Teacher’s Guide
Lhükonzo

Nanganasoma n’erësakanga

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Primary 2 Teacher’s Guide
Lhükonzo

Nanganasoma n’erësakanga
# Primary 2 Teacher’s Guide

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Acknowledgements

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Special gratitude goes to the United States Agency for International Development (USAID) for funding the USAID/Uganda School Health and Reading Program implemented by RTI International which has enabled the development of the materials. Our thanks also go to the Ministry of Education and Sports (MoES) for providing technical support and guidance, which has contributed to the smooth implementation of the Program.

We wish to recognise the contribution of the team of writers, editors and illustrators who worked tirelessly on the development of the materials in the local languages and English.

Special thanks go to the consultants from SIL LEAD for their expertise and technical guidance, which guided the work on the orthographies and material development.

Last but not least, we wish to acknowledge all those behind the scene who formed part of the team that worked hard to finalise the work on materials developed by the different writing panels.

Grace K. Baguma

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 or these materials.

Hon. Maj. (Rtd) Alupo Jessica Rose Epel (MP)
Minister of Education and Sports
The *Introduction* section to the Teacher’s Guide provides you with an overview of the School Health and Reading Program’s literacy 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 Ministry of Education and Sports' Early Grade Reading Model

Young learners in Uganda want and need to become successful readers and writers. The School Health and Reading Program is designed to help make that happen. The Program, in partnership with the Ministry of Education and Sports (MoES), the National Curriculum Development Centre (NCDC) and local 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 didactic principles of working from the known to the unknown and from easy tasks to complex tasks. 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 sounds and syllables) and vocabulary knowledge before they receive phonics instruction (decode words by sounding them out and blending them). 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 Principal (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 his/her 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.

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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 he/she hears and reads. 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 his/her understanding of the story along the way and evaluate the text after her/she reads.

**Major Methods in the Early Grade Reading Model**

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

- Collaborative Learning
- Continuous Assessment
- I Do, We Do, You Do
- Multisensory
- 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

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.
Introduction

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 learners.

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 2. 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.

<table>
<thead>
<tr>
<th>Time / Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Mathematics</td>
<td>Mathematics</td>
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<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td>9:00-9:30</td>
<td>CAPE 2: PE</td>
<td>CAPE 2: PE</td>
<td>CAPE 2: PE</td>
<td>CAPE 2: PE</td>
<td>CAPE 2: PE</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Oral Literature</td>
<td>News</td>
<td>Oral Literature</td>
<td>News</td>
<td>Oral Literature</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>R.E.</td>
<td>Free Activity</td>
<td>R.E.</td>
<td>CAPE 3: Art &amp; Technology</td>
<td>R.E.</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>CAPE 1:MDD</td>
<td>CAPE 1:MDD</td>
<td>CAPE 1:MDD</td>
<td>CAPE 1:MDD</td>
<td>CAPE 1:MDD</td>
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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:
Introduction

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.
The MoES also recognises that the best way to assess learners’ 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 is 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 Day 5 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.
This is the column for writing your learners’ names.

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

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

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

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

### An Overview of the P2 Continuous Assessment Monitoring Form (CAM)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
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</table>

| LITERACY 1 | | LITERACY 2 | | ORAL LITERATURE | | NEWS | | ENGLISH |
|------------|---|------------|---|-----------------|---|------|---|
| Reads a story with appropriate fluency | | Answers comprehension questions appropriately | | Forms and articulates letters with attention to accuracy and speed | | Recites a traditional tale from memory | | Greets and introduces one’s self using culturally appropriate names |
| Uses vocabulary word in meaningful sentences | | Completes a Word or Sentence Structure exercise correctly | | Spells words accurately | | Retells a story from memory | | Reads a personal story with meaning, expression and confidence. |
| Completes a Word or Sentence Structure exercise correctly | | | | Reflects on learning in journal appropriately | | Uses vocabulary in meaningful sentences | |

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

**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 (_) 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 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.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
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</table>

**LITERACY 1**
- Reads a story with appropriate fluency.
- Answers comprehension questions appropriately.
- Uses vocabulary word in meaningful sentences.
- Completes a Word or Sentence Structure exercise correctly.

**LITERACY 2**
- Forms and evaluates letters with attention to accuracy and speed.
- Spells words accurately.
- Reflects on learning in journal appropriately.

**ORAL LITERATURE**
- Recites a traditional text from memory.
- Retells a story from memory.
- Uses vocabulary in meaningful sentences.

**NEWS**
- Greets and introduces one's self using culturally appropriate norms.
- Reads/tells a personal story with meaning, expression and confidence.

**ENGLISH**
- Identifies and reads thematic vocabulary words.
- Answers comprehension questions correctly.
- Recognises sounds and letters taught.
- Reads decodable words and simple sentences with fluency and accuracy.
Definition

Primary 2 Local Language Literacy Competences: Scope and Sequence

The table below outlines the literacy competences learners are expected to demonstrate in Primary 2 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.

<table>
<thead>
<tr>
<th>COMPETENCES:</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>PHONEMIC AWARENESS COMPETENCES</strong></td>
<td></td>
</tr>
<tr>
<td>This is 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.</td>
<td></td>
</tr>
<tr>
<td>PA-1. Recites the letters in alphabetical order. (Literacy 2)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td>PA-2. Recites a traditional text from memory. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>ALPHABETIC PRINCIPLE COMPETENCES</strong></td>
<td></td>
</tr>
<tr>
<td>This is 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.</td>
<td></td>
</tr>
<tr>
<td>AP-1. Identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>AP-2. Arranges words in alphabetical order. (Literacy 2)</td>
<td>Reading</td>
</tr>
<tr>
<td>AP-3. Reviews letter sounds introduced in P1. (Literacy 2)</td>
<td>Reading</td>
</tr>
<tr>
<td>AP-4. Segments words into individual sounds and syllables in order to spell correctly. (Literacy 2)</td>
<td>Writing</td>
</tr>
</tbody>
</table>
**FLUENCY COMPETENCES**

*In reading this is 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.*

<table>
<thead>
<tr>
<th>FLUENCY COMPETENCES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F-1. Reads words and texts with increasing fluency. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>F-2. Forms and evaluates letters and words with attention to accuracy and speed. (Literacy 2)</td>
<td>Writing</td>
</tr>
<tr>
<td>F-3. Writes his/her name with correct spelling and letter formation. (News)</td>
<td>Writing</td>
</tr>
<tr>
<td>F-4. Introduces one’s self and greets the class using the appropriate cultural norms, including stating one’s full name. (News)</td>
<td>Speaking</td>
</tr>
<tr>
<td>F-5. Tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence. (News)</td>
<td>Speaking, Reading</td>
</tr>
</tbody>
</table>

**VOCABULARY COMPETENCES**

*This is 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.*

<table>
<thead>
<tr>
<th>VOCABULARY COMPETENCES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>V-1. Identifies vocabulary words in a story. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>V-2. Uses vocabulary words to make meaningful sentences and identifies words with similar and opposite meanings. (Literacy 1)</td>
<td>Speaking, Reading</td>
</tr>
<tr>
<td>V-3. Identifies and uses grammatical features of the language correctly. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>V-4. Identifies and defines thematic vocabulary. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>V-5. Identifies vocabulary words from the story and uses them in a meaningful sentence. (Oral Literature)</td>
<td>Listening, Speaking, Reading</td>
</tr>
</tbody>
</table>
**Introduction**

**COMPREHENSION COMPETENCES**

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.

### Before Reading or Writing

<table>
<thead>
<tr>
<th>C-1.</th>
<th>Discusses concepts related to the weekly sub-theme. (Literacy 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td>C-2.</td>
<td>Retells a story from memory. (Literacy 1)</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td>C-3.</td>
<td>Formulates questions that might be answered in the text. (Literacy 1)</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td>C-4.</td>
<td>Plans a story that has a beginning, middle and ending together with the teacher. (Literacy 2)</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td>C-5.</td>
<td>Uses the story title, context and prior knowledge to make predictions about what will happen in the story. (Literacy 1 and Oral Literature)</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td>C-6.</td>
<td>Re-tells a fiction story that has been read aloud and demonstrates comprehension by identifying the main characters, setting and action. (Oral Literature)</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td>C-7.</td>
<td>Re-tells an informative story that has been read aloud and demonstrates comprehension by identifying the main idea of the story. (Oral Literature)</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td>C-8.</td>
<td>Listens to the teacher model a News story. (News)</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
</tbody>
</table>

### During Reading or Writing

<table>
<thead>
<tr>
<th>C-9.</th>
<th>Composes a story together with the teacher. (Literacy 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>C-10.</td>
<td>Assists the teacher in making corrections in the story’s spelling, grammar and meaning. (Literacy 2)</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>C-11.</td>
<td>Reads the story with support from the teacher. (Literacy 2)</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>C-12.</td>
<td>Listens attentively to the teacher. (Oral Literature)</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td>C-13.</td>
<td>Uses pictures, words and sentences to represent a meaningful News story. (News)</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>C-14.</strong></td>
<td>Identifies whether or not his/her predictions were correct and questions were answered. (Literacy 1)</td>
</tr>
<tr>
<td><strong>C-15.</strong></td>
<td>Responds correctly to In the Text Questions. (Literacy 1)</td>
</tr>
<tr>
<td><strong>C-16.</strong></td>
<td>Responds appropriately to In My Mind Questions. (Literacy 1)</td>
</tr>
<tr>
<td><strong>C-17.</strong></td>
<td>Reflects on his/her learning and writes a short summary of what he/she has learned. (Literacy 2)</td>
</tr>
<tr>
<td><strong>C-18.</strong></td>
<td>Answers a guiding question related to the story. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-19.</strong></td>
<td>Identifies whether the story is a fiction or informative story. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-20.</strong></td>
<td>Demonstrates comprehension by identifying the main characters, setting and action in a fiction story. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-21.</strong></td>
<td>Demonstrates comprehension by identifying the main idea in an informative story. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-23.</strong></td>
<td>Answers In My Mind Questions about a story that has been read aloud. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-24.</strong></td>
<td>Listens attentively to peers and participates in small group activities appropriately. (News)</td>
</tr>
</tbody>
</table>
The *How to Teach* section of this Teachers’ Guide provides lesson templates to help you plan all of the local language literacy lessons taught each week. Each template is four pages long. The first two pages give you an overview of the entire lesson. The second two pages provide you with a detailed explanation of how to deliver the lesson to your learners.
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 listed here is described in step-by-step detail on pages 3-4 of each lesson.

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

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.

How to Teach: Overview

<table>
<thead>
<tr>
<th>How to Teach: Literacy 1 - Days 2 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Chalkboard</strong></td>
</tr>
<tr>
<td>Write the Day 2 or 4 page novel on the chalkboard before class (Step 3)</td>
</tr>
<tr>
<td><strong>Differentiated Learning</strong></td>
</tr>
<tr>
<td>Remedial</td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
<td>What is the story about? (This will help them identify the characters.)</td>
</tr>
<tr>
<td>Where and when is the story taking place? (This will help them identify the setting.)</td>
</tr>
<tr>
<td>What is happening in the story? (This will help them identify the action of the story.)</td>
</tr>
<tr>
<td>Accelerated</td>
</tr>
<tr>
<td>Advanced learners should be encouraged to develop their own comprehension questions about the story. They can share those questions with each other or post them to the whole class.</td>
</tr>
<tr>
<td><strong>Do More: Role Play</strong></td>
</tr>
<tr>
<td>Children take roles where they plan and perform a role play activity and help develop their skills. Role play activities are easy to integrate into a CAPE (Creative Arts and Physical Education) lesson plan. Here is a simple outline of a role play activity:</td>
</tr>
<tr>
<td>1. Ask learners to identify a story they have read or seen which includes a role play activity.</td>
</tr>
<tr>
<td>2. Ask learners to identify the characters and settings of the story.</td>
</tr>
<tr>
<td>3. Ask learners to outline the actions in the story then develop a script.</td>
</tr>
<tr>
<td>4. Have learners act out the story in small groups.</td>
</tr>
<tr>
<td><strong>Do Mores</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to Teach: Literacy 1 - Days 2 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step-by-Step Teacher’s Activity</strong></td>
</tr>
<tr>
<td>Step 3: Reading the Story (10 minutes)</td>
</tr>
<tr>
<td>a. Read the story from the chalkboard one time as learners watch and listen.</td>
</tr>
<tr>
<td>b. Ask learners to identify characters.</td>
</tr>
<tr>
<td>c. Read the story aloud a second time from the chalkboard as learners watch and listen.</td>
</tr>
<tr>
<td>d. 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.</td>
</tr>
<tr>
<td>e. Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed.</td>
</tr>
<tr>
<td>f. Ask 3-5 learners to read the story aloud to the class. Assess their decoding and marking in the CAPE Form.</td>
</tr>
<tr>
<td><strong>Extra Guidance</strong></td>
</tr>
<tr>
<td>Use a pointer as you read the story aloud. Make sure you highlight words that learners may find difficult to read. Point to each word as learners read the story.</td>
</tr>
<tr>
<td><strong>Step 6: After Reading-Comprehension Questions (30 minutes)</strong></td>
</tr>
<tr>
<td>a. Ask learners one in the Read and One in My Mind Question.</td>
</tr>
<tr>
<td>b. Ask learners to predict what might happen next in the story. Use these predictions to compose a creative writing story in the Literacy 2 lesson. Immediately follow this lesson, so be sure to remember them.</td>
</tr>
</tbody>
</table>

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 learners read a meaningful story that links to the theme and sub-theme. The characters in the story are based on the ones introduced in P1. The reading competences for Days 1 and 3 are focused on vocabulary development, reading fluency and comprehension.

Competences
The learner:

- discusses concepts related to the weekly sub-theme. (Step 2)
- uses the title, context and prior knowledge to make predictions when reading a story. (Step 3)
- retells a story from memory. (Step 3 - Day 3 only)
- formulates questions that might be answered in the text. (Step 4)
- reads texts with increasing fluency. (Step 5)
- identifies whether or not his/her predictions were correct and questions were answered. (Step 5)
- responds correctly to In the Text Questions. (Step 6)
- responds appropriately to In My Mind Questions. (Step 6)

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td>Getting Ready</td>
<td>• Learners sing and distribute books.</td>
</tr>
<tr>
<td>3 min.</td>
<td>2</td>
<td>Discuss the Theme and Sub-theme</td>
<td>• Learners discuss concepts related to the weekly sub-theme.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Before Reading: Predicting and Retelling</td>
<td>• Learners use the title, context and prior knowledge to make predictions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners retell a story from memory. (Day 3 only)</td>
</tr>
<tr>
<td>3 min.</td>
<td>4</td>
<td>Before Reading: Asking Questions</td>
<td>• Learners formulate questions that might be answered in the text.</td>
</tr>
<tr>
<td>12 min.</td>
<td>5</td>
<td>Reading the Story</td>
<td>• Learners read texts with increasing fluency.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners identify whether their predictions were correct and questions were answered.</td>
</tr>
<tr>
<td>5 min.</td>
<td>6</td>
<td>After Reading: Comprehension Questions</td>
<td>• Learners respond correctly to In the Text and In my Mind Questions.</td>
</tr>
</tbody>
</table>
How to Teach: literacy 1 - Days 1 and 3

The Chalkboard

Write the sub-theme for the week on the chalkboard in the local language (Step 2)

Differentiated Learning

Remedial
How can we help learners with comprehension problems? First, remember that most comprehension problems are linked to fluency problems. By addressing fluency issues you will help solve comprehension problems. Here are a few ideas:

- Pair struggling readers with fluent readers and have them read together in chorus.
- Give them P1 stories to read. These stories are short and simple. Readers struggling with fluency and comprehension may have more success when reading simpler text.
- Create a text rich environment in your classroom. Label items in the room and make a word tree or word wall.
- Use flash cards to build up the number of high frequency words they can identify quickly by sight.
- Talk to parents and encourage them to give the learner many opportunities to practice reading at home.

Do More: Role Plays

Learners love role plays. Role plays develop learners’ speaking, listening and comprehension competences and help develop life skills, too. Role play activities are easy to integrate into your CAPE 1 (Music, Dance and Drama) lesson plans. Here is a simple outline of a role play activity:

- Ask learners to identify a story they’ve learned in class that they want to act out in a role play.
- 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 sequence (order).
- 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.
- 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 1 and 3

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Getting Ready (5 minutes)</strong></td>
<td>Train learners to distribute the books quickly and quietly. Rotate the responsibility so all learners get a chance to pass out books.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the literacy Hour as selected learners distribute the books.</td>
<td></td>
</tr>
<tr>
<td>b. Prepare the chalkboard and lesson inputs as learners sing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step 2: Discuss the Theme and Sub-theme (3 minutes)</strong></th>
<th>WEEKLY LESSON SUPPORT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tell learners the theme for the week. Read the sub-theme for the week from the chalkboard.</td>
<td>A thematic question is provided in the Weekly Lesson Support section of this Teacher’s Guide.</td>
</tr>
<tr>
<td>b. Ask learners to share what they know about the sub-theme.</td>
<td>Remember that learners come to school with knowledge they have acquired at home. Recognise and appreciate the knowledge and skills of your learners. This will give them confidence to learn new things.</td>
</tr>
<tr>
<td>c. Ask learners the thematic question found in the Teacher’s Guide. Discuss their answers and expand upon them as time permits. Link to the day’s story when appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step 3: Before Reading - Predicting and Retelling (5 minutes)</strong></th>
<th>Predicting and retelling are both important comprehension skills in reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read the title of the story. On Day 1 go immediately to Step 3b. On Day 3 ask learners to remember what happened in the Pupil Book story on Day 1 and retell the story to the whole class.</td>
<td>Predicting actively engages learners in the reading process. It also encourages them to monitor their comprehension as they read.</td>
</tr>
<tr>
<td>b. Ask learners to look at the illustration in the Pupil Book and share what they see.</td>
<td>Retelling requires learners to focus on the bigger picture of the story and allows the teacher to see how well a learner understands the story as a whole.</td>
</tr>
<tr>
<td>c. Ask learners to predict what the story might be about and share their predictions with their neighbours.</td>
<td></td>
</tr>
<tr>
<td>d. Ask learners to share their predictions with the whole class.</td>
<td>If learners are having trouble making predictions, help them out by modelling both a good and bad prediction about a story. Learners will enjoy identifying which is the good prediction and which is the bad prediction.</td>
</tr>
<tr>
<td>e. Summarise the learners’ predictions for the whole class.</td>
<td></td>
</tr>
</tbody>
</table>
### How to Teach: Literacy 1 - Days 1 and 3

**Step-by-Step Teacher’s Activity** | **Extra Guidance**
--- | ---
**Step 4: Before Reading - Asking Questions** *(3 minutes.)* | WEEKLY LESSON SUPPORT:  
A *guiding question* for each story is provided in the Weekly Lesson Support section of this Teacher’s Guide.  
Asking questions about a story helps motivate learners to read with comprehension.
- a. Ask learners the *guiding question* found in the Teacher’s Guide or create another guiding question of your own.  
- b. Ask learners to talk to their neighbours and think of another question that might be answered in the story.  
- c. Ask learners to share their questions with the class.

**Step 5: Read the Story** *(9 minutes)* | It is important that learners use their fingers to track their reading in early primary. It helps the learner to keep their eyes focused and moving in the right direction. It also helps the teacher identify learners who are having reading problems.
- a. Tell learners to read the story silently first.
- b. Read the story aloud to the learners while they listen and track the words in their books with their fingers.
- c. After reading the story, ask learners if their predictions were correct and their questions were answered. Discuss.
- d. Read the story phrase by phrase while the class repeats each phrase in chorus.
- e. Read the whole story with the class as they read along with you in chorus.
- f. Ask learners to read the story to each other in pairs. Move around the room listening to learners read.
- g. Ask selected learners to read aloud to the whole class as time permits. Mark in the CAM Form.

**Step 6: After Reading - Comprehension Questions** *(5 minutes)* | WEEKLY LESSON SUPPORT:  
The *In the Text* and *In My Mind* Questions are found in the Weekly Lesson Support section.

*In the Text Questions*: These are literal questions. The answers are “right there” in the text. Learners can point to the answer.

*In My Mind Questions*: These questions are inferential and evaluative. Learners must use their prior knowledge to answer these types of questions.
- a. Ask the *In the Text Question* found in the Teacher’s Guide.
- b. Ask the *In My Mind Question* found in the Teacher’s Guide.
- c. Assess selected learners’ comprehension as they answer the questions. Mark in the CAM Form.
- d. Ask learners to predict what might happen next in the story. (IMPORTANT NOTE: *You will use these predictions to compose a class story in the Literacy 2 lesson that immediately follows this lesson, so be sure to remember them.*)
How to Teach: Literacy 1 - Days 2 & 4

Introduction
On Days 2 and 4 the reading lesson encourages learners to discover how their language is constructed. On Day 2 learners explore morphemes (the smallest meaningful units of language) and learn how to use morphemes to change the meaning of words. On Day 4 learners look at how sentences are constructed and discover the rules of grammar they use every day when they speak. Developing an understanding of how language works at the word and sentence level supports the development of learners’ vocabulary and comprehension competences.

Competences
The learner:
• reads words with increasing fluency. (Step 2)
• identifies vocabulary words in a story. (Step 2)
• uses vocabulary words to make meaningful sentences and identifies words with similar and opposite meanings. (Step 3)
• identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Step 4 – Day 2)
• identifies and uses grammatical features of the language correctly. (Step 4 – Day 4)

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>1</td>
<td>Getting Ready</td>
<td>• Learners sing and distribute books.</td>
</tr>
<tr>
<td>5 min.</td>
<td>2</td>
<td>Our Vocabulary Words</td>
<td>• Learners read words with increasing fluency.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners identify vocabulary words in a story.</td>
</tr>
<tr>
<td>10 min.</td>
<td>3</td>
<td>Word Exploration</td>
<td>• Learners use vocabulary words to make meaningful sentences and identify similar and opposite words.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Word Structures (Day 2)</td>
<td>• Learners identify and combine meaningful word segments (morphemes) to read whole words with increasing fluency.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Sentence Structures (Day 4)</td>
<td>• Learners identify and use grammatical features of the language correctly.</td>
</tr>
</tbody>
</table>
The Chalkboard

The vocabulary words (Step 2)

Word or Sentence Structure exercise (Step 4)

Differentiated Learning

Remedial

For learners who are having difficulties in reading the week's vocabulary words, create flash cards with one vocabulary word on each card. Learners can practice reading these cards in their free time. They can challenge themselves to read the words as fast as possible. They can create sentences using the word on the flash card. They can make up games where they compete against each other to read the word first. Learners can also take the flashcards home and practice them with their parents.

Accelerated

Challenge the learners who excel at grammar activities to come up with more examples of the word structure and sentence structure activities for the week in their free time.

Do More: Chalkboard Word Game

This is a fun game to play with the whole class. Learners must figure out a word by guessing the letters. Here are the rules:

- Think of a simple word.
- Count the number of letters in the word and make a blank space for each letter on the chalkboard.
- Learners take turns guessing a letter they think might be in the word.
- If the letter the learner says is found in the word, fill that letter in all the correct spaces.
- If the learner says a letter that is not in the word, write the incorrect letter to the side and draw one part of an animal. Start with the body. Add the head, eyes, ears and mouth. Add four legs and finish with the tail.
- Continue until the learners figure out the word.
- If you draw the tail then the game is over and the learners have lost! Show the learners the correct word.

How to Teach: Literacy 1 - Days 2 & 4

Literacy 1

| neighbourhood | theft |
| quarrel       | fight |
| swearing      | trespassing |
| teach         | teacher |
| work          | worker |
### How to Teach: Literacy 1 - Days 2 and 4

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Getting Ready (5 minutes)</strong></td>
<td>Make bookmarks with pieces of manila to help learners find the correct page.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the literacy hour as selected learners distribute the books.</td>
<td></td>
</tr>
<tr>
<td>b. Prepare the chalkboard and lesson inputs as learners sing.</td>
<td>Have learners move the bookmark every day.</td>
</tr>
<tr>
<td><strong>Step 2: Discuss the Theme and Sub-theme (3 minutes)</strong></td>
<td>Your learners will encounter words they can’t read every day. This step gives you the opportunity to model how to decode an unfamiliar word.</td>
</tr>
<tr>
<td>a. Ask learners to watch you as you read each vocabulary word aloud from the chalkboard. Move your finger or pointer under each word as you read it aloud. Repeat 1-2 times.</td>
<td></td>
</tr>
<tr>
<td>b. Ask learners to find the first vocabulary word in the book and read the word with you while they point with their fingers. Repeat with the other words.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to read each word aloud to a partner. Move around the room and assess individual learners’ progress in reading words with fluency.</td>
<td></td>
</tr>
<tr>
<td>d. Ask learners to work in pairs to find the vocabulary words in the week’s story.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Word Exploration (10 minutes)</strong></td>
<td>The word exploration process has 3 steps:</td>
</tr>
<tr>
<td>a. Return to the first vocabulary word and model for learners the word exploration process: Start by reading the word. Then use the word in a meaningful sentence. Finally, try to give another word that means the same and/or a word that means the opposite.</td>
<td></td>
</tr>
<tr>
<td>b. Do the same word exploration process with the second and third words as a whole class.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to work in pairs to follow the word exploration process with the last three words.</td>
<td></td>
</tr>
<tr>
<td>d. Ask selected learners to share the word exploration process for the last three words with the whole class. Assess and mark in the CAM Form.</td>
<td>It may be difficult to move through this process for all six vocabulary words in 10 minutes, especially early in the year. Do as many words as you can in 10 minutes.</td>
</tr>
</tbody>
</table>
How to Teach: Literacy 1 - Days 2 and 4

**Step-by-Step Teacher’s Activity**

<table>
<thead>
<tr>
<th>Step 4: Word Structure, Day 2 (10 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Write the first Word Structure exercise on the chalkboard.</td>
</tr>
<tr>
<td>b. Read the different segments, pointing out the meaning of each part as learners listen.</td>
</tr>
<tr>
<td>c. Ask learners to read aloud the first Word Structure exercise together with you. They should read from their books, tracking the words with their fingers.</td>
</tr>
<tr>
<td>d. Tell learners to read the exercise to each other in pairs, tracking the words with their fingers.</td>
</tr>
<tr>
<td>e. Repeat with the second and third Word Structure exercises.</td>
</tr>
<tr>
<td>f. When you have completed all three Word Structure exercises, write the Word Structure Application exercises on the chalkboard. Have learners complete the exercise independently.</td>
</tr>
</tbody>
</table>

**Extra Guidance**

**WEEKLY LESSON SUPPORT:**
Word Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher’s Guide.

On Day 2 this step takes words and breaks them down into smaller meaningful segments (morphemes). This helps learners discover the meanings of these word parts, which supports comprehension skills. It also helps learners recognise the meaningful units as part of a whole word, which increases reading fluency and spelling skills.

<table>
<thead>
<tr>
<th>Step 4: Sentence Structure, Day 4 (10 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Write the first Sentence Structure exercise on the chalkboard.</td>
</tr>
<tr>
<td>b. Read the different sentences, pointing out the meaning of each part as learners listen.</td>
</tr>
<tr>
<td>c. Ask learners to read aloud the first Sentence Structure exercise together with you. They should read from their books, tracking the words with their fingers.</td>
</tr>
<tr>
<td>d. Tell learners to read the exercise to each other in pairs, tracking the words with their fingers.</td>
</tr>
<tr>
<td>e. Repeat with the second and third Sentence Structure exercises.</td>
</tr>
<tr>
<td>f. When you have completed all three Sentence Structure exercises, write the Sentence Structure Application on the chalkboard. Have learners complete the exercise independently.</td>
</tr>
</tbody>
</table>

**WEEKLY LESSON SUPPORT:**
Sentence Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher’s Guide.

On Day 4 the Sentence Structure activity looks at sentences to explore grammatical features of the language.
How to Teach: Literacy 1 - Day 5

Introduction

During Literacy 1 on Day 5 you will have an opportunity to assess learners on four of the five components of literacy instruction: 1) retelling a story from memory (comprehension); 2) reading aloud (alphabetic principle and fluency); 3) using vocabulary words appropriately (vocabulary); 4) using morphemes to change the meaning of words (vocabulary and comprehension); and 5) using grammatical features correctly (comprehension). Try to assess between 5-10 learners during the lesson and mark the results in the CAM Form.

Competences

The learner:

- retells a story from memory. (Step 2)
- reads texts with increasing fluency. (Step 2)
- identifies and defines thematic vocabulary. (Step 3)
- identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Step 4)
- identifies and uses grammatical features of the language correctly. (Step 5)

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>1</td>
<td>Getting Ready</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Read the Story</td>
<td>• Learners retell a story from memory.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners read texts with increasing fluency.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Vocabulary Assessment</td>
<td>• Learners identify and define thematic vocabulary.</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Word Structure Assessment</td>
<td>• Learners identify and combine meaningful word segments (morphemes) to read whole words with increasing fluency.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td>Sentence Structure Assessment</td>
<td>• Learners identify and use grammatical features of the language correctly.</td>
</tr>
</tbody>
</table>
The Chalkboard

<table>
<thead>
<tr>
<th>Word Structure Assessment (Step 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Structure Assessment (Step 5)</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Remedial**
Learners are expected to recite the traditional text from memory by the end of the week. Here is how you can help learners who struggle to master this competence:

- Encourage them to recite the traditional text in their free time, aloud if possible. This way, they hear the words as they say them. If that isn’t possible, they can repeat the text silently to themselves.
- Encourage learners to demonstrate their mastery of the traditional text at home to their family.

**Accelerated**
Select fluent readers to read the weekly story aloud to the class as part of the Day 5 lesson. This motivates fluent readers and provides good role models for struggling readers. You should also try to provide fluent readers with extra books and other reading materials that they can take home and read with their families.

**Do More: Acrostic Poems**
Acrostic poems are a good introduction to poetry in P2. They can be illustrated, so they are an appropriate activity for CAPE 3 (Art and Technology). In an acrostic poem a letter from each line spells out a word or phrase that can be read vertically. To create an acrostic poem, follow these five easy steps:

1. Select the word you what to write about.
2. Write your word down vertically.
3. Brainstorm words or phrases that describe your word.
4. Place your brainstormed words or phrases on the lines that begin with the same letters.
5. Fill in the rest of the lines to create a poem.

Here is a simple acrostic poem written by a woman named Mary about herself:

**M**erciful  **A**ctive  **R**ealistic  **Y**outhful

Once learners have written their acrostic poems, they can illustrate them, too.
## How to Teach: Literacy 1 - Day 5

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Getting Ready (5 minutes)</strong></td>
<td>Always sing the same song to begin the Literacy 1 lesson. This routine will help learners mentally prepare for the lesson.</td>
</tr>
<tr>
<td>a. Guide learners to sing a reading song to signal the beginning of the literacy hour as selected learners distribute the books.</td>
<td></td>
</tr>
<tr>
<td>b. Prepare the chalkboard and other lesson inputs as learners sing.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Read the Whole Story (10 minutes)</strong></td>
<td>Marking the CAM Form:</td>
</tr>
<tr>
<td>a. Ask selected learners to retell this week’s story in full.</td>
<td>Level 3: Reads the text with no mistakes and excellent fluency and expression.</td>
</tr>
<tr>
<td>b. Read the story aloud once as learners listen and track with their fingers.</td>
<td>Level 2: Reads the text with a few mistakes and good fluency and expression.</td>
</tr>
<tr>
<td>c. Read the story together with the learners once.</td>
<td>Level 1: Reads the text with many mistakes and poor fluency and expression.</td>
</tr>
<tr>
<td>d. Ask learners to read the story to each other in pairs.</td>
<td></td>
</tr>
<tr>
<td>e. Ask individual learners to read selected sentences from the story to the whole class. Assess and mark in the CAM Form.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Vocabulary Assessment (5 minutes)</strong></td>
<td>Marking the CAM Form:</td>
</tr>
<tr>
<td>a. Remind learners of the week’s theme and sub-theme. Ask them to explain what the picture tells them about this thematic topic.</td>
<td>Level 3: The learner’s sentence creatively demonstrates the meaning of the vocabulary word.</td>
</tr>
<tr>
<td>b. Ask learners to look at the picture and find all of the vocabulary words that they can.</td>
<td>Level 2: The learner’s sentence uses the vocabulary word correctly.</td>
</tr>
<tr>
<td>c. As they find a picture of a word, write the word on the chalkboard. Ask individual learners to use the word in a meaningful sentence. Assess and mark in the CAM Form.</td>
<td>Level 1: The learner’s sentence does not convey the correct meaning of the vocabulary word.</td>
</tr>
</tbody>
</table>
How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher’s Activity | Extra Guidance
--- | ---
**Step 4: Word Structure Assessment (5 minutes)**

a. Write the first Word Structure exercise in the Pupil Book on the chalkboard.
b. Read the different segments, pointing out the meaning of each part as learners listen.
c. Ask learners to open the Pupil Book and read aloud the first Word Structure exercise together with you. They should read from their books, tracking the words with their fingers.
d. Write the second Word Structure Application exercise on the board. Ask an individual learner to complete the structure using the pattern they learned this week.
e. Write the correct answer on the chalkboard. Read the answer on your own and then with learners. Ask the same learner if they can think of another example that uses the same word structure. Assess and mark in the CAM Form.
f. Repeat steps d. and e. with the third structure.

**WEEKLY LESSON SUPPORT:** The answers to the Word Structure Assessment can be found in the Weekly Lesson Support section.

**Marking the CAM Form:**

- **Level 3:** The learner completes the Word Structure Application exercise correctly and independently provides another example that uses the same word structure.
- **Level 2:** The learner completes the Word Structure Application exercise correctly.
- **Level 1:** The learner is unable to complete the Word Structure Application exercise on their own.

**Step 5: Sentence Structure Assessment (5 min.)**

a. Write the first Sentence Structure exercise on the chalkboard.
b. Read the two different sentences, pointing out the meaning of each as learners listen.
c. Ask learners to read aloud the first Sentence Structure exercise together with you.
d. Ask learners to read the second Sentence Structure exercise silently as you read it aloud. Ask an individual learner to construct the new sentence using the grammatical feature of the week. Ask the learner if they can think of another example using the same sentence structure. Assess and mark in the CAM Form.
e. Repeat the second Sentence Structure exercise aloud to learners, saying it correctly.
f. Repeat steps d. and e. with the third exercise.

**WEEKLY LESSON SUPPORT:** The answers to the Sentence Structure Assessment can be found in the Weekly Lesson Support section.

**Marking the CAM Form:**

- **Level 3:** The learner completes the Sentence Structure Application correctly and independently provides another example that uses the same sentence structure.
- **Level 2:** The learner completes the Sentence Structure Application exercise correctly.
- **Level 1:** The learner is unable to complete the exercise.
How to Teach: Literacy 2 - Days 1 and 3

Introduction
On Days 1 and 3 of Literacy 2 learners focus on the creative components of writing. With the teacher’s support, learners plan and compose an original story. They identify the characters, setting and action and then 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:
• recites letters in alphabetical order. (Step 1)
• 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

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<tr>
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<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Alphabet Song/Chant</td>
<td>• Learners recite letters in alphabetical order.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Plan the Story</td>
<td>• Learners plan a story that has a beginning, middle and ending together with the teacher.</td>
</tr>
<tr>
<td>7 min.</td>
<td>3</td>
<td>Write the Story</td>
<td>• Learners write a story that has a beginning, middle and ending together with the teacher.</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Make Corrections to the Story</td>
<td>• Learners assist the teacher in making corrections in spelling, grammar and meaning.</td>
</tr>
<tr>
<td>7 min.</td>
<td>5</td>
<td>Read the Story</td>
<td>• Learners read the story with support from the teacher.</td>
</tr>
</tbody>
</table>
The Chalkboard

The 4 - sentence story composed by the class (Steps 2-5)

Literacy 2

Cows in the classroom

Tom and Mary were walking to church. They saw two cows in their school classroom! They chased them away. The cows were eating children’s books and papers!

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 learner’s eyes. Learners will give other clues as you observe them. They may squint frequently or hold a text very close to their face. Learners with hearing problems may seem inattentive or unresponsive in class. After identifying learners with impairments, contact parents and district officials for follow up. Other suggestions:

• Seat the learner to optimise the impaired sense. Closeness to the teacher, chalkboard and appropriate lighting are issues to consider.
• Pair a disabled learner with an able-bodied learner 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 work cards with big text.

Do More: Book Making

It is important to give learners an opportunity to read a variety of texts. When learners read books independently they develop an appreciation for reading. In Uganda we have few storybooks 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 learners 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 cover
• Photo albums with text and drawings inserted instead of photos
• Wall chart stories
How to Teach: Literacy 2 - Days 1 and 3

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Alphabet Song/Chant (1 minute)</strong>&lt;br&gt;a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour.</td>
<td>This step is very brief. The song/chant signals to learners that the first half of the literacy hour (reading) is over and it is time to begin the writing half of the literacy hour.</td>
</tr>
<tr>
<td><strong>Step 2: Plan the Story, Day 1 (10 minutes)</strong>&lt;br&gt;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.&lt;br&gt;b. Summarise the predictions learners made about the Pupil Book story during Literacy 1. Decide on the prediction they most want to write about as a class.&lt;br&gt;c. Discuss and plan what will happen at the beginning of the creative writing story (one idea), in the middle of the story (two ideas) and at the end of the story (one idea).&lt;br&gt;d. When you have planned the creative writing story to learners’ satisfaction, retell the story in full, emphasising the main ideas.</td>
<td>During the planning stage of writing the teacher and learners tell their creative writing story aloud without writing anything on the chalkboard.&lt;br&gt;During the planning stage of writing the teacher and learners tell their creative writing story aloud without writing anything on the chalkboard.&lt;br&gt;If the planning step is done well, the other steps in this lesson will fall into place much easier. Take the time to talk through the different ideas for the creative writing story and encourage participation from as many learners as possible.&lt;br&gt;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, you can model the planning process for them. After a few weeks they will begin to understand what is required of them and take over the planning process.</td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

#### Step 3: Write the Story (7 minutes)

**a.** Read the title of the story and ask learners to suggest a good first sentence. After listening to 2-3 suggestions pick the best sentence and write it on the chalkboard.

**b.** Ask learners, “What happens next?” Have them suggest 2 sentences that summarise the two middle ideas you discussed. Select the best sentences and write them on the chalkboard.

**c.** Tell learners, “Now let’s end our story with a final sentence.” Again, take 2-3 sentence suggestions that summarise the ending idea from your planning step. Write the final sentence that you and the class like best.

As you write the words and sentences of your story on the chalkboard it is important that you say the words aloud as you write.

You should also use the **Think Aloud** method as you write. Here are some examples of what you might think aloud:

- “I am starting a new sentence. That means I need to capitalize the first letter.”
- “It is the end of the sentence so let me put a full stop here.”

#### Step 4: Make Corrections to the Story (5 min.)

**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 to see if their answer is the same as the one on the chalkboard.

**c.** Continue with more letters, syllables or words as time permits.

Here is a sample think aloud for Step 4:

- “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.”

#### Step 5: Read the Story (7 minutes)

**a.** Ask learners to listen as you read the story aloud to them, tracking the text with a pointer. Read with meaning and fluency 2 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 under Literacy 1 (reading fluency).

Marking the CAM Form:

- **Level 3:** Reads the story with no mistakes and excellent fluency and expression.
- **Level 2:** Reads the story with a few mistakes and good fluency and expression.
- **Level 1:** Reads the story with many mistakes and poor fluency and expression.
How to Teach: Literacy 2 - Days 2 and 4

Introduction
Learners develop their concept of alphabetical order in the Literacy Day 2 and 4 lessons. They also continue to refine and improve their handwriting skills with an emphasis on improving speed, accuracy and the ability to evaluate their own handwriting. Spelling is another focus on Days 2 and 4. Finally, learners write in a Learning Journal. The Journal is designed to encourage reflection and independent writing skills. It is also an excellent tool for the teacher to communicate directly with individual learners about their literacy progress.

Competences

The learner:

• recites the letters in alphabetical order. (Step 1)
• reviews letter sounds introduced in P1. (Step 2)
• forms and evaluates letters and words with attention to accuracy and speed. (Step 3)
• segments words into individual sounds and syllables in order to spell correctly. (Step 4)
• reflects on his/her learning and writes a short summary of what he/she has learned. (Step 5)

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td>Alphabet Song/Chant</td>
<td>• Learners recite the letters in alphabetical order.</td>
</tr>
<tr>
<td>3 min.</td>
<td>2</td>
<td>Breaking and Making</td>
<td>• Learners review letter sounds introduced in P1 by breaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>down and building up words that feature the review sound.</td>
</tr>
<tr>
<td>10 min.</td>
<td>3</td>
<td>Handwriting Practice</td>
<td>• Learners form and evaluate letters and words with attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to legibility and speed.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Spelling Practice</td>
<td>• Learners segment words into individual sounds and syllables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in order to spell correctly.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td>Learning Journal</td>
<td>• Learners reflect on their learning and write a short</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>summary of what they have learned.</td>
</tr>
</tbody>
</table>
Differentiated Learning

Remedial
Learners who struggle with spelling are likely to have problems in segmenting words. Encourage learners who have trouble with spelling to first segment the word they are going to spell into its syllables. Then take one syllable at a time and repeat the syllable aloud while listening carefully. Segment the syllable into its individual sounds. Write down each sound and then continue to the next syllable.

Accelerated
The Learning Journals are an excellent way for you to communicate with your learners, but especially advanced learners because they are able to read and write at a higher level. Use the Journal to motivate and challenge these learners. Give them extra challenges or puzzles to solve. Ask them questions and encourage them to write to you about their interests and challenges in school.

Do More: Spelling Contests
Spelling contests give learners a chance to practice spelling in a fun, competitive game. Select 20 learners to line up in the front of the class. Move from left to right asking each learner to spell a word. If a learner is unable to spell the word correctly, they return to their seat. Continue until only one learner remains standing. Here is the procedure to follow during the contest:

- Teacher says the word aloud to the learner.
- The learner repeats the word aloud to the teacher to make sure they have understood it correctly.
- When the learner says the word correctly they should then try to spell it. Give a time limit of 1 minute.
- When the learner has finished spelling the word he/she should say the whole word aloud one more time to indicate he/she are done.
- The Teacher either indicates the word is spelled correctly or tells the learner the word has not been spelled correctly and asks the learner to be seated.
# How to Teach: Literacy 2 - Days 2 and 4

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Alphabet Song/Chant (2 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Sing/chant all of the letters of the alphabet to signal the writing portion of the Literacy Hour.</td>
<td>Refer to the first page of the Pupil Book for the correct alphabet with the letters in the proper order.</td>
</tr>
<tr>
<td><strong>Step 2: Breaking and Making (3 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>a. Show learners the review letter sound for the day. Write the big and small form of the letter on the chalkboard. Remind learners of the name of the letter and the sound the letter makes.</td>
<td></td>
</tr>
<tr>
<td>b. Write the word from the Teacher’s Guide that contains the letter sound on the chalkboard.</td>
<td></td>
</tr>
<tr>
<td>c. Break the word down as outlined in the Weekly Lesson Support section, and then build the word back up.</td>
<td></td>
</tr>
<tr>
<td>d. Have the learners repeat the break down and build up process with you.</td>
<td></td>
</tr>
<tr>
<td>e. Call on selected learners to break down and build up the word on their own.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> A sample Breaking and Making word is provided in the Weekly Lesson Support section of this Teacher’s Guide. The Breaking and Making activity is designed to review the letter sounds introduced in P1 by identifying the letter sound in a specific word. Here is an example for the letter f.</td>
</tr>
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<tr>
<td><strong>Step 3: Handwriting Practice (10 minutes)</strong></td>
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</tr>
<tr>
<td>a. Introduce the letter for the day in both its capital and small form. Tell learners both the name and sound of the letter.</td>
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</tr>
<tr>
<td>b. Air write the capital form as learners watch. Then air write the letter together with learners.</td>
<td></td>
</tr>
<tr>
<td>c. Write the capital letter on the chalkboard using the four guiding lines as learners watch. Have learners write a line of capital letters in their exercise books using the four guiding lines. Ask them to self-evaluate their writing with a partner.</td>
<td></td>
</tr>
<tr>
<td>d. Follow steps b. to d. with the small letter for the day.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> Letters, syllables and words for handwriting practice are provided in the Weekly Lesson Support section of this Teacher’s Guide. Try giving learners who are having difficulties managing correct letter formation slates and chalk before they use their exercise books. Let them write the letters as big as they want and don’t worry about the four guiding lines.</td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

<table>
<thead>
<tr>
<th>Step 4: Spelling Practice (10 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ask learners to turn to a clean sheet of exercise paper. Erase the handwriting words from the chalkboard.</td>
<td>WEEKLY LESSON SUPPORT: Suggested spelling words or sentences are provided in the Weekly Lesson Support section of this Teacher’s Guide. Assess your learners’ spelling performance and modify your spelling practice assignment accordingly.</td>
</tr>
<tr>
<td>b. Say the first word (Term 1) or sentence (Terms 2-3) aloud slowly. Repeat 2-3 times. Tell learners to write the word/sentence in their exercise book. When most learners are finished, write the word/sentence on the chalkboard and tell learners to check their work and make corrections.</td>
<td></td>
</tr>
<tr>
<td>c. Move around the room assessing learners’ spelling and handwriting.</td>
<td></td>
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<tr>
<td>d. Repeat with the second word/sentence.</td>
<td></td>
</tr>
</tbody>
</table>

| Step 5: Learning Journal (5 minutes) | |
|-------------------------------------| |
| a. Ask learners to write one thing that they have learned today during the literacy hour in their Learning Journal exercise books. | Collect selected Learning Journals after each lesson and write supportive comments to encourage your learners. |

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

**Step-by-Step Teacher’s Activity**

e. Write the first word for handwriting practice on the chalkboard using the four guiding lines as learners watch. Have learners copy the word three times in their exercise books using the guiding lines. Do the same with the other word. Ask learners to evaluate their handwriting with a partner.

f. Move around the room assessing learners’ handwriting posture, pencil grip and letter formation. Mark in the CAM Form for selected learners.

**Extra Guidance**

Remind remedial learners to continue practicing the letter formation exercises during their free time at home.
How to Teach: Literacy 2 - Day 5

Introduction
During Literacy 2 on Day 5 you will have an opportunity to assess learners on the following writing competences: 1) understanding alphabetical order (alphabetic principle); 2) handwriting (fluency); 3) spelling (alphabetic principle); and 4) creative writing (vocabulary and comprehension). In Literacy 2 you can collect learners’ work at the end of the lesson and mark results in the CAM Form.

Competences
The learner:
• recites letters in alphabetical order and arranges words in alphabetical order. (Steps 1 and 2)
• forms letters with attention to legibility and speed. (Step 3)
• segments words into individual sounds and syllables in order to spell correctly. (Step 4)
• reflects on his/her learning and writes a short summary of what he/she has learned. (Step 5)

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td>Alphabet Song/Chant</td>
<td>• Learners recite letters in alphabetical order.</td>
</tr>
<tr>
<td>3 min.</td>
<td>2</td>
<td>Alphabet Game</td>
<td>• Learners identify letters in the alphabet by name and sound.</td>
</tr>
<tr>
<td>10 min.</td>
<td>3</td>
<td>Handwriting Assessment</td>
<td>• Learners form letters with attention to legibility and speed.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Spelling Assessment</td>
<td>• Learners segment words into individual sounds and syllables in order to spell correctly.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td>Learning Journal</td>
<td>• Learners reflect on their learning and write a short summary of what they have learned.</td>
</tr>
</tbody>
</table>
Differentiated Learning

Remedial
How can you help learners in your class who have handwriting problems?

• #1 suggestion: Lots of extra practice!
• Write the patterns and letters in the learner’s exercise book in pencil for the learner to trace.
• Encourage learners to write letters and words in the sand using their finger or a stick during breaktime.
• Keep families informed. Encourage families to have the learner help with food preparation to develop fine motor skills. Weaving mats helps fine motor skills, too.

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.

Do More: Clay Models

Another CAPE 3 (Art and Technology) activity you can do that supports learners’ story comprehension is the creation of clay models and dioramas. A diorama is a model that represents a scene with three-dimensional figures. Choose an Oral Literature story that has a rich set of characters and interesting settings. In your CAPE 3 lesson have learners create clay models of all the characters.

When the models are dry, have learners work in groups to create dioramas for each of the settings in the story. Learners enjoy making dioramas because they have to use their imagination to create a setting using locally available resources to represent real life objects. For example, a stick can become a tree and an old Blue Band container turned upside down can become a hut. When the dioramas are complete, learners will enjoy making plays from the story using the clay models.
How to Teach: Literacy 2 - Day 5

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Alphabet Song/Chant (2 minutes)</strong></td>
<td>Every learner should get out a pencil and exercise book in preparation for this lesson.</td>
</tr>
<tr>
<td>a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Alphabet Game (3 minutes)</th>
<th>Think of other games to test your learners’ knowledge of alphabetical order.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Play the Alphabet Game with learners. The game changes each term, as outlined below:</td>
<td></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
</tr>
<tr>
<td>• Learners say the letters of the alphabet in order. (Learners can use their books.)</td>
<td></td>
</tr>
<tr>
<td>• Teacher says a letter.</td>
<td></td>
</tr>
<tr>
<td>• Learners find the letter in the book. Learners say its name and sound.</td>
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</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
</tr>
<tr>
<td>• Learners say the letters of the alphabet in order, but without using the book.</td>
<td></td>
</tr>
<tr>
<td>• Learners open the book and teacher says a letter.</td>
<td></td>
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<tr>
<td>• Learners find the letter in the book. They say the name of letter, then the letters before and after the named letter.</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td></td>
</tr>
<tr>
<td>• Learners say the letters of the alphabet in order from memory.</td>
<td></td>
</tr>
<tr>
<td>• Teacher says a letter and learners say the names of letters before and after the named letter, also from memory.</td>
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</tbody>
</table>
### How to Teach: Literacy 2 - Day 5

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 3: Handwriting Assessment (10 minutes)</strong>&lt;br&gt;• Ask learners to prepare their pencils, exercise books and body posture for writing.&lt;br&gt;• Write the two letters for the week on the chalkboard in their capital and small form.&lt;br&gt;• Tell learners to write a line of each letter in their exercise books in their best handwriting.&lt;br&gt;• Move around the room assessing learners’ handwriting posture, pencil grip and letter formation.</td>
<td><strong>Marking the CAM Form:</strong>&lt;br&gt;<strong>Level 3:</strong> Forms all of the capital and small letters correctly.&lt;br&gt;<strong>Level 2:</strong> Forms at least some of the capital and small letters correctly with a few small errors.&lt;br&gt;<strong>Level 1:</strong> Makes many mistakes in forming both the capital and small letter.</td>
</tr>
<tr>
<td><strong>Step 4: Spelling Assessment (10 minutes)</strong>&lt;br&gt;• Say the first word (Term 1) or sentence (Terms 2-3) aloud slowly. Repeat 2-3 times. Tell learners to write the word/sentence in their exercise book using their best spelling and handwriting. They should also use the four guiding lines.&lt;br&gt;• Move around the room assessing learners’ spelling and handwriting.&lt;br&gt;• Follow steps 4a. and 4b. with the second word or sentence.</td>
<td><strong>Marking the CAM Form:</strong>&lt;br&gt;<strong>Level 3:</strong> Spells all of the words correctly and uses the correct punctuation and capitalisation when writing full sentences.&lt;br&gt;<strong>Level 2:</strong> Spells most of the words correctly with 1-2 small errors in spelling, punctuation or capitalisation.&lt;br&gt;<strong>Level 1:</strong> Makes many errors in spelling, punctuation and capitalisation.</td>
</tr>
<tr>
<td><strong>Step 5: Learning Journal (5 minutes)</strong>&lt;br&gt;• Ask learners to write one thing that they have learned this week in their Learning Journal.&lt;br&gt;• Collect the exercise books and journals for selected learners. Assess their handwriting, spelling and journal writing and mark in the CAM Form.</td>
<td><strong>Collect selected Learning Journals after each lesson and write supportive comments to your learners to encourage them.</strong></td>
</tr>
</tbody>
</table>
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 meaningful sentences. (Step 6)

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
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</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Transition Song</td>
<td>• Learners sing a song.</td>
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<tr>
<td>9 min.</td>
<td>2</td>
<td>Recite a Traditional Text</td>
<td>• Learners recite a traditional text from memory.</td>
</tr>
<tr>
<td>4 min.</td>
<td>3</td>
<td>Before Listening to the Story</td>
<td>• Learners use the story title and prior knowledge to make predictions about what will happen in the story.</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Reading the Story Aloud</td>
<td>• Learners listen attentively to the teacher.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners use the story context to make predictions about what will happen next in the story.</td>
</tr>
<tr>
<td>7 min.</td>
<td>5</td>
<td>After Listening to the Story</td>
<td>• Learners answer the guiding question.</td>
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<td></td>
<td>• Learners identify whether the story was a fiction or informative story.</td>
</tr>
<tr>
<td>4 min.</td>
<td>6</td>
<td>Vocabulary Words</td>
<td>• Learners identify vocabulary words from the story and use them in a meaningful sentence.</td>
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</table>
Differentiated Learning

Remedial
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 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 learners 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 learners 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 learners 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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 1: Introductory Song (1 minute)</strong>&lt;br&gt;a. Sing a song to signal the beginning of the lesson.</td>
<td>Always sing the same song to begin the Oral Literature lesson. This routine will help learners mentally prepare for the lesson.</td>
</tr>
<tr>
<td><strong>Step 2: Recite a Traditional Text (9 minutes)</strong>&lt;br&gt;a. Recite the traditional text for the week alone as learners listen.&lt;br&gt;b. Recite the traditional text together with learners three times.&lt;br&gt;c. Ask small groups and individuals to recite the text from memory.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>Step 3: Before Listening to the Story (4 minutes)</strong>&lt;br&gt;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 whether the story is a fiction or informative story.&lt;br&gt;b. Read the guiding question and ask learners to listen for the answer as you read.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The guiding question is found on the Oral Literature pages of the Weekly Lesson Support section of this Teacher’s Guide.&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>Step 4: Reading the Story Aloud (5 minutes)</strong>&lt;br&gt;a. Read the Oral Literature story aloud to learners as they listen attentively.&lt;br&gt;b. Stop and ask the prediction question as indicated in the text (Fiction stories only.)&lt;br&gt;c. Discuss learners’ predictions briefly. (Fiction stories only.)&lt;br&gt;d. Continue reading Part 2 of the Oral Literature story aloud to the end.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The Oral Literature story and prediction question are found in the Weekly Lesson Support section.&lt;br&gt;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.</td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

#### Step 5: After Listening to the Story (7 minutes)

| a. | Repeat the guiding question. Discuss the answer as a class. |
| b. | Discuss whether the story was a fiction story or an informative story. |
| 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. |

#### Extra Guidance

**WEEKLY LESSON SUPPORT:**
A story outline in the Weekly Lesson Support section of this Teacher’s Guide will tell you whether the story is a fiction or informative story and list the characters, setting and action or the main idea.

The words in your language for characters, setting, action and main idea are provided in the glossary.

The characters are the actors in a story. The setting is where and when the story is taking place. The action of a story is a summary of what happens in the story. Another word is plot.

The main idea of an informative story is one sentence that summarises what the story is about.

### Step 6: Vocabulary Words (4 minutes)

| 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 with the other two vocabulary words. |

#### Extra Guidance

**WEEKLY LESSON SUPPORT:**
The selected vocabulary words for the Oral Literature story are found in the Weekly Lesson Support section.

You can also create flashcards for the vocabulary words in the Oral Literature stories. Hang them on a story tree or make a word wall in your classroom.
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. 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 meaningful sentences. (Step 6)

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Introductory Song</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>6 min.</td>
<td>2</td>
<td>Recite a Traditional Text</td>
<td>• Learners recite a traditional text from memory.</td>
</tr>
</tbody>
</table>
| 6 min. | 3    | Before Listening to the Story | • 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     | • Learners listen attentively to the teacher.                                      |
| 6 min. | 5    | After Listening to the Story | • 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            | • Learners identify vocabulary words from the story and use them in meaningful sentences. |
Differentiated Learning

Remedial
Some of your learners may have difficulty retelling the Oral Literature story on Day 3. 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 Day 1. Place the cards in the front of the classroom, but in a scrambled order. Have the 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 in 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)
## Step-by-Step Teacher’s Activity | Extra Guidance
---|---
**Step 1: Introductory Song (1 minute)**
| a. Sing a song to signal the beginning of the lesson. |
| The introductory song is designed to focus learners’ attention so they are ready for the lesson. |

**Step 2: Recite a Traditional Text (6 minutes)**
| a. Recite the same traditional text learners were introduced to on Day 1. Learners first listen while you recite alone. |
| b. Recite the traditional text together with learners. |
| c. Ask individual learners to recite the traditional text. Assess and mark in the CAM Form. |
| Be sure to identify the type of traditional text you are teaching 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. |

**Step 3: Before Listening to the Story (6 minutes)**
| a. Read the title of the week’s story aloud to learners. |
| b. If the text is a fiction story, 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. |
| 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. |
| d. Read the two In the Text Questions 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. |
| **WEEKLY LESSON SUPPORT:** The In the Text Questions can be found in the Weekly Lesson Support section of this Teacher’s Guide. |
| 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. |
### How to Teach: Oral Literature - Day 3

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 4: Reading the Story Aloud (5 minutes)</strong>&lt;br&gt;a. Read the story aloud to learners as they listen attentively.</td>
<td>On Day 3 you do not need to stop to ask the prediction question. (For fiction stories.)</td>
</tr>
<tr>
<td><strong>Step 5: After Listening to the Story (6 minutes)</strong>&lt;br&gt;a. Have learners answer the two In the Text Questions.&lt;br&gt;b. Ask other In the Text Questions of your own.&lt;br&gt;c. Have learners answer the two In My Mind Questions.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The In the Text and In My Mind Questions can be found in the Weekly Lesson Support section of this Teacher’s Guide.&lt;br&gt;Encourage learners to pose their own comprehension questions to the class. This can be a motivational activity for accelerated learners who want an extra challenge.</td>
</tr>
<tr>
<td><strong>Step 6: Vocabulary Words (6 minutes)</strong>&lt;br&gt;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.&lt;br&gt;b. Review the three vocabulary words from Day 1. Say each word aloud and write it on the chalkboard. Ask individual learners to use each word in a meaningful sentence. Assess and mark in the CAM Form.</td>
<td>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.&lt;br&gt;Show your enthusiasm for talking about words and their meanings. This will develop learners’ love and appreciation for the words in their language.</td>
</tr>
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</table>
How to Teach: News - Day 2

Introduction
The News lesson is taught 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

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<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td>Prepare to Write</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>5 min.</td>
<td>2</td>
<td>Model News Story</td>
<td>• Learners listen to the teacher model a News Story.</td>
</tr>
<tr>
<td>8 min.</td>
<td>3</td>
<td>Learners Write News Stories</td>
<td>• Learners use pictures, words and sentences to represent a meaningful News Story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners write their names.</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Learners Share News Stories</td>
<td>• Learners listen attentively to peers and participate in small group activities appropriately.</td>
</tr>
<tr>
<td>10 min.</td>
<td>5</td>
<td>Selected Learners Share News Stories</td>
<td>• Learners introduce themselves and greet the class using the appropriate cultural norms, including stating one’s full name.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners tell a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners listen attentively to peers.</td>
</tr>
</tbody>
</table>
The Chalkboard

This illustration represents a teacher’s model story for P2 Term 1. By Term 3 many learners will be writing multiple sentence stories.

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 or tell their News Stories 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 learner 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 learners 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 learners 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 of learners’ writing 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 learners’ 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 learners’ work directly on the wall!
# How to Teach: News - Day 2

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Prepare to Write (2 minutes)</strong></td>
<td>Every learner should have paper and a pencil for this lesson.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the lesson as you distribute the writing materials and learner name cards.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Model News Story (6 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT:</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>b. In <strong>Term 2</strong>, label the pictures with simple words learners can decode.</td>
<td>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 learner.</td>
</tr>
<tr>
<td>c. In <strong>Term 3</strong>, use the words in your story to create a simple sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Learners Write News Stories (8 minutes)</strong></td>
<td>In <strong>Term 1</strong> the stories learners write will consist entirely of pictures. Some of these stories will be easier to “read” than others. In <strong>Term 2</strong>, encourage learners to label their picture stories with words they can decode. In <strong>Term 3</strong>, 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.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>b. Move around the room observing learners as they write. Ask questions about their stories and provide support as needed.</td>
<td></td>
</tr>
<tr>
<td>c. When there are 3 minutes remaining, tell learners they have 3 minutes to complete their work, including writing their name.</td>
<td></td>
</tr>
</tbody>
</table>
## How to Teach: News - Day 2

<table>
<thead>
<tr>
<th><strong>Step-by-Step Teacher’s Activity</strong></th>
<th><strong>Extra Guidance</strong></th>
</tr>
</thead>
</table>
| **Step 4: Learners Share News Stories in Small Groups (5 minutes)**  
  a. Tell learners to take turns sharing their stories in small groups of 2-4 people.  
  b. Move around the room supporting learners who are having difficulty participating in the small groups. | 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. |
| **Step 5: Selected Learners Share News Stories (10 minutes)**  
  a. Select 5 learners to come up and share their News Stories with the whole class.  
  b. Ask learners to speak clearly and with expression.  
  c. 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.  
  d. The speaker should always begin their News Story by greeting the class in a culturally appropriate manner and saying their full name.  
  e. After the speaker has completed the News story, the teacher and learners should ask questions or make comments.  
  f. Thank the speaker at the end of their turn. Assess the learner on the CAM Form and ask the next learner to read/tell their story to the class. | Create a supportive classroom environment so that sharing News stories is fun and engaging for your learners.  
  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. |
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

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td>Prepare to Write</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>13 min.</td>
<td>2</td>
<td>Learners Write News Stories</td>
<td>• Learners use pictures and words to write a meaningful News Story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners write their names.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Learners Share News Stories in Small Groups</td>
<td>• Learners listen attentively to peers and participate in small group activities appropriately.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Selected Learners Share News Stories</td>
<td>• Learners introduce themselves and greet the class using the appropriate cultural norms, including stating one’s full name.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners tell a meaningful, well organised story to the class that demonstrates fluency, appropriate expression and confidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners listen attentively to peers.</td>
</tr>
</tbody>
</table>
### Differentiated Learning

**Remedial**
In P2 learners should write simple sentences. Some learners may have difficulty in taking this step on their own. To encourage them, write a short sentence in their exercise book related to the story the learner has drawn. Encourage the learner to write the next sentence on their own. Remind the learner that spelling the words correctly isn’t important. They just need to listen to the sounds they hear in the words and write them down as best they can.

**Accelerated**
Advanced writers should be encouraged to write longer stories. Keep your News writing assignments open-ended. For example, do not say, “I want you to write a three sentence story today.” Instead say “Write a story using as many sentences as you can.”

### Do More: Parent Involvement
Parents are a learner’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 learners 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 learners to seek information from their family. For example, if the theme is transport, tell learners 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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Transition Song (1 minute)</strong></td>
<td>Always sing the same song to begin the News lesson. This routine will help learners mentally prepare for the lesson.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the class as you distribute the writing materials and learner name cards.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Learners Write News Stories (13 min.)</strong></td>
<td>Select 5 learners you want to talk to during this step and do the following:</td>
</tr>
<tr>
<td>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.</td>
<td>Ask them to tell their story aloud to you.</td>
</tr>
<tr>
<td>b. Tell learners to write another News Story today.</td>
<td>• Is it a meaningful story?</td>
</tr>
<tr>
<td>c. Remind learners that they should write their names in their exercise books.</td>
<td>• Can you interpret their drawings? Do their pictures match the story?</td>
</tr>
<tr>
<td>d. Move around the room observing learners as they write. Ask questions about their stories and provide support as needed.</td>
<td>• Are the pictures well organised on the page?</td>
</tr>
<tr>
<td>e. When there are 3 minutes remaining, tell learners they have 3 minutes to complete their work, including writing their name.</td>
<td>• How are they progressing with writing their name?</td>
</tr>
<tr>
<td></td>
<td>• Are they labelling their stories with words? Are they writing sentences?</td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

**Step 4: Learners Share News Stories in Small Groups (5 minutes)**

- **a.** Tell learners to take turns sharing their stories in small groups of 2-4 people.
- **b.** Move around the room supporting learners who are having difficulty participating in the small groups.

**Step 5: Selected Learners Share News Stories (10 minutes)**

- **a.** Select 5 learners to come up and share their News Stories with the whole class.
- **b.** Ask learners to speak clearly and with expression.
- **c.** 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.
- **d.** The speaker should always begin their News Story by greeting the class in a culturally appropriate manner and saying their full name.
- **e.** After the speaker has completed the News story, the teacher and learners should ask questions or make comments.
- **f.** 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.

### Extra Guidance

Guide learners so that they are able to share their stories successfully in small groups.

Here are the writing competences learners should demonstrate over the course of the year in P2.

**Term 1:** Learners draw pictures that illustrate a News Story. They label the pictures and compose at least one sentence about their News Story.

**Term 2:** Learners write 2-3 sentences about their News Story.

**Term 3:** Learners write a short 3-4 sentence News Story using words only.
**Lhükonzo Technical Literacy Terms**

<table>
<thead>
<tr>
<th>English</th>
<th>Lhükonzo</th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabetic principle (phonics)</td>
<td>emithondere ye'syonzakanü</td>
</tr>
<tr>
<td>choral reading</td>
<td>erisoma haghúma omo múlenge</td>
</tr>
<tr>
<td>collaborative learning</td>
<td>eryighûra haghûma</td>
</tr>
<tr>
<td>competency-based assessment</td>
<td>erirengesya eriseghemere oko bindû</td>
</tr>
<tr>
<td></td>
<td>eby’abiyi batholere erîmîña</td>
</tr>
<tr>
<td>comprehension</td>
<td>eriyithegererya</td>
</tr>
<tr>
<td>continuous assessment</td>
<td>erirengesya ly’obuli ndambi</td>
</tr>
<tr>
<td>differentiated learning</td>
<td>eryîgha omo mibere eyîthasosene</td>
</tr>
<tr>
<td>echo reading</td>
<td>erisûbîrira omo bikasomawa</td>
</tr>
<tr>
<td>end of term assessment</td>
<td>erirengesya erîkabûyîrîra</td>
</tr>
<tr>
<td>explicit instruction</td>
<td>eby’erîghenderakû</td>
</tr>
<tr>
<td></td>
<td>ebikayithegereribawa</td>
</tr>
<tr>
<td>fluency</td>
<td>erithendererya</td>
</tr>
<tr>
<td>multisensory</td>
<td>obwenge muthina-muthina</td>
</tr>
<tr>
<td>orthography</td>
<td>emîsakangîre</td>
</tr>
<tr>
<td>partner reading</td>
<td>erisoma n’õghündî</td>
</tr>
<tr>
<td>phonemic awareness</td>
<td>erimînyerera emîrenge ye’syonzakanü</td>
</tr>
<tr>
<td>phonological awareness</td>
<td>erimînyerera erisobolha ly’yesyonzakanü</td>
</tr>
<tr>
<td>print awareness</td>
<td>eriyithegererya ebisakangîre</td>
</tr>
<tr>
<td>scaffolding</td>
<td>erihalihya obwenge</td>
</tr>
<tr>
<td>systematic instruction</td>
<td>erikangirirya erithondekire</td>
</tr>
<tr>
<td>vocabulary</td>
<td>ekyînywa kyîhya-kyîhya</td>
</tr>
<tr>
<td>whisper reading</td>
<td>erîsoma omo bîhwehwe</td>
</tr>
</tbody>
</table>
Weekly Lesson Support

Term 1 Lessons
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: learners, parents, instructional materials, the classroom environment and school rules and procedures, among others. The information on this page is designed to help you prepare for the beginning of the new school year so that you are ready to manage your responsibilities well.

**Term 1 Materials Checklist**

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

- Completed schemes of work and lesson plans
- P2 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 learner)
- Classroom rules chart
- Enough copies of the Continuous Assessment Monitoring Form so that each learner’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

**Early Assessment**

In the first days and weeks of the new school year the teacher should keenly observe learners to assess what competences and knowledge they bring from P1. Here are a few basic competences to look for at the beginning of P2:

- The learners know their full name and can use it to introduce themselves and greet others appropriately.
- The learners write their full name with correct spelling and letter formation.
- The learner handles a book properly. (i.e., identifies the front and back of the book correctly; knows how to turn the pages properly; treats a book respectfully during distribution/collection and the class lesson).
- The learners are able to identify letters by name and sound and can read simple decodable words and sentences.

During the first weeks of school the teacher should also identify any learners whose vision and hearing are not normal or who display any other learning disabilities. Teachers should also identify left-handed learners and seat them appropriately.

Teachers may also want to refer to the P1 records or discuss individual learner’s performance with their P1 teacher, especially if a learner demonstrated poor performance at the end of P1. These learners may need special attention at the beginning of P2.
1 Erithendekeru lyethü n’abalithimbireku

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nî bindù byahî ebikaminyikalhaya erithendekeru?

Before Reading: Guiding Question
Nî rangyi syahî esîrî omo bbbendele y‘eYuganda?

After Reading: In the Text Question
Nî wahî oyukasambaya ebbendele?

After Reading: In My Mind Question
Kûwabaya in’iwe Masika wangabere wûkakolha kyi okwithendekeru?

Literacy 2

Plan the Story
Wûthe watsuka erisomo nî kyibîya erithekatheka omûghane w’emilhondo ini owangawathîkya abiyî abangathalhûka eribûth-a-bûth-a owabû múghane.

Day 2

Literacy 1

Word Structure Application
esabbuni e-sabbuni esyo-sabbuni
endanda e-ndanda esyo-ndanda

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>abana</td>
<td>a</td>
</tr>
<tr>
<td>ba</td>
<td>ba</td>
</tr>
<tr>
<td>a</td>
<td>abana</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
A, a

abana, akada, akatabû
1.1 Omwanya, ehiményikalhü n’emibongo y’erithendekuru

Literacy 1

Thematic Question
Ni bündü byahi ebikamínyikalhüa erithendekuru?

Before Reading: Guiding Question
Masika akohghaya eyunifomu yiwe mïründi mingahï omo yenga?

After Reading: In the Text Question
Masereka na Masika bakalya endanda saha singahï?

After Reading: In My Mind Question
Iwe wamaheka endanda iwükendiriyû saha singahï?

Literacy 2

Plan the Story
Wûthe watsuka erísomo ni kyibüa erithekathekha omûghane w’emilhondo ini owangawathikya abïyi abangathalhûka eribütha-bütha owabû müghane.

Literacy 1

Sentence Structure Application
Omwiiy akatheha amaghetsë.
Abïyi bakatheha amaghetsë.

Omwana akanaba esabbuni.
Abana bakanaba esabbuni.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>amadala</td>
<td>a</td>
</tr>
<tr>
<td>ma</td>
<td>ma</td>
</tr>
<tr>
<td>a</td>
<td>amadala</td>
</tr>
<tr>
<td></td>
<td>A, a</td>
</tr>
<tr>
<td></td>
<td>amadala, amapira, akayoka</td>
</tr>
</tbody>
</table>
1 Erithendekuru iyethu n’abalithimbireku

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

eyunifomu  omühüha  esabbuni
ebbendele  endanda  omwana

Word Structure Review: Answers

esabbuni  e-sabbuni  esyo-sabbuni
endanda  e-ndanda  esyo-ndanda

Sentence Structure Review: Answers

Omwiyi akatheha amaghete.
Abiyi bakanaza amaghete.

Omwana akanaba esabbuni.
Abana bakanaza esabbuni.

Literacy 2

Handwriting and Spelling Assessment

abana  akada  amapira
1.1 Omwanya, ehiminyikalhü n’emibongo y’erithendekeru

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| A flat rock near the school entrance. The big gong is near the rock. Children and goats playing together. |

**Model News Story**

There is a flat rock at the entrance to our school and the big gong nearby. Yesterday at break time, some children were chasing the goats around the rock, others were playing hide and seek with the kids. It was a pleasant time for both children and the animals. Suddenly the prefect sounded the gong and everyone rushed to the classroom. I was amused to see goats seated among the children.

**References**

- **NPSCU Teacher’s Guide**
  - Competences, page 71
  - Sample Scheme of Work, pages 83-85
- **NPSCU P2 Curriculum**
  - Page 14

**Traditional Text**

**Omusyo**

Omwana mwolho akalya n’ise.

Erikumbulha: Omwana oyukowa bakamwanza.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
1 Erithendekeru lyethü n’abalithimbireku

Oral Literature

Ebibüya by’okwithendekeru ly’eBühaha

Ekyibulyo ekyikasondolha
Ni mibiri yahı eya Mümbere akakolha okwithendekeru?


Abiyi bakabya bathe bingira omo bise n’erisomaram, bakatsuka eryuwanja obuthalha. Abandi bakabiraya n’abandi bakathonda ndeke ebimole ebihere omo malegha. Abana bakabya babirighunza eribirya n’erithonda ebimole badingira omo bisenje by’eryiyiram. Mümbere anziy erisoma ebitabü ebirin mw'esyondekeranu.

Erithendekeru ly’eBühaha liwithe enayikondo ey’abandu bakasyatheha kw’amaghete. Abandu banziye erithendekeru eri kusangwa likasomesaya abana babü kandu abandu bakasyatheha amaghete oko nayikondo yalyo.

### Story Outline

<table>
<thead>
<tr>
<th>Enzümwa ngülhü</th>
<th>Ebikakoleka okwithendekeru.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enzümwa eyikahamiraya 1</td>
<td>Emibiri ya Mümbere okwithendekeru.</td>
</tr>
<tr>
<td>Enzümwa eyikahamiraya 2</td>
<td>Omübongo w’erithendekeru oko bikalhani.</td>
</tr>
</tbody>
</table>

73 Term 1 Week 1
1.1 Omwanya, ehiminyikalhü n’emìbongo y’erithendekuru

Oral Literature

Abiyi b’okwithendekeru ly’eBühaha bakigha erikolha emibiri y’ebyalha. Omo syosaha sy’erigholho abiyi bakakolha ebibu, erilhuka emikeka n’esyondemere. Abandi bakabatsa. Bakakolha ehithumbi n’ebisosanu by’erihanika omo nyumba.


Vocabulary Words

<table>
<thead>
<tr>
<th>ebbendele</th>
<th>erilhuka</th>
<th>ekombyuta</th>
</tr>
</thead>
</table>

In the Text Questions

1. Mümbere akasomera hayi?
2. Oyukasambaya ebbendele n’ndi?

In My Mind Questions

1. Küwabya iwukasomera eBühaha wangabere wükakolha mubiri wahi okwithendekuru?
2. N’bindu byahi ebiri omo mughane ebikabanika omwithendekuru lyenyu?
1 Erithendekeru lyethu n’abalithimbireku

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Erithendekeru likawathikaya lithi abandü abikere hakuhi nalyú?

Before Reading: Guiding Question
Ní bìndü byahí ebikasangawa omwithendekeru lyethu?

After Reading: In the Text Question
Mašika na Kambale bakasomera hayi?

After Reading: In My Mind Question
Wükalengekanaya abiíyí bamathendibíkí ebitáby by’omo kabada ìbikendibya bithi?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ní kyibuya erithekatheka omúghane w’emihondo iní owangawathikya abiíyí abangathahúka eribútha–bútha owabú múghane.

Day 2

Literacy 1

Word Structure Application
ekyíšathirú  ekyí-sathirú  ebí-sathirú
ekyíšosanú  ekyí-sosanú  ebí-sosanú

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bika b</td>
<td>B, b</td>
</tr>
<tr>
<td>bī bī</td>
<td>bika, bünduka, bündülha</td>
</tr>
<tr>
<td>b b</td>
<td></td>
</tr>
</tbody>
</table>
1.2 Emībongo y’erithendekuru oko bikalhani

Literacy 1
Thematic Question
Erithendekuru likawathikaya līthī abandū abikere hakuhi nalyū?

Before Reading: Guiding Question
Nī masatha wahī aw’abana bakasatha omwigholho?

After Reading: In the Text Question
Masika na Kambale bakaheka amaghetse w’omo kyī?

After Reading: In My Mind Question
Nī bīndū byahī omo múghane ebīrī omo būlambū obowikeremu?

Literacy 2
Plan the Story
Wūthī watsuka erisomo nī kyibūya erithekatheka omūghane w’emilhondo ini owangawathikya abiyyi abangathalhūka eribūth-a-būthha owabū múghane.

Literacy 1
Sentence Structure Application
Masereka akalebaya ekyisosanū.

Masereka akalebaya ebisosanū.

Omukali ahekire ekyithirī.

Omukali ahekire ebithirī.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bīrikīna</td>
<td>B, b</td>
</tr>
<tr>
<td>bì</td>
<td>bì</td>
</tr>
<tr>
<td>b</td>
<td>bīrikīna, biraya, bisama</td>
</tr>
</tbody>
</table>
1 Erithendekero lyethu n’abalithimbireku

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
etapũ ekyisathirũ omwigholho
omupira emeza ekyithumbi

Word Structure Review: Answers
ekyisathirũ ekyi-sathirũ ebi-sathirũ
ekyisosanũ ekyi-sosanũ ebi-sosanũ

Sentence Structure Review: Answers
Masereka akalebaya ekyisosanũ.
Masereka akalebaya ebiisosanũ.

Omukali ahekire ekyithirũ.
Omukali ahekire ebithirũ.

Literacy 2

Handwriting and Spelling Assessment
bika biraya bisama
1.2 Emibongo yerithendekeru oko bikalhani

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| People in a meeting at the school playground. They are seated on chairs. A male person (chairman) is standing and talking to them. |

**Model News Story**

I stay near the Local Council office. The Local Council chairman often conducts village meetings. I allowed him to use the school playground. He also borrows chairs from the school. He thanks the school for the playground and the chairs.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 71</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 91-92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 14-15</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Olhüthekeranü**

Ngawithe akasoro kayi kakalhalira amakuha, n’awandi iKayiSwikawü.

Erikumbulha: Olhülimi

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
1 Erithendekera lyethü n’abalithimbireku

Oral Literature

Omusikyi münene

**Ekyibulyo ekyikasondolha**
Ni bindü byahi eby’abandü bangayibweka okwithendekera?


Abandü babirithunga emibirı okwithendekera linü. Emibirı yosi y’erithendekera ng’erisakalha esonyumba, eririmirira erithendekera, n’eritsümbira abakangirinya n’abiyi yakolihawa abandü b’Embunga. Abandi bakalisaya esyonde sy’erithendekera n’abandü ibuwania obuthalha.

Mükündi ni müghüma w’oko bandü abakakolera okwithendekera linü. Akalinda erithendekera oko bibi omo kyiro.

Kyiro kyighuma, omüsyakülhü Masereka mwatsema akasangana ibabiributhya embene yiwe. Abi yi kandi mubawathikya erisakalha ekyitsümbirü ky’omükekülhü müghüma iya Nyakabughö. Abandü abikere hakuhi n’erithendekera eri bamayisunza erisanga-sangana omo ndekü, bakayikalha okwithendekera linü.

---

**Story Outline**

**Enzümwa ngülhü**
Eriwathikania.

**Enzümwa eyikahamiraya 1**
Abi yi n’abakangirinya eri wathikya abandı bandü.

**Enzümwa eyikahamiraya 2**
Abandü eribana ah’erithibitha omo buthuku bwe’bëitsibü.
1.2 Emībongo y’erithendekera oko bikalhāni

Oral Literature


Omwigolho abandū mubīcalha mō kıyīsenge eky’abya mw’eṭtivī bamahūlikirīra n’erisamalīra emisathū n’amahothole okō tivī. Abandū abasangawa īsībalibathalhangīra ettivī mūbatsemā kūtsībū. Abandū mūbanza erithendekera lyabū kūsangwa mūyabawathikya likabahā a’h’erīghotsēra. Mūbahawamū eribyā bakasyuwania obūthālha bw’erithendekera kyiro kyīghūma omo tamū.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>etapū</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ni ndī oyūkalinda erithendekera omo kyiro?</td>
<td>1. Wūkalengekanaya kūhathabaya erithendekera ly’embunga abandū bangathibithire hayī?</td>
</tr>
<tr>
<td>2. Omusikyi mwaghunza esyosaha singañī īnianemūlhaba?</td>
<td>2. Ni būtsībū kyi obwangabanīka hamathendibya obūghūma?</td>
</tr>
</tbody>
</table>
1 Erinthendekeru lyethu n’abalithimbireku

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nī bindu byahī ebyangaletsa amalhwa ahakathi-kathi k’erinthendekeru n’abikalhini?

Before Reading: Guiding Question
Nī bindu byahī ebyangatsandya ebirimwa okwithendekeru?

After Reading: In the Text Question
Nī kyisoro kyahī ekyabukulu ebimole bya Masika?

After Reading: In My Mind Question
Kuwabia in’iwe Masika wangakolire kyī?

Literacy 2

Plan the Story
Wuthẹ watsuka erisomo nī kyibuya erithekatheka omughane w’emihondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mughane.

Day 2

Literacy 1

Word Structure Application
omündu omū-ndu aba-ndu
omumbesa omū-mbesa aba-mbesa

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>emeza</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>me</td>
</tr>
<tr>
<td>e</td>
<td>emeza</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

E, e

emeza, ebiseke, endemere
1.3 Ebikaletha ebitsibů ahakathi-kathi k'erithendekuru n'abalithimbireku

Literacy 1

Thematic Question
Nī bindū byahi ebyangaletha amalhwa ahakathi-kathi k'erithendekuru n'abikalhani?

Before Reading: Guiding Question
Okwithendekuru kwamabanika ebitsibů, nī bandū bahāi abangasa bakasyahumulikania abiyi n'abakangiriraya?

After Reading: In the Text Question
Engende yabere yikalhangira abandū mūyakolha kyi?

After Reading: In My Mind Question
Wūkalengekanaya engende mūyathibitha hayi?

Literacy 2

Plan the Story
Wūthe watsuka erisomo nī kyibůya erithethaka omůghane w'emihlondo iní owangawathikya abiyi abangathalhūka eribůthá-bůthā owabū mūghane.

Literacy 1

Sentence Structure Application
Kambale akatethe na amahetse.

Kambale mwaṭhe na amahetse.

Masika akaghůsa eribwe.

Masika mwaghůsa eribwe.

Literacy 2

Handwriting and Spelling Practice
E, e

embene, engende, ende
1 Erithendekeru lyethu n’abalithimbireku

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
ebimole                  abapolisi       omukangirirya
obwogho                  abiyi            emibongo

Word Structure Review: Answers
omündü                   omü-ndü         aba-ndü
omümbesa                 omü-mbesa        aba-mbesa

Sentence Structure Review: Answers
Kambale akathea amaghete.
Kambale mwathhe amaghete.
Masika akaghüsa eribwe.
Masika mwaghüsa eribwe.

Literacy 2

Handwriting and Spelling Assessment
emeza                     embene           ende
1.3 Ebikaletha ebitsibù ahakathi-kathi k'erithendek eru n'abalithimbireku

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A man is chasing a cow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Saturday morning, I found a cow grazing in our school garden. It belonged to one of the school neighbours. I ran after it to chase it away and I unfortunately knocked a stone and fell down. I lost one of my toenails and I was very much annoyed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 71</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 98-99</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olhúthekaranù</td>
</tr>
<tr>
<td>Ngawithe enyumba yayi yíwithe enduhi ngúma.</td>
</tr>
<tr>
<td>Erikumbulha: Olhwokwe</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
1 Erithendekero lyethü n’abalithimbireku

Oral Literature

Amasathwa wa Wande na Wangoko

**Ekyibulyo ekyikasondolha**

Ní bindü byahi ebyangaletha amalhwa ahakathi-kathi k’erithendekero n’abalithimbireku?

**Ekyipindi kyerimbere**


Abandü abikere hakuhi n’erithendekero eri bakalîghoba kw’ebindü binene. Abana babü bakalisomerakü. Abandü bakalikolera kw’emisathü n’amagheni, n’abandü bakayibweka kůlyo kw’ebithumbi, n’erisathüra omo kyisathirü kyaloyo.


---

**Story Outline**

**Abasathi**

Wambeba, Súngura, Wande, Wangoko, abikalhâni.

**Ekyipindi n’obuthuku bw’omughane**

Okwithendekero.

**Ekyikakolhawa**

Erîsathüra omo kyisathirü ky’erithendekero.
1.3 Ebikaletha ebitsibü ahakathi-kathi k’erithendekuru n’abalithimbireku

**Oral Literature**

**Ekyibulyo eky’ebikendikwamako**
Wükalengekanaya ni kyi ekyikendikwamakü?

**Ekyipindi kyakabiri**
Wambeba mwabirikira endekü y’abakangirirya abosi n’abandi bandü abosi ababya bikere hakuhi n’erithendekuru. Wande, Wangoko n’abikalhani abandi mübambalha amakoti bamasa omo ndekü. Mükülhü w’erithendekuru mwabangirira inianatsemire.


Erilhwa ekyiro ekyo, abikalhani múbabya bakasyasathira omo kyisathirü ky’erithendekuru omwigholho abiyi babirikulhuka.

---

**Vocabulary Words**

<table>
<thead>
<tr>
<th>amagheni</th>
<th>endekü</th>
<th>abikalhani</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Mükülhü w’erithendekuru ni ndi?
2. Ni bahi abasathira omo kyisathirü?

**In My Mind Questions**

1. Wükalengekanaya abiyi múbayowa bathi bakabulha ahe’risathirü?
2. Küwabya in’iwe Wambeba wangakolire kyi?
2 Eka n’ekyipindi kyethu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ni bandu bahi abakasangawa eka?

Before Reading: Guiding Question
Iwe, wikere na bandu bahi ek’ewenyu?

After Reading: In the Text Question
Mwal’ wabu Masereka ni ya ndi?

After Reading: In My Mind Question
Kuwabya in’iwe Masereka wangakolire kyi wükalhangira enzoka?

Literacy 2

Plan the Story
Wütthe watsuka erisomo ni kyibuya erithekatheka omughane w’emilhondo ini owangawathikya abiyi abangathalhüka eributha-butha owabu müghane.

Day 2

Literacy 1

Word Structure Application
omúhini  omú-hini  emi-hini
omúthi  omú-thi  emi-thi

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>mükaka</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>mü</td>
<td>mü</td>
</tr>
<tr>
<td>m</td>
<td>mükaka</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

M, m
mükaka, mama, mamülere
2.1 Obühughų ahakathi-kathi k'abdũ b'eka

Literacy 1

Thematic Question
Ni bandũ bahũ abakasangawa eka?

Before Reading: Guiding Question
Eka mûkakolha emibiri na ndi?

After Reading: In the Text Question
Sokûlhũ mwaheřerya Masereka yakyi?

After Reading: In My Mind Question
Kûwabya in'ũwe Masereka wangayire lhûghanũ lhwaũ?

Literacy 2

Plan the Story
Wûthe watsuka erísomo ni kyibûya eritékathuka omûghane w'emilhondo ini owangawathikya abiyi abangathalhûka eribûtha-bûtha owabũ múghane.

Literacy 1

Sentence Structure Application
Sokûlhũ mwakera akahene.
Sokûlhũ mwakera othûhene.
Mûkaka mwathwa akathi.
Mûkaka mwathwa othûthi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>makanika m</td>
<td>M, m</td>
</tr>
<tr>
<td>ma</td>
<td>makanika, manûlha, mamatha</td>
</tr>
<tr>
<td>m</td>
<td></td>
</tr>
</tbody>
</table>
2 Eka n’ekyipind’ kyethu

Literacy 1 and 2

Day 5

 Literacy 1

Vocabulary Review
sokulhü  mükaka  mwaliwethü
nyokolhumë  mamulëere  müghalha

Word Structure Review: Answers
omühi  omü-hi  eëmi-hi
omüthi  omü-thi  eëmi-thi

Sentence Structure Review: Answers
Sokulhü mwakerea akahene.
Sokulhü mwakera othuhene.
Mükaka mwathwa akathë.
Mükaka mwathwa othuthi

Literacy 2

Handwriting and Spelling Assessment
mama  mamulere  mükaka
2.1 Obühughüh ahakathi-kathi k’abandü b’eke

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child hugging a male person.</td>
</tr>
</tbody>
</table>

**Model News Story**

When I was a child my father used to play with me. He used to hide behind the door. When I would find his hiding place, I could hug him. One time he put there a long broom and covered it with a curtain. He hid in the corner. Upon seeing the broom, I hugged it through the curtain thinking it was him. Then he laughed at me in the corner.

<table>
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<tr>
<th>References</th>
</tr>
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<tbody>
<tr>
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<td>• Competences, page 72</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 105</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Page 17</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Omusyo**

Omwana mwolho akalya n’ise.

(Omwana oyukowa bakamwanza)

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
2 Eka n’ekyipindi kyethu

Oral Literature

Abana abakesaya nzalha

Ekyibulyo ekyikasondolha
N’i mibiri yahi ey’abalhume bathebangakolha?

Ekyipindi kyerimbere
Kera-kerakanyatsi yabba omuyi owabaya kw’abandu banene. Omuyi oyu abya wa Kakule na
mukali wiwe iya Kabuke. Iwikere n’abana babu bbani. Baghalha babu Kakule basathu na balu
babu Kabuke babiri nabu babu bikere oko muyi oyu. Abana ba Kakule na ba Kabuke kwabya
abathabana babiri n’abambesa babiri. Mama, abasomulere n’abamamulere b’abana ibakayalima
omo mwsya.

Kakule na Kabuke babya bathungire esyombuli sinene. Kakule iniakasithwalha omo musithu
owabaya hakhu n’eriri lyabu ery’amakamatha. Ahakathi-kathi k’omusithu n’eriri’ma habya
ohlusi. Ibakalhusoka omo mahgetse. Ebindi biro Kakule iniakaghenda n’abana babiri
abathabana. Banabaya bamayalisya ibakalwayu obuthuku bukira. Abana abathabana mubakulha
ibasi eririsya esyombuli lisa. Babya isibangatsumba kute erikolha eyinindi mibiri yeka.

Abambesa ibakasiba eka bakatsumba. Mubakulha ibasi eritsumba lisa. Kyiro kyighuma
abathabana babere ibanemulisa esyombuli na thatha wabu, embulha mwyawa nene. Sibabuya
bawithe ah’eryuwama. Mubasigha esyombuli bamaghenda bakathibitha. Abathabana
mubasighalha enyuma.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abasathi</td>
</tr>
<tr>
<td>Kakule, Kabuke, abana.</td>
</tr>
</tbody>
</table>

| Ekyipindi n’obuthuku bw’omughane |
| Eka. |

| Ekyikakolhawa |
| Erikolha emibiri eka. |
2.1 Obühughu ahakathi-kathi k’abandü b’eka

Oral Literature

Ekyibulyo eky’ebikendikwamako
Wükalengekanaya ni kyihi ekyabya kyakwamireku?

Ekyipindí kyakabiri
Thatha w’abathabana mwanguha akayaswika ebikusa ebyabya byanikire omuürüma. Abere abirisoka, olhusi mulhusulha. Abathabana mübabülha ah’erilhaba.


Ebíro ebyakwamakü abambesa mübabya bakayalisa esyombuli kýro kýíghúma-kýíghúma n’abathabana mübabya bakatsümba na balí babú.

Vocabulary Words

<table>
<thead>
<tr>
<th>eyísírya</th>
<th>erírisya</th>
<th>erihangülha</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Kakule na Kabüke babya bathungire kyí?
2. Kakule na Kabüke babya bawithe bana bangahí?

**In My Mind Questions**

1. Wamabáya wüwithe abana benyü abathekolha möbirí iwükendikolha kyí?
2. Ní möbirí yahí ey’abana bathebangakolha?
2 Eka n’ekyipindi kyethu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nǐ mibiri yahì ey’abandũ bakakolha omo kyipindi?

Before Reading: Guiding Question
Abarandi bakakolha bindũ byahi?

After Reading: In the Text Question
Nĩ mündũ wahĩ oyūkalinda obūholho?

After Reading: In My Mind Question
Abapolisi bamathendibya omo kyihūghũ ihakendibya kyĩ?

Literacy 2

Plan the Story
Wùthe watsuka erisomo nĩ kyibũya eriθekathēka omuguñhane w’emilhondo inĩ owangawathikya abiyĩ abangathalhũka eribũtʰa-bũtʰa owabũ muguñhane.

Day 2

Literacy 1

Word Structure Application
akapũnũ       aka-pũnũ        obū-pũnũ
akanthe       aka-the         obū-the

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th></th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>εmiβiri</td>
<td>ī</td>
</tr>
<tr>
<td>mĩ</td>
<td>mĩ</td>
</tr>
<tr>
<td>ī</td>
<td>εmiβiri</td>
</tr>
</tbody>
</table>

Term 1  Week 5
2.2 Emibiri y’abandü muthina-muthina omo kyipindi

Literacy 1

Thematic Question
Ni mibiri yahi ey’abandü bakakolha omo kyipindi?

Before Reading: Guiding Question
Ni bandü bahi abakakolera omo mathambilirü?

After Reading: In the Text Question
Ni ndi oyowaghendaya egali?

After Reading: In My Mind Question
Wamasangana omündü oyülhwere omo nzira iniane iyowene
iwwükendikolha kyi?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibuya erithekatheka omuqhane
w’emilhondo ini owangawathikya abiyi abangathalhüka
eributha-butha owabü муqхane.

Literacy 1

Sentence Structure Application
Ngathambira omukoni.

Ngendisyathambira omukoni.

Ngaghülha egali.

Ngendisyaghülha egali.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ĭmbirira</td>
<td>Ì, ì</td>
</tr>
<tr>
<td>rí</td>
<td>rí</td>
</tr>
<tr>
<td>Ĭ</td>
<td>Ĭmbirira</td>
</tr>
</tbody>
</table>

Term 1  Week 5
2 Eka n’ekyipindi kyethü

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
emibiri           egali           omūnasí
omūthahwa         omukoni        omupalisi

Word Structure Review: Answers
akapūnú            aka-pūnú        obū-pūnú
akathe             aka-the         obū-the

Sentence Structure Review: Answers
Ngathambira omukoni.
Ngendisyathambira omukoni.

Ngaghūliha egali.
Ngendisyaghūliha egali.

Literacy 2

Handwriting and Spelling Assessment
emibirí            imira          bikira
2.2 Emibiri y’abandü muthina-muthina omo kyipindi

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

Children in their school uniforms singing happily.

Model News Story

I like the work of different people including fishermen and tailors. One day, the local tailor made colourful uniforms for the Primary 2 children. They wore them performing at a school music competition, that they won. The teacher was pleased and proud of them. She brought a big Nile Perch which they ate for dinner. Everyone felt very happy.

References

NPSCU Teacher’s Guide
- Competences, page 72
- Sample Scheme of Work, pages 108-109

NPSCU P2 Curriculum
- Pages 17-18

Traditional Text

Omüghane-ghane

Abana n’abakülhü,
Abosi bakokaya omühoko,
Abana n’abakülhü,
Abosi bakalhüka emiêka,
Abana n’abakülhü,
Abosi bakikalha oko mîêka bakalya omühoko.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
2 Eka n’ekyipindi kyethu

Oral Literature

Abapolisi bakahamba abibi

Ekyibulyo ekyikasondolha
Ni bandu bahl abakalinda obuholho omo kyipindi?

Ekyipindi kyerimbere
Endambi muyahika abibi mubakanya omo buhlambu bunu.

Mukuhl w’obuhlambu iya Kyibundu mwatheka endeku buvana n’abibi eribya bakaheka ebundu by’abandu buli kyiro. Mwabirikira abanasi abakathambira abakoni n’abakangirira abakakangiriraya abiyi. Mwathasyabirikira abahimbi abakahimba amanyumba, abapolisi abakalinda obuholho n’abarandi abakakolha ebithumbi, esyomeza, n’esyongyingu.

Mukuhl w’obuhlambu mwabwira abandu omo ndek u athi obwibi bwabirikanya omo kyipindi. Neryo omupolisi mwabugha athi hamathasyabanika obutsiibu, mukuhl w’obuhlambu inabirikira abapolisi.

---

### Story Outline

**Abasathi**
Kyibundu, abibi, abapolisi.

**Ekyipindi n’obuthuku bw’omughane**
Omo buhlambu.

**Ekyikakolhawa**
Erihamba abibi.
2.2 Emibiri y’abandü muthina-muthina omo kyipindi

Oral Literature

Ekyibulyo eky’ebikendikwanako
Wükalengekanaya ni kyi ekyabya kyakwamireku?

Ekyipindë kyakabiri
Kyiro kyiguma, abibi mubahwa amaduka w’abandü. Mubiba bindi binene ng’esukali n’esabungi. Mubiba nebindi by’erithendekere ly’ekabbangü omwabaya esaha, emipira y’erisatha n’ebithumbi.

Mükülhü w’obülhambü mwathibitha oko ghombora akayibirikira abapolisi. Abibi babere banemughulya ebindi ebyabiba, abapolisi mubahikaku. Neryo mubabahamba.


Vocabulary Words

<table>
<thead>
<tr>
<th>omupolisi</th>
<th>abakoni</th>
<th>obwibi</th>
</tr>
</thead>
</table>

In the Text Questions

1. Mükülhü w’obülhambü niya ndi?
2. Abapolisi mubahamba abahi?

In My Mind Questions

1. Küwabuya mupolisi wangakolere abibi bakyi?
2. Wamasangana abibi ibanahekire embene yawu iwükendikolha kyi?

Term 1    Week 5
2 Eka n’ekyipindī kyethū

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nī mikonga yahi eyikakolhawa omo kyipindī kyethū?

Before Reading: Guiding Question
Abana abawithe emitse mibuya bakabya bathi?

After Reading: In the Text Question
Masereka abya akakangirira abandī bana erikolha kyī?

After Reading: In My Mind Question
Īwe wakholha ky i erilhangira wūthi wūkabya mwana mūbuya?

Literacy 2

Plan the Story
Wūthe watsuka erisomo ni kyibuya erithekatheka omūghane w'emilhondo ini owangawathikya abiyi abangathalhūka eribūtha-būtha owabū mūghane.

Day 2

Literacy 1

Word Structure Application
akahūka  aka-hūka  ehi-hūka
akapūnū  aka-pūnū  ehi-pūnū

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaka</td>
<td>k</td>
</tr>
<tr>
<td>ka</td>
<td>ka</td>
</tr>
<tr>
<td>k</td>
<td>kaka, kalhanga, kakaya</td>
</tr>
</tbody>
</table>
2.3 Emikonga, emirwa n’emitse mibuya omo kyipindi

Literacy 1

Thematic Question
Ni mikonga yahi eyikakolhawa omo kyipindi kyethu?

Before Reading: Guiding Question
Omundu akabya akaghenda eyi abandu banene ng’oko keleziya akatsuka erikolha kyi?

After Reading: In the Text Question
Ni wahi oyowaghenda oko kanisa?

After Reading: In My Mind Question
Wükalengekanaya Masereka mwayowa athi bakamubbandira omo byalha?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibuya eritekatheka omughane w’emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mühane.

Literacy 1

Sentence Structure Application
Omümbesa inüakimba olhwimbü.
Abambesa ibakimba olhwimbü.

Omüsyakühü inüakalima ebinyobwa.
Abasyakühü ibakalima ebinyobwa.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kama</td>
<td>K, k</td>
</tr>
<tr>
<td>ka</td>
<td>k</td>
</tr>
<tr>
<td>ka</td>
<td>kama, katha, kanaya</td>
</tr>
</tbody>
</table>
2 Eka n’ekyipindi kyethü

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
ekanisa  eryimba  erihotholha
eryambalha  eribirya  eriramukyu

Word Structure Review: Answers
akahuka  aka-huka  ehi-huka
akasunyu  aka-punyu  ehi-punyu

Sentence Structure Review: Answers
Omümbesa iñakimba olhwimbü.
Abambesa ibakimba olhwimbü.

Omüsakuhlü iñikalima ebinyobwa.
Abasyakuhlü ibikalima ebinyobwa.

Literacy 2

Handwriting and Spelling Assessment
kama  kaka  kanaya
2.3 Emikonga, emīrwa n’emītse mībūya omo kyipindi

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

| Cows grazing in the potato garden. One bull is slaughtered.---children eating happily. |

Model News Story

In our culture, problems are settled in the community court. Last December a neighbour’s cows ate all the potatoes from the school garden. The court decided that the neighbour should payback with a bull. The bull was slaughtered for the school children. All the children were excited as they ate meat for two days.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 72</td>
<td>• Page 18</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 109-110</td>
<td></td>
</tr>
</tbody>
</table>

Traditional Text

Oműghane-ghane

Bira e e kübalīma bathya. x2
Mwana e e kübasenya bathya. x2
Thahī e e kübasamba bathya. x2

Note: *The traditional text is taught in Oral Literature on Day 1 and 3.*
2 Eka n’ekyipindī kyethū

Oral Literature

Omūmbesa oyowasinga

**Ekyibulyo ekyikasondolha**
Ni mikonga yahi eyikakolhawa omo kyipindī kyethū?

**Ekyipindī kyerimber**
Kalikyi abūthirawa omo bithwa by’ekalonge. Mama na thata wiwe mubaholha n’akabonde inīakyine lhumekeke. NoWERYO mwaKULHA inī mwana ngubi. MUKAKA wiwe mwamūthwalha amayamulembera. MUKAKA wa Kalikyi abya nzama isyawithe kyi. Abya ikere omo nyumba eyisakere omo bisiKA.

Kalikyi mwakulha inianzire erikalha. Mwigha emibirin minene ng’eritsümba, eririMA, eritheha amaghete oko lhusi n’eyiNDI. Mwigha emitsi mibūya ng’erisikya abandū bakülhū, eriramukya, eriyitsotsa ndeke, eryambalha ndeke n’erisaba Nyamühanga.

Kyiro kyighüMA, múghalha w’omükama mwasondyā owana w’eriwathikya. Omükama mwathiMA abandū eriyasondyā omūmbesa oyowaby’awithe emitsi mibūya kandi iniansi erikalha emibirI. Mūbaletha abambesa banene omo kyikali ky’omükama bathi múghalha w’omükama angasombolha mūbū mwa múghüMA. Kalikyi nayū múbamületha ũnianambere esyongyümBA esikulire.

---

**Story Outline**

<table>
<thead>
<tr>
<th>Abasathi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalikyi, omükama, múghalha w’omükama.</td>
</tr>
</tbody>
</table>

**Ekyipindī n’obuthuku bw’omūghane**
Omo būlhambū.

**Ekyikakolhawa**
Erikangia emitsi eyuwene.
2.3 Emikonga, emi ℝ⊥emítse mibúya omo kyípíndí

Oral Literature

**Ekyíbulyo eky’ebíkendíkwamako**

Wükalengekanaya ni kyáhi ekyabya kyakwamireku?

**Ekyípíndí kyabírí**


---

**Vocabulary Words**

<table>
<thead>
<tr>
<th>.emitse</th>
<th>ekyirengesyo</th>
<th>ekyikíbi</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Kalikyi abúthíráwa hayí?
2. Ni múmbesa wáhi oyowatsúmba ebyalya ebísíhire?

**In My Mind Questions**

1. Wükalengekanaya Kalikyi mwayowa athí akatsuka eríroma?
2. Büšana na kyí síkýíbúya erísekererya abera?
3 Omúbiri w’omündü n’amaghala

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question

Ní bitsuku byahi ebírí iko múbírí w’omündü?

Before Reading: Guiding Question

Wüsóme omúghane wanaminya nga ní ndí oyowahéreraya
Masika y’omúbatsí?

After Reading: In the Text Question

Ní kasoro kahi akabya omwísi sy’engíngü ya Masika?

After Reading: In My Mind Question

Búsana na kyi Masika mwasagha akasoro?

Literacy 2

Plan the Story

Wüthe watsuka erisomo ní kyíbúya erìthekatheka omúghane
w’emílhandó ini owangawathikya abíyi abangathalhúka
erìbútha-bútha owabú múghane.

Day 2

Literacy 1

Word Structure Application

ngaghúsa  nga-ghúsa  thúka-ghúsa
ngatethea  nga-thehe  thúka-theha

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ibíri</td>
<td>i, i</td>
</tr>
<tr>
<td>bi</td>
<td>bi</td>
</tr>
<tr>
<td>i</td>
<td>ibíri, ibíka, ini</td>
</tr>
</tbody>
</table>
3.1 Ebitsuku by’omübirí n’emibirí yabyo

Literacy 1

Thematic Question
Ní bitsuku byahé ebirí oko múbirí w’omündü?

Before Reading: Guiding Question
Soma omüghane, wanaminyera oküboko kwa Masika ngamükwabaya kuthi?

After Reading: In the Text Question
Masika mwañiðhalha okyo kyitsu kyahé eky’omübirí?

After Reading: In My Mind Question
Wükalengekanaya Masika mwayowa athi omuna akamuthera enginzü?

Literacy 2

Plan the Story
Wüthe watsuka erisomo nì kyibuya erithekatha omüghane w’emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabü mughane.

Literacy 1

Sentence Structure Application
Omwana akalya omüyembe.
Omwana akalya emiyembe.
Masereka akaghulha omühamba.
Masereka akaghulha emähamba.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>ikumi</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>mi</td>
<td>mi</td>
</tr>
<tr>
<td>i</td>
<td>ikumi</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

I, i

ikumi, ithanu, imaya
3 Omübiri w’omündü n’amaghalha

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
eribündu            omünwe            ekyiśandü
amesü              ebyalha            oküboko

Word Structure Review: Answers
ngaghüsa            nga-ghüsa          thüka-ghüsa
ngatheha            nga-theha          thüka-theha

Sentence Structure Review: Answers
Omwana akalya omüyembe.
Omwana akalya emiyembe.

Masereka akaghülta omühamba.
Masereka akaghülta emühamba.

Literacy 2

Handwriting and Spelling Assessment
ibiri              ibika              ikumi
3.1 Ebitsu by’omübiri n’emibiri yabyo

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher and learners dressed in their cultural wears, performing dancing and singing.</td>
</tr>
</tbody>
</table>

Model News Story

I love Primary 2 children! I train them to compose songs in the languages that they speak. Last month we performed on a Speech Day. I watched them as they presented. Their heads, shoulders, hands and feet were moving together in harmony.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>• Competences, page 73</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 111</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Page 20</td>
</tr>
</tbody>
</table>

Traditional Text

Olhūthekaranū

Ngawithe akasoro kayi kakakeseraya oko makuha, n’awandi ikayiśiwikaghū.

Erikumbulha: Olhūlimī

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
3 Omübiri w’omündü n’amaghalha

Oral Literature

Erǐrira būsana n’enzanlha

Ekyibulyo ekyikasondolha
Ebitsuku by’omübiri bitithe mibiri yahi?


Story Outline

Enzümwa ngülhü
Emibiri y’ebitsuku by’omübiri.

Enzümwa eyikahamiraya 1
Erikolesya ebitsuku by’omübiri.

Enzümwa eyikahamiraya 2
Omündü amayikolera akabya ndeke.
3.1 Ebitsu ku yomuhibiri n’emibiri yabyo

Oral Literature


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>akayira</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Omulhume mwaherya</td>
<td>2. Abandu bangakolha kyi erithoka eribya n’ebalya omo miyi yabu?</td>
</tr>
<tr>
<td>Byatsi y’ebisakyi</td>
<td>bingahi?</td>
</tr>
</tbody>
</table>

Term 1  Week 7
3 Omübirí w’omündu n’amaghalha

Literacy 1 and 2

**Day 1**

**Literacy 1**

**Thematic Question**
Ní bindú kyi ebíkakolhawa eka eryuwanía emiyi n’emibirí yethú?

**Before Reading: Guiding Question**
Soma omüghane wanaminya engende ngamüyakolha kyi?

**After Reading: In the Text Question**
Ní kyisoro kyahí ekyabya kyikabírýa?

**After Reading: In My Mind Question**
Wükalengekanaya engende müyaheka amaghethse w’omu kyi?

**Literacy 2**

**Plan the Story**
Wüthe watsuka erisomo ni kyibüya erithekatheka omüghane w’emilhondo ini owangawathikya abiýi abangathalhüka eribüthà-büthà owabü müghane.

**Day 2**

**Literacy 1**

**Word Structure Application**

<table>
<thead>
<tr>
<th>wüka-letha</th>
<th>wüka-letha</th>
<th>müka-letha</th>
</tr>
</thead>
<tbody>
<tr>
<td>wükalloha</td>
<td>wüka-lhaka</td>
<td>müka-lhaka</td>
</tr>
</tbody>
</table>

**Literacy 2**

**Breaking and Making**

<table>
<thead>
<tr>
<th>nanülha</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>nanü</td>
<td>nanü</td>
</tr>
<tr>
<td>n</td>
<td>nanülha</td>
</tr>
</tbody>
</table>

**Handwriting and Spelling Practice**

N, n

nanülha, nabü, nándí
Literacy 1
Thematic Question
Nǐ bindũ kyi ebikakolhawa eka eryuwania omuyi n’emibiri yethũ?

Before Reading: Guiding Question
Soma omūghane wanathulhaghu Masika ngamwakangirirya abandi bana erikolha kyi?

After Reading: In the Text Question
Masika mwaghenda ewandũ?

After Reading: In My Mind Question
Ekyaleka Masika inithibitha nĩ kyi?

Literacy 2
Plan the Story
Wũthẹ watsuka erisomo nĩ kyibũya erithekatheka omūghane w’emilhondo ino owangawathikya abiyi abangathalhũka eribũth-a-bũth owabũ múghane.

Literacy 1
Sentence Structure Application
Kambale akahisaya ebithi.
Kambale syaliahisaya ebithi.
Omũthabana akabiraya obũthalha.
Omũthabana syalibiraya obũthalha.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>nakwa n</td>
<td>N, n</td>
</tr>
<tr>
<td>na na</td>
<td>nakwa, naba, nabũ</td>
</tr>
</tbody>
</table>

Day 4
3 Omūbiri w’omūndũ n’amaghahla

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ekoloni eriyatheha ebithi
eribirya esyongyimba obuthalha

Word Structure Review: Answers

wūkalettha wūka-letha mūka-letha
wikalhaka wūka-lhaka mūka-lhaka

Sentence Structure Review: Answers

Kambale akahisaya ebithi.
Kambale syalihisaya ebithi.

Omūthabana akabiraya obuthalha.
Omūthabana syalibiraya obuthalha

Literacy 2

Handwriting and Spelling Assessment

naba nandī nakwa
3.2 Obuyitsotse

**News**

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and children cleaning up a home. Some children dressed in school uniforms and others dressed in normal dresses are playing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday was our school’s clean-up day. I led Primary 2 teachers and learners to a family of four orphans whose parents died of HIV/AIDS. We slashed, swept and cleaned the home. We talked and played. We gave the family food, soap and sugar and they were grateful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>• Competences, page 73</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 112</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Pages 20-21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Olhüthekelanu</strong></td>
</tr>
<tr>
<td>Ngawithe abana bayi kwamabülha müghüma, abandí sibalirya.</td>
</tr>
</tbody>
</table>

Erikumbulha: Amahigha asathú.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
3 Omübiri w’omündü n’amaghalha

Oral Literature

Omugheni w’ende

**Ekyibulyo ekyikasondolha**
Wüsome omughane wanaminya nga nĩ wahĩ oyowabya mugheni w’ende.

**Ekyipindo kyerimbere**


<table>
<thead>
<tr>
<th><strong>Story Outline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abasathi</strong></td>
</tr>
<tr>
<td>Embene, ende.</td>
</tr>
<tr>
<td><strong>Ekyipindo n’obuthuku bw’omughane</strong></td>
</tr>
<tr>
<td>Omo bulhambu.</td>
</tr>
<tr>
<td><strong>Ekyikakolhawa</strong></td>
</tr>
<tr>
<td>Eribungira omunywani.</td>
</tr>
</tbody>
</table>
3.2 Obu yiitsote

Oral Literature

Ekyibulo eky’ebikendikwamako
Wukalengekanaya ni kyahi ekyabaya kyakwamireku?

Ekyipindi kyakabiri


Embene muyabughya yithi ende yikale oko kylithumby yangakaniryayu oko mwatsi w’obu yiitsote. Muyabwira ende yithi sikyibuya erikesya omo nyumba eyiri mw’amasu n’ebise. Muyabwira ende yithi iyo yiwithe mukyira mukuhi kwilhaba ow’ende aliriyo yikakolesaya akakyira ako n’ebisandu eribirya ahayikakesaya. Muyabwira ende yithi iyo yiwithe mukyira muli owayangakolesya eribirya ahayikakesaya. Eirtsuka ekyiiro ekoyo, ende muyatsira eribya yikasubalha n’erinia ahayikakesaya.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebisoro</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ebisoro byabya byikere hayi?</td>
<td>1. Wukalwengekanaya embene yangakolire kyi ende kuyithasubulha?</td>
</tr>
</tbody>
</table>

Term 1  Week 8
Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nǐ bindū byahī ebyathükakolha eryuwania emibiri yethū?

Before Reading: Guiding Question
Soma omughane wanaminya mama wa Kambale ngamwatsema büsana na kyi?

After Reading: In the Text Question
Munywani wa Masika abya ininya ndi?

After Reading: In My Mind Question
Büsana na kyi thutholere ithwogha oko mibiri yethū?

Literacy 2

Plan the Story
Wūthe watsuka erisomo nī kyibuya erithetheka omughane w'emiilhondo ini owangawathikya abiyi abangathalhūka eribūtha-būtha owabū mūghane.

Day 2

Literacy 1

Word Structure Application
akafūga  aka-fūga  baka-fūga
akambalha  aka-mbalha  baka-mbalha

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>oküboko</td>
<td>O, o</td>
</tr>
<tr>
<td>ko</td>
<td>ko</td>
</tr>
<tr>
<td>o</td>
<td>oküboko</td>
</tr>
</tbody>
</table>

Term 1  Week 9
3.3 Obuyitsotse bw’omübirí

Literacy 1

Thematic Question
Ní bindü byahí ebyathükakolha eryuwania emibirí yethü?

Before Reading: Guiding Question
Soma omüghane wanaminya nga ní ndí oyowalya n’omugheni?

After Reading: In the Text Question
Masika mwakama kyi?

After Reading: In My Mind Question
Ní ky’omübongo wahí erikuningira ebyalya byethü?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ní kyibuya erithekatheka omüghane w’emilhondo ini owangawathikya abiyi abangathalhüka eribütha-bütha owabü múghane.

Literacy 1

Sentence Structure Application
Ngatetheha amaghetse.

Singaliytheha amaghetse.

Ngazanüla esyonzwirí.

Singalizarüla esyonzwirí.

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>edodo</td>
<td>o</td>
</tr>
<tr>
<td>do</td>
<td>do</td>
</tr>
<tr>
<td>o</td>
<td>edodo</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

O, o

edodo, koko, oküboko

Term 1  Week 9
3 Omübiri w’omündü n’amaghalha

Literacy 1 and 2

Day 5

Vocabulary Review
erisiga               omusigu      amenü
erînaba               ebyalya     esyobbakuli

Word Structure Review: Answers
akafûgha               aka-fûgha    baka-fûgha
akambalha             aka-mbalha    baka-mbalha

Sentence Structure Review: Answers
Ngattheha amaghete.
Singalitheha amaghete.

Ngazanûla esyonzwirô.
Singalîzanûla esyonzwirô.

Literacy 2

Handwriting and Spelling Assessment
edodo               okûboko      ebisoro
3.3 Obuyitsotse bw'omubiri

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Story**

Last year I was the senior woman teacher. I wanted all the children to be clean and smart. I used to give gifts to the cleanest children in the school. Primary 2 children loved washing their hands. They always brushed their teeth, bathed and kept themselves clean.

**Model News Drawing**

Female person giving children gifts of toothpaste, combs and soap.

---

**References**

**NPSCU Teacher’s Guide**
- Competences, page 73
- Sample Scheme of Work, page 113

**NPSCU P2 Curriculum**
- Page 21

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**Traditional Text**

**Omughane-ghane**

Aya ni maghulhu wa Nyamaghulhu, Nyamaghulhu w’amaghulhu mali-mali, akanaba oko maghulhu.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
3 Omūbiri w’omündü n’amaghala

Oral Literature

Omūhīghū

Ekyibulyo ekyikasondolha
Hülikirira omūghane wanaminya ekyaleka abana ibandhwalha.


Isibalisiga amenen, isibalyogha būli kyiro, isibalighebha esyonzwiri n’erisara esyonyalha. Ibakanywa amaghetse awathatsumbire. Abana banū ibakasathira omo byondo kandi ibakalya isibanabire oko byalha. Būsana n’ekyi mūbahambwa esyondwalha nene ng’obūhere, ebisimi amazwamba, olhūtūrūk, ekolera n’esindī ndwalha.

Mūkūlū w’obūlhambū īya Walina mwarhekatheka omūhīghū ow’obuyitsotswe būsana n’esyondwalha nene eribya omo būlhambū. Mwawatha engoma eyikabirikira abandū oko mūhīghū.

### Story Outline

<table>
<thead>
<tr>
<th>Enzūmwa ngūlhū</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eritheya obūyitsotswe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enzūmwa eyikahamiraya 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abana erithendinywa amaghetse awuwen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enzūmwa eyikahamiraya 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esyondwalha esikalethawa oburofu.</td>
</tr>
</tbody>
</table>
3.3 Obüyîtsotse bw'omübiri

Oral Literature

Ekyîro ky’omûhîghû abandû abosi haghûma na mûkûlhû w’obûlhambû mûbathemerera esyonununuku esyababya bakatheha kw’amaghete w’erinywa. Ababya išibawithe ebyoloni oko miyi yabû mubabihimba. Bakûlhu b’ebyobûyîtsotse mubahika oko búlî nyumba. Mûbabwîra ababuthi abosi erihemba esyonzwîri sy’abana, erisara esyonyalha, erisiga amenû, eryogha oko mûbiri obûlî kyîro, erinywa amaghete awatsumbire n’erîyoya esyongyîmha.

Babere bakahika oko muyi wa Mûlewa n’owa Kasîndî mubeya abana babû ibalhwere ebisimi, obûhere, olhûtûrûkû kandî ibakothîrye esyonyalha. Mubabakangirîrya oko bûbûya bw’erîkolha obüyîtsotse bw’omübiri.


**Vocabulary Words**

<table>
<thead>
<tr>
<th>omûhîghû</th>
<th>obüyîtsotse</th>
<th>obûhere</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Nî ndî oyowathekatheka omûhîghû?
2. Abana babya balhwere kyî?

**In My Mind Questions**

1. Omûndû amathedîbya akgoha iniakendîby’athî?
2. Küwabîya in’îwe mûkûlhû w’obûlhambû wangakolire kyî abandû bakalhwalha buli ndambî?

Term 1     Week 9 122
4 Ebyalya n’ekyirisya

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ebyalya biwithe múbongo wahi omo mibiri yethū?

Before Reading: Guiding Question
Soma amůghane wananimña abana ngababya bakalya balya kyi?

After Reading: In the Text Question
Thatha wa Masereka abya akakolha mubiri kyi?

After Reading: In My Mind Question
Búsana na kyi ithwalya ebyalya muthina-muthina?

Literacy 2

Plan the Story
Wütthe watsuka erisomo ni kyibüya erítetheka omůghane w’emilhondo ini owangawathikya abiyi abangathalhůka eribütha-bütha owabü múghane.

Day 2

Literacy 1

Word Structure Application
iniakiba  inia-kiba  iba-kiba
iniakaya  inia-kaya  iba-kaya

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kümulha  ü</td>
<td>Ü, ü</td>
</tr>
<tr>
<td>kü      kü</td>
<td>kümulha, kühülha, ühülha</td>
</tr>
<tr>
<td>ü       kümulha</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1

Thematic Question
Ebyalya biwithe mübongo wahi omo mibiri yethü?

Before Reading: Guiding Question
Büsana na kyi mama wa Masereka abya akatsumba byalya muthina-muthina?

After Reading: In the Text Question
Mama wa Masereka mwatsumba byalya kyi?

After Reading: In My Mind Question
Thwangakolha kyi erikülha ithünawithe akaghalha?

Literacy 2

Plan the Story
Wūthe watsuka erisomo nī kyibüya erithekatheka omúghane w'emilhondo iní owangawathikya abiyi abangathalhüka eribü̃tha-bü̃tha owabü múghane.

Literacy 1

Sentence Structure Application
Wükakalhangwa enyama.

Sīwülikalhangwa enyama.

Wükasara esyokaroti.

Sīwülisara esyokaroti.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>üsūlha</td>
<td>Ü, ü</td>
</tr>
<tr>
<td>sü</td>
<td>sū</td>
</tr>
<tr>
<td>ü</td>
<td>üsūlha</td>
</tr>
</tbody>
</table>

Term 1  Week 10
Literacy 1

Vocabulary Review

amaya  amahere  enyama
amapayipai  ebiribwa  efakadü

Word Structure Review: Answers

iniakiba  inia-kiba  iba-kiba
iniakaya  inia-kaya  iba-kaya

Sentence Structure Review: Answers

Wükkakalhanga enyama.
Siwülükhalhanga enyama.
Wükasara esyokaroti.
Siwülisara esyokaroti.

Literacy 2

Handwriting and Spelling Assessment

üşulha  kühülha  üsüka
4.1 Emithondekaniry e’ebalya

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Story

Last year I was invited to a school show in our neighbouring school. I was so excited with what the Primary 2 learners had prepared. They showed collections of different foods: energy foods, body building foods and health-giving foods. Everybody was happy and the Primary 2 class won the prize for the day.

Model News Drawing

Children displaying different types of food.

References

NPSCU Teacher’s Guide
- Competences, page 74
- Sample Scheme of Work, pages 115-116

NPSCU P2 Curriculum
- Page 23

Traditional Text

Omùghane-ghane

Omo nyumba ya Kalibanda müli emeza,
Oko meza külyi ekyibu,
Omo kyibu müli eriya,
Omo liya müli akanyonyi.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
4 Ebyalya n’ekyirisya

Oral Literature

Omusohi w’amahere

Ekyibulyo ekyikasondolha
Ebyalya ebya Koliko athwalha eka abilhusaya hayi?

Ekyipindi kyerimbere


Story Outline

Abasathi
Koliko, omukekulhu, abahiyi.

Ekyipindi n’obuthuku bw’omughane
Omo buhlambu.

Ekyikakolhawa
Eribana ebyalya.
4.1 Emithondekanirye y’ebalya

Oral Literature

Ekyibulyo eky’ebikendikwamako
Wükalengekanaya Koliko mwaheka ebyalya by’athí?

Ekyīpǐndī kyakabirī


Erilhwa ekyīro eyko oko wabu Koliko mūkwabaya ebyalya bīnene. Mūbabya bakalaya ebihimba, obühlů n’ebikūsə. Emībiə yiɓū müyathendera. Embulha yabere yikatsuka eriwa, mūbahera ebikūsə, obuhlū n’ebihimba.

Vocabulary Words

<table>
<thead>
<tr>
<th>omwiʃi</th>
<th>obühlů</th>
<th>esyonyonyi</th>
</tr>
</thead>
</table>

In the Text Questions

1. Ni nди oyowosoha amahere oko ngetse?
2. Abahīyi mubahererya Koliko ya kyí?

In My Mind Questions

1. Koliko kwathabana endogoya angakolire kyí?
2. Mbwinū omükekühlů alhūsaya ebyalya byahi?
4 Ebyalya n'ekyirisya

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nî byalya byahî ebyathûwithe eka?

Before Reading: Guiding Question
Soma omûghane wanathulhawu nga nî byalya byahî ebikalînda emibiri yethû?

After Reading: In the Text Question
Nî byalya byahî ebikahimba emibiri yethû?

After Reading: In My Mind Question
Omûndu amaghunza bíro bîsathû isyalîrya íniakendibya athî?

Literacy 2

Plan the Story
Wûthe watsuka erisomo nî kyibûya erithekathekâ omûghane w'emilhondo íni owangawathikya abiyi abangathalhûka eribûtha-bûtha owabû müghane.

Day 2

Literacy 1

Word Structure Application
eribwe  eri-bwe  ama-bwe
eriru  eri-ru  ama-ru

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>songali  s</td>
<td>S, s</td>
</tr>
<tr>
<td>so       so</td>
<td>songali, sokûlhû, somûlere</td>
</tr>
<tr>
<td>s        songali</td>
<td></td>
</tr>
</tbody>
</table>
4.2 Emirire mibuya

Literacy 1

Thematic Question
Ni byalya byahö ebyathüwithe eka?

Before Reading: Guiding Question
Ni byalya kyi eby'omúnasi aha abana?

After Reading: In the Text Question
Abana mübakolha kyi bakahika eka?

After Reading: In My Mind Question
Büsana na kyi abandö bakaghenda oko mübatsi?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibuya erithekatheka omúghane w'emihondo ini owangawathiyaka abiyi abangathalhüka eribütha-bütha owabü múghane.

Day 4

Literacy 1

Sentence Structure Application
Bakanogha omwani.

Sibalinogha omwani.

Bakaswa obühlü.

Sibaliswa obühlü.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>soma</td>
<td>S, s</td>
</tr>
<tr>
<td>so</td>
<td>so</td>
</tr>
<tr>
<td>s</td>
<td>soma, songa, sosolha</td>
</tr>
</tbody>
</table>
Literacy 1

Vocabulary Review
amakamatha  enanasí  amani
esyombogoya  ebíribwa  esyofakadú

Word Structure Review: Answers
eribwe  eri-bwe  ama-bwe
eriru  eri-ru  ama-ru

Sentence Structure Review: Answers
Bakanogha omwani.
Sibalingoga omwani.
Bakaswa obəlühü.
Sibaliswa obəlühü.

Literacy 2

Handwriting and Spelling Assessment
sosolha  soma  somüle
4.2 Emirire mibuya

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

A female person is a sickly child.

Model News Story

There was a woman in my village that was a good farmer and had a lot of food stuff in her granary, but she did not feed her children on the different foods. She instead sold everything because she wanted to be called the richest woman in the village. Her children grew thin, weak and sickly. In the end she spent all her money treating the children and remained a very poor woman.

References

NPSCU Teacher’s Guide
- Competences, page 74
- Sample Scheme of Work, pages 116-117

NPSCU P2 Curriculum
- Pages 23-24

Traditional Text

Omughane-ghane

Thükalya ebyalya ebya Nyabalya alyatsümbira balib Baliba.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
4 Ebyalya n’ekyirisiya

Oral Literature

Erīrya ndeke sīry’erīrya enyama nyīsa

**Ekyibulyo ekyikasondolha**
Soma wanayithehererya ekyaleka abana ba Minyoku ībabya bakalhwala-Ihwalha.


Ekyindī kyiro Münyaha mwaghenda omo kyindī kyihūghū akayasondy omoobatsī w’erīhererya abana biwe. Aber ehiika omo kyihūghū ekyo, omukali múghūma mwamūtheba athī bakalhwala kūsangwa nī bana.

Münyaha mwasūba eka. Mwasondy omothahwa w’ekyībindi athī ase athambire abana. Abana múbathalhama.

**Story Outline**

| Enzūmwa ngūlūh | Erīrya nabī. |
| Enzūmwa eyikahamiraya 1 | Abana erīrya byalya bighümērere. |
| Enzūmwa eyikahamiraya 2 | Omūbongo owalī omwirya ebyalya muthina-muthina. |


Mûnyaha mwaghenda akathibîtha ek’ewîwe. Mwayenda abana biwe abosi. Mwabaletha ewa Kyîpepere. Omwana wa Kyîpepere ìya Mûhindû mwabwîra abana ba Mûnyaha athî babye bakalya amatûnda, ebinyangwa, edodo, ebikûsa n’erinywa amathe bûli kyîro.

Mûnyaha mwasigha Mûhindû iniakyinakanaya. Mwayaghûlha amathe, ebinyangwa, edodo, n’ebîndî byalya.


### Vocabulary Words

<table>
<thead>
<tr>
<th>amatûnda</th>
<th>akabonde</th>
<th>akagalha</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Mûnyaha aby’ikere hakuhi na ndî?  
2. Mûhindû abya mwana wa ndî?

### In My Mind Questions

1. Ebyalya muthina-muthina bikawathikaya bîthî emibîri yethû?  
2. Nî byalya byahî ebyamûkalya ewenyû?

Term 1  Week 11
TERM 1 END OF TERM ASSESSMENT

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: △
Level 2 (L2): The learner’s performance meets the competence. Symbol: ∧
Level 1 (L1): The learner’s performance does not meet the competence. Symbol: /

Learners with sight and hearing challenges can give their answers orally for assessments that involve reading or writing.

Reading Assessments (administered individually)
Fluency and Vocabulary Assessment:
Ask the learner to read the Week 4 story in the Pupil Book aloud to you. Ask one In the Text and one In my Mind comprehension question.

L3: Reads with excellent fluency. L3: Answers both the comprehension questions correctly.
L2: Reads with average fluency. L2: Answers at least one comprehension question correctly.
L1: Reads with poor fluency. L1: Does not answer the comprehension questions.

Grammar and Vocabulary Assessment:
Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask him/her to read the word and then use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.
L2: Successfully completes the task for 3-4 vocabulary words.
L1: Completes the task for 2 or fewer vocabulary words.

Listening Assessment (administered as a group)
Listening Comprehension Assessment:
Compose a story to tell to the class or find a story to read. Create 5 comprehension questions about the story. Tell/read the story to the class and then ask the questions one at a time. Have learners write (or draw) their answers on a piece of paper. Make sure learners include their names. Collect and assess.

L3: Answers all 5 questions correctly.
L2: Answers 3-4 questions correctly.
L1: Answers 2 or fewer questions correctly.
**Writing Assessment (administered as a group)**

**Handwriting Assessment:**
Write 3 short sentences on the chalkboard. Ask learners to copy them in their exercise books using their best handwriting.

L3: Formation of the letters and spacing between words is excellent. No errors.
L2: Formation of the letters and spacing between words is good. A few errors.
L1: Formation of the letters and spacing between words is poor. Many errors.

**Spelling Assessment:**
Select 5 spelling words from the term. Dictate the words one at a time to the class and have learners write them in their exercise books. Collect and assess.

L3: Spells all 5 words correctly.
L2: Spells 3-4 words correctly.
L1: Spells 2 or fewer words correctly.

**Creative Writing Assessment:**
Tell learners to write a story about the foods they most enjoy eating and why. Explain that they can use pictures and words to tell their story but that they should also include at least one full sentence. Make sure learners include their names. Collect and assess.

L3: Writes a meaningful, well organised story with 2 or more sentences.
L2: Writes a meaningful, well organised story with at least 1 sentence.
L1: The story does not include a full sentence.

**Speaking Assessment (administered individually)**

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

L3: Tells a meaningful, engaging story with excellent confidence and good 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 Eby’obühangwa

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Wanganahererya amena w’ebisoro n’ebinyonyi ebiri omo kyipindi kyawu?

Before Reading: Guiding Question
Ni bisoro byahii ebikabya eka?

After Reading: In the Text Question
Ni kyisoro kyahi ekyaabutha ebyana bibiri?

After Reading: In My Mind Question
Busana na kyi thukathungu ebisoro omo maka wethu?

Literacy 2

Plan the Story
Wutha watsuka erisomo ni kyibuya erithekatheka omughane w’emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mughane.

Day 2

Literacy 1

Word Structure Application
mwahisya mwa-hisya muba-hisya
mwakuningira mwa-kuningira muba-kuningira

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>saba</td>
<td>S, s</td>
</tr>
<tr>
<td>sa</td>
<td>sa</td>
</tr>
<tr>
<td>s</td>
<td>saba, esaha, sosolha</td>
</tr>
</tbody>
</table>
5.1 Ebiisoro nebinyonyi

Literacy 1

Thematic Question
Wanganaherya amena w'ebiisoro nebinyonyi ebirí omo kyipindí kyawú?

Before Reading: Guiding Question
Ni binyonyi byahí ebikabya eka?

After Reading: In the Text Question
Ni kinyonyi kyahí ekyaha akana k'engoko?

After Reading: In My Mind Question
Wükalegekananya akana k'engoko ya Masíka kabere kabirithogha, Masíka mwayowa athí?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibüya erithekatheka omüghane w'emilhondo ini owangawathikya abiyí abangathalhúka eribütha-büthu owabü müghane.

Literacy 1

Sentence Structure Application
Thükaghenda eka.
Sithülishenda eka.
Thükaghüsa amabwe.
Sithülishüsa amabwe.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>sesüka s</td>
<td>S, s</td>
</tr>
<tr>
<td>se se</td>
<td>sesüka, sesa, esaha</td>
</tr>
<tr>
<td>s sesüka</td>
<td></td>
</tr>
</tbody>
</table>

Term 2 Week 1

140
5 Eby’obühangwa

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

embene        esyonde        embwa
obulikuku     ebīmbata       ebyana

Word Structure Review: Answers

mwahisya       mwa-hisya     muba-hisya
mwakuningira   mwa-kuningira  muba-kuningira

Sentence Structure Review: Answers

Thūkahenda eka.
Sithūlıghenda eka.
Thūkahūṣa amabwe.
Sithūlıghūsı amabwe.

Literacy 2

Handwriting and Spelling Assessment

sesūka        saba          sesa
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| A puppy is chasing a cat while the dog looks on. The cat is running towards the kraal, where the cow and the goat are. |

**Model News Story**

Last evening my mother and I were walking. We saw a dog, its puppy, a rat and cat. The cat chased the rat and caught it. The puppy chased the cat. The cat ran into a kraal. A cow and goat were there. The puppy stopped chasing the cat.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page 75</td>
<td>Page 26</td>
</tr>
<tr>
<td>Sample Scheme of Work, page 119</td>
<td></td>
</tr>
</tbody>
</table>

**Traditional Text**

**Olhüthekanu**

Kyithembe kyiilhalirene.

Erikumbulha: Obweya bw’embuli.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
5 Eby’obühangwa

Oral Literature

Ebīsoro ebyaghühlha amathumu

Ekyibulyo ekyikasondolha
Ni bīsoro byahī ebikalya ebīndī bīsoro?

Ekyipindi kyerimbere
Embene, embūnū n’embuli byabaya byikere haghūma. Engwe müyabaya yikanza eriryə ebyana by’embūnū. Ebyana by’embūnū byanabya byamalhangira engwe yikasa ibikabisama omo nyumba.

Ebīsoro ebi mubyalengekania bithī byamaghühlha amathumu, engwe iyikendisagha eryasa hakuhi n’enyumba yabyo. Kyīro kyighūma embene, embūnū n’embuli mubyayasondya amathumu. Embűnū muyabugha yīthī yīnasi ahababyabakaghuhlha yamathumu.


### Story Outline

**Abasathi**
engwe, embene, embuli, embūnū.

**Ekyipindi n’obuthuku bw’omūghane**
Omo kyisükyi.

**Ekyikakahwa**
Ebīsoro bīsathū bikayilhwirakū.
5.1 Ebiisoro n'ebinyonyi

Oral Literature

Ekyibulyo eky'ebikendikwamako
Wükalengekanaya ni kyi ekyabya kyakwamireku?

Ekyipindii kyakabiri
Engwe muyabwira embünü, embene n'embuli yithi byingiire omo nyumba. Habere hakahwa
dakika ikumi, esindii ngwe ibiri muyasa sikathibitha isinahekire ebyana byasyü. Embünü yabya
yiwithe amenge manene. Muyabugha iyinemuhotholha yithi, kyiro kyighüma muyitha esyongwe
ini, endali ngüma n'enziramira. Esyongwe syabere sikowa ebinywa ebi, musykwa obüba.
Embünü muyathasyabugha yithi, “Munabwire ngendyitha esyongwe isathu.”

Esyongwe esyabya sihekire ebyana müyathibitha omo kyišükyi. Engwe eyabya oko buthalha
nayü müyathibitha omo syomboko. Oko ndambi eyo, embene, embulí n'embünü mubyaghenda
lhuba-lhuba ibinakwire obüba. Mubyakesya omwirima ly'ebiküsa eryabya haküi n'olhusi.

Obuthuku bwabere bükaka ebiisoro ebi mubyaghenda byamahika omo kathali. Mübyaghülla
amathumu neryo mübatisüba eka. Amenge w'embünü mwalhamia ebiisoro.

Vocabulary Words

<table>
<thead>
<tr>
<th>engwe</th>
<th>ebyana</th>
<th>embünü</th>
</tr>
</thead>
</table>

In the Text Questions

1. Ní kyisoro kyahë ekyabya kyikasonda eriña ebyana by'embünü?

2. Ní kyisoro kyahë ekyabya kyiwithe amenge manene?

In My Mind Questions

1. Wükalengekanaya embünü kuyithakolesya amenge wayü hangabere kyü?

2. Ní bëndi bisoro byahi ebyikere omo kyišükyi?
5 Eby’obühangwa

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Wanganahery amena w’ebihüka ebirö omo kyipindi kyawù?

Before Reading: Guiding Question
Ni bihüka byahü ebyabandü bakalya?

After Reading: In the Text Question
Masika abya anzire eritholha kyi?

After Reading: In My Mind Question
Wangathünga bitsibü kyi wamayatholha emisyenene iwuwene?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibüya erithekatheka omughane w’emilhondo ini owangawathikya abiyi abangathalhüka eribütha-bütha owabü mughane.

Day 2

Literacy 1

Word Structure Application
mwazanüla  mwa-zanüla  müba-zanüla
mwakolesya  mwa-kolesya  müba-kolesya

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>su</td>
<td>U, u</td>
</tr>
<tr>
<td>su</td>
<td>su</td>
</tr>
<tr>
<td>u</td>
<td>su kuma</td>
</tr>
</tbody>
</table>

145  Term 2  Week 2
5.2 Ebihüka

Literacy 1

Thematic Question
Wanganaherya amena w’ebihüka ebiri omo kýipindí kyawú?

Before Reading: Guiding Question
Ní bihüka byahí ebyangalhúma abandú?

After Reading: In the Text Question
Ní bihüka byahí ebíkabya omo bìhembú?

After Reading: In My Mind Question
Ní bìtsibú byahí ebíkalhwa omwisatha omo bihüka?

Literacy 2

Plan the Story
Wúthe watsuka erísomo ní kyibüya eritékathéka omúghane w’emihondo ini owangawáthikya abiyí abangathalhüka eríbútha-bútha owábú múghane.

Literacy 1

Sentence Structure Application
Múkasatha omo bihüka.
Simúlisatha omo bihüka.
Múkabinga ebihuhya.
Simúlibinga ebihuhya.

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>uthulha</td>
<td>u</td>
</tr>
<tr>
<td>thu</td>
<td>thu</td>
</tr>
<tr>
<td>u</td>
<td>uthulha</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
U, u

uthulha, humulha, huhuma
5 Eby’obühangwa

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

emisyenene  esyonzükyi  ebihüka
eritholha  emibü  ebihembü

Word Structure Review: Answers

mwazanüla  mwa-zanüla  müba-zanüla
mwakolesya  mwa-kolesya  müba-kolesya

Sentence Structure Review: Answers

Mükasatha omo bihüka.
Simülisatha omo bihüka.

Mükabínga ebihuhya.
Simülibínga ebihuhya.

Literacy 2

Handwriting and Spelling Assessment

sukuma  huhuma  uthulha
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A crow on a tree branch trying to sing and a chunk of meat falling off from the mouth and the cat under the tree.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last week I saw a crow in the tree. It had a chunk of meat in its mouth. There came a hungry cat. It tricked the crow by asking it to sing. The crow was so happy but when it tried to sing, the chunk of meat fell. The cat picked it and said bye-bye to the crow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 75</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 120-121</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 26-28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omusyo</td>
</tr>
</tbody>
</table>

Obwolho-bwolho bw’omünyole bukahikaya w’elhusi.

Erikumbulha: Omündü atholere iniabya mwolho kandi iniahülikirira ebyabangamühanülira.

Note: *The traditional text is taught in Oral Literature on Day 1 and 3.*
5 Eby’obühángwa

Oral Literature

Erirundi likasondaya omunywani

Ekyibulyo ekyikasondolha
Ni kyihuka kyahii ekyahya omo muliru?

Ekyipindi kyerimbere
Kera habya omukama w’ebihuka iya Lirundi. Mwasondaya ekyihuka eky’eryikalha nakyu omo nyumba yiwe. Ebihuka bbini mubyasa bithi abisombole mwakyighuma. Ebihuka ebi mwabya eyisukyi, omusyenene, enzukyi n’omubu.


Obuthuku bwabere bukakya, omukama mwathibitha oko mubu. Mwabughya athii syangathoka eryikalha n’omubu kusangwa akabuirira abandi omo kyiro n’eribalhumanga. Omubu mwaghenda akalira.


Story Outline

Abasathi
erirundi, omusyenene, enzukyi, omubu, eyisukyi.

Ekyipindi n’obuthuku bw’omughane
Omo muyi w’omukama w’ebihuka.

Ekyikakolhawa
Omukama w’ebihuka akasondaya ow’eryikalha nayu.
5.2 Ebihüka

Oral Literature

Ekyibulo eky’ebikendikwamako
Wükalengekanaya n’kyihüka kyahşi eky’omükama abya asombwere eryikalha ewiwe?

Ekyipindī kyakabiri
Enzükyi n’omusyenene mubyabya ibinakwire engitsi nga n’wahi kubyo oyobakendisombolha eryikalha n’omükama.


Omükama Lirundi abere akingira omo kyitsümibirũ mwasangana omusyenene īnābīrīhya. Omükama mwakwa obulighe. Mwasighalha omo kyikalĩ n’enzyüyi nyisa.


Vocabulary Words

<table>
<thead>
<tr>
<th>eyisukyi</th>
<th>enzykýi</th>
<th>omusyenene</th>
</tr>
</thead>
</table>

In the Text Questions

1. Omükama w’ebihüka abya īniya ndi?
2. Nī kyihüka kyahşi ekyaletha obükiyi?

In My Mind Questions

1. Wükalengekanaya omübũ mwashibitha hayi? Wükalengekanaya omübũ mwashibitha hayi?
2. Oko bihüka bbinī nī kyahşi ekyibũ oko bändĩ kandī bünsana na kyĩ?

Term 2  Week 2  150
Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nî birimwa byahî eby’omübongo oko bandû n’ebisoro?

Before Reading: Guiding Question
Soma omûghane wamûnînyera abandû ngamubakolha kyi eryuwania eby’obûhangwa?

After Reading: In the Text Question
Masika mwathwalha mithi kyi?

After Reading: In My Mind Question
Îwe wangaherire kyi?

Literacy 2

Plan the Story
Wûthe watsuka erisomo nî kyibuya erithhekathka omûghane w’emilhondo ini owangawathikya abiyi abangathalhüka eribûtha-bûtha owabû müghane.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th>mwanogha</th>
<th>mwa-nogha</th>
<th>mwatha-nogha</th>
</tr>
</thead>
<tbody>
<tr>
<td>mwasamba</td>
<td>mwa-samba</td>
<td>mwatha-samba</td>
</tr>
</tbody>
</table>

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>hana</td>
<td>H, h</td>
</tr>
<tr>
<td>ha</td>
<td>ha</td>
</tr>
<tr>
<td>h</td>
<td>hana, hamba, hababa</td>
</tr>
</tbody>
</table>
5.3 Ebirimwa

Literacy 1

Thematic Question
Ní birimwa byahí eby’omúbongo oko bandú?

Before Reading: Guiding Question
Emíthí bakahera yabathí?

After Reading: In the Text Question
Masíka abere akakulhuka mwaghenda hayí?

After Reading: In My Mind Question
Abandú mubayowa bathí embülha yikawa?

Literacy 2

Plan the Story
Wútthe watsuka erísomo ní kyibuya erithekatheka omúghane w’emilhondo ini owangawathikya abiyí abangathalhúka eribűtha-bűtha owabũ müghane.

Literacy 1

Sentence Structure Application
Ngathwa ebikúsa.

Ngendisyathwa ebikúsa.

Ngabiba omühemba.
Ngendisyabiba omühemba.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>hangana</td>
<td>H, h</td>
</tr>
<tr>
<td>ha</td>
<td>ha</td>
</tr>
<tr>
<td>h</td>
<td>hangana, hanũ, hakaba</td>
</tr>
</tbody>
</table>

Term 2 Week 3
Literacy 1

Vocabulary Review
emithi emiyembe emisizi
ebunya erihera akambido

Word Structure Review: Answers
mwanogha mwa-nogha mwatha-nogha
mwasamba mwa-samba mwatha-samba

Sentence Structure Review: Answers
Ngathwa ebikusa.
Ngendisyathwa ebikusa.
Ngabiiba omuhemba.
Ngendisyabiba omuhemba.

Literacy 2

Handwriting and Spelling Assessment
hababa hana hangana
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different kinds of plants in the garden.</td>
</tr>
</tbody>
</table>

### Model News Story

When I was young, my grandmother grew different kinds of food. We would go in the garden and harvest beans, ground nuts and maize. We would keep the harvest in the granary. One time, we found a big squirrel stealing our groundnuts in the granary. We chased it.

### References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
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<tbody>
<tr>
<td>- Competences, page 75</td>
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</tr>
</thead>
<tbody>
<tr>
<td>- Pages 27-28</td>
</tr>
</tbody>
</table>

### Traditional Text

**Olhüthekaranü**

Ngawithe akesoro kayi namakitha kakayiboha.

Erikumbulha: Obünysí

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
5 Eby’obühangwa

Oral Literature

Omülhümwe w’amenge

### Ekyibulyo ekyikasondolha
Ni mithi yahii eyikalhwa mw’emibatsi?


### Story Outline

<table>
<thead>
<tr>
<th>Enzümwa ngülhü</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erikolesya emibatsi y’ekyiyira.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enzümwa eyikahamiraya 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emithi omukalhwa emibatsi.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Enzümwa eyikahamiraya 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolebbü akalhama.</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebikuku</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nĩ ndi oyowabaya akakolera abandu b'omübatsi?</td>
<td>1. Wükalengekanaya abandu bakaminya bathi emithi eyikalha mw'emibatsi?</td>
</tr>
<tr>
<td>2. Oyowalhwalha obülhwere obukalire nĩ ndi?</td>
<td>2. Iwe wasi müthi wahi omukalha emibatsi?</td>
</tr>
</tbody>
</table>
Day 1

**Literacy 1**

**Thematic Question**

Nî bindę byahë eby’abandë bakakolha omo kyipindi?

**Before Reading: Guiding Question**

Nî bindę byahë ebyathukakolha ebyangaghulibwa bikalhwa kw’esyombulhu.

**After Reading: In the Text Question**

Ekelezia yabu Kambale yarya omo kyipindi kyahi?

**After Reading: In My Mind Question**

Büsana na kyi aband9û ḫalhûka emikeka?

**Literacy 2**

**Plan the Story**

Wûthe watsuka erisomo nî kyibûya erithekatheka omûghane w'emilhondo ini owangawathikya abiya abangathalhûka eribûtha-bûtha owabû mùghane.

---

Day 2

**Literacy 1**

**Word Structure Application**

<table>
<thead>
<tr>
<th>saba</th>
<th>sab-a</th>
<th>sab-ira</th>
</tr>
</thead>
<tbody>
<tr>
<td>satha</td>
<td>sath-a</td>
<td>sath-ira</td>
</tr>
</tbody>
</table>

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>etara</td>
<td>t</td>
</tr>
<tr>
<td>ta</td>
<td>ta</td>
</tr>
<tr>
<td>t</td>
<td>etara</td>
</tr>
</tbody>
</table>

etara, takunya, akatimba
6.1 Ebündë ebyathükakolha omo kyipindi

Literacy 1
Thematic Question
Ni bündë byahi eby’abandü bakakolha omo kyipindi?

Before Reading: Guiding Question
Ni mibiri yahi y’ébyalha ey’abana bangakolha okwithendek eru?

After Reading: In the Text Question
Kambale mwakangirirya abana eribatsa kyi?

After Reading: In My Mind Question
Kúwabya in’iwe wathúnga esyombulhu wangaghulire kyi?

Literacy 2
Plan the Story
Wúthe watsuka erisomo ni kyibuya erithetakethe omúghane w’emilihondo ini owangawathikya abiyi abangathalhuka eribútha-búthas owabú múghane.

Literacy 1
Sentence Structure Application
Wúkaranda orúbbahú.

Wúkendísyaranda orúbbahú.

Wúkalhuka ekyíthíri.

Wúkendísyalhuka ekyíthíri.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>embata</td>
<td>T, t</td>
</tr>
<tr>
<td>ta</td>
<td>ta</td>
</tr>
<tr>
<td>t</td>
<td>embata</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
T, t

embata, ekyítetey, eritamúra

Day 3

Day 4

Term 2  Week 4  158
Literacy 1

**Vocabulary Review**
emikeka  
emipira  
ebithiri
emyuku  
emihini  
eribatsa

**Word Structure Review: Answers**
saba  
sab-a  
sab-ira
satha  
sath-a  
sath-ira

**Sentence Structure Review: Answers**
Wükaranda orübbahü.
Wükendisyaranda orübbahü.
Wükalhüka ekyithiri.
Wükendisyalhüka ekyithiri.

Literacy 2

**Handwriting and Spelling Assessment**
etara  
embata  
eyiteta
6.1 Ebündë ebyathükakolha omo kyipíndë

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

| A person making fish nets. |

Model News Story

My neighbour is good at making fish nets. Last year he made one for me and I used it on a weekend. I caught plenty of tilapia fish which I sold for good money. I then use some of it to take my class for a tour of our district town. All the children were excited to see all kinds of vehicles.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 76</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 124</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 29-31</td>
</tr>
</tbody>
</table>

Traditional Text

Olhüthekaranú

Ngawithe umuhüha wayi syalithwika.
Erikumbulha: Enzira

Ngawithe erithumu iyayi ahingalitsimba sihali oyukalihahu.
Erikumbulha: Erithondi ly'embulha

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
6 Ebëndë ebyathükakolha

Oral Literature

Ekyibulha kyiïnene

Ekyibulyo ekyïkasondolha

Nï mibiri yahi ey’âbandû bakakolha?

Kyiro kyïghïma omo bülhambu bw’ekyibbuku múmwawa ekyibulha kyiïnene kûtsïbù. Omo kyibulha mwabya ekyiïhunga n’omuyagha mûnene. Emîthï mûyathera kandî n’ebëndë binene mûbyatsanda. Amaghetse mwosulha omo manyumba, omo malîma n’omo syonzïra.

Ebëndë eby’omo manyumba binene mûbyatsanda ng’emïkeka, esyosigar, ebibu, ebïkap, esonyungë, ebïthïri n’ebëndë binene. Amaghetse mwagenda manene omo bülhambu obwosi. Abandû babya isibaliïthoka erïghenda omo kathali, okwithendeke ru’neyîndî myanya muthina-muthina. Mûkûlhi w’obülhambu n’ebithunga mûbasorokerya abandû omo mwanya mûghïma.

Abandû mûbabûlha emibiri y’erïkolha. Êbakasîba ibanikere bûyïra bûsana n’eribûlha eky’erïkolha. Ekyi mûkûyaleka mûkûlhi w’obülhambu inialengetekania okwikolha emibiri ey’ebyalha ng’eribûmba, erïlhûka haghïma n’eribatsa.

Amaghetse aberë abiryûma, mûkûlhi w’obülhambu mwalhayïra abandû abosì abana n’abakûlhi erïghenda omoli. Mwabawïra athi basorokaye ebisika n’emîthï ey’eribatsa. Abandû mûbaghenda omoli n’omo bûsisa bamaletha ebisika, ebïlhûlhû, emîthï, eribûmba n’esiseke.

Story Outline

<table>
<thead>
<tr>
<th>Enzûmwa ngûlhû</th>
<th>Abandû bakakolha ebëndû muthina-muthina.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enzûmwa eyikahamiryà 1</td>
<td>Abandû bakabatsa ebëndû by’erighulya.</td>
</tr>
<tr>
<td>Enzûmwa eyikahamiryà 2</td>
<td>Abandû bakalhûka ebëndû by’erikolesya omo maka.</td>
</tr>
</tbody>
</table>
Abandū mübalhūka ebibu, ebikoba, ebithiri, emiikeka n’ebiraghū. Abandū mübabumba ebibindī, amalegha esonyungū n’abandū mübabatsa emyuku, ebithumbi, ebingyo n’ebindī binene. Abana mübakolha ebidole n’emipira ey’erisathamū.

Ekyatsemesaya abandū, omwana omulema iya Mūsa mwabumba ebibindī eby’obūli mündū asima. Būlī mündū mwakolha kūtsibū bakalhangirā ebindū eby’omwana omulema akolha kübyabya byuwene.


### Vocabulary Words

<table>
<thead>
<tr>
<th>erilhūka</th>
<th>ebisika</th>
<th>ebīlhūlhū</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Oyowalhayira abandū erighenda omolī nīndī?
2. Nī bīndū kyi eby’abandū babūmba n’erilhūka?

### In My Mind Questions

1. Küwabaya in’īwe mūkūlhū w’obūlhambū wangakolire kyi embulha yabiritsandya ebīndū by’abandū?
2. Embulha yamakūwīra ahathe manyumba iwükendikolha kyi?
6 Ebündü ebyathükakolha

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ní bindú byahí ebikakolesibawa omwilhúka, eribatsa n'eribúmba?

Before Reading: Guiding Question
Amalegha bakakolha w'omu kyí?

After Reading: In the Text Question
Wakyíbbandu abya munywani wa ndí?

After Reading: In My Mind Question
Búsana na kyi thútholere ithwawathikya abandi?

Literacy 2

Plan the Story
Wúthe watsuka erisomo ní kyíbúya erithekatheka omúghane w'emilhondo ini owangawathikya abiyí abangathálhúka eribútha-bútha owabú múghane.

Day 2

Literacy 1

Word Structure Application
akaletha akaleth-a akaleth-era
akabegha akabegh-a akabegh-era

Literacy 2

Breaking and Making

| Handwriting and Spelling Practice |
|-----------------|-----------------
| lehema          | l               |
| le              | le              |
| l               | lehema          |
| lehema, lebaya, lemba |
6.2 Ebündë ebyathükakolesaya n’ahabikalhwa

Literacy 1
Thematic Question
Nī bindū byahi ebikakolesibawa omwilhūka, eribatsa n’eribūmba?

Before Reading: Guiding Question
Omo kyīṣesa mūkabya kyi?

After Reading: In the Text Question
Wakyibbandu akanaya na ndi?

After Reading: In My Mind Question
Wakyibbandu abya akalengekania kyi akikalha omwisī sy’omūthi?

Literacy 2
Plan the Story
Wūthe watsuka erisomo nī kyibuya erīthekatheka omūghane w’emilhondo ini owangawathikya abiyi abangathalhūka eribūthā-būthā owabū mūghane.

Literacy 1
Sentence Structure Application
Wūkathema ebithī.

Wathema ebithī.

Wūkabatsa omūhīnī.

Wabatsa omūhīnī.

Literacy 2
<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ihaba</td>
<td>Lh, Ih</td>
</tr>
<tr>
<td>Lha</td>
<td>Ihha</td>
</tr>
<tr>
<td>Ih</td>
<td>Ihaba, Ihamba, Ihaka</td>
</tr>
</tbody>
</table>

Term 2  Week 5
6 Ebindü ebyathükakolha

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ebingyo          ebihülhü          amalegha
ebikoba          ekyibu            engyingü

Word Structure Review: Answers

akaletha         akaleth-a         akaleth-era
akabegha         akabegh-a         akabegh-era

Sentence Structure Review: Answers

Wükathema ebithi.

Wathema ebithi.

Wükabatsa omühini.

Wabatsa omühini.

Literacy 2

Handwriting and Spelling Assessment

lemba           lebaya          lhaba
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Story**

My uncle makes papyrus mats. One day, he went to buy papyrus in a valley near our home. The car got stuck in the valley that was full of mud. My Primary 2 children had gone to fetch papyrus too. Men helped to push the car out of the mud. My uncle did not buy the papyrus but instead gave the children a ride back to school and they were all very excited.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
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</thead>
<tbody>
<tr>
<td>• Competences, page 76</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 125</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 29-31</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Olhwimbu**

Kathunasi erikolha,
Thükalhüka emühüha,
Thükalhüka emikëka,
Thükalhüka ebithiri,
Thükabümba amalegha,
Thükakolha bändü bînene.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
6 Ebündu ebyathükakolha

Oral Literature

Omuhukyi w’amathonga

Ekyibulyo ekyikasondolha
Nǐ mibiri yahí ey’eyyalha ey’abandũ bakabolha?


Story Outline

| Enzûmwa ngûlhũ | Emibiri y’eyyalha. |
| Enzûmwa eyikahamiraya 1 | Abandũ eribatsa. |
| Enzûmwa eyikahamiraya 2 | Abandũ erilhũka. |
6.2 Ebündü ebyathükakolesaya n’ahabikalhwa

Oral Literature


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>amalegha</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nyakyıkeke abya akalhúka kyi?</td>
<td>1. Wükalengekanaya Nyakyıkeke mwayowa athi abirisinga omo bühaka?</td>
</tr>
<tr>
<td>2. Ni ndì oyowasinga omo bühaka?</td>
<td>2. Abandü abathasi erikolha emibiri y’ebyalha bakabana bitsíbí byahí?</td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ebündë ebikakolhawa omo kyipindi biwithe mibongo yayi?

Before Reading: Guiding Question
Masika mwaheka kyi akaghenda ewa somükühü?

After Reading: In the Text Question
Ni wahi oyowalhüka olhuyi?

After Reading: In My Mind Question
Büsana na kyi Kambale mwalhüka alhuyi?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibüya erithekatheka omüghane w'emilihanoni ini owangawathikya abiyi abangathalhüka eribütha-bütha owabü müghane.

Day 2

Literacy 1

Word Structure Application
mwa-biba       mwa-biba       akendisya-biba
mwa-heka       mwa-heka       akendisya-heka

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekyibu</td>
<td>Ky, ky</td>
</tr>
<tr>
<td>kyi</td>
<td>kyi</td>
</tr>
<tr>
<td>ky</td>
<td>ekyibu</td>
</tr>
</tbody>
</table>

169 Term 2 Week 6
6.3 Omübongo w'ebindü ebyathükakolha

Literacy 1

Thematic Question
Ebíndü ebikakolhawa omo kyiipindí biwithe mibongo yahí?

Before Reading: Guiding Question
Ní bindu byahí ebya Kambale na Masika bakolha?

After Reading: In the Text Question
Masika mwabumba kyi?

After Reading: In My Mind Question
Kúwabya in’íwe wathúnga esyombulhu wangawulire kyi?

Literacy 2

Plan the Story
Wúthe watsuka erisomo ni kyibuya erithekathéka omúghane w’emilhondo ini owangawathikya abiyi abangathalhúka eribútha-bútha owabú múghane.

Literacy 1

Sentence Structure Application
Masereka akathéma omúthi.

Masereka akendísyathéma omúthi.

Kabira akakolha olhubiryo.

Kabira akendísyakolha olhubiryo.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekyíkyíra</td>
<td>Ky, ky</td>
</tr>
<tr>
<td>kyi</td>
<td>ekyíkyíra</td>
</tr>
<tr>
<td>ky</td>
<td>kyi</td>
</tr>
</tbody>
</table>

Term 2  Week 6

Day 3

Day 4
6 Ebündü ebyathükakolha

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
akagali  akapanga  somükülhü
omüokeka  eribümba  ebibiryo

Word Structure Review: Answers
mwabiba  mwa-biba  akendisy-a-biba
mwaheka  mwa-heka  akendisy-a-heka

Sentence Structure Review: Answers
Masereka akathema omüthi.
Masereka akendisyathema omüthi.
Kabira akakolha olhubiryo.
Kabira akendisyakolha olhubiryo.

Literacy 2

Handwriting and Spelling Assessment
ekyibu  ekyikyira  Kyasande
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| Children wearing necklaces and singing in the concert. |

**Model News Story**

My mother makes many things like necklaces, bags and mats. Last year she made necklaces for all children in my class. They all put on their necklaces during the school concert and were very colourful. They won the prize. It made the children happy and excited. They sent a thank you letter to John’s mother.

**References**

NPSCU Teacher’s Guide
- Competences, page 76
- Sample Scheme of Work, page 126

NPSCU P2 Curriculum
- Pages 30-31

**Traditional Text**

*Omüghane-ghane*

Ngaletha emighendyo,
Ngaletha esyombüba,
Ngaletha omüghera,
Ngaghobaya, ngalhüka,
Ngakolha kyi?

(ekyibu)

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
6 Ebündë ebyathükakolha

Oral Literature

Emibirì ya Kanyere

<table>
<thead>
<tr>
<th>Ekyibulyo ekyikasondolha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Būsana na kyì Kanyere mwaminywa n’abandù banene?</td>
</tr>
</tbody>
</table>


Abandù abosi abikere eKasokerû basi iya Kanyere kúsangwa ebûndù eyakakolha byuwene kûtsìbû. Abambesa n’abathabana bakaghenda ewiwe bakayîgha erílhûka ebibu, ebitambara n’ebíthìri.

---

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enzûmwa ngûlhû</strong></td>
</tr>
<tr>
<td>Erikolha emibirì y’ebyalha.</td>
</tr>
<tr>
<td><strong>Enzûmwa eyikahamiraya 1</strong></td>
</tr>
<tr>
<td>Obûbûya bw’ebûndù ebikalhûkawa.</td>
</tr>
<tr>
<td><strong>Enzûmwa eyikahamiraya 2</strong></td>
</tr>
<tr>
<td>Obûbûya bw’ebûndù ebikabatsawa.</td>
</tr>
</tbody>
</table>
6.3 Omübongo w’ebindü ebyathükakolha

Oral Literature


Vocabulary Words

<table>
<thead>
<tr>
<th>ebitambara</th>
<th>engyingü</th>
<th>ekyipanga</th>
</tr>
</thead>
</table>

In the Text Questions

|--------------------------|-----------------------------------------------|

In My Mind Questions

<table>
<thead>
<tr>
<th>1. Kúwabya in’iwe esyombali syalhúma wangi kyi?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Kúwabya in’iwe Mütüdü wangaghuli kyi?</td>
</tr>
</tbody>
</table>

Term 2  Week 6
7 Emighendere omo kyipindzi kyethu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ni mibere yahii ey'abandu bakakolesaya bakaghenda kute
eriheka ebindo?

Before Reading: Guiding Question
Ni wahii oyowabia isalyathalhangira endogoya?

After Reading: In the Text Question
Oyowabia akaghendya egali ni ndi?

After Reading: In My Mind Question
Busana na kyi Masika na mama wiwe babya bakaghenda oko
keleziya?

Literacy 2

Plan the Story
Wute watsuka erisomo nii kyibuya erithetheka omughane
w'emilhondo ini owangawathikya abiyi abangathalhuka
eributha-butha owabu mughane.

Day 2

Literacy 1

Word Structure Application
erisona  eri-son-a  omu-son-i
erikera  eri-ker-a  omu-ker-i

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>omugati</td>
<td>g</td>
</tr>
<tr>
<td>ga</td>
<td>ga</td>
</tr>
<tr>
<td>g</td>
<td>omugati</td>
</tr>
<tr>
<td></td>
<td>G, g</td>
</tr>
<tr>
<td></td>
<td>omugati, egali, egolo</td>
</tr>
</tbody>
</table>
7.1 Emibere n’omúbongo w’emíghe ndere omo kyi pindi kyethu

Literacy 1

Thematic Question
Ni mibere yahii ey’abandu bakakolesaya bakaghenda kütse eriheka ebündu?

Before Reading: Guiding Question
Masika na mama wiwe múbasúba eka okú kyi?

After Reading: In the Text Question
Endogoya yabaya yíbbündire háyi?

After Reading: In My Mind Question
Endogoya yabbunda ahiisi búsaná na kyi?

Literacy 2

Plan the Story
Wiíthe watsuka erisomo ni kyibuya erihekatheka omúghane w’emilhondo ini owangawathikya abiyi abangathalhúka eribütha-bütha owabú múghane.

Literacy 1

Sentence Structure Application
Thúkaghúlha ebibiryó.

Thúkendísyaghúlha ebibiryó.

Thúkathwa amababi.

Thúkendísyathwa amababi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ghaba</td>
<td>Gh, gh</td>
</tr>
<tr>
<td>gha</td>
<td>ghaba, ghabana, ghaná</td>
</tr>
<tr>
<td>gh</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

enzi ra  ebbasi  endogoya
esyomatoka  ebikusa  akathali

Word Structure Review: Answers

erisona  eri-son-a  omu-son-i
enerka  eri-ker-a  omu-ker-i

Sentence Structure Review: Answers

Thükaghülha ebibiry o.
Thükendisaghülha ebibiry o.

Thükathwa amababi.
Thükendisathwa amababi.

Literacy 2

Handwriting and Spelling Assessment

ghabana  egali  egolo
7.1 Emibere n’omübongo w’emighendere omo kyipindi kyethū

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different types of vehicles on the road.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 77</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 127-128</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 32-34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Christmas I visited my mother. She lives in Kampala. I went by bus. Along the way I saw cars, motorcycles, bicycles and buses. The vehicles were carrying people, food, animals and chicken among other things. It was exciting to see different means of transport.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omusyo</td>
</tr>
<tr>
<td>Akana k'engoko kakanahabülha mama wakú.</td>
</tr>
<tr>
<td>Erikuumbulha: Omwana múlere akanahabülha omündü múkülhū.</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
7 Emighendere omo kyipindî kyethû

Oral Literature
Ekyaleka abana ibatsema

**Ekyibulyo ekyikasondolha**
Ni bindû byahî ebikaheka abandû n’ebindû?

Obuthuku bw’enyuma, omo bülhambû bw’ekyasenda, abandû babya bakalhaba omo hîyîra ehikwîrire kandî ehiri mw’ebunya, ebikungüli n’amabwe. Abana b’amathendekeru ibakahika oko mathendekeru, ekyîme ikyabinribatsapya. Esyonziïra syabya isîsyangalhaba mw’esyopikyi-pikyi kütse esyomatoka.

Omundû anabya amalhwalha ibakamûheka oko kakyiïngû k’abalhwere kütse emûghongo. Abandû abakayaghulhâla n’eríghulha ebindû ibakabiheka oko múthwe n’emûghongo. Ekyi mukyaleka ekyîpindî ky’ekyasenda ikyasîghalîra enyuma. Ebyalya ng’omûhokî ibikabbolera omo malima kúsangwa abandû babya isîbawithe kubangâhekera w’omo kathali bakayaghulîyaghu.

Abandû mubathwamu, bamakolesya esisuka, ebîtyo n’esyosururu, bamayîrimîra esyonziïra. Esyopikyi-pikyi musyatsuka erihika omo bülhambû bw’ekyasenda.

---

**Story Outline**

<table>
<thead>
<tr>
<th>Enzûmwa ngûlhû</th>
<th>Eryuwania esyonziïra.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enzûmwa eyikhamiraya 1</strong></td>
<td>Abandû erikolera haghüma.</td>
</tr>
<tr>
<td><strong>Enzûmwa eyikhamiraya 2</strong></td>
<td>Omûbongo w’esyonziïra.</td>
</tr>
</tbody>
</table>
7.1 Emibere n’omübongo w’emighendere omo kyipindi kyethü

Oral Literature

Munabwire esyonzira esyosi syuwene. Müli abakoli abakasirima buli kyiro. Esyopikyi-pikyi n’esyomatoka sikahikaoko miyi y’abandü sikayaheka ebindü.

Hathya abandü b’omo bulhambü buno bakahira ebindü byabü by’oko nzira ibaghulirakü. Ebindü ng’esyofenesi, ebifakadü n’esyongwe bikaghulibawaoko syonzira. Abandü babiritsuka n’erihimba obuduka buke-buke bw’oko nzira.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebiküngüli</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nì bindü kyi eby’abandü bakaghuliraya oko nzira?</td>
<td>1. Abandü bangakolha kyi eryuwania esyonzira?</td>
</tr>
<tr>
<td>2. Esyomatoka sikaheka kyi eKyasenda?</td>
<td>2. Nì bindü byahë ebikatsandaya esyonzira?</td>
</tr>
</tbody>
</table>

Term 2  Week 7
Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abana batholere ibayithwalha bathi bakaghenda omo nzira?

Before Reading: Guiding Question
Nî kyi ekyabya kyakolirwe erithokesya abandù erikyürüka enzira?

After Reading: In the Text Question
Akathali kabya omo muyi wahi?

After Reading: In My Mind Question
Wangakolha kyi erithoka erikyürüka enzira eyiri mw’ esyogali sînene?

Literacy 2

Plan the Story
Wüthe watsuka erisomo nî kyibüya erithekatheka omughane w’emilhondo ini owangawathikya abiyi abangathalhüka eribütha-bütha owabü mughane.

Day 2

Literacy 1

Word Structure Application
erisenya  eri-seny-a  aba-seny-i
erisona  eri-son-a  aba-son-i

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>diba  d</td>
<td>D, d</td>
</tr>
<tr>
<td>di   di</td>
<td>diba, edu, edini</td>
</tr>
</tbody>
</table>

181 Term 2 Week 8
7.2 Eriyitheyo ly’oko syonzira

Literacy 1

Thematic Question
Abana batholere ībayithwalha bathi bakaghenda omo nzira?

Before Reading: Guiding Question
Maserekha mwaghulha omo kathali mwa kyi?

After Reading: In the Text Question
Esyorole esya Maserekha alhangira syabya sihekire kyi?

After Reading: In My Mind Question
Kūwabya in’iwe wathünga esyombulhu wangaghulire kyi?

Literacy 2

Plan the Story
Wūthe watsuka erisomo ni kyibuya erithetheka omughane w’emihondo ini owangawathikya abiyi abangathalhuka eribütha-bütha owabü müghane.

---

Day 4

Literacy 1

Sentence Structure Application
Ngaghulha akagali.

Sindiguhulha akagali.

Ngaheka ebiseke.

Sindiheka ebiseke.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>dasa d</td>
<td>D, d</td>
</tr>
<tr>
<td>da da</td>
<td>dasa, doba, donga</td>
</tr>
</tbody>
</table>

Term 2  Week 8
7 Emighendere omo kyipindi kyethu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
ebiringu ekolası esyogali
esyobbasi esyorole ebiseke

Word Structure Review: Answers
erisenya eri-seny-a aba-seny-i
erisona eri-son-a aba-son-i

Sentence Structure Review: Answers
Ngaghulha akagali.
Sindighulha akagali.

Ngaheka ebiseke.
Sindiheka ebiseke.

Literacy 2

Handwriting and Spelling Assessment
eduka edini dasa
7.2 Eriyitheya ly’oko syonzira

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children and teachers standing at a zebra crossing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>I took Primary 2 children for a field trip. We went singing with jubilation. Along the way, I showed them a zebra crossing and the children crossing. I explained to them how a zebra crossing works. They promised me that they will be careful while crossing a road.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>• Competences, page 77</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 128</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Pages 32-34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omusyo</strong></td>
</tr>
<tr>
<td>Eriyirinda si buba.</td>
</tr>
<tr>
<td>Erikumbulha: Ni kyibuya omundu eriyitheya buli ndambi oko bitsibu.</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
7 Emighendere omo kyipindi kyethu

Oral Literature

Omwana oywotomerawa

**Ekyibulyo ekyikasondolha**
Soma omughane wanathulaghu ngamuhakoleka kyi erikangirirya abiyi oko buthandwa.

**Ekyipindi kyerimbere**
Omo buhlambu bw’karugutu, mwabya abandu banene kandi ibathimbire kw’amathendekero manene. Esyopikyi-pikyi n’esyogali isikalhaba buli ndambi. Omupolisi w’obukali iya Muthi iniaeksinduka oko nzira akayawathikya abana erikyuruka enzira.


Iya Muthi nayu mwabakangirirya okwikolesya ndeke enzira. Mwakania oko himinyisyo ehi leoko nzira omulile obwa pa buli kwobusosanu bw’abana, obuli kw’ebisoro, n’ebindu bine ne.

Iya Muthi abere iniaxyinakanaya n’abafuyi b’esyopikyi-pikyi, omughendesya mughuma mwhurumuka eyighulhu n’omutsindu muneke. Mwatomera omwana w’erithendekero iya Musa. Musa mwahuthalha oko kughulhu n’oko byalha.

**Story Outline**

<table>
<thead>
<tr>
<th>Abasathi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muthi, Mubwa, Musa.</td>
</tr>
</tbody>
</table>

**Ekyipindi n’obuthuku bw’omughane**
Oko nzira n’okwithendekero.

**Ekyikakolhawa**
Obuthandwa oko nzira n’emibere yeriyithey.

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7.2 Eriyitheya ly’oko syonzira
Oral Literature

Ekyibulyo eky’ebikendikwamako
Wükalengekanaya ni kyi ekyabya kyakwamireku?

Ekyipindhi kyakabiri
Mübathwalha Müsa y’okwithambiriru n’omughendesa w’epikyi-pikyi oyowabisa isyasi ndeke erifügha mübamüthwalha omo mulikyi. Abana aba Müsa abya nabü, mubayathulira abakangirirya.

Omupolisi iya Müthi mwagenda okwithendekeku. Mwabwira mükülhü w’erithendekeku athi, “Ngasyakangiriraya abiyi kübangayirinda erithenditomerwa omo nzira.” Mükülhü w’erithendekeku mwabirikira abiyi abosi haghüma.


Mükülhü w’erithendekeku mwasingya omupolisi búsana n’erisyakangirirya abiyi oko bütsiibu ebyangabanika oko syonzira.

Vocabulary Words

<table>
<thead>
<tr>
<th>obwabu</th>
<th>obwapa</th>
<th>erifügha</th>
</tr>
</thead>
</table>

In the Text Questions

<table>
<thead>
<tr>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ni bütsiibu kyi obukalhwa omo büthandwa?</td>
</tr>
<tr>
<td>2. Küwabwa in’iwe mupolisi wangakolire kyi obüthandwa bükabanika?</td>
</tr>
</tbody>
</table>

Term 2  Week 8
7 Emighendere omo kyipindi kyethu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nî bindü kyî ebyangakohlwa eriyirinda ebîndü bîbî ebyangabanîka oko nzîra?

Before Reading: Guiding Question
Nî masatha wahi amabî aw'abana bangakolha omo nzîra?

After Reading: In the Text Question
Nî wahi oyowaghusa omupira?

After Reading: In My Mind Question
Wamalhangîra ematoka yikasa iwune omo nzîra iwükendîkolha kyî?

Literacy 2

Plan the Story
Wûthe watsuka erisomo nî kyibuya erithetheka omûghane w'emilhondo ini owangawathikya abiyi abangathalhûka eribûtha-bûtha owabû múghane.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th>akasamba</th>
<th>aka-samb-a</th>
<th>a-samb-ire</th>
</tr>
</thead>
<tbody>
<tr>
<td>akahatha</td>
<td>aka-hath-a</td>
<td>a-hath-ire</td>
</tr>
</tbody>
</table>

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>wiwe</td>
<td>W, w</td>
</tr>
<tr>
<td>wî</td>
<td>wî</td>
</tr>
<tr>
<td>w</td>
<td>wiwe, wayî, watha</td>
</tr>
</tbody>
</table>
7.3 Ebindu bibi oko syonzi ra

Literacy 1
Thematic Question
Ni bindu kyi ebyangakolhwa eriyirinda ebindu bibi ebyangabanika oko nzira?

Before Reading: Guiding Question
Abana erisathira omo nzira kyangaleta bitsibu byahi?

After Reading: In the Text Question
Omufuiyi mwebwira abana athi bamasathira omo nzira ibakendikwa kyi?

After Reading: In My Mind Question
Wamasangana omwana wenyu akasathira omo nzira iwukendikolha kyi?

Literacy 2
Plan the Story
Wuthu watsuka erisomo ni kyibuya erithekatheka omugheane w’emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mugheane.

Literacy 1
Sentence Structure Application
Mukabaka omupira.

Mukendisyabaka omupira.

Mukahamba ebbureki?
Mukendisyahamba ebburekyi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>yahulha</td>
<td>Y, y</td>
</tr>
<tr>
<td>ya</td>
<td>ya</td>
</tr>
<tr>
<td>y</td>
<td>yahulha</td>
</tr>
</tbody>
</table>

Term 2 Week 9 188
7 Emighendere omo kyipindi kyethu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

esombumul 

amagali

amabwe

erighusa 

omufuyi

obutsibu

Word Structure Review: Answers

akasamba 

aka-samb-a

a-samb-ire

akahatha 

aka-hath-a

a-hath-ire

Sentence Structure Review: Answers

Mukabbaka omupira.
Mukendisyabaka omupira.

Mukahamba ebburekyi?
Mukendisya hamba ebburekyi.

Literacy 2

Handwriting and Spelling Assessment

wiwe 

watha

yeghe
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Story**

On Friday as I was going home, I found children playing by the roadside. The road had potholes, water passages, broken glasses, broken electric wires, waste disposal and many other dangerous things. As they were playing with a ball, one child fell into the pothole. He was cut by broken glasses from the pothole. I rushed and gave him first aid then took him to the nearby clinic.

**References**

NPSCU Teacher’s Guide
- Competences, page 77
- Sample Scheme of Work, page 129

NPSCU P2 Curriculum
- Pages 33-34

**Traditional Text**

**Omusyo**

Enzirambi siyiribwira mughendi.

Erikumbulha: Omo nzira mumukabya bundu binene ebyangatsandya obuyingi bw’omundu. Ni kyibuya omundu eriyitheya akalhaba omo nzira.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
7 Emighendere omo kyipindi kyethu

Oral Literature
Enziro y'akalikuku

Ekyibuleyo ekyikasondolha
Nii bindu bibi byahib ebikabya oko nzira?

Ekyipindi kyerimbere

Kwesie hirikuku hyabya hiwithe amenge manene. Hyabere hikalhangira omo nzira imune ebyuma, esyotsupa n'amabwe, muhyaghenda hikalhaba emusike. Muhyaghendera oko musike w'enziro ihinemusama omo ndeke ahiisi.


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abasathi</strong></td>
</tr>
<tr>
<td>ehirikuku, ebihungu, embwa.</td>
</tr>
<tr>
<td><strong>Ekyipindi n'obuthuku bw'omughane</strong></td>
</tr>
<tr>
<td>Omo nzira.</td>
</tr>
<tr>
<td><strong>Ekyikakolhawa</strong></td>
</tr>
<tr>
<td>Ehirikuku hikayirinda oko bitsibu ebiri omo nzira.</td>
</tr>
</tbody>
</table>
7.3 Ebindũ bibi oko syonzira

Oral Literature

**Ekyibulyo eky’ebıkendïkwamako**
Wükalengekanaya ni kyi ekyabya kyakwamireku?

**Ekyipindũ kyakabiri**

Embwa naũw myunawathĩkya ebinyonyi eryuuwania enzira. Ebinyonyi n’ebošoro mũbyĩgha erišhenda inibemusamalire ahisi.

### Vocabulary Words

<table>
<thead>
<tr>
<th>enzira</th>
<th>amenge</th>
<th>emusike</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Ni kanyonyi kahi akawithe amenge?
2. Ni binyonyi byahi ebyatheka omo nzira mwa’amabwe n’emihamba?

### In My Mind Questions

1. Wükalengekanaya ebinyonyi byabere byabirisongya amabwe n’esyotsupa mubyabihiro hayi?
2. Amabwe awithe bitsiũũ byahi omo nzira?
8 Obúthandwa n'eriyitheya

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nǐ bindú byahí ebyangaleka abana íbathúnga obúthandwa bakaghenda omo nzira?

Before Reading: Guiding Question
Büsana na kyi embwa muyasamba omo müthi?

After Reading: In the Text Question
Embwa n'engende mubyaheka kyi bikayasena?

After Reading: In My Mind Question
Nǐ bindibú kyi ebyangalwa omwísamba omo müthi?

Literacy 2

Plan the Story
Wúthe watsuka erisomo ní kyibüya erithekatheka omüghe ne w'emilhondo ini owangawathikya abiyi abangathalhúka eribútha-bútha owabú müghe ne.

Day 2

Literacy 1

Word Structure Application
eríghūsa erí-għūsa mwa-għūsa
eribügha erí-būgha mwa-būgha

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>embayi</td>
<td>mb</td>
</tr>
<tr>
<td>mba</td>
<td>mba</td>
</tr>
<tr>
<td>mb</td>
<td>embayi</td>
</tr>
</tbody>
</table>

Mb, mb

embayi, embene, embeba
8.1 Ebyangaletha obuthandwa

Literacy 1

Thematic Question
Ni bindu byahi ebyangaleka abana ibuthunga obuthandwa bakaghenda omo nzira?

Before Reading: Guiding Question
Engende muyathwalha embwa yahii?

After Reading: In the Text Question
Embwa yabere yayithinira muyakwa kyi?

After Reading: In My Mind Question
Munywani wawu amathunga obuthandwa iwukendikolha kyi?

Literacy 2

Plan the Story
Wuthe watsuka erisomo ni kyibuya erithekatheka omughane w’emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mughane.

Literacy 1

Sentence Structure Application
Thukaheka esyongwe.

Thwaheka esyongwe.

Thukasamba omo muthi.

Thwasamba omo muthi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>embasa</td>
<td>mb</td>
</tr>
<tr>
<td>mba</td>
<td>mba</td>
</tr>
<tr>
<td>mb</td>
<td>embasa</td>
</tr>
</tbody>
</table>

Mb, mb
embasa, embali, embaya
8 Obüthandwa n'eriyitheya

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

es Yongwe  emiyembe  enindu
omūthī  omūkyira  eka

Word Structure Review: Answers

erūghusa  eri-ghusa  mwa-ghusa
eribugha  eri-bugha  mwa-bugha

Sentence Structure Review: Answers

Thūkaheka es Yongwe.
Thwaheka es Yongwe.
Thūkasamba omo mūthī.
Thwasamba omo mūthī.

Literacy 2

Handwriting and Spelling Assessment

embayi  embene  embasa
8.1 Ebyangaletha obuthandwa

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food in a saucepan.</td>
</tr>
</tbody>
</table>

**Model News Story**

A woman had many rats in her house and went to buy rat poison. She placed it on the floor in the kitchen. A crawling baby picked the poison and threw in the sauce with food. Before she could serve the food, she sensed that it did not smell right. She could not serve it and the family was saved from poisoning.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>• Competences, page 78</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 131-132</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Pages 35-37</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Omüghane-ghane**

Obuthandwa, obuthandwa,
Wüli mübi, buthandwa,
Wukitha nabi buthandwa,
Abana bayi, thüyirinde obuthandwa,
Wükathwa amaghühü w’abandü,
Wukitha abana, wukitha abakülhü,
Buthandwa wüli mübi.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
8 Obúthandwa n’eriyitheya

Oral Literature

Ematoka ya Asumani

Ekyibulyo ekyikasondolha
Ni bündu byahí ebyangaleka ematoka iyathunga obúthandwa?

Ekyípindi kyérimbere
EKarambi yabya omúlhúme oyowabya akahúlhwa mwa Asumani. Asumani aby’awithe ematoka eyabya yakwaka búli kyíro. Iniakaboherera y’omo mihúha. Ematoka eyi iyikalhwa mw’omukyi múnene.


Story Outline

Abasathi
Asumani, akanyonyi, omúnyerere.

Ekyípindi n’obuthuku bw’omúghane
Omo bülhambú.

Ekyíkakohawa
Asumani akaghendaya ematoka eyikwire.
8.1 Ebyangaletha obuthandwa

Oral Literature

Ekyibulyo eky’ebikendikwamako
Wükalengekanaya ni kyahi ekyabya kyakwamireku?

Ekyipindi kyakabiri
Asumani mwaghunza eyenga ngüma inianemusiba eka. Mwaghulirya ebiseke by’oko nzira.
Asumani mwathwa ebindii biseke. Mwabihiro obo matoka neryo atsuka erighendyayu.
Abere aghenda lhüghendii lhukuhi omunyerere mwakyrurukania embere sy’ematoka.
Asumani mwasisira. Mwalengesya eryimania ematoka aliiriyo müyaghana küsangwa esyobburekyi syabya
sithwikire. Ematoka müyatara-tara yamayimana omwirima iy’epamba. Omunyerere mwasübülh
wüleke eribya wukaghendya ematoka eyikwire.”

Abandu mübasa bakasyalebya ekyamabya. Mübaweka bakasangana Asumani inianetingirwe
oko muthaghalha w’ematoka yiwe. Mwahülükua omo matoka. Mwathulira abandu obo
buthandwa. Abandu mubamuwathikya erilhusya ematoka y’omwirima. Mubasukumayu
yamasüba omo nzira. Asumani mwasinya abandu büsana n’erimuwathikya. Mwabhererya obo
biseke. Mwathulira abandu athi erighendya esyomatoka ngülhü ní kyiĩghüma obo bikaletha
obuthandwa omo syonžira. Erilhwa ekyiro ekvo, Asumani mwaleka erighendya ematoka eyo.
Mwaghülüha epikiyi-pikiyi y’eriheka kw’ebiseke.

Vocabulary Words

<table>
<thead>
<tr>
<th>ematoka</th>
<th>omukyi</th>
<th>amathendere</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Text Questions</td>
<td>In My Mind Questions</td>
<td></td>
</tr>
<tr>
<td>1. Asumani abya ikere hayi?</td>
<td>1. Wükalengekanaya hangabere kyi Asumani kwaghenda embere n’erighendya ematoka eyikwire?</td>
<td></td>
</tr>
</tbody>
</table>

Term 2  Week 10

198
8 Obúthandwa n’eriyitheya

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abándú bangawathikania bathi bamathúngá obúthandwa?

Before Reading: Guiding Question
Ekýaleka Masíka iniatorwa ni kyi?

After Reading: In the Text Question
Masíka mwalhangíra omo nzíra mwa kyi?

After Reading: In My Mind Question
Erisathíra omo nzíra likalhwamu bitsíbí kyi?

Literacy 2

Plan the Story
Wúthe watsuka erisomo ni kyíbúya eríthekatheka omúghane w’emílhondo ini owangawathikya abiýi abangathálhúka eríbútha-bútha owabú múghane.

Day 2

Literacy 1

Word Structure Application
ngalya      nga-lya      wúka-lya
ngathema    nga-thema    wúka-thema

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>thatha th</td>
<td>Th, th</td>
</tr>
<tr>
<td>tha th</td>
<td>thatha, thahya, thalya</td>
</tr>
</tbody>
</table>

Term 2  Week 11
Literacy 1

Thematic Question
Abandū bangawathikania bathi bamathünga obuthandwa?

Before Reading: Guiding Question
Masika abere abīríyíthinīra múhabya kyí?

After Reading: In the Text Question
Oyowasa n’akabbasi ní ndí?

After Reading: In My Mind Question
Kúwabya in’iwe Masika wangakolere omulisya yo kyí?

Literacy 2

Plan the Story
Wúthe watsuka erísmo ní kyibüya eríthetyátheka omúghane
w’emihondo ini owangawathíkya abíyi abangathalhúka
eribütha-bütha owábú múghane.

Literacy 1

Sentence Structure Application
Omukali ní múbüya.

Omukali sí múbüya.

Omulisya ní músyakülhü.

Omulisya sí músyakülhü.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>theha</th>
<th>th</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>the</td>
</tr>
<tr>
<td>th</td>
<td>theha</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Th, th

theha, thema, thera
8 Obuthandwa n'eriyitheya

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

eyighuhlhu          ebimatoka          eriru
ebbandegyi          omunasii           omusomesya

Word Structure Review: Answers

ngalya              ng-lya              wuka-lya
ngathema            ng-thema           wuka-thema

Sentence Structure Review: Answers

Omukali nì múbuya.
Omukali sí múbuya.

Omulisya nì müsyaكühlhü.
Omulisya sí müsyaكühlhü.

Literacy 2

Handwriting and Spelling Assessment

thema               thera               theha
8.2 Eriyitheya oko bühandwa

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>People helping the injured.</td>
</tr>
</tbody>
</table>

**Model News Story**

Last year a taxi got in an accident at my village. We ran to the scene and helped the injured and bleeding passengers. As the villagers were carrying the injured passengers to the side of the road, I shouted to them, “Please, don’t get in touch with the blood! You might get HIV!” Nurses from a nearby health centre came and gave the villagers gloves to help the injured people.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>● Competences, page 78</td>
</tr>
<tr>
<td>● Sample Scheme of Work, pages 132-133</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>● Pages 35-37</td>
</tr>
</tbody>
</table>

**Traditional Text**

Olhúthekelekunú

Olhuhini Iwahire omulhangalha asighere.

Erikumbulha: Enzira

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
8 Obuthandwa n'eriyitheya

Oral Literature

Omkangirirya muhya-muhya

**Ekyibulyo ekyikasondolha**
Thwangayirinda obuthandwa bwa thuthi?

**Ekyipindi kyerimbere**

Ekyiro kyiwe ky'erimbere okwithendekeru ly'eMahyoro, mwalhangira abana basathu nabu ini balema. Mwabulya abakangirirya abandii abana abu ngabalehema bathi.

Mubamubwira ng'ok'omwana omughuma ahumirawa n'ende eyabya oko buthalha bw'erithendekeru n'owundi ng'oko athogha omo muthi w'amapiira n'owundi ng'okw'awa omo kyuna bakasatha omupira. Mulekya mwabirikika abiyi abosi. Mwabuwira athi bahandike omo bitabu byabu ebundu ebyabakalengekanaya bathi erithendekeru lyangakolha eribalinda oko buthandwa. Abiyi banene mubahandika bathi ebyuna ebyosi ebyabya omo buthalha bw'erithendekeru babiribe. Bira mwahanidika athi bahimbe olughuthu erithimba okwithendekeru. Mulekya mwathuma abana athi babwire ababuthi babu abosi eryasa okwithendekeru ibanahekire ebipanga n'esiska.

---

**Story Outline**

**Abasathi**
Mulekya, abiyi, ababuthi.

**Ekyipindi n'obuthuku bw'omuhane**
Okwithendekeru.

**Ekyiikaholhawa**
Erihabulha abana oko buthandwa.
Ekyibulyo eky’ebikendikwamako
Wükalengekanaya ni kyahë ekyabya kyasubukireku?

Ekyipindi kyakabiri
Ababuthi mubasa banene okwithendekeru. Abandë mubahimba olhughuthu erithimba okwithendekeru. Abandë mubaheka omuthaka w’eririba mw’ebunya ebyabya omo buthalha bw’erithendekeru.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekyuna</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mulekya mwalhangira abana abalema bangahï?</td>
<td>1. Wükalengekanaya abana abalema mubayowa bathi bakalhangira Mulekya?</td>
</tr>
<tr>
<td>2. Në kyisoro kyi ekyahümira omwana okwithendekeru?</td>
<td>2. Ìwe wangawathikya wüthi omündu omülema?</td>
</tr>
</tbody>
</table>
TERM 2 END OF TERM ASSESSMENT

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: △
Level 2 (L2): The learner’s performance meets the competence. Symbol: ▽
Level 1 (L1): The learner’s performance does not meet the competence. Symbol: /

Reading Assessments (administered individually)

Fluency and Vocabulary Assessment:
Ask the learner to read the Week 4 story in the Pupil Book aloud to you. Ask one In the Text and one In my Mind comprehension question.

L3: Reads with excellent fluency. L3: Answers both the comprehension questions correctly.
L2: Reads with average fluency. L2: Answers at least one comprehension question correctly.
L1: Reads with poor fluency. L1: Does not answer the comprehension questions.

Grammar and Vocabulary Assessment:
Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask him/her to read the word and then use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.
L2: Successfully completes the task for 3-4 vocabulary words.
L1: Completes the task for 2 or fewer vocabulary words.

Listening Assessment (administered as a group)

Listening Comprehension Assessment:
Compose a story to tell to the class or find a story to read. Create 5 comprehension questions about the story. Tell/read the story to the class and then ask the questions one at a time. Have learners write (or draw) their answers on a piece of paper. Make sure learners include their names. Collect and assess.

L3: Answers all 5 questions correctly.
L2: Answers 3-4 questions correctly.
L1: Answers 2 or fewer questions correctly.
Writing Assessment (administered as a group)

Handwriting Assessment:
Write 3 short sentences on the chalkboard. Ask learners to copy them in their exercise books using their best handwriting.

L3: Formation of the letters and spacing between words is excellent. No errors.
L2: Formation of the letters and spacing between words is good. A few errors.
L1: Formation of the letters and spacing between words is poor. Many errors.

Spelling Assessment:
Select 5 spelling words from the term. Dictate the words one at a time to the class and have learners write them in their exercise books. Collect and assess.

L3: Spells all 5 words correctly.
L2: Spells 3-4 words correctly.
L1: Spells 2 or fewer words correctly.

Creative Writing Assessment:
Tell learners to write a story about an accident they have had themselves or witnessed in their community. Explain that they can use pictures and words to tell their story but that they should also include at least one full sentence. Make sure learners include their names. Collect and assess.

L3: Writes a meaningful, well organised story with 2 or more sentences.
L2: Writes a meaningful, well organised story with at least 1 sentence.
L1: The story does not include a full sentence.

Speaking Assessment (administered individually)

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

L3: Tells a meaningful, engaging story with excellent confidence and good 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 Obuholho n'obuyirinde

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nī bandū bahī abakawathikaya erilinda obuholho n'obuyirinde omo kyipindi?

Before Reading: Guiding Question
Endekū muyikalha búusanana na kyi?

After Reading: In the Text Question
Nī bahī abaletha ebikoba?

After Reading: In My Mind Question
Wamasangana abibi omo nzira ìwükendikolha kyi?

Literacy 2

Plan the Story
Wūthe watsuka erisomo nī kyibuya erithekatheka omughane w'emihondo ini owangawathikya abiyi abangathalhūka eributha-butha owabū müghane.

Day 2

Literacy 1

Word Structure Application
akaheka  aka-heka  syali-heka
akathema  aka-thema  syali-thema

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tsanga</td>
<td>ts</td>
</tr>
<tr>
<td>tsa</td>
<td>tsa</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Ts, ts
tsanga, tsangira, tsayi-tsayi
9.1 Olhükwamirwa lh'abalindi b'obüholho

Literacy 1

Thematic Question
Ni bandû bahî abakawathikaya erîlinda obüholho n'obûyirinde omo kyîpîndî?

Before Reading: Guiding Question
Ni bîndû byahî ebyangatsandyoba obüholho?

After Reading: In the Text Question
Ni bahî abakangiriraya abandû oko büholho.

After Reading: In My Mind Question
Wûkalengekanaya abapolisi mûbakolera abibi bokyì?

Literacy 2

Plan the Story
Wûthe watsuka erîsomo ni kyîbüa erîthekathea omûghane w'êmilhondo ini owangawathikya abiyì abangathalhûka eribûthâ-bûthâ owabû mûghane.

Literacy 1

Sentence Structure Application
Masereka akaheka omwana.
Masereka syaliheka omwana.

Kabugho akathema amakamatha.
Kabugho syalithema amakamatha.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>tsema</th>
<th>ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>tse</td>
<td>tse</td>
</tr>
<tr>
<td>ts</td>
<td>tsema</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Ts, ts
tsema, tsemera, tsemaya
9 Obūholho n’obūyīrīnde

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
endekū abasheki abahüle
abathabali obühlambū eryuwania

Word Structure Review: Answers
akaheka aka-heka syali-heka
akathema aka-thema syali-thema

Sentence Structure Review: Answers
Masereka akaheka omwana.
Masereka syaliheka omwana.

Kabugho akathema amakamatha.
Kabugho syalithema amakamatha.

Literacy 2

Handwriting and Spelling Assessment
tsanga tsemaya tsayi-tsayi
9.1 Olhūkwamirwa Ihw’abalindi b’obüholo

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

Two people (male and female) dressed in police uniforms talking to with a man (thief) and an old woman (holding a basket with chicken) standing near a homestead.

Model News Story

My uncle is a policeman. One morning he was walking to work. He heard a noise in the neighbourhood. People were chasing a thief. The thief stole chickens from an old woman’s homestead. My uncle called other policemen to help. They looked for the thief and caught him. The policemen also found the chickens. They gave the chickens back to the old woman. After that, there was peace in the village.

References

NPSCU Teacher’s Guide
- Competences, page 79
- Sample Scheme of Work, page 135

NPSCU P2 Curriculum
- Page 38

Traditional Text

Olhūthekaranü

Ngawithe embene yayi obulî mündü akasaghulirayayu.

Erikumbulha: Ebithi by’oko nzira.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
9 Obüholho n’obuyirinde

Oral Literature

Eríhamba abibi

Ekyibulo ekyiakashondolha
Abandú múbakolha kyl erihiba abibi?


EKybwe müyabanika abalhwana ababya isibalyanza erikolha emibiri. Íbakasiba omo múkobbo. Omo kyíro ibakaghenda omo malima ibayiba. Abalhwana banú ibakakülha omühoko n’ebütungürú omo malima w’abandí. Engyakya abandú ibakabya bakahika omo malima wabú ibakyibulhaya oyowakulire ebalya byabú nga ní ndí. Abandú múbabülha ebalya by’erírya.

Story Outline

<table>
<thead>
<tr>
<th>Enzümwa ngülhú</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abibi abakiba ebalya omo malima.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enzümwa eyikahamiraya 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erihiba abibi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enzümwa eyikahamiraya 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erihamthya obuyirinde omo kyipindí.</td>
</tr>
</tbody>
</table>
9.1 Olhükwamirwa Ihw’abalindi b’obühlholho

Oral Literature


**Vocabulary Words**

<table>
<thead>
<tr>
<th>obyüirinde</th>
<th>obühlholho</th>
<th>abibi</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Abandü b’eKyibwe babya bakalima byalya kyí?
2. Abahamba abibi ní bahí?

**In My Mind Questions**

1. Wamalhangírìa abibi b’omwiírìma wangakolha kyí?
2. Wúkalengekanaya ekyikaleka abandü ibiba ní kyí?

Term 3  Week 1
9 Obühlho n'obüyirinde

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abana bangakolha kyi okwirethahu obühlho n’obüyirinde omo kyipindi?

Before Reading: Guiding Question
Büsana na kyi Masika abya aponire omüliranwa wabü?

After Reading: In the Text Question
Masika abya ikere hayi?

After Reading: In My Mind Question
Büsana na kyi abandü bakaghenda oko muzigiti?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibüya erithekatheka omüghane w'emplhondo ini owangawathikya abiyi abangathalhüka eribütha-bütha owabü müghane.

Day 2

Literacy 1

Word Structure Application
erisenya eriseny-a eriseny-esya
erinogha erinogh-a erinogh-esya

Literacy 2

Breaking and Making
enganga ng
nga nga
ng enganga

Handwriting and Spelling Practice
Ng, ng
enganga, engatha, engabi
9.2 Emibere y'erihirahu obüholho n'obuyirinde

Literacy 1

Thematic Question
Abana bangakolha kyi okwirethahu obüholho n'obuyirinde omo kyipindí?

Before Reading: Guiding Question
Büsana na kyi mama wa Masika mwaghenda ew'omülíranwa wabü?

After Reading: In the Text Question
Ekyatsemesaya mama wa Masika ní kyi?

After Reading: In My Mind Question
Ní bibüya kyi ebikalhwa omwanza abalíranwa bethü?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ní kyibüya eríthekatheka omúghane w'emílhondo iní owangawathikya abiyí abangathalhúka eribütha-bütha owabü múghane.

Literacy 1

Sentence Structure Application
Maserekwa mwasenya esyongwe.

Maserekwa mwasenyesya esyongwe.

Kabugho mwanogha omwani.

Kabugho mwanoghesya omwani.

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>engamë</td>
<td>ng</td>
</tr>
<tr>
<td>nga</td>
<td>nga</td>
</tr>
<tr>
<td>ng</td>
<td>engamë</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Ng, ng

engamë, engabü, engeya
9 Obüholho n’obuyirinde

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
imamu ahīsi erísaba
amaka esapehû emitse

Word Structure Review: Answers
erisenya eriseny-a eriseny-esya
erinogha erinogh-a erinogh-esya

Sentence Structure Review: Answers
Masereka mwaseny a esyongwe.
Masereka mwaseny esyongwe.

Kabugho mwanogha owâni.
Kabugho mwanoghesya owâni.

Literacy 2

Handwriting and Spelling Assessment
enganga engabû engatha
9.2 Emibere y'erihirahu obuholho n'obuyirinde

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>People watching the football match.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last month there was a football match in the village and the two teams played to a draw. When the match was over, a fight broke out between the two teams. The village chief, who was among the spectators, ordered his guards to stop the fight. When the guards stopped the fight, they also assisted people to walk away. This helped to keep peace at the football match.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
</table>
| NPSCU Teacher’s Guide
  - Competences, page 79
  - Sample Scheme of Work, pages 136-137 |
| NPSCU P2 Curriculum
  - Pages 38-40 |

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omüghane-ghane</td>
</tr>
<tr>
<td>Nyamühanga mwamba amesü, N'amathwe w'erimwowa, N'amaboko w'erimukolera, N'omühîma w'erimwanza, Eryanza mulikyenyu, Nïanza Nyamühanga.</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
9 Obüholho n’obüyirinde

Oral Literature

Ehisimba ehyawa omo kyuna

**Ekyibulyo ekyïkasondolha**
Ekyleka ehyana hy’akasimba ihyathoghera omo kyuna nï kyï?

**Ekyïpïndi kyerimbere**


---

**Story Outline**

<table>
<thead>
<tr>
<th>Abasathi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kule, akasimba, ebyana by’akasimba.</td>
<td></td>
</tr>
</tbody>
</table>

**Ekyïpïndi n’obuthuku bw’omûghane**

Omwïrïma.

**Ekyïkakahawa**

Ebyana by’akasimba bikawa omo kyuna.
9.2 Emibere y’erihirahu obuholho n’obuyiirinde

**Oral Literature**

**Ekyibulo eky’ebikendikwamako**
Wükalengekanaya n’i ky ekyabya kyakwamireku?

**Ekyipindi kyakabiri**


Omülhüme abere akalhuwa omo kyuna mwasangana ehisimba ehyosi ihyabirithibitha. Erilhwa ekyiro ekyo ehyana mühymimíya erithendyowa kükyanganaleka ebitsibu ibyabanika.

**Vocabulary Words**

<table>
<thead>
<tr>
<th>ekyuna</th>
<th>ebitsibu</th>
<th>eyihya</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Ebinyobwa byabya bya ndi?
2. Kule abyahekire kyi?

**In My Mind Questions**

1. Wükalengekanaya mama w’ehisimba kwathasa hangabere kyi?
2. Kükabuya in’iwe Kule wangakolire kyi ehisimba hikathibitha?

Term 3  Week 2

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9 Obüholho n’obüyirinde

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ní bïtsibù kyì ebyangabanîka hamabya išîhâli abandû abakalînda obüholho?

Before Reading: Guiding Question
Ní bana bandî ababya bawithe emitse mîbî?

After Reading: In the Text Question
Ababuthi ba Kabughô mübahwilwa kyì?

After Reading: In My Mind Question
Ní bïtsibù kyì ebyangalhwa omwîbya n’emîtse mîbî?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ní kyîbûya erithekathêka omûghane w’emîlhondo ini owangawathîkya abîyì abangathalhûka erîbûthá-bûthá owabû mûghane.

Day 2

Literacy 1

Word Structure Application
erîgha  erîgh-a  erîgh-isya
erînaba  erînab-a  erînab-isya

Literacy 2

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaking and Making</td>
<td>Handwriting and Spelling Practice</td>
<td></td>
</tr>
<tr>
<td>bbaka</td>
<td>bb</td>
<td>Bb, bb</td>
</tr>
<tr>
<td>bba</td>
<td>bba</td>
<td>bbaka, bbanda, bbasaya</td>
</tr>
</tbody>
</table>
9.3 Ebibuya ebiri omwirethahu obuholho n'obuyirinde

Literacy 1

Thematic Question
Nii bitsibu kyi ebyangabanika hamabaya isihali abandu abakalinda obuholho?

Before Reading: Guiding Question
Abalaghansaya eritsira erikolha esyongubi syonabi nii bahi?

After Reading: In the Text Question
Masika abungira ewa ndi?

After Reading: In My Mind Question
Wamabuya n'omunywani oyuuwithe emitse mibi iwukendimuwathikya wuthi?

Literacy 2

Plan the Story
Wuthe watsuka erisomo ni kyibuya erithetakheka omughane w'emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mughane.

Literacy 1

Sentence Structure Application
Kambale mwahigha embwa.
Kambale mwahighisya embwa.
Masika mwabumba eriregha.
Masika mwabumbisya eriregha.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebbakü</td>
<td>bb</td>
</tr>
<tr>
<td>bba</td>
<td>bba</td>
</tr>
<tr>
<td>bb</td>
<td>ebbakü</td>
</tr>
</tbody>
</table>

Bb, bb
ebbakü, ebbakuli, ebbahasa
9 Obüholho n’obüyirinde

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
erisúna  olhüholho  ababuthi
erribota  eriitsüma  akabonde

Word Structure Review: Answers
erihigha  erihigh-a  erihigh-isya
erinaba  erinab-a  erinab-isya

Sentence Structure Review: Answers
Kambale mwahigha embwa.
Kambale mwahighisya embwa.

Masika mwabümmba eriregha.
Masika mwabumbisyaya eriregha.

Literacy 2

Handwriting and Spelling Assessment
bbaka  ebbakü  ebbakuli
9.3 Ebibuya ebiri omwirethahu obuholho n’obuyirinde

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

People wearing t-shirts (with a label “we want peace in our village”) at a party.

Model News Story

Last month there was campaign in our village. Two people contested for the post of Local Council chairman. Before the elections, the officer in our district organised a big party and invited everyone in the village where he gave everyone a t-shirt which is labelled “we want peace in our village”. All people on and promised to keep peace during voting.

References

NPSCU Teacher’s Guide
- Competences, page 79
- Sample Scheme of Work, page 137

NPSCU P2 Curriculum
- Pages 39-40

Traditional Text

Olhimbu

Thuwiithe obuholho. x3
Omo mathendekeru,
Thuwiithe obuholho,
Omo miyi yeethu,
Thuwiithe obuholho.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
9 Obüholho n'obüyirinde

Oral Literature

Obulighe bwa Masĩka

Ekyibulyo ekyikasondolha
Hangabya kyi obüholho n'ebu'obüyirinde byamabülha omo kyipindi?


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enzümwa ngülhu</strong></td>
</tr>
<tr>
<td>Erikuyla abana ibanasi emibongo y’obüholho n’obüyirinde.</td>
</tr>
<tr>
<td><strong>Enzümwa eyikahamiryana 1</strong></td>
</tr>
<tr>
<td>Erisigha abana omo nyumba ibibene ni kyibi.</td>
</tr>
<tr>
<td><strong>Enzümwa eyikahamiryana 2</strong></td>
</tr>
<tr>
<td>Omwana amabana ekyitsibũ akathulhaghu.</td>
</tr>
</tbody>
</table>

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Term 3 Week 3
9.3 Ebibuya ebiri omwirethahu obuholho n'obuyirinde

Oral Literature

Omukangirinya mwabulya Masika buseana na kyi mwakasa endambi iyabirilhaba. Masika mwabwira omukangirinya oko bibi abasa omo nyumba yabu. Mwathulha omwatsi oyu inianemulira. Abandi biyi b’omo kyithumbi ekyakabiri nabu mubasa bamahulikirira.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>amathumu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Masika awithe emyaka mingahi?</td>
<td>1. Wukalegankanaya abandu babere bakalhangira ebitabu ibine omo nzira mubakolha ky?</td>
</tr>
<tr>
<td>2. Thatha wa Masika abyaka akololha mubiri kyi?</td>
<td>2. Wamathalya ebitabu byawu okwethendeketu iwukendikolha ky?</td>
</tr>
</tbody>
</table>
10 Eritheya abana

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ni mibë ya ey'abana bangakilibwamu ndeke?

Before Reading: Guiding Question
Soma omughane wanaminya búsana na kyi Kabugho mwathabya akaghenda lhuba okwithendekera.

After Reading: In the Text Question
Ekyaleka Kabugho iniabaya akakererera ni kyi?

After Reading: In My Mind Question
Kabugho mwayowa athi abirithalhuka erighenda omo kyithumbi kyakabiri?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibuya erithekatheka omughane w'emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu müghane.

Day 2

Literacy 1

Word Structure Application
erihisya erihis-ya erihis-rya
erisasya erisas-ya erisas-rya

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>Ny</th>
<th>enyumba, enyuma, enyama</th>
</tr>
</thead>
<tbody>
<tr>
<td>ny</td>
<td></td>
</tr>
<tr>
<td>nyu</td>
<td></td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Ny, ny
10.1 Emibiri y’abana n'erikolha abana nabí

**Literacy 1**

**Thematic Question**
Ni mibere yahí ey’abana bangakulibwamu ndeke?

**Before Reading: Guiding Question**
Soma omúghane wanaminya ekyaleka Masereka iniaghenda eyiri mama wa Kabugo

**After Reading: In the Text Question**
Oywokwira Kabugo y’obulighe ni ndi?

**After Reading: In My Mind Question**
Búsana na kyi ithwabya thukakwira abandí b’obulighe?

**Literacy 2**

**Plan the Story**
Wúthe watsuka erisomo ní kyibuya eritékatheka omúghane w’emilhondo ini owangawathikya abiyí abangathalhúka eribútha-bútha owabú múghane.

---

**Literacy 1**

**Sentence Structure Application**
Mükaka mwahisya ebíthi.

**Literacy 2**

**Breaking and Making**

<table>
<thead>
<tr>
<th>enyanza</th>
<th>ny</th>
</tr>
</thead>
<tbody>
<tr>
<td>nya</td>
<td>nya</td>
</tr>
<tr>
<td>ny</td>
<td>enyanza</td>
</tr>
</tbody>
</table>

**Handwriting and Spelling Practice**

Ny, ny

enyanza, Nyamühanga, nyughusulha
Literacy 1 and 2
Day 5

Literacy 1

Vocabulary Review
obuthuku akakolha obulighe
eriseka ehibiri omwaka

Word Structure Review: Answers
erihisya erihis-ya erihis-rya
erisasya erisas-ya erisas-rya

Sentence Structure Review: Answers
Mükaka mwahisyra ebithi.
Mükaka mwahisyra ebithi omwirima.
Sokülhü mwasasya enyungü.
Sokülhü mwasasrya enyungü omo nyumba.

Literacy 2

Handwriting and Spelling Assessment
enyama enyanza enyuma
10.1 Emibiri y’abana n’erikolha abana nabi

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

A seven year old lifting heavy luggage.

**Model News Story**

When I was a child I lived in town with my aunt’s friends. I worked for them and they paid me some money. Although, I liked assisting them with work, I did not feel happy with all the heavy work that I was instructed to do. My muscles hurt at the end of each day’s work. I learnt that unlike older people, young children were not allowed to do heavy work on days that they would be in school. Later on, I enrolled in school to study.

**References**

**NPSCU Teacher’s Guide**
- Competences, page 80
- Sample Scheme of Work, page 139

**NPSCU P2 Curriculum**
- Pages 41-43

**Traditional Text**

**Omusyo**

Ekyikuwanaya amabina y’omuhotholi.

Erikumbulha: Abandü banganalethahü obühohlho kütse ibabutsandya.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
10 Eritheya abana

Oral Literature

Obwiranda bwa Kyolho

### Ekyibulyo ekyikasondolha
Büsana na kyi Kyolho syatsemire?

### Ekyipindi kyerimbere


### Story Outline

**Abasathi**

Kyolho, Mütsüba, thatha wa Kyolho, mûkülhû w’abakangirirya, mama wa Kyolho.

**Ekyipindi n’obuthuku bw’omûghane**

Omo kyipindi.

**Ekyikakolhawa**

Ababuthi bakamînya obûbî obûlî omwiremerba nabî abana.
10.1 Emibiri y’abana n’erikolha abana nabi

Oral Literature

Ekyibulyo eky’ebikendikwamako
Wükalenganaya ni kyahi ekyabya kyakwamireku?

Ekyipindii kyakabiri

Erielhwa ekyiro ekyo mama na thatha wa Kyolho mubanza abana babü. Mükabya bakabaherya emibiri mike-mike ng’eryoya ebīndī. Banabya bamayalima ibakakulhuka lhuka. Ebiro bīnū thatha wa Kyolho ni múghuma oko bandü abakakangiriraya ababuthi oko miremberere mibüya ey’abana.

Vocabulary Words

<table>
<thead>
<tr>
<th>amatafali</th>
<th>ebithika</th>
<th>epamba</th>
</tr>
</thead>
</table>

In the Text Questions

1. Kyolho na Mütsüba bakasomera hayi?
2. Nì ndī oyowabbinika?

In My Mind Questions

1. Hangabere kyi ababuthi ba Kyolho kúbathahabülha?
2. Wükalengekanaya Kyolho mwayowa athi ababuthi biwe bakatsuka erimûtsomana?
10 Eritheya abana oko bitsübü

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abana bamakolebwa nabi ni bihi ebikabanika?

Before Reading: Guiding Question
Büsüna na kyi Kambale mwakwa obüba okwithendek eru?

After Reading: In the Text Question
Kambale abya akasomera hayi?

After Reading: In My Mind Question
Wükalegenekanyaya Kambale mwayowa athi Masereka na Masika bakasyamulebya?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyiibüya erithetakeka omughane w'emilhondo ini owangawathikya abiyi abangathalhüka eribütha-bütha owabü müghane.

Day 2

Literacy 1

Word Structure Application
heka hek-a hek-era
begha begh-a begh-era

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>enzoka nz</td>
<td>Nz, nz</td>
</tr>
<tr>
<td>nzo nz</td>
<td>enzoka, enzoghu, enzokombi</td>
</tr>
<tr>
<td>nz</td>
<td></td>
</tr>
</tbody>
</table>
10.2 Ekyītsibù ekyiři omwaghalya abana

Literacy 1

Thematic Question
Abana bamakolebw a nabi ni bihi ebiikanika?

Before Reading: Guiding Question
Omwana wabu Kambale asekerera Masika busana na kyi?

After Reading: In the Text Question
Masika na Masereka mübaghüla kyi omo nzira?

After Reading: In My Mind Question
Wükalengekanaya Masereka aheka omo ngünza mo kyi?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibuya erithekatheka omughane w'emilhondo ini owangawathikya abiyi abangathalhüka eribütha-bütha owabü múghane.

Literacy 1

Sentence Structure Application
Abana bakaheka ebithumbi.

Abana bakahekera omukangiringira y'ebithumbi.
Abalhume bakabegha obundingu.

Abalhume bakabeghera abana b'obundingu.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>enzira</td>
<td>Nz, nz</td>
</tr>
<tr>
<td>nzi</td>
<td>nzi</td>
</tr>
<tr>
<td>nz</td>
<td>enzira</td>
</tr>
</tbody>
</table>

Term 3 Week 5
10 Eritheya abana oko bitsübü

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>engünza</th>
<th>erighülha</th>
<th>müghalha</th>
</tr>
</thead>
<tbody>
<tr>
<td>embere</td>
<td>omunywa</td>
<td>akikalha</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>heka</th>
<th>hek-a</th>
<th>hek-era</th>
</tr>
</thead>
<tbody>
<tr>
<td>begha</td>
<td>begh-a</td>
<td>begh-era</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

Abana bakaheka ebithumbi.
Abana bakahekera omukangirira y'ebithumbi.
Abalhüme bakabegha obündu.
Abalhüme bakabeghera abana b'obündu.

Literacy 2

Handwriting and Spelling Assessment

<table>
<thead>
<tr>
<th>enzira</th>
<th>enzisí</th>
<th>enzoka</th>
</tr>
</thead>
</table>
10.2 Ekyïtsibũ ekyiri omwaghalya abana

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| Boys digging an anthill, girls lifting jerricans of water on their heads. |

**Model News Story**

Sometimes, when Primary 2 learners are not obedient in class, their teachers have to discipline them. In a school where my youngest brother studied, there was a teacher who used to discipline boys by making them dig up ant hills in his compound. To discipline girls, he would make them fetch water from the valley using heavy jerricans. My brother is a big boy today, but when he sees an anthill he remembers the punishments that they would be given.

**Traditional Text**

*Ekyithondomo*

Amasatha aw’abasathi basathu basatha akasathawa kanyabũsathu.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
10 Eritheya abana oko bitsúbü

Oral Literature

Ekayatemesaya abana

<table>
<thead>
<tr>
<th>Ekyibulyo ekyikasondolha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abana ba Faruku mubathakulha ndeke busana na kyi?</td>
</tr>
</tbody>
</table>


Abana ba Petero ibakalya n’erinywa ndeke kandi ibakasomera okwithendekero eruywene. Peteru injinire abana biwe. Iniakasatha naby kandi isyalibakolesaya emibiri eyikalha-kalire. Abana ba Peteru ibakasatha omo syondambi sy’erilhúhuka.


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enzúmwa ngúlhû</strong></td>
</tr>
<tr>
<td>Abana erithendisoma.</td>
</tr>
</tbody>
</table>

**Enzúmwa eyikahamiraya 1**
Abana erikolha mibiri ménene kandi eyirithohire.

**Enzúmwa eyikahamiraya 2**
Erikangirinya abandu ok’obwirenda bw’abana.
10.2 Ekyitsibu ekyiri omwaghalya abana

Oral Literature


Peteru n'abana biwe mubikalha omodekii na Faruku n'abana biwe. Peteru mwharerya Faruku y'esyombulhu sy'erisuburisya. Abana ba Peteru mwharerya abana ba Faruku oko bitabu byabu, esyokalumu n'esyongyimba.


Faruku mwasima Peteru busahaan n'erimuwathikya. Mwaminya obubuya obuli omwikolha ndeke abana.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>emitse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ní bana ba ndí ababya isibalisoma?</td>
<td></td>
</tr>
<tr>
<td>2. Faruku awithe abana bangahi?</td>
<td></td>
</tr>
<tr>
<td>1. Abana abathabana efizi bakabana bitsibu kyi?</td>
<td></td>
</tr>
<tr>
<td>2. Kúwabya in'íwe Peteru wangawathikirye wúthí abana ba Faruku erisoma?</td>
<td></td>
</tr>
</tbody>
</table>
10 Eritheya abana oko bisiibü

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ní bahi abangawathikya oko mwatsi w’obwiranda bw’abana?

Before Reading: Guiding Question
Ekyaleka Masereka inyaala rí kyí?

After Reading: In the Text Question
Masereka ayalisaya kyí?

After Reading: In My Mind Question
Ní bisiibü kyí ebyangalhwa omwighenda omo kyisükyí iwunene?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ní kyibüya erithekatheka omwughane w’emilhondo ini owangawathikya abiyí abangathalhuíka eribütha-bütha owabü múghane.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th>lhúka</th>
<th>lhük-a</th>
<th>lhük-iíra</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsümba</td>
<td>tsümb-a</td>
<td>tsümb-iíra</td>
</tr>
</tbody>
</table>

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>eridirisa</td>
<td>r</td>
</tr>
<tr>
<td>ri</td>
<td>ri</td>
</tr>
<tr>
<td>r</td>
<td>eridirisa, eribelu, eribu</td>
</tr>
</tbody>
</table>

239  Term 3  Week 6
10.3 Emibere y'eritheyana ndeke abana

**Literacy 1**

**Thematic Question**
Ni bahi abangawathikya oko mwatsi w'obwiranda bw'abana?

**Before Reading: Guiding Question**
Ekyaleka Masereka inathibitha ewabu Masika nji kyi?

**After Reading: In the Text Question**
Masereka mwaghenda omo kyisukyi na ndi?

**After Reading: In My Mind Question**
Kuwabaya iniwe wasangana mama wa Masika akamuswirya wakolire kyi?

**Literacy 2**

**Plan the Story**
Wute watsuka erisomo nji kyibuya erithekatheka omughane w'emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mughane.

---

**Literacy 1**

**Sentence Structure Application**
Lhuka omukeka.

Lhukira Masereka y'omukeka.

Tsumba ebinyanga.

Tsumbira sokuhlhu yebinyanga.

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>epipi</td>
<td>P, p</td>
</tr>
<tr>
<td>pi</td>
<td>pi</td>
</tr>
<tr>
<td>p</td>
<td>epipi</td>
</tr>
</tbody>
</table>

---

Day 3

**Masereka ukalhangira skiyika**

---

Day 4

**Skypambe byatho lyawha kipyha**

---

Term 3  Week 6  240
10 Eritheya abana oko bitsibü

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
eririsinya  ekyiyoka  omünyamba
omwighu  eriswinya  engitsi

Word Structure Review: Answers
lhüka  lhüka

<table>
<thead>
<tr>
<th>lhüka</th>
<th>$1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>lhüka</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lhüka</th>
<th>$1,000</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>lhüka</th>
<th>$1,000</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>lhüka</th>
<th>$1,000</th>
</tr>
</thead>
</table>

Sentence Structure Review: Answers
Lhüka omükeka.
Lhükira Masereka yomükeka.

Tsvumba ebinyangwa.
Tsvumbira sokühlü yebinyangwa.

Literacy 2

Handwriting and Spelling Assessment
eridirisa  epikyi-pikyi  eribbelu
10.3 Emìbere y'erìtheya nedeke abana

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

A teacher talking to a group of learners.

Model News Story

One day I found the Primary 1 teacher talking to learners before they left school for lunch. She said to them, “When you are going back home or coming to school, walk in groups or pairs so that bad people will fear to do bad things to you and if anything bad happens to you or to your friend report immediately to your parents or teachers.” The children went home and told this to their parents who were very happy that the teacher cared about safety.

Traditional Text

Olhùthekeranù

Kathi tsu kathi pa.

Erikumbulha: Obükwe bw’ahakuhi.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
10 Eritheya abana oko bitsibü

Oral Literature
Omulembi m büya

Ekyibulo ekyikasondolha
Omulembi m büya akaby’athi?

Ababuthi, abakangirira, haghüma n’abana abakülhü-bakülhü batholere ibalembera ndeke abana. Hane ebündi ebithuwene ebyangaleka abana ibathaküliha ndeke. Omwana amabya akašiha isyathalya syaliküliha ndeke.

Munabwire halí abandü abakiba abana ìbabathwafíra abathahwa ìbayabahonga habw’erisondya esyombulhu n’ebündi bündi. Abandü abakiba abana ni bandü babi. Thütholere ithwakangirirya abana eriýirinda abandü babi ngabü.


Story Outline

Enzůmwa ngülhü
Erírembera ndeke abana.

Enzůmwa eyikahamirayá 1
Eríwathikya abana erithendithünga ebítsibü.

Enzůmwa eyikahamirayá 2
Eríhererya abana ebündü ebyabakasonda omo búyíngü bwabü.

Abana abakülhū-bakülhū, bakalekya abalere bamanhwa kandi bakalinda oko biśoro ng'esyombwa. Bakaboghaya n'eribogherya esyongyimba syabū syamakyina.

Abapolisi, abasomesya b'omo makanisa, emizigiti n'amakeleziya nabū bawithe olhūkwamirwa lhūnene okwiri nga abana. Kyikaleka wamakolha omwana yonabi ng'erimuswirya kūtsibū kūtse erimwima ebyalya kūtse wūkathendimùthwalha okwithendekera, kūtse okwithamibiru ìbakendìkùboha. Ni lhūkwamirwa lhwa būli mündū erikulya abana bondeke.

**Vocabulary Words**

<table>
<thead>
<tr>
<th>eririsya</th>
<th>erirümi</th>
<th>abasomesya</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Text Questions</td>
<td>In My Mind Questions</td>
<td></td>
</tr>
<tr>
<td>1. Ni mibiri yahi ey'abana bakakolha?</td>
<td>1. Omubuthi wawū amakwima ebyalya iwükendikolha kyi?</td>
<td></td>
</tr>
<tr>
<td>2. Ni bindu kyi eby'ababuthi bethu bakathüha?</td>
<td>2. Wamasangana omündū oyo wuthasi neryo akakusamafira nabi-nabi iwükendikolha kyi?</td>
<td></td>
</tr>
</tbody>
</table>
11 Ebiyengu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ni mibere yakhu eyathukathulira mw’endambi?

Before Reading: Guiding Question
Masereka mwayitsirighondya omo nzira busa na kyi?

After Reading: In the Text Question
Masereka abya akabugha saha singah omo nzira?

After Reading: In My Mind Question
Busa na kyi sikuwene erisathira omo nzira?

Literacy 2

Plan the Story
Wuthe watsuka erisomo ni kyi’ya erithetheka omugha
w’emilhondo ini owangawathiku abiy abangathalihuka
eributha-butha owabu mugha.

Day 2

Literacy 1

Word Structure Application
akaheka       akahek-a       akahek-era
akahera       akaher-a       akaher-era

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>engyima</td>
<td>ngy</td>
</tr>
<tr>
<td>ngyi</td>
<td>ngyi</td>
</tr>
<tr>
<td>ngy</td>
<td>engyima</td>
</tr>
</tbody>
</table>
11.1 Endambi

Literacy 1

Thematic Question
Ni mibere yahí eyathukathulira mw’endambi?

Before Reading: Guiding Question
Omukangirira mwashenda ewabuna ndi?

After Reading: In the Text Question
Masereka mwalhangira oko kyisenge kwa kyi?

After Reading: In My Mind Question
Masereka mwayowa athi omukangirira akamubungi?

Literacy 2

Plan the Story
Wöthe watsuka erisomo ni kyibuya eritekathika omughane w’emilhondo ini owangawathikya abi yi abangathalhüka eributha-butha owabuna múghane.

Literacy 1

Sentence Structure Application
Akahera ebiküsa.

Akatherera Kabugho y’ebiküsa.

Akathetha esoya.

Akathethehera Kakule y’esoya.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>engyangwa, ngy</td>
<td>Ngy, ngy</td>
</tr>
<tr>
<td>nga ya, nga</td>
<td>engyangwa, engyike,</td>
</tr>
<tr>
<td>ngy</td>
<td>engyangwa</td>
</tr>
</tbody>
</table>
11 Ebirengü

Literacy 1 and 2

Day 5

**Literacy 1**

**Vocabulary Review**
esaha  endambi  esyombulhu
eduka  esyodakika  ekyilo

**Word Structure Review: Answers**
akaheka  akahek-a  akahek-era
akahera  akaher-a  akaher-era

**Sentence Structure Review: Answers**
Akahera ebikusa.
Akaherera Kabugho y'ebikusa.

Akatheha esoya.
Akathehera Kakule y'esoya.

**Literacy 2**

**Handwriting and Spelling Assessment**
engyiri  engyangwa  engyima
11.1 Endambi

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plant with three flowers and three wall clocks beside each flower to show the time when the flower is folded, when it unfolds and when it folds again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home I have a beautiful plant. I named it “clock plant”. In the morning, its flowers can be folded. When it is at midday, its flowers unfold, then at four in the evening they fold again. After a week all the flowers fall off. New flowers spring at the end of a fortnight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 81</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 142</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 44-47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omusyo</td>
</tr>
<tr>
<td>Omükekülhü oyüwithe amerü syalibülha kw’abitsikülhü.</td>
</tr>
</tbody>
</table>

Erikumbulha: Oyüwithe ebündü akabana abanywani.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
11 Ebirengu

Oral Literature

Abalisya abasagha esaha

**Ekýibulyo ekýikasondolha**
Ni kyíhi eký’abalisya basagha?

**Ekýipindi kyerimbere**
Kera abandu eMwenda babya ñisibalibalbalholha oko saha y’oko byalha kútse ey’oko kyidongo.


**Story Outline**

**Abasathi**
Kule, Masika, abalisya, omugheni, omwibi.

**Ekýipíndí n’obuthuku bw’omughane**
Omo bulhambú.

**Ekýikakolhawa**
Erísagha esaha y’oko kyidongo.
Ekyibulayo eky’ebikendikwamako
Wükalengekanaya nǐ kyi ekyabya kyakwamireku?

Ekyipindī kyakahiri

Sokulhu na mūkaka wa Masika mūabayikyingira omo nyumba busana n’engitsi. Abandī mūbalengekania bathi mbwinū nǐ mulimu. Masika na Kule babere bakalhwa okwithendekeru mūbasangana abandū ibanemüthibitha-thibitha busana Nobōba.

Masika mubulya abalisya ekỳindū ekyabasagha ngakyabya kyisire kyithi. Omüghüma w’oko balisya mubugha athi ekỳindū ekyo nī kyühingul. Kyiwiythe ehisali hibiri: akali n’akakuhi kandi küli esyonamba.


Vocabulary Words

<table>
<thead>
<tr>
<th>endambi</th>
<th>esaha</th>
<th>ehisali</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Omugheni mwaletsa esyosaha singa?  
2. Omwibi mwingira omo kyithumbi ekya kanga?  

**In My Mind Questions**

1. Wükalengekanaya abana kúbathabya ibanasi esaha abandū bangabere bathi?  
2. Abana babere basangana abandū ibanemüthibitha mubalengekania bathi kyi?  

Term 3  Week 7  250
11 Ebirengü

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ni bindu kyi ebikakolesibawa omwirenga? (obulithohe, obuli)

Before Reading: Guiding Question
Obuhaka bw’amathibithu bwakolhawa n’abahi?

After Reading: In the Text Question
Ni bithumbi bingahi ebyabya omo buhaka?

After Reading: In My Mind Question
Obuhaka oko mathendekeru buwithe bibuya kyi?

Literacy 2

Plan the Story
Wuthe watsuka erisomo ni kyibuya erithekatheka omughane w’emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mughane.

Day 2

Literacy 1

Word Structure Application
akaghusa akaghussa akaghus-ira
akasatha akasath-a akasath-ira

Literacy 2

Breaking and Making
<table>
<thead>
<tr>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ezipu z z</td>
</tr>
<tr>
<td>zi zi</td>
</tr>
<tr>
<td>z ezipu</td>
</tr>
<tr>
<td>Z, z</td>
</tr>
<tr>
<td>ezipu, omuzindalu, omuzigiti</td>
</tr>
</tbody>
</table>
11.2 Eby’erëngamú

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question
Ni bindi kyi ebikakolesibawa omwirenga? (obulithohe, obului)

Before Reading: Guiding Question
Ni wahii oyowasinga omo mathibithu?

After Reading: In the Text Question
Embere sya Masika yabya bana bangahi?

After Reading: In My Mind Question
Masika mwayowa athii abirisinga omo bühaka?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibuya erithekatkea omughane w’emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mughane.

Day 4

Literacy 1

Sentence Structure Application
Mükaka akalima ebitibwa.

Mükaka akalimira songali y’ebibiribwa.

Kakule akaghüsa omupira.

Kakule akaghüsira Masika y’omupira.

Literacy 2

Handwriting and Spelling Practice

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>efenesi</td>
<td>f</td>
</tr>
<tr>
<td>fe</td>
<td>fe</td>
</tr>
<tr>
<td>f</td>
<td>efenesi</td>
</tr>
</tbody>
</table>

F, f

efenesi, efirimbi,efirinda
Literacy 1

Vocabulary Review
obuhaka       amathibithu       eriya
efirimbi      omusari           omuhuha

Word Structure Review: Answers
akaghusa      akaghus-a         akaghus-ira
akasatha      akasath-a         akasath-ira

Sentence Structure Review: Answers
Mukaka akalima ebiribwa.
Mukaka akalimira songali yebiribwa.

Kakule akaghusa omupira.
Kakule akaghusira Masika yomupira.

Literacy 2

Handwriting and Spelling Assessment
ezipu          efenesi          efririmbi
11.2 Eby’erërengamü

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A market setting with many items labelled with different units of measure such as litres, metres and kilograms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to go to the market to buy and see how people measure different items. The last time I was at the market, I bought two litres of milk, a kilogram of sugar, a metre of cloth and paid twenty thousand shillings. After buying all those items, I was so excited to see the vendor give me one thousand shillings back.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
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<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 44-47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olhüthekaranü</td>
</tr>
<tr>
<td>Sokülhü na thatha banahambene eminighu. Eri tumultha: Ekyisara n’emboko.</td>
</tr>
<tr>
<td>Enyumba yayi ngüma yiwi the esonyuko ibiri. Eri tumultha: Enindu</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
11 Ebirengu

Oral Literature

Omukkeluhu muli-muli

Ekyibulyo ekyikasondolha

Eka thukakolesaya kyi thukaleng a embuthu yerihera?

Mumbere na Muhindu babya bakasomera eKamuruli. Thatha wabu iya Muhesi abya akasubura epamba. Mama wabu iya Maliya iniakasubura ebihimba n’esoya.


Story Outline

Enzumwa ngulhu
Eriminya ebirengu ebathyukakolesaya omo maka.

Enzumwa eyikahamiraya 1
Eriminya erikolesya ebirengu.

Enzumwa eyikahamiraya 2
Omubongo w’erirenga ebindu byethu.
11.2 Eby'eriirengamü
Oral Literature


Omukangirirya mwabwíra abiyi athisi ebiímiba, ebíníyobwa, enyama n'omwání bakabípíma oko kyílo. Abandú bakakolesaya esyolíta bakapíma amahetse n'amathe. Amalíma bakapíma w'omo syomíta.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>entambü</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ni ndí oyowabya akathwa esyontambu nyiri-nyiri?</td>
<td>1. Wükalengékana Mümbere na Mühündü múbakolha kyi bakahika eka?</td>
</tr>
</tbody>
</table>
11 Ebirengu nemihethere yebindu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ni mena wahi nemihethere yebindu awa wasi?

Before Reading: Guiding Question
Ni kyi ekyisire erekitangu?

After Reading: In the Text Question
Ebitabu eby Masika na Masereka basoma mwabya kyi?

After Reading: In My Mind Question
Wukalengekanaya oko lhuyani olhwasubukakw kwabya kuthere kyi?

Literacy 2

Plan the Story
Wute watsuka erisomo ni kyibuya erithekatho omughane w'emilhondo ini owangawathikya abiyi abangathalhuka eributha-butha owabu mughane.

Day 2

Literacy 1

Word Structure Application
ngahera ngaher-a ngaher-era
ngathema ngathem-a ngathem-era

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>egyaga</td>
<td>gy</td>
</tr>
<tr>
<td>gya</td>
<td>gya</td>
</tr>
<tr>
<td>gy</td>
<td>egyaga</td>
</tr>
</tbody>
</table>

Gy, gy

egyaga, amagyani, akagyangwa
11.3 Emihethere y'ebindu

Literacy 1

Thematic Question
Ni mena wahı w'emihethere y'ebindu awa wasi?

Before Reading: Guiding Question
Abiyi babere bakahika omo kyithumbi, omukangirirya mwabakangania kyı?

After Reading: In the Text Question
Kule mwabugh aathi omütsüngwe akwikire nga kyı?

After Reading: In My Mind Question
Ni bindu byahi ebisosire erekitangyi omo kyithumby kyawu ky'erisomeramu?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibuya erithekatheka omüghane w'emihlondo ino owangawathikya abiyi abangathalhuka eribütha-bütha owabu müghane.

Literacy 1

Sentence Structure Application
Ngasenya esyongwe.

Ngasenyera songali y'esyongwe.

Ngasona esatı.
Ngasonera sokülhü y'esatı.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebigyiku</td>
<td>gy</td>
</tr>
<tr>
<td>gyi</td>
<td>gyi</td>
</tr>
<tr>
<td>gy</td>
<td>ebigyiku</td>
</tr>
</tbody>
</table>
11 Ebirengu n'emihethere y'ebindu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>olhubani</th>
<th>ebidwasí</th>
<th>esyombandi</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebbokisi</td>
<td>ebisosanú</td>
<td>erithonda</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>ngahera</th>
<th>ngaher-a</th>
<th>ngaher-era</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngathema</td>
<td>ngathem-a</td>
<td>ngathem-era</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

Ngasenya esyongwe.

Ngasenyera songali y'esyongwe.

Ngasona esati.

Ngasonera sokuhlú y'esati.

Literacy 2

Handwriting and Spelling Assessment

<table>
<thead>
<tr>
<th>egyaga</th>
<th>amaganyi</th>
<th>ebigyiku</th>
</tr>
</thead>
</table>
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Story**

When I was in Primary 2 my teacher taught me how to make decorations and crafts. I learned how to make balls and boxes out of paper bags. Out of all of the learners, I liked making decorations very much. One day, the whole class made decorations. We used them on Christmas day to decorate a hospital in my village. I was glad to use what I had learned to make other people happy.

**Traditional Text**

**Olhüthekeranü**

Ngawithe mwali wayi amabere akamubbuna.
Erikumbulha: Ekyipayipayi

Ah’basokülhü balhwira sïhathalhasa bithi.
Erikumbulha: Olhumhalha

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

Minyaera kandi wupime

11 Ebirengu n’emihethere y’ebindu

Ekibulyo ekyikasondolha
Ni kyi ek’abana bakolha?


Omughuma oko bana, mwabulya omukangirirya oko bindu ebiri ng’ebiringu kandi athi ngabakabyahulha bathi omo Lhukonzo. Omukangirirya mwamusubamu athi bakabyahulha mwa bighulatinga.

Story Outline

Enzumwa nguhlhu
Eriminya erirenga.

Enzumwa eyikahamiraya 1
Erirenga obuli.

Enzumwa eyikahamiraya 2
Erirenga obulithohe.

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11.3 Emihethere y’ebindu

Oral Literature

Omukangirira mwabawira oko bindu ebindu ebiri ng’ethureyangu. Mwabawira athi yiwiwthe esyombandi isathu. Kandi mwabawira athi yine ebindi bindi ebyowuthi wanglenga omo syontambu, ebindu ng’amabwe n’amaghsete. Abana mubamubwira bathi amaghsete anganalogwa omo bindu ng’ebikopo, esyombido n’esyotsupa. Omwana omulema mwabugha athi amaghsete anganalogwa o’omo ndekwa.

Omukangirira mwabwira abiyi athi bimaye ebitabu n’esyokalamu, banathera ebindu ng’emeza, haghuma n’oluhughali. Abana mubathera neryo bamaletha ebitabu byabu ew’amukangirira. Buli mwiyi mwakolha ndeke.

Abiyi mubaminya amena w’ebindu erighendera oko buli bw’esyombandi. Obuli igholho-gholho abiyi mubabya bakasatha amasatha w’erirenga kutse eripima ebindi n’emyanya. Abandi ibakalenga omo mihuhu n’abandi omo syontambu.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>esyontambu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Abana bapima kyì?</td>
<td>1. Küwabya in’iwe, wangapimire omu kyì wukapima ekyisathiru?</td>
</tr>
<tr>
<td>2. Abana abapima babya b’ekythumbi kya kangahi?</td>
<td>2. Küwabya iwuli muguhuma w’oko bana, wangatherire kyì?</td>
</tr>
</tbody>
</table>
12 Amasatha, emibalha n’ebiro by’erlhühúka

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question

Ní masatha wahi awakasathawa eka n’okwithende keru?

Before Reading: Guiding Question

Soma omughane wanaminyera thatha wa Masereka na Kabughho nga mwabalhaghanisya kyi?

After Reading: In the Text Question

Kabughho abya anzire masatha kyi?

After Reading: In My Mind Question

Búsana na kyi thatha wa Masereka na Kabughho mwabalhaghanisya ebihembü?

Literacy 2

Plan the Story

Wüthe watsuka erisomo ní kyibúya erithekatheka omughane w’emilhondo ini owangawathikya abiyi abangathalhúka eributha-butha owabú mughane.

Day 2

Literacy 1

Word Structure Application

ngasatha  ngasath-a  ngasath-íra
ngabika  ngabík-a  ngabík-íra

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>entomi</td>
<td>nt</td>
</tr>
<tr>
<td>nto</td>
<td>nto</td>
</tr>
<tr>
<td>nt</td>
<td>entomi, entüha, entorwe</td>
</tr>
</tbody>
</table>

Nt, nt
12.1 Amasatha w'eka n'okwithendekero

Literacy 1

Thematic Question
Ni masatha wahī awakasathawa eka n'okwithendekero?

Before Reading: Guiding Question
Masereka na Kabugho mūbakaholha bathī omo birengesyo?

After Reading: In the Text Question
Thatha wa Masereka na Kabugho mwabaghulira bihembū kyi?

After Reading: In My Mind Question
Kūwabya Masereka kūtse Kabugho wangasabire kyihembū kyi?

Literacy 2

Plan the Story
Wūthe watsuka erisomo ni kyibūya erithekatheka omūghane w'emilhondo ini owangawathikya abiyi abangathalhūka eribūtha-būtha owabū múghane.

Literacy 1

Sentence Structure Application
Ngalima ebinyobwa.

Ngalimira mama y'ebinyobwa.

Ngabika ebyalya.

Ngabikira mūkaka y'ebalya.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>entutu</td>
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<td>ntu</td>
<td>ntu</td>
</tr>
<tr>
<td>nt</td>
<td>entutu</td>
</tr>
</tbody>
</table>

Nt, nt

entutu, esyontambū, esyontūha
12 Amasatha, emibalha n’ebiro by’erihüükä

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

evidiyo  amasatha  ebiringu

ekamira  edirü  ebihembu

Word Structure Review: Answers

ngasatha  ngasath-a  ngasath-ira

ngabika  ngabik-a  ngabik-ira

Sentence Structure Review: Answers

Ngalima ebinyobwa.

Ngalimira mama y’ebinyobwa.

Ngabika ebyalya.

Ngabikira mûkaka y’ebalya.

Literacy 2

Handwriting and Spelling Assessment

entutu  esyontambu  entorwe
12.1 Amasatha w’eka n’okwithendekeru

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| Seven year old children at school playing simple running games and activities. |

**Model News Story**

My uncle taught me many things, among which, she gave me running exercises after school. The activities helped me very much. At the end of the year, when we held sports competitions and I won in every activity that involved running. I got many prizes.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 82</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 145</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 48-50</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Omusyo**

Amasatha mabi ahemuliha.

Erikumbulha: Ni kyibi erisatha amasatha mabi.

Omuthibithi mutsibu akalhaba ahangabisamire.

Erikumbulha: Ambi omundu akaghenda omo nzira iniaghenda akasamalira ndeke.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
12 Amasatha, emibalha n’ebiro by’erilhühuka

Oral Literature

Nzyabake omuthibithi

**Ekyibulyo ekyikasondolha**
Abana babya bakasatha masatha wahi?

Omo bülhambü bw’eBüsendwa, mwabya abana basathü: Nzyabake, Lyahinda na Thembü.
Ibakasomera okwithendekeru ly’eMabere. Abana banü babya banzene kutsibü kandi omühühulhü omünene ibakasatha haghuma.

Omo bïro by’erilhühuka, Lyahinda na Thembü ibakayasathíra ewabü Nzyabake kündí yeeyabya obúthalha bünene bw’eriyítsangüríráku ndeke. Abana banü babya banzire amathibithü, eríghühühuka, erí sphathu omupira, eríimba n’eríya esyonganü n’emiyka.

Kyïro kyíghühuma, babere banemìsatha, múbalhangíra omúthë múlï-mülï. Lyahinda mwabugha aðhi batsimibirane bangalebya oyukéntsuka erihika oko múthi oyo. Abosì múbathibitha.
Nzyabake yowabya watsukire erihika oko múthi. Lyahinda na Thembü mubahika ibabirilhühä.

<table>
<thead>
<tr>
<th><strong>Story Outline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enzómwa ngülhü</strong></td>
</tr>
<tr>
<td>Amasatha n’erilhühuka.</td>
</tr>
<tr>
<td><strong>Enzómwa eyikahamiraya 1</strong></td>
</tr>
<tr>
<td>Abana erisatha ng’erithibitha.</td>
</tr>
<tr>
<td><strong>Enzómwa eyikahamiraya 2</strong></td>
</tr>
<tr>
<td>Eriïya emikya n’esyonganü.</td>
</tr>
</tbody>
</table>
12.1 Amasatha w’eka n’okwithendekuru

Oral Literature


Babere bakahkan eka, mubabulya songali wabu olhuthekeranu olhwalema. Songali mwavugha athi w’amahigha asathu awabakatsumbohu.


Abana abosi múbatsemerra Nzyabake, Lyhinda na Thembu. Abangiririra nabu múbabya bakayisyetha habwa abana abasathu banu.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>amathibithu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ní ndí oyowasinga omo mathibithu?</td>
<td>2. Okwithendekuru kwamabuya isikuli kyisathiru iwikendibya wúkasathira hayi?</td>
</tr>
</tbody>
</table>

Term 3 Week 10
12 Amasatha, emibalha n’ebiro by’erilhühuka

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ni mikonga yahi ey’ekyibüthiranwa eyikabya eka n’okwithenderekur?

Before Reading: Guiding Question
Kakule mwayenda thatha wiwe büsana na kyi?

After Reading: In the Text Question
Erihika iyabü Kakule Iyabya likere hayi?

After Reading: In My Mind Question
Kakule mwayowa athi mama wiwe akabütha abahasa?

Literacy 2

Plan the Story
Wüthe watsuka erisomo ni kyibüya erithekatheka omühane w’emilhondo iní owangawathikya abiyi abangathalhüka eribütha-bütha owabü múghane.

Day 2

Literacy 1

Word Structure Application
bakahesa \( \Rightarrow \) bakahes-a \( \Rightarrow \) bakahes-era
bakaheka \( \Rightarrow \) bakahek-a \( \Rightarrow \) bakahek-era

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>evinyi v</td>
<td>V, v</td>
</tr>
<tr>
<td>vi vi</td>
<td>evinyi, evidiyo, evanisi</td>
</tr>
</tbody>
</table>

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12.2 Emibalha y'eby'ekyibuthiranwa

Literacy 1

Thematic Question
Ni mikonga yahi ey'ekyibuthiranwa eyikaba yeka n'okwithendekeru?

Before Reading: Guiding Question
Embene eya Kakule ayenda ewa somülewe yabya yakyi?

After Reading: In the Text Question
Somülewe wa Kakule mwathwalha kyi akayalebya abahasa?

After Reading: In My Mind Question
Wúkalengekanaya abahasa múbabalhúka mena wahi?

Literacy 2

Plan the Story
Wúthe watsuka erisomo ní kyibuya erithekatheka omüghane w'emilhondo ini owangawathikya abiyi abangathalhúka eribútha-bútha owabú múghane.

Literacy 1

Sentence Structure Application
Bakasoma ebbariha.

Bakasomera Kakule y'ebbarüha.

Bakahesa emihamba.

Bakahesera sokühú y'emihamba.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>olhuviri</td>
</tr>
<tr>
<td>vi</td>
</tr>
<tr>
<td>v</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>V, v</td>
</tr>
<tr>
<td>olhuviri, esyovinyi, esyovidiyo</td>
</tr>
</tbody>
</table>
12 Amasatha, emibalha n'ebiro by'erihuhuka

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>obugheni</th>
<th>abahasa</th>
<th>engoma</th>
</tr>
</thead>
<tbody>
<tr>
<td>somulere</td>
<td>abandu</td>
<td>eryimba</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>bakahesa</th>
<th>bakahes-a</th>
<th>bakahes-era</th>
</tr>
</thead>
<tbody>
<tr>
<td>bakaheka</td>
<td>bakahek-a</td>
<td>bakahek-era</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

Bakasoma ebbaruha.

Bakasomera Kakule yebbaruha.

Bakahesa emihamba.

Bakahesera sokuhu yemihamba.

Literacy 2

Handwriting and Spelling Assessment

<table>
<thead>
<tr>
<th>evidiyo</th>
<th>evanisi</th>
<th>olhuviri</th>
</tr>
</thead>
</table>
12.2 Emibalha y’eby’ekyibuthiranwa

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>People at a ceremony watching a traditional dance.</td>
</tr>
</tbody>
</table>

Model News Story

During school term holidays my parents took my siblings and I to attend different interesting festivals. One holiday, we attended a cultural day festival. We saw men putting on animal skins dancing. We also saw different cultural groups dance. This really helped me appreciate different cultures and way of living up to now.

<table>
<thead>
<tr>
<th>References</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>• Pages 48-50</td>
</tr>
</tbody>
</table>

Traditional Text

Omúghane-ghane

Omo bugheni bwa Bagheni mumwahika abagheni banene.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
12 Amasatha, emibalha n'ebiro by'erilhühüka

Oral Literature

Matayo akaherukaya

**Ekyibulyo ekyikasondolha**
Ni bindü byahi ebiakolhawa oko bugheni bw’obuherukyi?

**Ekyhipindi kyerimbere**


### Story Outline

<table>
<thead>
<tr>
<th>Abasathu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masereka, Matayo, Kabugho, Abaghole, Mbusa.</td>
</tr>
</tbody>
</table>

**Ekyhipindi n’obuthuku bw’omüghane**
Eka.

**Ekyikakolhawa**
Eriherukya.

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12.2 Emibalha y’eby’ekybuthiranwa

Oral Literature

Ekyibulo yekyebikendikwamako
Wükalengekanaya ni kyi ekyabya kyakwamireku?

Ekyipindi kyakabiri


Abandü babere bakahererya abaghole b’ebihembü, sokülhü mwahererya abaghole b’embene. Mwaheka Matayo y’emüghongo inianemühotholha. Masereka na Kabugho mubahererya abaghole b’esyongoko. Sokülhü mwalahirya songali erisyaghenda n’omüghole w’obukali akayenda ebündü biwe.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebighangü</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ni ndi oyowaherukaya?</td>
<td>1. Kuwabya oko bugheni obü wangakolire</td>
</tr>
<tr>
<td>2. Ni ndi oyowabüha enyabülere?</td>
<td>mubiri wahi?</td>
</tr>
<tr>
<td></td>
<td>2. Ni bihembü byahi ebyabakaha abaghole?</td>
</tr>
</tbody>
</table>
TERM 3 END OF TERM ASSESSMENT

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: △
Level 2 (L2): The learner’s performance meets the competence. Symbol: ∧
Level 1 (L1): The learner’s performance does not meet the competence. Symbol: /

Reading Assessments (administered individually)

Fluency and Vocabulary Assessment:
Ask the learner to read the Week 4 story in the Pupil Book aloud to you. Ask one In the Text and one In my Mind comprehension question.

L3: Reads with excellent fluency. L3: Answers both the comprehension questions correctly.
L2: Reads with average fluency. L2: Answers at least one comprehension question correctly.
L1: Reads with poor fluency. L1: Does not answer the comprehension questions.

Grammar and Vocabulary Assessment:
Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask him/her to read the word and then use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.
L2: Successfully completes the task for 3-4 vocabulary words.
L1: Completes the task for 2 or fewer vocabulary words.

Listening Assessment (administered as a group)

Listening Comprehension Assessment:
Compose a story to tell to the class or find a story to read. Create 5 comprehension questions about the story. Tell/read the story to the class and then ask the questions one at a time. Have learners write (or draw) their answers on a piece of paper. Make sure learners include their names. Collect and assess.

L3: Answers all 5 questions correctly.
L2: Answers 3-4 questions correctly.
L1: Answers 2 or fewer questions correctly.
Writing Assessment (administered as a group)

Handwriting Assessment:
Write 3 short sentences on the chalkboard. Ask learners to copy them in their exercise books using their best handwriting.

L3: Formation of the letters and spacing between words is excellent. No errors.
L2: Formation of the letters and spacing between words is good. A few errors.
L1: Formation of the letters and spacing between words is poor. Many errors.

Spelling Assessment:
Select 5 spelling words from the term. Dictate the words one at a time to the class and have learners write them in their exercise books. Collect and assess.

L3: Spells all 5 words correctly.
L2: Spells 3-4 words correctly.
L1: Spells 2 or fewer words correctly.

Creative Writing Assessment:
Tell learners to write a story about what they plan to do during the school holidays. Explain that they can use pictures and words to tell their story but that they should also include at least one full sentence. Make sure learners include their names. Collect and assess.

L3: Writes a meaningful, well organised story with 2 or more sentences.
L2: Writes a meaningful, well organised story with at least 1 sentence.
L1: The story does not include a full sentence.

Speaking Assessment (administered individually)

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

L3: Tells a meaningful, engaging story with excellent confidence and good 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
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<tr>
<td>Week 2</td>
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<tr>
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<td>Week 5</td>
<td>Contrast suffix <strong>-a</strong> and <strong>-era</strong> to distinguish active/applicative verbs *akasenya/*akasenyeru</td>
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<td>Contrast prefix <strong>mwa-</strong> and <strong>ndisya-</strong> to distinguish third person singular past tense/future *mwaheera/*akendisahera</td>
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<td>Replace prefix <strong>eri-</strong> (infinitive) with <strong>omü-</strong> AND replace suffix <strong>-a</strong> with <strong>-i</strong> to change verb to noun *eriëranda/*omurandi</td>
</tr>
<tr>
<td>Week 8</td>
<td>Replace prefix <strong>eri-</strong> (infinitive) with <strong>aba-</strong> AND replacing suffix <strong>-a</strong> with <strong>-i</strong> to change verb to noun *erihera/*abaheri</td>
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<tr>
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<td>Contrast prefix <strong>aka-</strong> with <strong>mwa-</strong> AND suffix <strong>-a</strong> with <strong>-ire</strong> to distinguish third person singular, present and third person singular, past *akathema/*athomire</td>
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<tr>
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<td>Contrast suffix <strong>-a</strong> (imperative) with <strong>-era</strong> (causative imperative= do something for someone) *thema/*therema</td>
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<td>Contrast suffix <strong>-a</strong> (imperative form) with <strong>-ira</strong> (causative imperative) *bika/*bikira</td>
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<td>Week 7</td>
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<tr>
<td>Week 8</td>
<td>Contrast suffix <strong>-a</strong> (active) with <strong>-ira</strong> (applicative = doing something for someone, third person singular, present) *akalïma/*akalïmîra</td>
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<tr>
<td>Week 9</td>
<td>Contrast suffix <strong>-a</strong> (active) with <strong>-era</strong> (applicative = doing something for someone, first person singular) *ngasenya/*ngasenyeru</td>
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<tr>
<td>Week 10</td>
<td>Contrast suffix <strong>-a</strong> (active) with suffix <strong>-ira</strong> (applicative = doing something for someone, first person singular) *ngalïma/*ngalïmîra</td>
</tr>
<tr>
<td>Week 11</td>
<td>Contrast suffix <strong>-a</strong> (active) with <strong>-era</strong> (applicative = doing something for someone, third person plural, present) *bakasona/*bakasonera</td>
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Lhükonzo Grammar Scope and Sequence
Sentence Structures (Day 4)

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<td>Week 4</td>
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<tr>
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<tr>
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<tr>
<td>Week 7</td>
<td>Contrast prefix <strong>omü-</strong> with <strong>emï-</strong> to distinguish singular and plural forms of nouns</td>
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<tr>
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<td>Contrast prefix <strong>nga-</strong> (first person singular, present tense, positive) with <strong>singali-</strong> (first person singular, present tense, negative)</td>
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<td>Contrast prefix <strong>thüka-</strong> with <strong>sithüli-</strong> to distinguish the positive and negative forms of the first person plural, present</td>
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<tr>
<td>Week 2</td>
<td>Contrast prefix <strong>mükä-</strong> with <strong>simüli-</strong> to distinguish the positive and negative forms of the second person plural, present</td>
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<tr>
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<td>Contrast prefix <strong>anguka-</strong> with <strong>wukendïsya-</strong> to distinguish second person singular, present and second person singular, future</td>
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<tr>
<td>Week 5</td>
<td>Contrast prefix <strong>wü-</strong> with <strong>wa-</strong> to distinguish third person singular, present and third person singular, past</td>
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<tr>
<td>Week 6</td>
<td>Contrast prefix <strong>aka-</strong> (causative imperative) with <strong>akendïsya-</strong> (causative imperative = to do something for someone)</td>
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<td>Contrast prefix <strong>thüka-</strong> with <strong>thükendïsya-</strong> (causative imperative = to do something for someone)</td>
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<tr>
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<td>Contrast prefix <strong>nga-</strong> with <strong>sindi-</strong> to distinguish the positive and negative forms of first person singular, present</td>
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<td>Week 11</td>
<td>Contrast prefix <strong>nï-</strong> with <strong>sï-</strong> to distinguish positive and negative forms of adjectives</td>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Contrast prefix <strong>aka-</strong> with prefix <strong>tyali-</strong> to distinguish positive and negative forms of third person singular, present</td>
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<td>Week 2</td>
<td>Contrast suffix <strong>-a</strong> (active form) with <strong>-esya</strong> (causative form = causing something to be done)</td>
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<tr>
<td>Week 3</td>
<td>Contrast suffix <strong>-a</strong> (active form) with <strong>-isya</strong>, (causative form = causing something to be done)</td>
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<td>Week 4</td>
<td>Contrast suffix <strong>-ya</strong> (active form) with <strong>-irya</strong>, (causative form = causing something to be done)</td>
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<tr>
<td>Week 5</td>
<td>Contrast suffix <strong>-a</strong> (imperative form) with <strong>-era</strong>, (causative imperative = to do something for someone)</td>
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<tr>
<td>Week 6</td>
<td>Contrast suffix <strong>-a</strong> (imperative form) with <strong>-ira</strong> (causative imperative = to do something for someone)</td>
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<tr>
<td>Week 7</td>
<td>Contrast suffix <strong>-a</strong> (active) with <strong>-era</strong> (applicative = doing something for someone, third person singular, present)</td>
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<tr>
<td>Week 8</td>
<td>Contrast suffix <strong>-a</strong> (active) with <strong>-ira</strong> (applicative = doing something for someone, third person singular, present)</td>
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<td>Week 9</td>
<td>Contrast suffix <strong>-a</strong> (active) with <strong>-era</strong> (applicative = doing something for someone, first person singular, present)</td>
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<tr>
<td>Week 10</td>
<td>Contrast suffix <strong>-a</strong> (active) with <strong>-ira</strong> (applicative = doing something for someone, first person singular, present)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Contrast suffix <strong>-a</strong> (active) with <strong>-era</strong> (applicative = doing something for someone, third person plural, present)</td>
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Handwriting Guidelines for Primary 2

What are the handwriting competences in P2?

The School and Health Reading Program Literacy model assumes that learners have mastered the basics of handwriting in P1. In P2 the teacher should focus on improving learners’ writing fluency. Teachers should also encourage learners to evaluate their own handwriting.

There is only one P2 handwriting competence for learners to demonstrate:

   Form and evaluate letters and words with attention to accuracy and speed.

In addition to assessing learners on accuracy speed, and sounding out the sound of a letter rather than its name the P2 teacher should continue to assess learners’ competences in the 6 basic handwriting behaviours:

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 (writing from left to right)
6. Spacing between letters and words

What instructional methods do we use to teach handwriting in P2?

Formal handwriting is taught during Literacy 2, Days 2 and 4. Learners also have many opportunities to practice their handwriting every day. Below are the major instructional methods teachers use during handwriting instruction:

Air Writing: Before writing with a pencil, learners practice writing in the air.

I Do, We Do, You Do: Handwriting instruction follows this standard model of 1) teacher demonstration; 2) whole class practice; 3) individual assessment.

Learner Self Evaluation: After completing a handwriting task, learners evaluate their handwriting with a partner.

The Four Lines to Guide Handwriting: These lines correspond to the lines in the exercise book. Learners use the guidelines to support letter formation. The four lines to guide handwriting are illustrated on the following page.
Learners were introduced to the four lines to guide handwriting in P1 and used them when forming letters throughout the year, so they should be familiar with this instructional method.

The names for these four lines have been translated into your local language. They can be found in the Glossary in the appendices of this Teacher’s Guide.

**What is the handwriting focus in P2?**
Spacing between letters is one of the 6 basic skills emphasized in handwriting instruction. In P1, the focus is on mastering the first 5 skills. Once learners have mastered letter formation, the focus can shift in P2 to spacing between letters and words as the illustration below demonstrates.

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.
## Glossary of Lhükonzo Literacy Terms

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<td>ekyisokeri</td>
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<td>bottom line</td>
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<td>emíkwíkíre y’enzákanú</td>
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<tr>
<td>pencil grip</td>
<td>emihambíre y’ekalamú</td>
</tr>
<tr>
<td>plan the story</td>
<td>eríthekatheka omúghane</td>
</tr>
<tr>
<td>practice (handwriting and spelling)</td>
<td>eríyibegherya (erísekanga erihíkíre)</td>
</tr>
<tr>
<td>question mark</td>
<td>akaghúsú (?)</td>
</tr>
<tr>
<td>spelling (n)</td>
<td>emísakangíre/emyahúlíre/emíthondere y’esyonzakanú omo kyinywa</td>
</tr>
<tr>
<td>spelling (v)</td>
<td>erísekanga, eryahúlha/eríthonda esyonzakanú omo kyinywa</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>omüthwe (w’omúghane)</td>
</tr>
<tr>
<td>top line</td>
<td>omülhalha w’eyíghúlhú</td>
</tr>
<tr>
<td><strong>ORAL LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>character (in a story)</td>
<td>muzeenyi omu kifumo</td>
</tr>
<tr>
<td>fiction story</td>
<td>kifumo ky’okufumintiriza/kuyíya</td>
</tr>
<tr>
<td>guiding question</td>
<td>kibuulyo ekiragírirra</td>
</tr>
<tr>
<td>In My Mind Question</td>
<td>kibuulyo ky’omu biseego</td>
</tr>
<tr>
<td>In the Text Question</td>
<td>ekyibulyo ekyikalhwa omo bihandíkírwe</td>
</tr>
<tr>
<td>English</td>
<td>Lhůkonzo</td>
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<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>informative story</td>
<td>omüghane owathe w’eribütha-bütha</td>
</tr>
<tr>
<td>main idea (of a story)</td>
<td>enzümwa ngülhū (omo müghane)</td>
</tr>
<tr>
<td>oral literature</td>
<td>erisomo ly’emüghane</td>
</tr>
<tr>
<td>poem</td>
<td>ekyithondomo</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>erımīnyerera ekyikasübükakū</td>
</tr>
<tr>
<td>prediction</td>
<td>ekyyangasübükakū</td>
</tr>
<tr>
<td>prediction question</td>
<td>ekyibulyo eky’ebikendikwamakū</td>
</tr>
<tr>
<td>proverb</td>
<td>omusyo</td>
</tr>
<tr>
<td>reciting (v)</td>
<td>erithondogholha</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>erithasyathulha</td>
</tr>
<tr>
<td>rhyme</td>
<td>omüghane-ghane</td>
</tr>
<tr>
<td>riddle</td>
<td>olhughanikyo/olhūthekeranü</td>
</tr>
<tr>
<td>setting (time and place of a story)</td>
<td>ekyipindī n’obuthuku bw’omüghane</td>
</tr>
<tr>
<td>supporting idea (of a story)</td>
<td>enzümwa eyikahamiraya (ey’omüghane)</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>omüthwe (w’omüghane)</td>
</tr>
<tr>
<td>tongue twister</td>
<td>omubughe owakasathisaya olhülimi</td>
</tr>
<tr>
<td>traditional text</td>
<td>omüghane w’eby’obübüthiranwa</td>
</tr>
<tr>
<td>vocabulary (from the story)</td>
<td>ebinywa bihya-bihya (erilhwa omo müghane)</td>
</tr>
<tr>
<td>NEWS</td>
<td></td>
</tr>
<tr>
<td>creative (free) writing</td>
<td>erisakanga ery’obwiranda/ly’eriyibütha-büthira</td>
</tr>
<tr>
<td>modeling (a story)</td>
<td>erithera n’erisatha (omüghane)</td>
</tr>
<tr>
<td>News</td>
<td>omwatsī</td>
</tr>
</tbody>
</table>
Quick Reference Guide: Lhukonzo Orthography

Alphabet: Lhukonzo has 38 letters, that is, 31 consonants and 7 vowels

a b bb d e f g gh gy h i ik ky l lh mb n nd ng ngy nt nz op r s st ts uu v w y z

VOWEL RULES (see Orthography Guide section 2.1)

Light and heavy vowels: The grapheme <i> represents the ‘heavy’ vowel /i/. It has the same sound as is generally taught in school. The grapheme <u> represents the ‘heavy’ /u/ sound, as is taught in school. The graphemes <ï> and <ü> represent the ‘light’ vowels [ɪ] and [ʊ] respectively. Below are some examples showing the difference between the heavy and light vowels:

erɪrɪma ‘to be extinguished’
omubiri ‘work’
eribughha ‘to speak’
erithulha ‘to tell’
eri’ma ‘to cultivate’
omubirī ‘body’
eribūgha ‘to finish’
erithūlha ‘to tear, burst’

The vowels –o, -u, or –ü at the end of words: There are a number of words with a final –o or –u/-ü. These words are pronounced slightly differently between different people. After careful analysis, it was decided to write all of them with the final < u / ü >, as in:

eryathü ‘boat’
omusithu ‘forest’

CONSONANT RULES (see Orthography Guide section 2.2)


<b> and < bb >: The Lhukonzo < b > is the ‘soft b’ and is a very frequently occurring consonant. The < bb > digraph stands for the ‘hard b’ and is a much rarer consonant, as in:
eribana ‘to get’
eribbaka ‘to catch’

The syllables < ghu / ghü > and/or < wu / wü >: The sounds represented by < ghu / ghü > and < wu / wü > are very close and hard to distinguish. It has been decided to write < ghu / ghü > everywhere except in the forms of the 2nd person singular ‘you’, both the subject prefix as well as the possessive pronoun, or this same pronoun in combination with any other morpheme, where the syllable < wu / wü > shall be used. Examples of these syllables are below:
erighulha ‘to buy’
omughūsū ‘curved knife’
The syllable < wu / wü > is used for every form of the 2nd person singular, as in:
wukabisa ‘you are hiding’
wawū ‘your’
Quick Reference Guide: Lhukonzo Orthography

**The syllables < ghi / ghï > and/or < yi / yï >:** The sounds represented by < ghi / ghï > and < yi / yï > are very close and hard to distinguish. It has been decided to write < yi / yï > everywhere:

- olhüyi ‘door’
- olhüyïra ‘road’

**< lh > and < l >:** The < lh > can only be followed by the vowels < a, o, u, ü >; before the vowels < e, i, ï > the < l > is used. The table below illustrates this.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Subjunctive</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngagülha</td>
<td>ngaghüle</td>
<td>naghulire</td>
</tr>
<tr>
<td>akaghüla</td>
<td>aghüle</td>
<td>aghulire</td>
</tr>
</tbody>
</table>

**The consonant < r >:** The symbol < r > represents two sounds, the trilled /r/ and the flap sound /ɾ/. The < r > symbol, when used to represent the trilled /r/ sound, is written between the vowels < a >, < o >, < u >, and < ü >, as in:

- amarara ‘pride’
- esyonzürü ‘snow’

**< l > and < r >:** The < l > is always preceded by the vowels < a >, < o >, < ü >, or < u > . When the vowel < i >, < ï >, or < e > precedes, instead of hearing /l/, we hear the tap sound /ɾ/ and so we write <r>, even though it concerns the same root. The table below illustrates this.

<table>
<thead>
<tr>
<th>&lt; r &gt;</th>
<th>&lt; l &gt;</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>eri-regha</td>
<td>ama-legha</td>
<td>‘pot’</td>
</tr>
<tr>
<td>emi-rhi</td>
<td>omu-lihi</td>
<td>‘root’</td>
</tr>
</tbody>
</table>

**The consonant < n >:** The consonant < n > followed by a semivowel would orthographically result in < ny >. However, since < ny > stands for a different sound, namely the palatal nasal and not the palatalized nasal, the latter shall be written < ni / ni >, as in:

- erinia ‘to defecate’
- eryimania ‘to cause to stand, stop’

**WORD BOUNDARY RULES  (see Orthography Guide section 3.0)**

**Prepositions:** Certain prepositions, when combined with a pronoun, must be written as one word. When oko and omo are combined with the pronouns, no vowel disappears, but the vowel < o > blends with the preceding consonant to become okw-ingye, or omw-iibo. So there is no need for an apostrophe. The two elements are joined completely: okwingye, or omwibo.
Quick Reference Guide: Lhukonzo Orthography

WORD BOUNDARY RULES (continued)

Locative marker < e >: The locative marker < e > takes the place of the pre-prefix. For that reason, it is written together with the noun, as in:

- elhusi  ‘at the river’
- Embulha yawire eKasese  ‘It has rained in Kasese’
- ewawu  ‘at your place’

Mother and Father prefixes: The elements < nya > ‘mother of...’ and < ise > ‘father of...’ are considered prefixes, and are therefore written attached to proper nouns. The result is felt to be one noun, only capitalized at the beginning:

- Nyamasika  ‘mother of Masika’
- Isekambale  ‘father of Kambale’

Elements of noun phrases written separately: Nouns can be followed by many grammatical elements including a possessive pronoun or a possessive marker followed by another noun. All of these elements are generally written as separate orthographic words, as in:

- ekyibukulhu kyayi (noun + possessive pronoun)  ‘my owl’
- ekyibukulhu kya Bbalukü (noun + possessive marker + noun)  ‘Bbalukü’s owl’

The general preposition na ‘with, and’ is written separately when it precedes a proper name, or a noun beginning with a consonant, as in:

- Amosi na Bbalukü  ‘Amos and Bbalukü’
- Amosi na thatha  ‘Amos and (his) father’

But note that the preposition na is written combined with the pronouns, as in:

- nayi  ‘with me’
- nawü  ‘with you’

The locative prepositions aha ‘at’, oko ‘on’, and omo ‘in’ are written separately from the noun which follows, as in:

- aha musike  ‘at the side’
- oko kyithwa  ‘on the head’
- omo nyumba  ‘in the house’

Apostrophes: The vowel of the preposition na ‘with, and’ is elided when the following noun begins with a vowel. It is now written < n’ >, as in:

- n’abana  ‘with the children’
- n’omündü  ‘with the person’
- n’eyisuka  ‘with the hoe’

When followed by a proper name or a noun beginning with a consonant, it is always written separately. When followed by the pronouns, it is written as one word together with the pronoun. The preposition na is also frequently used with the numerals, for adding the units.

When the numeral begins with a vowel, the apostrophe replaces the vowel < a >, which has
been elided, as in:

Masĭka awĭthe amaya ikumi n’abĭrĭ.  
(na + abĭrĭ » n’abĭrĭ)

‘Masika has 12 eggs.’

**The preposition nga ‘like’**: When the noun following the preposition nga begins with a vowel, the vowel < a > of the preposition is lost and an apostrophe is written instead: < ng’ >.

ebĭndĭ ebĭrĭ ng’emĭthĭ  
(nga + emĭthĭ » ng’emĭthĭ)

‘things which are like trees’

ebirîmwa ng’omwani, epamba, ...  
(nga + omwani » ng’omwani)

‘crops like coffee, cotton,...’

When nga is combined with a pronoun, the initial vowel of the pronoun is retained, and the vowel < a > is lost. Once again, the apostrophe is used, as in:

ng’ingye  ‘like me’  
(nga + ingye » ng’ingye)

ng’îwe  ‘like you’

**The possessive markers**: When the following word is a proper name or begins with a consonant, these forms are written separately. However, when the following noun begins with a vowel, that vowel causes the loss of the vowel < a > of the possessive marker, which will subsequently be written with an apostrophe: w’, b’, y’, ly’, ky’, by’, sy’, lhî’, k’, thw’, bw’, kw’, hy’. This is illustrated in the following example:

Ebitabu by’omwana byathere.  
(bya + omwana » by’omwana)

‘The child’s books are lost’

**Compound words**: Compound nouns shall be written with a hyphen, to enhance readability, since they are longer words and contain at least two roots, as in:

amaghenda-mûsyā  
go + valley » water

ekyîrya-maya  
eat + eggs » type of snake

**Reduplication**: Reduplicated words are written with a hyphen between the two parts, as in:

erîpalya-palya  ‘to blink with the eyes’

erîdonga-donga  ‘to press in order to check if a fruit is ripe’

mûlî-mûlî  ‘tall-tall = very tall’

lhîba-lhîba  ‘quickly, very fast’

nabî-nabî  ‘very badly’