ono mweru.
Omwana ono anaabira mu mwala.

Mw Mw Mw

Okwama 3 Wisi 8 Okwanda 1

Literacy 1

New Letters and Review Chart

Mw mw

a	e	i	o
mwa	mwe	mwi	mwo
na	ne	ni	no
la	le	li	lo

Thematic Question: Byabutonde ki ebitwetoolodde?

Beat the Words

o-mwa-na

mwe-ru

mwa-la

Literacy 2

Letter Formation Phrase

M = Yambuka, kkirira, yambuka kkirira.


w = Kkiriza akasittale, yambuka, kkirira, yambuka.

Spelling Practice

mw, mwa, mwe, mwi, mwo, mwana, mwala, mwaka, mwenna

Day 2

Olutobazi



Bazadde ba Lule ne Nagawa baazimba mu lutobazi. Enkuba etonnya nnyo. Omwala gujjula amazzi. Ennyumba nayo ejjula amazzi.

mw mw mw mw

Okwama 3 Wisi 8 Okwanda 2

Literacy 1

In the Text Question: Bazadde ba Lule ne Nagawa baazimba wa?

In My Mind Question: Kabi ki akali mu kuzimba mu ntobazi?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Gw gw	a	e	o	i
	gwa	gwe	gwo	gwi
	mwa	mwe	mwo	mwi
	ka	ke	ko	ki

Thematic Question: Biki ebyonoona obutonde?


Beat the Words

gwa-ka

gwo-kya

gwa

Gw gw



gwaka gwa gwokya

Omuliro gwaka.
Omuliro gwa kabi.
Omuliro gwokya ekibira.

Gw Gw Gw

Classroom 3 WEEK 8 Classroom 3

Literacy 2

Letter Formation Phrase

G = Zinga akapiira, tokabuniza, saza akasaze.

w = Kkiriza akasittale, yambuka, kkirira, yambuka.

Spelling Practice

gw, gwa, gwe, gwo, gwi, gwaka, agwa, kigwagwa, yagwa

Literacy 1

In the Text Question: Ani yasitula Lule?


In My Mind Question: Bintu ki by'omanyi ebyonoona obutonde?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Olutobazi



Taata asitula Lule. Maama aweeka Nagawa. Basengukira awalala.

gw gw gw gw

Classroom 3 WEEK 8 Classroom 4

11 Ebyobutonde ebitwetoolodde

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		a	e	i	o
Mw	mw	mwa	mwe	mwi	mwo
Gw	gw	gwa	gwe	gwi	gwo
		ka	ke	ki	ko

Beat the Words

o-mwa-na
gwa-ka

mwe-ru
gwa

mwa-la
gwo-kya

Sentence Assessment

1. Omwana ono mweru.
2. Omuliro gwa kabi.
3. Omuliro gwaka.

Literacy 2

Letter Formation Assessment

Mw, mw, Gw, gw

Spelling Assessment

mwa, mwe, mwi, mwo, gwa, gwe, gwi, gwo, mwana, mwala, mwenna, gwaka, agwa, yagwa, kigwagwa

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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, pages 87-88• Sample scheme of work, page 381• Lesson Plan Guidelines, pages 390-394
NPSCU Curriculum <ul style="list-style-type: none">• Pages 51-52

Traditional Text

Ekisoko

Weesimbye nga Ssettaala w'omu lutobazi.

Kitegeeza:

Omuntu okuba ng'ayimiridde ku bantu abamusinga obukulu oba ekitiibwa.

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

Oral Literature

Olugero lwa Wammese, Wakkapa ne Wamunya

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire engeri gye baakwatamu omubbi.

Ekitundu 1

Awo olwatuuka nga Wammese, Wakkapa ne Wamunya basenga ku kyalo Nkebera. Wakkapa yaleeta ekirowoozo ky'okuzimba ennyumba era n'asima omusingi n'ebinnya. Wammese ye yasamba ettaka n'okukuba obudongo ate Wamunya n'atema essubi n'asereka. Bonna baali mu maka gaabwe nga basanyufu era nga baamukwano n'abantu bo mu kitundu. Beetabanga bulijjo mu nsonga ez'ekitundu okugeza; okuziika, bulungi bwansi, okulimira awamu, okugogola enzizi n'okuyamba abalina ebizibu. Kino kyabamanyisa mu kitundu ekyo. Baalimanga emmere nga ne mu kyeya baba nayo era nga tebatawaanyizibwa njala ng'abantu abalala. Baalinanga ekyagi mwe baaterekanga emmere enkalu n'endala mu nju. Oluusi abantu bajjanga gye bali babaguze ku mmere. Abantu abamu baabasabanga babaweeko ate abandi nga babasaba babayigirize enkuuma y'emmere entuufu. Olumu baagenda ku kyagi ne basangako ekituli nga n'emmere tekyawera, bonna ne beewuunya. Buli omu yeebuza omubbi eyali alya emmere yaabwe, kyokka nga tebamutegeera.

Story Outline

Abali mu lugero

Wammese, Wakkapa ne Wamunya

Ekifo

Ku kyalo Nkebera

Ebikolebwa

Aboomukwano bazimba enju era babeera wamu. Balima, batereka emmere nnyingi era bayamba abo ku kyalo. Bababba emmere ne bakwata omubbi.

Oral Literature

Ekibuuzo eky'okwefumitiriza: Olowooza kiki ekyaddirira ng'abantu bano bazudde nti emmere yaabwe bagibba?

Ekitundu 2

Baasalawo bafune empalo z'okukuuma. Wammese ye yasooka n'akuuma era teyalaba mubbi. Wamunya naye bwatyo, kko ne Wakkapa. Kye baava basalawo bonna okukuuma omulundi gumu ne buziba ne bukya nga tebalabye ku mubbi. Baasoberwa era buli omu yagenda akyebuuza n'okuyiia ekiddako. Ekyabeewuunyisa, oluvannyuma lw'ennaku bbiri baagenda okulaba ng'omubbi yakomyewo ng'emme eyongedde okukendeera. Kye baava basalawo bagende mu maaso n'okukuuma, ddaaki ne babivaako. Wakkapa yeewera okudda nga banne beebase aliimise omubbi. Ekirowoozo kye wamma kyakola. Banne olwebaka nga balowooza teri agoberera, Wammese kwe kusooba n'agenda ku kyagi n'atandika okukeketa ekituli n'okubba emmere. Wakkapa eyali aliimisa yamukwata bwe vvu! Baatandikirawo okulwana ne balumagana. Wammese baamuluma nnyo ne bamuleka ng'ataawa era okuva olwo Wakkapa ayigga Wammese kuba amanyi nti mubbi.


Vocabulary Words	
okusooba	abandi okukeketa
In the Text Questions	In My Mind questions
1. Baani abaali aboomukwano?	1. Ssinga ggwe wali obeera n'abantu bano, wandibadde weeyisa otya?
2. Lwaki baamanyika nnyo ku kyalo?	2. Ssinga ggwe wali omukulembeze w'akyalo, omubbi wandimukoledde ki?

11 Ebyubutonde ebitwetoolodde

Literacy 1 and 2

Day 1

Ns ns



ensuku ensalosalo ensukusa

Ensuku mbikke.
Ensuku zirimu ensalosalo.
Ebitooke biriko ensukusa.

Ns Ns Ns Ns

Okwama 3 Wisi 9 Okwanda 1

Literacy 1

New Letters and Review Chart

Ns ns

a	o	e	u
nsa	nso	nse	nsu
mwa	mwo	mwe	mwu
ka	ko	ke	ku

Thematic Question: Byabutonde ki ebitwetoolodde?

Beat the Words

e-nsu-ku

e-nsa-lo-sa-lo

e-nsu-ku-sa

Literacy 2

Letter Formation Phrase

N=Yambuka, kkirira, yambuka.


s= Eta ku kkono, weta ku ddyo, weta ku kkono.

Spelling Practice

ns, nsa, nso, nse, nsu, ensuwa, nseko, ensi

Day 2

Okubikka



Taata wa Lule abikka ennyaanya. Maama wa Lule naye ayagala kubikka nnyaanya. Essubi liweddewo.

ns ns ns ns ns

Okwama 3 Wisi 9 Okwanda 2

Literacy 1

In the Text Question: Taata wa Lule akola ki?

In My Mind Question: Ngeri ki endala gye tukozesa okulabirira ebirime?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

By	by	a	o	e	u
		bya	byo	bye	byu
		nsa	nso	nse	nsu
		ka	ko	ke	ku

Thematic Question: Tuyinza tutya okukuuma obutonde?

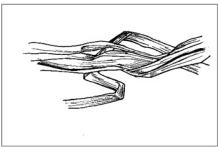
Beat the Words

e-by-a-yi

byo-nna

bya-bwe

By by



ebyayi byonna byabwe

Nagawa asala ebyayi.
Lule akurjjaanya ebyayi byonna.
Ebyayi byonna byabwe.

By By By By

Classroom 3 Week 9 Classroom 3

Literacy 2

Letter Formation Phrase

B = Kkiriza akasittale, kola ekibuto waggulu ne wansi.

y = Saza akasittale akampi, kkiriza akasittale akawanvu.

Spelling Practice

by, bya, byo, bye, byu, byuma, byayi, byebyo

Literacy 1

In the Text Question: Taata yasala ki?

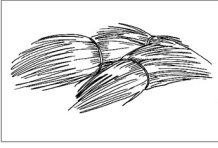
In My Mind Question: Bintu ki ebirala bye tukozesa okubikka ennyaanya?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Okubikka



Taata agenda mu nsiko. Taata asala essubi. Taata abikka ennyaanya. Maama naye abikka ennyaanya.

by by by by

Classroom 3 Week 9 Classroom 4

11 Ebyobutonde ebitwetoolodde

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		a	o	e	u
Ns	ns	nsa	nso	nse	nsu
By	by	bya	byo	bye	byu
		ka	ko	ke	ku

Beat the Words

e-nsu-ku

e-nsa-lo-sa-lo

e-nsu-ku-sa

e-bya-yi

byo-nna

bya-bwe

Sentence Assessment

1. Ensuku mbikke.
2. Ensuku zirimu ensalosalalo.
3. Nagawa asala ebyayi.

Literacy 2

Letter Formation Assessment

Ns, ns, By, by

Spelling Assessment

nsa, nse, nso, nsu, bya, bye, byo, byu, nsuku, nsuwa, nseko, ensi, byuma, byayi, byebyo, Nsobyala

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 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.

References
<p>NPSCU Teacher's Guide</p> <ul style="list-style-type: none"> • Competencies, pages 87-88 • Sample scheme of work, page 382 • Lesson Plan Guidelines, pages 395-399 <p>NPSCU Curriculum</p> <ul style="list-style-type: none"> • Page 52

Traditional Text

Ekitontome

Nagenda e Buddu ne ndyayo enkejje, Lwaki tewaleetako? Nnali ndeetako akabwa ne kazirya. Lwaki tewakakuba? Nnali nkakuba ne kebbika ekiswa. Lwaki tewakisima? Nnali nkisima, enkuba n'etonnya. Lwaki tewajjeggama? Nnali njeggama, obugoma ne buvuga. Lwaki tewazinamu? Nnali nzinamu, obuwala ne bunsekerera. Lwaki tewabukuba? Nnali mbukuba, Kabaka n'andaba, Lwaki tewamudduka? Nnali mudduka omugongo...

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

Oral Literature

Ekyalo Kiteefu

Ekibuuzo ekirambika: Wuliriza olufumo luno n'oluvannyuma ontegeeze ekyavaako embeera y'ekyalo Kiteefu okudda mu nteeko.

Ekitundu 1

Edda ennyo waaliwo ekyalo kye baayitanga Kiteefu ekyali kisangibwa mu ssaza Byatereera. Eno waabeerangayo abantu bangi n'ebitonde eby'enjawulo. Waaliyo Mwami Bbereje, Wante ne Wankima nga be basemba wansi ku kibira. Ekyalo kino kyali kiriko emiti, ebinyonyi, entobazi, ensolo, ebyewalula, ebyennyanja n'ebiwuka. Bwe wakyalanga ku kyalo kino ng'okkiriza nti Katonda agaba ebirungi. Bwe wasanganga abantu nga bakola ng'otunula n'olaba ebitone Mukama bye yabawa. Buli kitonde kyalinanga essanyu, okwetaaya wamu n'eddembe. Embeera y'obudde nga nnungi nnyo. Baafunanga ebintu byonna ne babeera mu mbeera eyeeyagaza. Abantu baalimanga emmere, enva n'ebibala. Amakungula bwe gaatuukanga, nga balya ne bakkuta. Ekiseera kyatuuka Mwami Bbereje n'atandika okwokya amanda n'okutunda enku. Yalundanga embuzi ne zirya omuddo gwonna. Yayokyanga ensiko, ng'akuba amatoffaali n'okusuula ebisaaniiko mu myala. Wankima naye yayonoona nnyo obutonde anti ng'alya buli kirime. Yayingiranga ne mu ffumbiro n'abba amenvu.

Story Outline

Abali mu lugero

Mwami Bbereje, Wankima ne Wante

Ekifo

Ku kyalo Kiteefu

Ebikolebwa

Ekyalo ekisanyufu olw'obutonde obulungi. Abantu bakola emirimu era bafuna naye waliwo aboonoona obutonde nga batema emiti, bookya amanda n'okulya ebirime. Oluvannyuma, bazzaawo obutonde.

Oral Literature

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Wankima ne Bbereeje okwonoona obutunde bw'ensi?

Ekitundu 2


Ebikolwa bya Mwami Bbereeje ne Wankima byayonoona nnyo obutonde ne kiviirako ekyalo Kiteefu okwonooneka. Embeera y'obudde eyali ennungi n'efa era ebitonde byonna ne bifaanana bubu nnyo. Wadde Wante yalinga alya omuddo, olwali olwo n'alaba ng'embeera tekyegombesa bitonde byonna. Yasaba banne bakyuse mu nneeyisa balumirirwe ebitonde ebirala era balekere awo okwonoona obutonde. Bambi baamuwuliriza era Mwami Bbereeje n'atandika okusimba emiti era n'alekeraawo okwokya ensiko. Wankima n'akendeeza okujooga. Embeera y'ekyalo n'eddawo n'etereera.

Vocabulary Words	
okwetaaya	ebyewalula obutonde bw'ensi
In the Text Questions	In My Mind questions
1. Ekyalo Kiteefu kyaliko birungi ki?	1. Ssinga obeera ku kyalo kino, wandikoze otya okutereeza embeera?
2. Biki ebitakusanyusizza mu lugero luno?	2. Biki ebyonoona obutonde bw'ensi ku kyalo kyammwe?

Literacy 1 and 2

Day 1

P p



pulitisi pikipiki eppaapaali

Ono wa pulitisi.
Owapulitisi alina pikipiki.
Pikipiki eriraanye eppaapaali.

P P P P P

Classmate 3 WISSE 10 Olanifu 1

Literacy 1

New Letters and Review Chart

P p

a	i	o	u
pa	pi	po	pu
ka	ki	ko	ku
bya	byi	byo	byu

Thematic Question: Biki ebireeta eddembe n'obutebenkevu?

Beat the Words

pu-lii-si

pi-ki-pi-ki

eppaa-paa-li

Literacy 2

Letter Formation Phrase

P = Kkiriza akasittale, zinga akapiira waggulu.


p = Kkiriza akasittale, zinga akapiira waggulu.

Spelling Practice

p, pa, pi, po, pu, apapa, kkapapa, kikapu, pikipiki

Day 2

Obwavu



Taata wa Lule talina mulimu. Omuzira gwakubye ennimiro ze. Taata mwavu lunkupe. Taata tamanyi kyakukola.

p p p p p

Classmate 3 WISSE 10 Olanifu 2

Literacy 1

In the Text Question: Ani atalina mulimu?

In My Mind Question: Olowooza lwaki taata wa Lule mwavu lunkupe?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

Bw bw	a	e	o	i
	bwa	bwe	bwo	bwi
	pa	pe	po	pi
	ta	te	to	ti

Thematic Question: Bintu ki ebireeta eddembe n'obutebenkevu mu maka?


Beat the Words

o-bwa-vu

bwa

e-ki-tii-bwa

Bw bw



obwavu bwa ekitiibwa

Laba obwavu.
Obwavu bwa ngeri.
Obwavu bubuza ekitiibwa.

Bw Bw Bw

Classroom 3 Week 10 Classroom 3

Literacy 2

Letter Formation Phrase

B = Kkiriza akasittale, kola ekibuto waggulu ne wansi.

w = Kkiriza, yambuka, kkirira, yambuka.

Spelling Practice

bw, bwa, bwe, bwo, bwi, bwino, bwange, bwato

Literacy 1

In the Text Question: Ssente taata ze yafuna, yazikolamu ki?

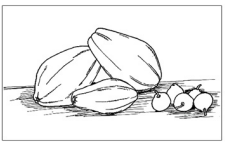
In My Mind Question: Biki ebireeta obutebenkevu mu maka?

Literacy 2

Story Idea: Embooji ya leero tugyesigamye ku kuteebereza kw'abayizi mu mbooji gye basomye.

Day 4

Obwavu



Bazadde ba Lule bateesa. Maama awa taata ssente ezaava mu mikeeka. Taata asuubula amapaapaali. Taata wa Lule afuna ssente.

bw bw bw bw

Classroom 3 Week 10 Classroom 4

12 Eddembe n'obutebenkevu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

		a	e	o	i
P	p	pa	pe	po	pi
Bw	bw	bwa	bwe	bwo	bwi
		ka	ke	ko	ki

Beat the Words

pu-lii-si
o-bwa-vu

pi-ki-pi-ki
bwa

e-ppaa-paa-li
e-ki-tii-bwa

Sentence Assessment

1. Pikipiki eriraanye eppaapaali.
2. Obwavu bwa ngeri.
3. Obwavu bubuza ekitiibwa.

Literacy 2

Letter Formation Assessment

P, p, Bw, bw

Spelling Assessment

pa, pi, po, pu, bwa, bwi, bwo, bwe, apapa, kkapa, kikapu, pikipiki, bwino, bwange, bwato, Bwete

12.1 Eddembe n'obutebenkevu mu maka

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 <ul style="list-style-type: none">• Competencies, pages 88-89• Sample scheme of work, page 400• Lesson Plan Guidelines, page 403-407
NPSCU Curriculum <ul style="list-style-type: none">• Page 54

Traditional Text

Olugero olusonge

"Abataka abaagalana, be balima akambugu."

Amakulu g'olugero:

Abantu abalina enkolagana baba basobola okugonjoola ebizibu wakati waabwe.

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

Oral Literature

Olukiiko mu maka

Ekibuuzo ekirambika: Wuliriza olugero luno n'oluvannyuma ombuulire ekyavaako obutakkaanya mu maka.

Ekitundu 1

Olwali olwo mu maka ga taata wa Lule ne Nagawa ne mujjumu obutakkaanya nga tewakyali yadde okubuuzaganya ku makya. Ssenga bwe yakitegeerako n'ajja n'abatuuza. Buli omu yamusaba ayogere ekimuli ku mutima. Taata yanenya maama olw'obutamufaako, olw'obutamwoleza ngoye ze, olw'obutamuggulira ng'akomyewo ekiro n'olw'obutamujjulira mmere. Taata yagamba, "Omutemu bw'alinzitira ku luggi tonziikanga."

Nagawa yamubakira mangu n'agamba, "Taata tatulabirira, tetukyasoma, bw'adda awaka alwana ne maama. Luli yakwata ekiso ng'ayagala okusala maama ne tukuba enduulu. Buli lwadda tuba tumutya kuba atumalako eddembe.

Lule yagamba, "Bombi taata ne maama tebakyagenda kusinza Mukama. Tugenda fekk. Edda twagendanga nabo naye kati ne Katonda baamukyawa. Luli nga tukyasoma, omusomesa waffe yatulabula ku bikolwa ebimalako bannaffe emirembe ate oluusi ebireetera abalala obulemu.

Twayimba n'akayimba, "Tulina eggaali yaffe- Katonda y'agivuga, akuba banne talinnya mu ggaali ya Mukama." Lule yayimba akayimba ako nga bw'akuba mu ngalo n'okuzina.

Story Outline

Abali mu lugero

Nagawa, Lule, ssenga, maama ne taata

Ekifo

Mu maka

Ebikolebwa

Amaka gafuna obutakkaanya wakati w'abaana n'abazadde era bayita ssenga okubatabaganya.

Oral Literature

Ekibuuzo eky’okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Lule ne Nagawa okwogera ebyo?

Ekitundu 2

Bonna nga bamaze okuseka enseko ezabakaabya n’amaziga, ssenga yazza olukiiko n’agamba nti, “Mwana wange Lule, otumazeeko obusungu, aaa! Mugire tulabe ebinaatutereeza tusobole okuzza obuggya embeera. Buli omu alowooze era ayogere ebirungi by’ayagala mu maka ebinaakolebwa.

Nagawa ye yasooka n’agamba nti, “Ffe tuddeyo mu ssomero.”

Ko maama nti, "Tuteesenga nga tulina ekinaakolebwa. Tusinganemu ekitiibwa, tunoonye ekinaayingiza ensimbi awaka ate tuzikozese ku bitugasa fenna. Tutereke era tusonyiwagane. Asobezza yeetondenga. Ow’e Mbuya afulume mu maka muno.”


Taata ye yagamba nti, “Omwenge ngumaze era mmwe abaana, enkya mbazza mussomero.” Nagawa ne Lule baakuba mu ngalo nga basiima ekya taata waabwe okusuubiza okubazza mu ssomero. Ssenga yabeebaza bonna n’abakubiriza okussa mu nkola bye baali beetemye. Buli omu yagwa munne mu kifuba ne bava mu ddiro.

Vocabulary Words		
okubakira	eddembe	okunenya
In the Text Questions	In My Mind questions	
1. Ani yatuuzza olukiiko?	1. Olowooza obutatabagana buleeta ki?	
2. Kiki ekyamalawo obusungu bw’abaali mu lukiiko?	2. Olowooza “Ow’e Mbuya” ye ani?	

Literacy 1 and 2

Day 1

Mp mp



empale empisa empiso

Omusomesa alina empale ennungi.
Omusomesa ayigiriza abaana empisa.
Lule alaba empiso ku mmeza.

Mp Mp Mp

Classroom 3 Week 11 Classroom 1

Literacy 1

New Letters and Review Chart

Mp mp

a	i	o	u
mpa	mpi	mpo	mpu
sa	si	so	su
ka	ki	ko	ku

Thematic Question: Biki ebireeta eddembe n'obutebenkevu?

Beat the Words

e-mpa-le

e-mpi-sa

e-mpi-so

Literacy 2

Letter Formation Phrase

M = Yambuka, kkirira, yambuka, kkirira.

p = Kkiriza akasittale, zinga akapiira waggulu.

Spelling Practice

mp, mpa, mpi, mpo, mpu, mpaka, mpiso, mpisi, mpiki

Day 2

Aboomukwano



Nagawa ne banne bali ku ssomero.
Abaana bonna beepena. Nagawa akasuka omupira. Omupira gukuba eriso lya munne. Munne alumizibwa era akaaba.

mp mp mp mp

Classroom 3 Week 11 Classroom 2

Literacy 1

In the Text Question: Baani abeepena?

In My Mind Question: Ssinga munno akutuusaako ekizibu, okola ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamywe ku kuteebereza kw'abayizi mu mbooji gye basomye.

Literacy 1

New Letters and Review Chart


Mp	mp	a	uu	e	ee
		mpa	mpuu	mpe	mpee
		ka	kuu	ke	kee
		ra	ruu	re	ree

Thematic Question: Biki ebireeta eddembe n'obutebenkevu mu ssomero?

Beat the Words

Mpa-gi e-mpu-mi e-mpu-ttu

Mp mp



Mpagi empumi emputtu

Mpagi mulenzi.
Mpagi alina empumi.
Mpagi alina emputtu.

Mp Mp Mp

Glossary 3 Week 11 Class 3

Literacy 2

Letter Formation Phrase

M= Yambuka, kkirira, yambuka, kkirira.
p= Kkiriza akasittale, zinga akapiira waggulu.

Spelling Practice

mp, mpa, mpuu, mpee, mpeke, mpuuta, mpeta

Literacy 1


In the Text Question: Ani yeetondera munne?

In My Mind Question: Ssinga osobywa munno, okola ki?

Literacy 2

Story Idea: Embooji ya leero tugyesigamywe ku kuteebereza kw'abayizi mu mbooji gye basomye.

Aboomukwano



Nagawa ategeera ensobi ye. Nagawa yeetondera munne. Amusaba ekisonyiwo. Munne wa Nagawa amusonyiwa. Bazadde ba Nagawa bamujjanjaba.

mp mp mp mp

Glossary 3 Week 11 Class 4

12 Eddembe n'obutebenkevu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

Mp	mp	a	e	ee	u
		mpa	mpe	mpee	mpu
		sa	se	see	su
		ka	ki	kee	ku

Beat the Words

e-mpa-le

Mpa-gi

e-mpi-sa

e-mpu-mi

e-mpi-so

e-mpu-ttu

Sentence Assessment

1. Mpagi alina empumi.
2. Mpagi alina emputtu.
3. Omusomesa alina empale ennungi.

Literacy 2

Letter Formation Assessment

Mp, mp

Spelling Assessment

mpa, mpi, mpo, mpu, mpe, mpee, mpuu, mpaka, mpiso, mpisi, mpiki, mpeke, mpuuta, mpeta, mpeera.

12.2 Eddembe n'obutebenkevu mu ssomero

lyaffe 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 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.

References
NPSCU Teacher's Guide <ul style="list-style-type: none">• Competencies, page 88-89• Sample scheme of work, page 401• Lesson Plan Guidelines, pages 408-413
NPSCU Curriculum <ul style="list-style-type: none">• Page 55

Traditional Text

Oluyimba

Tweyagala fekka, fekka,
Atayagala agende... x3,
Tweyagala fekka, fekka,
Atayagala agende... x3.

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

Oral Literature

Obukujjukujju bwa Wakayima

Ekibuuzo ekirambika: Wuliriza olugero luno n'obwegendereza n'oluvannyuma ombuulire olukujjukujju Wakayima lwe yakozesa okunywa amazzi.

Ekitundu 1

Awo olwatuuka, nga wabaawo Wakayima ne Kaamuje abaali abayizi mu ssomero lya Wampologoma. Baalina mikwano gyabwe bawakikere ne bawankima. Olumu omukulu w'essomero Wampologoma yabawa omulimu gw'okugogola oluzzi lw'essomero lyabwe. Wampologoma yabagamba nti, "Omuyizi yenna ateetabe mu kugogola luzzi lwa ssomero, tajja kuddamu kunywa mazzi."

Olunaku Wampologoma lwe yabawa lwali Lwakuna. Oluvannyuma lw'okusoma ku lunaku olwo, abayizi bonna baakuluumulukuka ne bagenda okugogola oluzzi. Wakayima ye teyagenda olw'okuba nga yali ayagala nnyo okukongola banne ate nga munafu nnyo. Banne bwe baamala okugogola oluzzi ne bakizuula nti Wakayima yali agaanidde ddala okugendayo. Baasalawo bakole etteeka erigaana Wakayima okuddamu okunywa ku mazzi gaabwe. Abayizi bano baalonda Kaamuje okuba omuserikale ku luzzi luno. Lumu Wakayima ennyonta yamuluma nnyo n'agenda ku luzzi lw'essomero anywe ku mazzi. Yasangayo omukuumi Kaamuje wabula n'amugobaganya, "Ddayo eri tojja kunywa mazzi gaffe nga wagaana okugogola oluzzi."

Story Outline

Abali mu lugero

Wakayima, Kaamuje, Wampologoma, bawakikere ne bawankima

Ekifo

Ku ssomero

Ebikolebwa

Abayizi bagogola oluzzi naye Wakayima agaana, bateesa okumumma amazzi era balonda Kaamuje okuba omukuumi w'oluzzi. Wakayima amulimbalinga n'ebinyeebwa, amusiba ku byayi era amunywako amazzi nga n'ebinyeebwa tabimuwadde.

Ekibuuzo eky'okwefumiitiriza: Olowooza kiki ekyaddirira oluvannyuma lwa Kaamuje okugobaganya Wakayima?

Ekitundu 2

Wakayima olw'okuba yali amanyi nti Kaamuje awoomerwa nnyo ebinyeebwa, bwe yali ajja ku luzzi, yajja nabyo mu nsawo ye ey'essomero. Yeegayirira Kaamuje amuwe ku mazzi n'agaana. Oluvannyuma Wakayima yasala amagezi n'awa Kaamuje ekinyeebwa kimu. Kaamuje olwakirya n'awulira obuwoomi obusuffu n'asaba Wakayima amwongereko.

Wakayima yamugamba nti, "Bw'oba oyagala okukwongera ebinyeebwa, nnina kusooka ku kusiba ku byayi n'oluvannyuma ndyoke nkuwe ebinyeebwa."

Wano Kaamuje yakkiriza ne bamusiba era ne yeerabira n'omulimu gwe ogw'okukuuma oluzzi. Wakayima bwatyo nga naye akkakkana ku mazzi ng'anywa anti nga takyalina amukwatako. Wakayima olwamala okunywa amazzi nga yeetambulira. Ensonga zino zaatuuka ewa Wampologoma omukulu w'essomero era yayita Wakayima n'amulabula obutamenya mateeka ga ssomero kuba naye yali muyizi nga banne.

Vocabulary Words	
okukongola	okugogola
baakulumulukuka	
In the Text Questions	In My Mind questions
1. Bawansolo baali ludda wa?	1. Lwaki omuntu asaanye okugoberera amateeka g'ekitundu?
2. Lwaki Wakayima baamugaana okunywa amazzi?	2. Wakayima waalimuwadde magezi ki oyo atayagala kukola?

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: Δ

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:

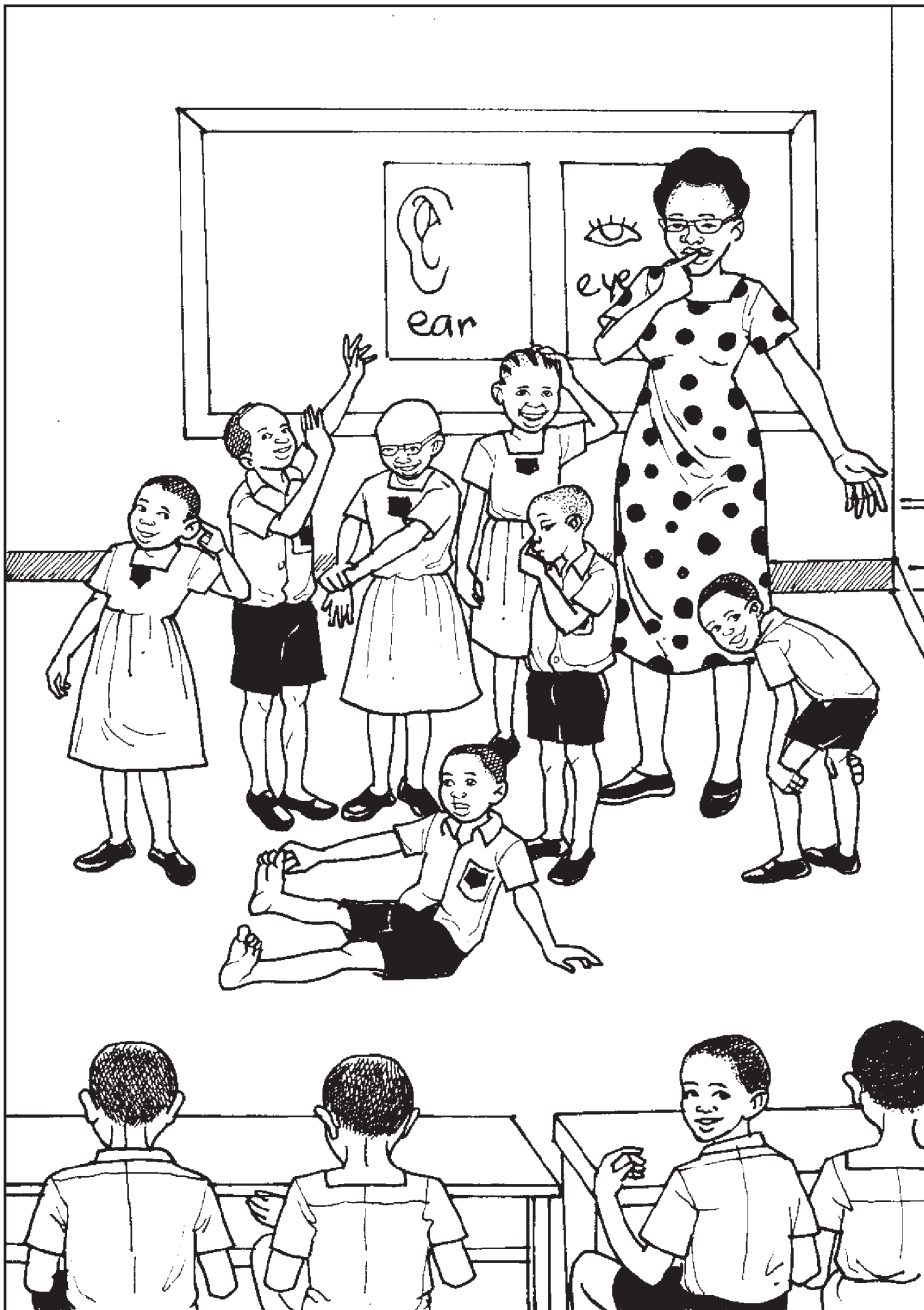
By the end of Week 10 you should have observed and assessed all of your learners' speaking competences during the News lesson. During Weeks 11 and 12, select learners to assess who have not yet told a News story to the class or who have not yet attained the speaking competence.

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 Luganda Literacy Terms

English	Luganda
LITERACY 1	
beat the word	okukutula ekigambo mu nnyingo
blending (v)	okuyunga ennyingo oba ennukuta
consonant	ennukuta ensirifu
context clues	ebirambika amakulu mu mbooji
decodable word	ebigambo ebirimu eddoboosi erisomeddwako
in my mind question	ekibuuzo eky'okwefumiitiriza
in the text question	ekibuuzo ekivudde mu mbooji
letter	ennukuta
predicting (v)	kuteebereza
prediction	ekiteeberezebwa
retelling (v)	okudda mu mbooji
segmenting (v)	okukutulakutula
sentence	embooji ennyimpi/sentensi
sound and syllable review chart	akatiba k'okwejjukanya amaloboosi n'ennyingo
sub-theme	ekitundu ky'omulamwa
syllable	ennyingo
theme	omulamwa
title (of a story)	omutwe gw'embooji
vowel	ennukuta empeerezi oba enjogeza oba enjatuza
word	ekigambo
LITERACY 2	
air writing	okuwandiika mu bbanga
action (plot)	ekikolebwa mu lugero oba olufumo
baseline	omusittale ogutuulwako ennukuta
bottom line	omusittale ogwa wansi
centre line	omusittale ogwa wakatii
comma	akabonero akawummuza (,)
exclamation mark	akabonero akeewuunyi (!)
full stop	akabonero akafundikizi oba akafundikira (.)
handwriting (n)	empandiika
handwriting (v)	okuwandiika mu mukono
handwriting guidelines	ebigobererwa mu kuwandiika
handwriting pattern	okuddinjana ennukuta
letter formation	ebigobererwa mu kuwandiika ennukuta

letter formation phrase	ekitundu ekinnyonnyola emppandiika y'ennukuta
pencil grip	enkwata y'ekkalaamu
question mark	akabonero akabuuzza (?)
spelling (n)	ensengeka y'ennukuta mu kigambo
spelling (v)	okusengeka ennukuta okukola ekigambo ekituufu
title (of a story)	omutwe gw'embooji
tracing (v)	kukolobooza
top line	omusittale ogwa waggulu
tracing (v)	okutangaaza
ORAL LITERATURE	
action (plot)	ebikolebwa mu lugero oba olufumo
character (in a story)	ayogerwako mu mbooji
fiction story	olugero
guiding question	ekibuuzo ekirambika
in my mind question	ebibuuzo eky'okwefumiitiriza
in the text question	ekibuuzo ekivudde mu mbooji
informative story	olufumo
main idea (of a story)	ekinyusi
oral literature	litulica omwogere enkozesa y'oluimi mu ngeri empoomu
poem/rhyme	ekikwate/ekitontome
predicting (v)	okuteeberezebwa
prediction	ekiteeberezebwa
prediction question	ekibuuzo eky'okuteebereza
proverb	olugero olusonge
retelling (v)	okudda mu mbooji
riddle	ekikokyo
sentence	embooji ennyimpi/sentsensi
setting (time and place of a story)	ekifo (obudde n'ekifo ebiri mu mbooji)
story mapping	ennambika y'embooji
supporting idea (of a story)	ensonga ewagira
tongue twister	musibannimi
traditional text	ebinyuma eby'edda
vocabulary word	ekigambo ekisimbiddwako essira oba ekiggya
NEWS	
news	amawulire
creative (free) writing	okwandiika okwa kyeyagalire

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.

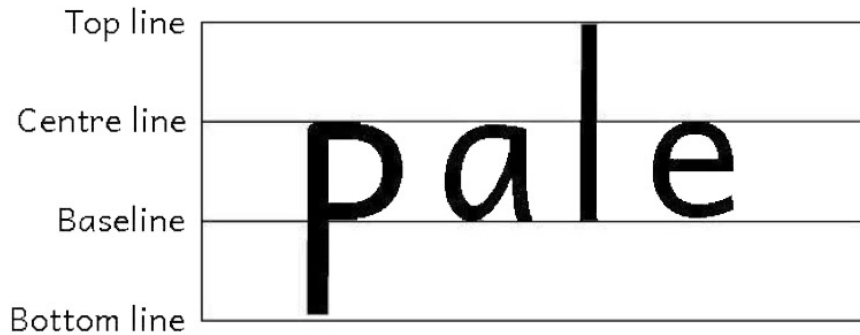
Tracing: After air writing and before writing in their exercise books, learners trace the letters in the pupil book.

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.

Luganda Letter-Sound Chart

Letter	Luganda Word	English Word
Aa/aa	abaana/amaka	children/homestead
Bb/bb	bana/abaana	four/children
C/cc	ccupa/ccokolo	bottle/bottle top
Dd/dd	ddobo/d-dirisa	hook/window
Ee	enjovu/enkoko	elephant/hen
Ff/ff	ffumu/ffirimbi	spear/whistle
Gg/gg	ggaali/ggiraasi	bicycle/glass
Ii	omuti/omuliro/obuliri	tree/fire/bed
Jj/jj	jajja/jjambiya	grandmother/panga
Kk/kk	Kabaka/kambe	king/knife
Ll	liiso/luguudo	eye/road
Mm/mm	muyembe/mumwa	mango/mouth
Nn/nn	nnaanansi/nnimiro	pineapple/garden
Ny/ny	nnyaanya/nyumba	tomato/house
Dŋ/ŋŋ	Dŋoma/ŋŋaali	drum/crested crane
Oo	omupiira/omuti	ball/tree
Pp/pp	ppaapaali	pawpaw
Rr	eriiso	eye
Ss	ssaati/ssaawa	shirt/clock
Tt/tt	taala/taata	lamp/father
Uu	wuuma	folk
Vv	vvuuvumira	beetle
Ww	wuzi/wuuma	thread/fork
Yy	ayera	he/she is sweeping someone sweeping using a broom
Zz	zzike/azina	chimpanzee/he/she is dancing someone dancing