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FROM THE AMERICAN PEOPLE



Primary
2

Teacher's Guide
Lugwere

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**Njezya okusoma
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Table of Contents

	PAGE
1. Acknowledgements	1
2. Foreword	2
3. Introduction	4
a. The Ministry of Education and Sports Early Grade Reading Model	5
b. The Foundation: The Five Components of Literacy Instruction	6
1. Phonemic Awareness	
2. Alphabetic Principle (Phonics)	
3. Fluency	
4. Vocabulary	
5. Comprehension	
c. Major Methods in the Early Grade Reading Model	9
1. Collaborative Learning	
2. Continuous Assessment	
3. I Do, We Do, You Do	
4. Multisensory	
5. Oral Language: Phonological Awareness and Vocabulary	
6. Print Awareness	
7. Scaffolding	
d. The Ministry of Education and Sports Early Grade Reading Model the MoES Thematic Curriculum	10
1. The Thematic Curriculum	
2. Model Weekly Timetable	
3. The Assessment Model	
4. Overview of the P2 Continuous Assessment Monitoring Form	
5. Using the CAM Form	
6. End of Term Assessment	
7. Primary 2 Local Language Literacy Competences Scope and Sequence	

	PAGE
4. How to Teach	22
a. How to Teach Overview	23
b. Literacy 1	25
c. Literacy 2	37
d. Oral Literature	49
e. News	57
f. Local Language Technical Literacy Terms	65
5. Weekly Lesson Support	66
a. Term 1	68
b. Term 2	138
c. Term 3	208
6. Appendices	278
a. Grammar Scope and Sequence	279
b. Handwriting Guidelines	281
c. Glossary of Local Language Literacy Terms	283
d. Quick Reference Orthography Guide.....	287

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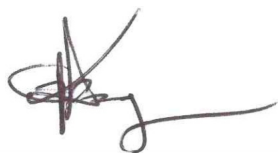
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Last but not least, we wish to acknowledge all those behind the scene who formed part of the team that worked hard to finalise the work on materials developed by the different writing panels.

Grace K. Baguma

A handwritten signature in dark ink, featuring a stylized, cursive script with a prominent loop and a long, sweeping tail.

DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE

Foreword

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

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

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

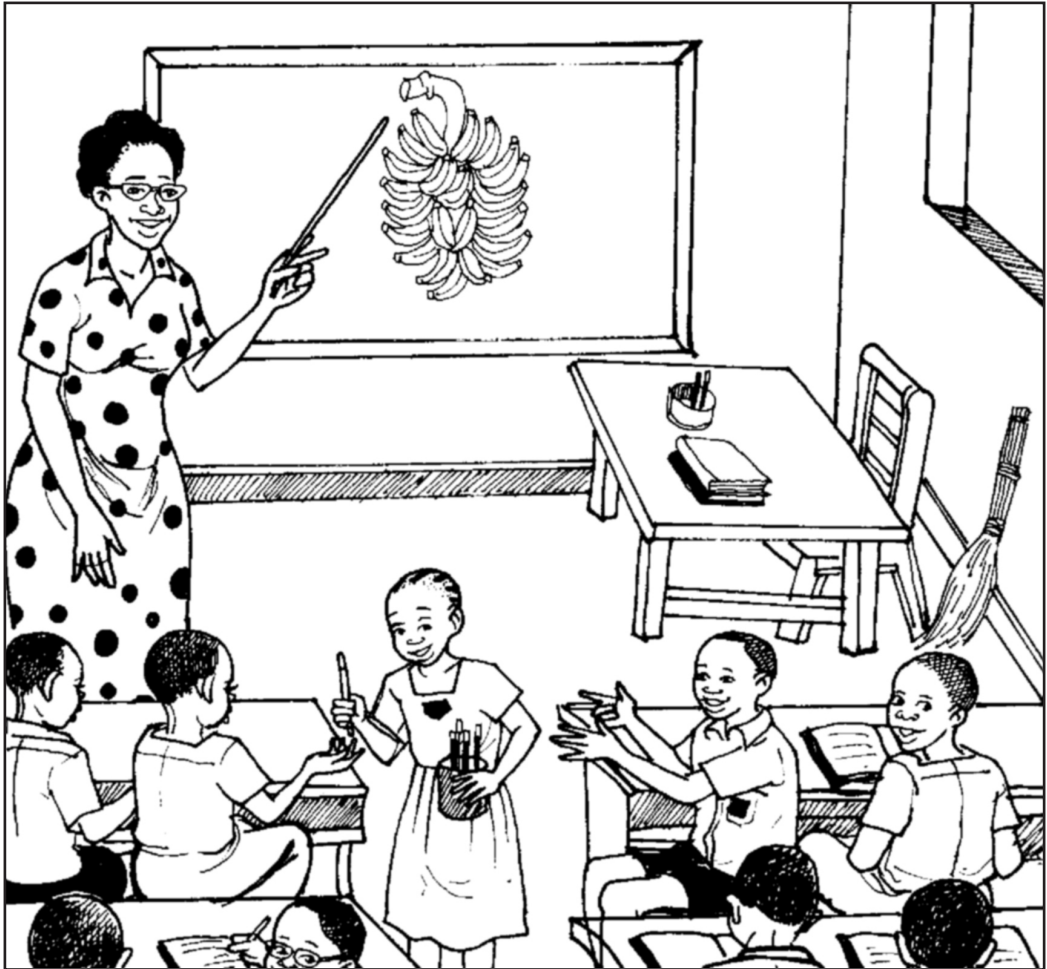
The system's investment will result, ultimately in the development of primers and teacher guides and training of teachers. District/Municipal Education Officers, District/Municipal Inspectors of Schools, Principals, college tutors and early grade teachers are all key stakeholders in the intervention.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

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



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

Introduction



The **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 language boards, developed the following literacy model. You, as a classroom teacher, are key to this model's success. The 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 Principle (Phonics)
3. Fluency
4. Vocabulary
5. Comprehension

Phonemic Awareness

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

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

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

Alphabetic Principle (Phonics)

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

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

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

Introduction

Fluency

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

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

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

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 Instruction
- Oral Language: Phonological Awareness and Vocabulary
- Print Awareness
- Scaffolding

Collaborative Learning

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

Introduction

Continuous Assessment

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

I Do, We Do, You Do

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

Multisensory Instruction

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

Oral Language: Phonological Awareness and Vocabulary

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

Print Awareness

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

Scaffolding

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

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

The Thematic Curriculum

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

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

MODEL P2 TIMETABLE

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

The Assessment Model

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

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

Literacy Competences

How to Teach: Literacy 1 - Days 1 and 3

Introduction
On Days 1 and 3 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

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

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)

Literacy 1

Causes of problems between school and neighbourhood

Differentiated Learning
Remedial
How can we help learners with comprehension problems? First, remember that most comprehension problems are linked to 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. By labelling items in the room and making a word tree or 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 child many opportunities to practice reading at

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

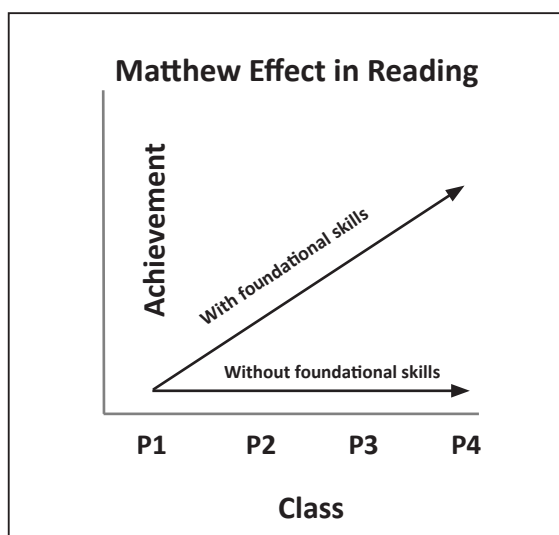
- Ask learners to identify a story they've learned in class that they want to act out in a role play.
- Ask learners to identify the characters and setting of the story. Then ask them to retell the actions in the story from beginning to end in the correct sequence.
- Have learners get into small groups 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.

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

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

Introduction

The MoES also recognises that the best way to assess 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's very important that teachers monitor learners' performance closely in early primary and modify their teaching to make sure that as many learners as possible acquire the foundational literacy skills required to become successful readers.

The Ministry of Education and Sports' early grade reading model encourages continuous assessment by building assessment activities into every lesson template. In addition, the 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 column is for assigning a number to your learners. You will need to photocopy several pages of this document to accommodate all your learners.

This is the column for writing your learners' names.

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

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

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

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

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

No.	Name	LITERACY 1				LITERACY 2				ORAL LITERATURE				NEWS				ENGLISH				All 4 Competences			
		Reading				Writing				Listening				Speaking				All 4 Competences							
		Reads a story with appropriate fluency.	Answers comprehension questions appropriately.	Uses vocabulary word in meaningful sentences.	Completes a Word or Sentence Structure exercise correctly.	Forms and evaluates letters with attention to accuracy and speed.	Spells words accurately.	Reflects on learning in journal appropriately.	Recites a traditional text from memory.	Retells a story from memory.	Uses vocabulary in meaningful sentences.	Greet and introduces one's self using culturally appropriate norms.	Reads/tells a personal story with meaning, expression and confidence.	Identifies and reads thematic vocabulary words.	Answers comprehension questions correctly.	Recognizes sounds and letters taught.	Reads decodable words and simple sentences with fluency and accuracy.								

Introduction

Using the CAM Form

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

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

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

Level 3: The learner's performance exceeds the competence. Symbol: Δ

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

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

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

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

Introduction

											No.	
											Name	
LITERACY 1												
											Reads a story with appropriate fluency.	Reading
											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.	Writing
											Spells words accurately.	
											Reflects on learning in journal appropriately.	
ORAL LITERATURE												
											Recites a traditional text from memory.	Listening
											Retells a story from memory.	
											Uses vocabulary in meaningful sentences.	
NEWS												
											Greets and introduces one's self using culturally appropriate norms.	Speaking
											Reads/tells a personal story with meaning, expression and confidence.	
ENGLISH												
											Identifies and reads thematic vocabulary words.	All 4 Competences
											Answers comprehension questions correctly.	
											Recognises sounds and letters taught.	
											Reads decodable words and simple sentences with fluency and accuracy.	

Introduction

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.

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

FLUENCY COMPETENCES				
<i>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.</i>				
F-1. Reads words and texts with increasing fluency. (Literacy 1)	Reading			
F-2. Forms and evaluates letters and words with attention to accuracy and speed. (Literacy 2)	Writing			
F-3. Writes his/her name with correct spelling and letter formation. (News)	Writing			
F-4. Introduces one's self and greets the class using the appropriate cultural norms, including stating one's full name. (News)	Speaking			
F-5. Tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence. (News)	Speaking			
	Reading			
VOCABULARY COMPETENCES				
<i>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.</i>				
V-1. Identifies vocabulary words in a story. (Literacy 1)	Reading			
V-2. Uses vocabulary words to make meaningful sentences and identifies words with similar and opposite meanings. (Literacy 1)	Speaking			
	Reading			
V-3. Identifies and uses grammatical features of the language correctly. (Literacy 1)	Reading			
V-4. Identifies and defines thematic vocabulary. (Literacy 1)	Reading			
V-5. Identifies vocabulary words from the story and uses them in a meaningful sentence. (Oral Literature)	Listening			
	Speaking			
	Reading			

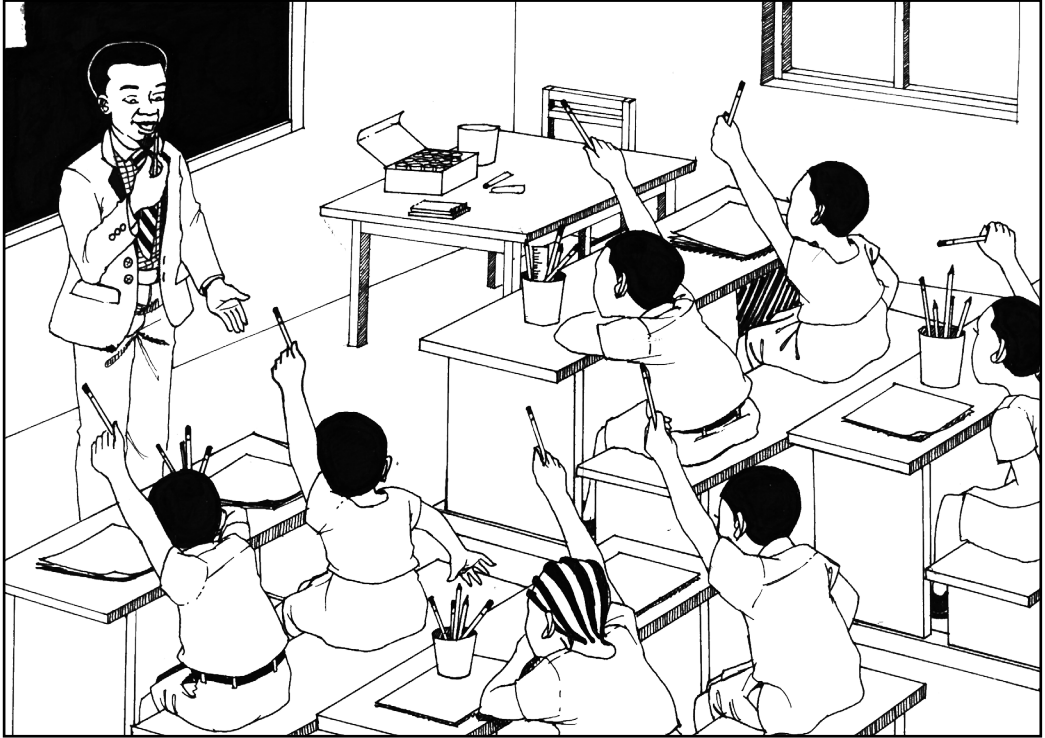
Introduction

COMPREHENSION COMPETENCES				
<i>In reading, it is the ability to understand text. In writing, the focus is on composing a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.</i>				
Before Reading or Writing				
C-1. Discusses concepts related to the weekly sub-theme. (Literacy 1)	Speaking			
C-2. Retells a story from memory. (Literacy 1)	Listening			
	Speaking			
C-3. Formulates questions that might be answered in the text. (Literacy 1)	Speaking			
C-4. Plans a story that has a beginning, middle and ending together with the teacher. (Literacy 2)	Speaking			
C-5. Uses the story title, context and prior knowledge to make predictions about what will happen in the story. (Literacy 1 and Oral Literature)	Listening			
	Speaking			
C-6. Re-tells a fiction story that has been read aloud and demonstrates comprehension by identifying the main characters, setting and action. (Oral Literature)	Listening			
	Speaking			
C-7. Re-tells an informative story that has been read aloud and demonstrates comprehension by identifying the main idea of the story. (Oral Literature)	Listening			
	Speaking			
C-8. Listens to the teacher model a News story. (News)	Listening			
During Reading or Writing				
C-9. Composes a story together with the teacher. (Literacy 2)	Writing			
C-10. Assists the teacher in making corrections in the story's spelling, grammar and meaning. (Literacy 2)	Writing			
C-11. Reads the story with support from the teacher. (Literacy 2)	Reading			
C-12. Listens attentively to the teacher. (Oral Literature)	Listening			
C-13. Uses pictures, words and sentences to represent a meaningful News story. (News)	Writing			

Introduction

<i>After Reading or Writing</i>				
C-14. Identifies whether or not his/her predictions were correct and questions were answered. (Literacy 1)	Listening			
	Speaking			
C-15. Responds correctly to In the Text Questions. (Literacy 1)	Listening			
	Speaking			
C-16. Responds appropriately to In My Mind Questions. (Literacy 1)	Listening			
	Speaking			
C-17. Reflects on his/her learning and writes a short summary of what he/she has learned. (Literacy 2)	Writing			
C-18. Answers a guiding question related to the story. (Oral Literature)	Listening			
	Speaking			
C-19. Identifies whether the story is a fiction or informative story. (Oral Literature)	Listening			
	Speaking			
C-20. Demonstrates comprehension by identifying the main characters, setting and action in a fiction story. (Oral Literature)	Listening			
	Speaking			
C-21. Demonstrates comprehension by identifying the main idea in an informative story. (Oral Literature)	Listening			
	Speaking			
C-23. Answers In My Mind Questions about a story that has been read aloud. (Oral Literature)	Listening			
	Speaking			
C-24. Listens attentively to peers and participates in small group activities appropriately. (News)	Listening			
	Speaking			

How to Teach



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.

There may be different dialects in your language although only one is used in the teacher's guide and pupil book. This use is based on the guidance of the language board. The board has reviewed and validated the orthography of your language, and advised how the materials should be written. As a teacher, you should know the language background and learning needs of your learners. You are encouraged to guide the learner what other possibilities there are in variations of sounds, words and vocabulary in your language.

How to Teach: Overview

PAGE 1

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.

How to Teach: Literacy 1 - Days 2 & 4

Introduction

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

Competences

The learners:

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

Teaching Procedure

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

PAGE 3

How to Teach: Literacy 1 - Days 2 and 4

Step-by-Step Teacher's Activity

Step 1: Getting Ready (5 minutes)

- Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.
- Prepare the chalkboard and other lesson inputs as learners sing.

Step 2: Before Reading - Make Predictions (5 minutes)

- Read the title of the story. (On Day 4 have learners retell what happened on Day 2.)
- Ask learners to look at the picture and share what they see.
- Tell learners to predict what the story might be about and share their predictions with their neighbours.
- Ask learners to share their predictions with the whole class. Summarise the learners' predictions for the whole class before reading.

Extra Guidance

Make bookmarks with pieces of manila to help learners find the correct page. Have the learners move the bookmark every day.

Making predictions before reading helps to improve learners' comprehension when they read.

On Day 4, learners begin by retelling the story from Day 2. Retelling also helps learners improve their comprehension skills.

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

How to Teach: Overview

PAGE 2

How to Teach: Literacy 1 - Days 2 & 4

The Chalkboard

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

Literacy 1

Time to clean

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

Differentiated Learning Remedial

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

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

Accelerated

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

Do More: Role Plays

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

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

The Chalkboard shows you exactly what the chalkboard should 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.

PAGE 4

How to Teach: Literacy 1 - Days 2 and 4

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

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

How to Teach: Literacy 1 - Days 1 and 3

Introduction

On Days 1 and 3 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)

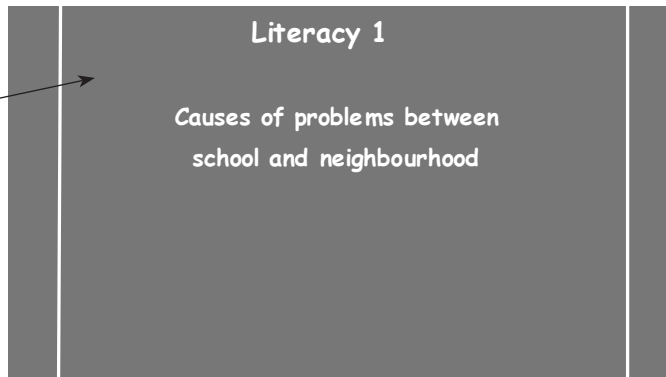
Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	Getting Ready	<ul style="list-style-type: none">• Learners sing and distribute books.
3 min.	2	Discuss the Theme and Sub-theme	<ul style="list-style-type: none">• Learners discuss concepts related to the weekly sub-theme.
5 min.	3	Before Reading: Predicting and Retelling	<ul style="list-style-type: none">• Learners use the title, context and prior knowledge to make predictions.• Learners retell a story from memory. (<i>Day 3 only</i>)
3 min.	4	Before Reading: Asking Questions	<ul style="list-style-type: none">• Learners formulate questions that might be answered in the text.
12 min.	5	Reading the Story	<ul style="list-style-type: none">• Learners read texts with increasing fluency.• Learners identify whether their predictions were correct and questions were answered.
5 min.	6	After Reading: Comprehension Questions	<ul style="list-style-type: none">• Learners respond correctly to <i>In the Text</i> and <i>In my Mind Questions</i>.

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

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (5 minutes) <ol style="list-style-type: none"> Sing a song to signal the beginning of the literacy Hour as selected learners distribute the books. Prepare the chalkboard and lesson inputs as learners sing. 	<p>Train learners to distribute the books quickly and quietly. Rotate the responsibility so all learners get a chance to pass out books.</p>
Step 2: Discuss the Theme and Sub-theme (3 minutes) <ol style="list-style-type: none"> Tell learners the theme for the week. Read the sub-theme for the week from the chalkboard. Ask learners to share what they know about the sub-theme. Ask learners the <i>thematic question</i> found in the Teacher's Guide. Discuss their answers and expand upon them as time permits. Link to the day's story when appropriate. 	<p><u>WEEKLY LESSON SUPPORT:</u> A <i>thematic question</i> is provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>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.</p>
Step 3: Before Reading - Predicting and Retelling (5 minutes) <ol style="list-style-type: none"> 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. Ask learners to look at the illustration in the Pupil Book and share what they see. Ask learners to predict what the story might be about and share their predictions with their neighbours. Ask learners to share their predictions with the whole class. Summarise the learners' predictions for the whole class. 	<p>Predicting and retelling are both important comprehension skills in reading.</p> <p><i>Predicting</i> actively engages learners in the reading process. It also encourages them to monitor their comprehension as they read.</p> <p><i>Retelling</i> 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.</p> <p>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.</p>

How to Teach: Literacy 1 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Before Reading - Asking Questions (3 minutes.)</p> <ol style="list-style-type: none"> Ask learners the <i>guiding question</i> found in the Teacher's Guide or create another guiding question of your own. Ask learners to talk to their neighbours and think of another question that might be answered in the story. Ask learners to share their questions with the class. 	<p>WEEKLY LESSON SUPPORT: A <i>guiding question</i> for each story is provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>Asking questions about a story helps motivate learners to read with comprehension.</p>
<p>Step 5: Read the Story (9 minutes)</p> <ol style="list-style-type: none"> Tell learners to read the story silently first. Read the story aloud to the learners while they listen and track the words in their books with their fingers. After reading the story, ask learners if their predictions were correct and their questions were answered. Discuss. Read the story phrase by phrase while the class repeats each phrase in chorus. Read the whole story with the class as they read along with you in chorus. Ask learners to read the story to each other in pairs. Move around the room listening to learners read. Ask selected learners to read aloud to the whole class as time permits. Mark in the CAM Form. 	<p>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.</p> <p>Don't forget Step 5c. After making predictions and asking questions in Steps 3-4 learners need to evaluate their predictions and answer the questions they posed.</p>
<p>Step 6: After Reading - Comprehension Questions (5 minutes)</p> <ol style="list-style-type: none"> Ask the <i>In the Text Question</i> found in the Teacher's Guide. Ask the <i>In My Mind Question</i> found in the Teacher's Guide. Assess selected learners' comprehension as they answer the questions. Mark in the CAM Form. Ask learners to predict what might happen next in the story. (IMPORTANT NOTE: <i>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.</i>) 	<p>WEEKLY LESSON SUPPORT: The <i>In the Text</i> and <i>In My Mind Questions</i> are found in the Weekly Lesson Support section.</p> <p><i>In the Text Questions:</i> These are literal questions. The answers are "right there" in the text. Learners can point to the answer.</p> <p><i>In My Mind Questions:</i> These questions are inferential and evaluative. Learners must use their prior knowledge to answer these types of questions.</p>

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

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	Getting Ready	<ul style="list-style-type: none">• Learners sing and distribute books.
5 min.	2	Our Vocabulary Words	<ul style="list-style-type: none">• Learners read words with increasing fluency.• Learners identify vocabulary words in a story.
10 min.	3	Word Exploration	<ul style="list-style-type: none">• Learners use vocabulary words to make meaningful sentences and identify similar and opposite words.
10 min.	4	Word Structures (Day 2)	<ul style="list-style-type: none">• Learners identify and combine meaningful word segments (morphemes) to read whole words with increasing fluency.
10 min.	4	Sentence Structures (Day 4)	<ul style="list-style-type: none">• Learners identify and use grammatical features of the language correctly.

How to Teach: Literacy 1 - Days 2 & 4

The Chalkboard

The vocabulary words
(Step 2)

Word or Sentence Structure
exercise (Step 4)

Literacy 1		
neighbourhood	theft	
quarrel	fight	
swearing	trespassing	
teach	teach-er	teacher
work	work-er	worker

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 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Getting Ready (5 minutes)</p> <ul style="list-style-type: none"> a. Sing a song to signal the beginning of the literacy hour as selected learners distribute the books. b. Prepare the chalkboard and lesson inputs as learners sing. 	<p>Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day.</p>
<p>Step 2: Discuss the Theme and Sub-theme (3 minutes)</p> <ul style="list-style-type: none"> 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. 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. 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. d. Ask learners to work in pairs to find the vocabulary words in the week's story. 	<p>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.</p> <p>Select one of the six vocabulary words and pretend you are having trouble reading it. Demonstrate how you blend the letters and syllables to read the word.</p>
<p>Step 3: Word Exploration (10 minutes)</p> <ul style="list-style-type: none"> 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. b. Do the same word exploration process with the second and third words as a whole class. c. Ask learners to work in pairs to follow the word exploration process with the last three words. 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. 	<p>The word exploration process has 3 steps:</p> <ol style="list-style-type: none"> 1. Read the word. 2. Use the word in a meaningful sentence. 3. Find another word that means the same or the opposite. <p>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.</p>

How to Teach: Literacy 1 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Word Structure, Day 2 (10 minutes)</p> <ol style="list-style-type: none"> Write the first Word Structure exercise on the chalkboard. Read the different segments, pointing out the meaning of each part as learners listen. 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. Tell learners to read the exercise to each other in pairs, tracking the words with their fingers. Repeat with the second and third Word Structure exercises. When you have completed all three Word Structure exercises, write the Word Structure Application exercises on the chalkboard. Have learners complete the exercise independently. 	<p><u>WEEKLY LESSON SUPPORT:</u> Word Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>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.</p>
<p>Step 4: Sentence Structure, Day 4 (10 minutes)</p> <ol style="list-style-type: none"> Write the first Sentence Structure exercise on the chalkboard. Read the different sentences, pointing out the meaning of each part as learners listen. 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. Tell learners to read the exercise to each other in pairs, tracking the words with their fingers. Repeat with the second and third Sentence Structure exercises. When you have completed all three Sentence Structure exercises, write the <i>Sentence Structure Application</i> on the chalkboard. Have learners complete the exercise independently. 	<p><u>WEEKLY LESSON SUPPORT:</u> Sentence Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>On Day 4 the Sentence Structure activity looks at sentences to explore grammatical features of the language.</p>

How to Teach: Literacy 1 - Day 5

Introduction

During Literacy 1 on Day 5 you will have an opportunity to assess learners on four 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

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	Getting Ready	<ul style="list-style-type: none">• Learners sing a song.
10 min.	2	Read the Story	<ul style="list-style-type: none">• Learners retell a story from memory.• Learners read texts with increasing fluency.
5 min.	3	Vocabulary Assessment	<ul style="list-style-type: none">• Learners identify and define thematic vocabulary.
5 min.	4	Word Structure Assessment	<ul style="list-style-type: none">• Learners identify and combine meaningful word segments (morphemes) to read whole words with increasing fluency.
5 min.	5	Sentence Structure Assessment	<ul style="list-style-type: none">• Learners identify and use grammatical features of the language correctly.

How to Teach: Literacy 1 - Day 5

The Chalkboard

Word Structure
Assessment (Step 4)

Sentence Structure
Assessment (Step 5)

Literacy 1

teach	<u>teach-er</u>	<u>teacher</u>
walk	_____	_____
play	_____	_____

I am teaching. I am not teaching.

I am walking. _____

I am playing. _____

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 want 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:

Merciful
Active
Realistic
Youthful

Once learners have written their acrostic poems, they can illustrate them, too.

How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Getting Ready (5 minutes)</p> <ol style="list-style-type: none"> Guide learners to sing a reading song to signal the beginning of the literacy hour as selected learners distribute the books. Prepare the chalkboard and other lesson inputs as learners sing. 	<p>Always sing the same song to begin the Literacy 1 lesson. This routine will help learners mentally prepare for the lesson.</p>
<p>Step 2: Read the Whole Story (10 minutes)</p> <ol style="list-style-type: none"> Ask selected learners to retell this week's story in full. Read the story aloud once as learners listen and track with their fingers. Read the story together with the learners once. Ask learners to read the story to each other in pairs. Ask individual learners to read selected sentences from the story to the whole class. Assess and mark in the CAM Form. 	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Reads the text with no mistakes and excellent fluency and expression.</p> <p><u>Level 2:</u> Reads the text with a few mistakes and good fluency and expression.</p> <p><u>Level 1:</u> Reads the text with many mistakes and poor fluency and expression.</p>
<p>Step 3: Vocabulary Assessment (5 minutes)</p> <ol style="list-style-type: none"> Remind learners of the week's theme and sub-theme. Ask them to explain what the picture tells them about this thematic topic. Ask learners to look at the picture and find all of the vocabulary words that they can. 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. 	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> The learner's sentence creatively demonstrates the meaning of the vocabulary word.</p> <p><u>Level 2:</u> The learner's sentence uses the vocabulary word correctly.</p> <p><u>Level 1:</u> The learner's sentence does not convey the correct meaning of the vocabulary word.</p>

How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Word Structure Assessment (5 minutes)</p> <ol style="list-style-type: none"> Write the first Word Structure exercise in the Pupil Book on the chalkboard. Read the different segments, pointing out the meaning of each part as learners listen. 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. 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. 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. Repeat steps d. and e. with the third structure. 	<p><u>WEEKLY LESSON SUPPORT:</u> The answers to the Word Structure Assessment can be found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> The learner completes the Word Structure Application exercise correctly and independently provides another example that uses the same word structure.</p> <p><u>Level 2:</u> The learner completes the Word Structure Application exercise correctly.</p> <p><u>Level 1:</u> The learner is unable to complete the Word Structure Application exercise on their own.</p>
<p>Step 5: Sentence Structure Assessment (5 min.)</p> <ol style="list-style-type: none"> Write the first Sentence Structure exercise on the chalkboard. Read the two different sentences, pointing out the meaning of each as learners listen. Ask learners to read aloud the first Sentence Structure exercise together with you. 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. Repeat the second Sentence Structure exercise aloud to learners, saying it correctly. Repeat steps d. and e. with the third exercise. 	<p><u>WEEKLY LESSON SUPPORT:</u> The answers to the Sentence Structure Assessment can be found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> The learner completes the Sentence Structure Application correctly and independently provides another example that uses the same sentence structure.</p> <p><u>Level 2:</u> The learner completes the Sentence Structure Application exercise correctly.</p> <p><u>Level 1:</u> The learner is unable to complete the exercise.</p>

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

Time	Step	Teacher's Activity	Learners' Activity
1 min.	1	Alphabet Song/Chant	<ul style="list-style-type: none">• Learners recite letters in alphabetical order.
10 min.	2	Plan the Story	<ul style="list-style-type: none">• Learners plan a story that has a beginning, middle and ending together with the teacher.
7 min.	3	Write the Story	<ul style="list-style-type: none">• Learners write a story that has a beginning, middle and ending together with the teacher.
5 min.	4	Make Corrections to the Story	<ul style="list-style-type: none">• Learners assist the teacher in making corrections in spelling, grammar and meaning.
7 min.	5	Read the Story	<ul style="list-style-type: none">• Learners read the story with support from the teacher.

How to Teach: Literacy 2 - Days 1 and 3

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

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Alphabet Song/Chant (1 minute)</p> <p>a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour.</p>	<p>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.</p>
<p>Step 2: Plan the Story, Day 1 (10 minutes)</p> <p>a. Tell learners that they are going to write a creative writing story together as a class. The story they write together will be based on the predictions they just made in Literacy 1 about what will happen next in the Pupil Book story.</p> <p>b. 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.</p> <p>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).</p> <p>d. When you have planned the creative writing story to learners' satisfaction, retell the story in full, emphasising the main ideas.</p>	<p>During the planning stage of writing the teacher and learners tell their creative writing story aloud without writing anything on the chalkboard.</p> <p>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.</p> <p>It is helpful to have the outline of a possible story in your mind before you begin the lesson, especially early in the year when this step is new to learners. If learners are struggling, 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.</p>

How to Teach: Literacy 2 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Write the Story (7 minutes)</p> <ol style="list-style-type: none"> 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. 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. 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. 	<p>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.</p> <p>You should also use the <i>Think Aloud</i> method as you write. Here are some examples of what you might think aloud:</p> <ul style="list-style-type: none"> "I am starting a new sentence. That means I need to capitalize the first letter." "It is the end of the sentence so let me put a full stop here."
<p>Step 4: Make Corrections to the Story (5 min.)</p> <ol style="list-style-type: none"> Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books. 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. Continue with more letters, syllables or words as time permits. 	<p>Here is a sample think aloud for Step 4:</p> <ul style="list-style-type: none"> "Let me check and see if I put all of my capital letters at the beginning of the sentences and full stops at the end of the sentences. Oh! I forgot one."
<p>Step 5: Read the Story (7 minutes)</p> <ol style="list-style-type: none"> 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. Ask learners to read the story together with you. Repeat 1-2 times. Read the story together with small groups of learners. 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). 	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Reads the story with no mistakes and excellent fluency and expression.</p> <p><u>Level 2:</u> Reads the story with a few mistakes and good fluency and expression.</p> <p><u>Level 1:</u> Reads the story with many mistakes and poor fluency and expression.</p>

How to Teach: Literacy 2 - 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

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	Alphabet Song/Chant	<ul style="list-style-type: none">• Learners recite the letters in alphabetical order.
3 min.	2	Breaking and Making	<ul style="list-style-type: none">• Learners review letter sounds introduced in P1 by breaking down and building up words that feature the review sound.
10 min.	3	Handwriting Practice	<ul style="list-style-type: none">• Learners form and evaluate letters and words with attention to legibility and speed.
10 min.	4	Spelling Practice	<ul style="list-style-type: none">• Learners segment words into individual sounds and syllables in order to spell correctly.
5 min.	5	Learning Journal	<ul style="list-style-type: none">• Learners reflect on their learning and write a short summary of what they have learned.

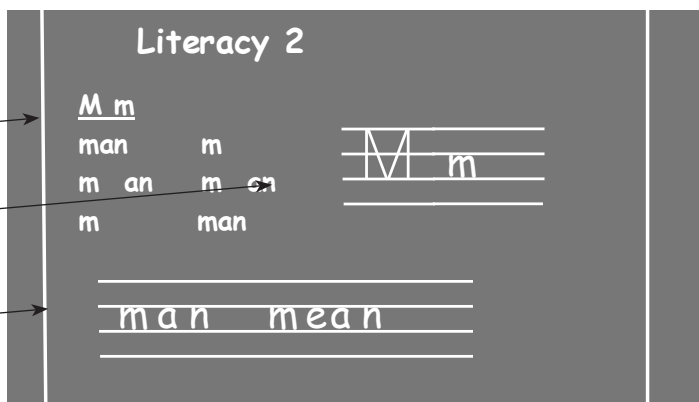
How to Teach: Literacy 2 - Days 2 and 4

The Chalkboard

Breaking and Making
(Step 2)

Handwriting Practice
(Step 3)

Spelling Practice
(Step 4)



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

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Alphabet Song/Chant (2 minutes) <ul style="list-style-type: none"> Sing/chant all of the letters of the alphabet to signal the writing portion of the Literacy Hour. 	<p>Refer to the first page of the Pupil Book for the correct alphabet with the letters in the proper order.</p>
Step 2: Breaking and Making (3 minutes) <ol style="list-style-type: none"> 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. Write the word from the Teacher's Guide that contains the letter sound on the chalkboard. Break the word down as outlined in the Weekly Lesson Support section, and then build the word back up. Have the learners repeat the break down and build up process with you. Call on selected learners to break down and build up the word on their own. 	<p><u>WEEKLY LESSON SUPPORT:</u> A sample Breaking and Making word is provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>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.</p> <p><u>F f</u></p> <p>finish f</p> <p>fi fi</p> <p>f finish</p>
Step 3: Handwriting Practice (10 minutes) <ol style="list-style-type: none"> Introduce the letter for the day in both its capital and small form. Tell learners both the name and sound of the letter. Air write the capital form as learners watch. Then air write the letter together with learners. 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. Follow steps b. to d. with the small letter for the day. 	<p><u>WEEKLY LESSON SUPPORT:</u> Letters, syllables and words for handwriting practice are provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>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.</p>

How to Teach: Literacy 2 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<ul style="list-style-type: none"> 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. 	<p>Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</p>
<p>Step 4: Spelling Practice (10 minutes)</p> <ul style="list-style-type: none"> a. Ask learners to turn to a clean sheet of exercise paper. Erase the handwriting words from the chalkboard. 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. c. Move around the room assessing learners' spelling and handwriting. d. Repeat with the second word/sentence. 	<p><u>WEEKLY LESSON SUPPORT:</u> Suggested spelling words or sentences are provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>Assess your learners' spelling performance and modify your spelling practice assignment accordingly.</p>
<p>Step 5: Learning Journal (5 minutes)</p> <ul style="list-style-type: none"> a. Ask learners to write one thing that they have learned today during the literacy hour in their Learning Journal exercise books. 	<p>Collect selected Learning Journals after each lesson and write supportive comments to encourage your learners.</p>

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)

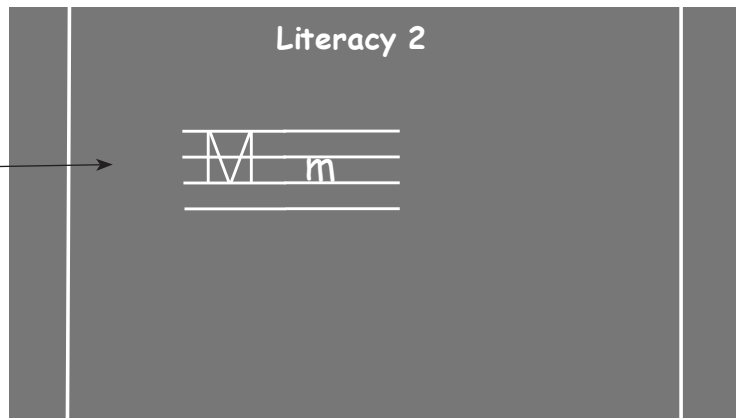
Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	Alphabet Song/Chant	<ul style="list-style-type: none">• Learners recite letters in alphabetical order.
3 min.	2	Alphabet Game	<ul style="list-style-type: none">• Learners identify letters in the alphabet by name and sound.
10 min.	3	Handwriting Assessment	<ul style="list-style-type: none">• Learners form letters with attention to legibility and speed.
10 min.	4	Spelling Assessment	<ul style="list-style-type: none">• Learners segment words into individual sounds and syllables in order to spell correctly.
5 min.	5	Learning Journal	<ul style="list-style-type: none">• Learners reflect on their learning and write a short summary of what they have learned.

How to Teach: Literacy 2 - Day 5

The Chalkboard

Handwriting
Assessment (Step 3)



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

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Alphabet Song/Chant (2 minutes)</p> <p>a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour.</p>	<p>Every learner should get out a pencil and exercise book in preparation for this lesson.</p>
<p>Step 2: Alphabet Game (3 minutes)</p> <p>a. Play the Alphabet Game with learners. The game changes each term, as outlined below:</p> <p>Term 1</p> <ul style="list-style-type: none"> Learners say the letters of the alphabet in order. (Learners can use their books.) Teacher says a letter. Learners find the letter in the book. Learners say its name and sound. <p>Term 2</p> <ul style="list-style-type: none"> Learners say the letters of the alphabet in order, but without using the book. Learners open the book and teacher says a letter. Learners find the letter in the book. They say the name of letter, then the letters before and after the named letter. <p>Term 3</p> <ul style="list-style-type: none"> Learners say the letters of the alphabet in order from memory. Teacher says a letter and learners say the names of letters before and after the named letter, also from memory. 	<p>Think of other games to test your learners' knowledge of alphabetical order.</p>

How to Teach: Literacy 2 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Handwriting Assessment (10 minutes)</p> <ul style="list-style-type: none"> • Ask learners to prepare their pencils, exercise books and body posture for writing. • Write the two letters for the week on the chalkboard in their capital and small form. • Tell learners to write a line of each letter in their exercise books in their best handwriting. • Move around the room assessing learners' handwriting posture, pencil grip and letter formation. 	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Forms all of the capital and small letters correctly.</p> <p><u>Level 2:</u> Forms at least some of the capital and small letters correctly with a few small errors.</p> <p><u>Level 1:</u> Makes many mistakes in forming both the capital and small letter.</p>
<p>Step 4: Spelling Assessment (10 minutes)</p> <ul style="list-style-type: none"> • 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. • Move around the room assessing learners' spelling and handwriting. • Follow steps 4a. and 4b. with the second word or sentence. 	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Spells all of the words correctly and uses the correct punctuation and capitalisation when writing full sentences.</p> <p><u>Level 2:</u> Spells most of the words correctly with 1-2 small errors in spelling, punctuation or capitalisation.</p> <p><u>Level 1:</u> Makes many errors in spelling, punctuation and capitalisation.</p>
<p>Step 5: Learning Journal (5 minutes)</p> <ul style="list-style-type: none"> • Ask learners to write one thing that they have learned this week in their Learning Journal. • Collect the exercise books and journals for selected learners. Assess their handwriting, spelling and journal writing and mark in the CAM Form. 	<p>Collect selected Learning Journals after each lesson and write supportive comments to your learners to encourage them.</p>

How to Teach: Oral Literature - Day 1

Introduction

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

Competences

The learner:

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

Teaching Procedure

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

How to Teach: Oral Literature - Day 1

The Chalkboard

Vocabulary words from the Oral Literature story (Step 6)



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

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.	Always sing the same song to begin the Oral Literature lesson. This routine will help learners mentally prepare for the lesson.
Step 2: Recite a Traditional Text (9 minutes) a. Recite the traditional text for the week alone as learners listen. b. Recite the traditional text together with learners three times. c. Ask small groups and individuals to recite the text from memory.	WEEKLY LESSON SUPPORT: 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.
Step 3: Before Listening to the Story (4 minutes) 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. b. Read the guiding question and ask learners to listen for the answer as you read.	WEEKLY LESSON SUPPORT: The guiding question is found on the Oral Literature pages of the Weekly Lesson Support section of this Teacher's Guide. 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.
Step 4: Reading the Story Aloud (5 minutes) a. Read the Oral Literature story aloud to learners as they listen attentively. b. Stop and ask the prediction question as indicated in the text (Fiction stories only.) c. Discuss learners' predictions briefly. (Fiction stories only.) d. Continue reading Part 2 of the Oral Literature story aloud to the end.	WEEKLY LESSON SUPPORT: The Oral Literature story and prediction question are found in the Weekly Lesson Support section. 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.

How to Teach: Oral Literature - Day 1

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 5: After Listening to the Story (7 minutes)</p> <ol style="list-style-type: none"> Repeat the guiding question. Discuss the answer as a class. Discuss whether the story was a fiction story or an informative story. 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. Read the story aloud a second time without pausing. 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. 	<p><u>WEEKLY LESSON SUPPORT:</u> A story outline in the Weekly Lesson Support section of this Teacher's Guide will tell you whether the story is a <i>fiction</i> or <i>informative</i> story and list the characters, setting and action or the main idea.</p> <p>The words in your language for <i>characters</i>, <i>setting</i>, <i>action</i> and main idea are provided in the glossary.</p> <p>The <i>characters</i> are the actors in a story. The <i>setting</i> is where and when the story is taking place. The <i>action</i> of a story is a summary of what happens in the story. Another word is <i>plot</i>.</p> <p>The <i>main idea</i> of an informative story is one sentence that summarises what the story is about.</p>
<p>Step 6: Vocabulary Words (4 minutes)</p> <ol style="list-style-type: none"> 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. Repeat with the other two vocabulary words. 	<p><u>WEEKLY LESSON SUPPORT:</u> The selected vocabulary words for the Oral Literature story are found in the Weekly Lesson Support section.</p> <p>You can also create flashcards for the vocabulary words in the Oral Literature stories. Hang them on a <i>story tree</i> or make a <i>word wall</i> in your classroom.</p>

How to Teach: Oral Literature - Day 3

Introduction

On Day 3 of Oral Literature, learners have the opportunity to retell the story for the week. The teacher then re-reads the story. 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)

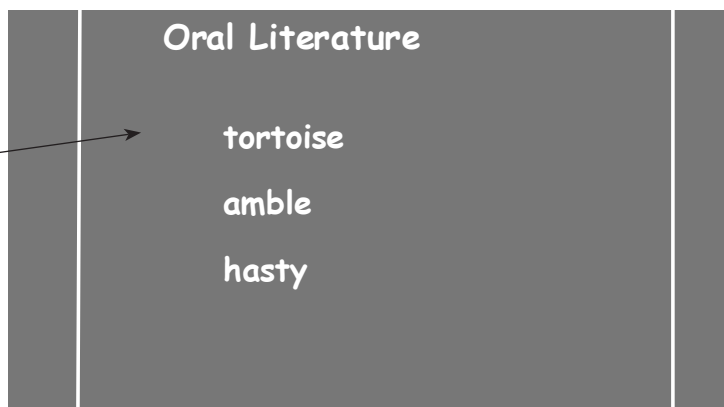
Teaching Procedure

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

How to Teach: Oral Literature - Day 3

The Chalkboard

Vocabulary Words
(Step 6)



Differentiated Learning

Remedial

Some of your learners may have difficulty retelling the Oral Literature story on 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)

How to Teach: Oral Literature - Day 3

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

How to Teach: Oral Literature - Day 3

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

How to Teach: News - Day 2

Introduction

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

Competences

The learner:

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

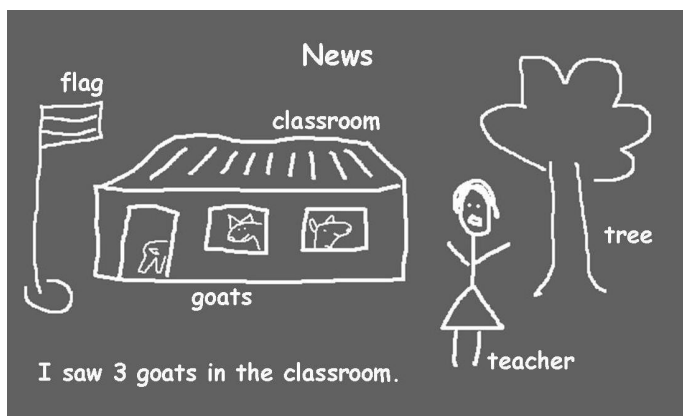
Teaching Procedure

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

How to Teach: News - Day 2

The Chalkboard

This illustration represents a teacher's model 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

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

How to Teach: News - Day 2

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

How to Teach: News - Days 4 and 5

Introduction

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

Competences

The learner:

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

Teaching Procedure

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

How to Teach: News - Days 4 and 5

The Chalkboard

The chalkboard is not used in this lesson.



Differentiated Learning

Remedial

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

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

How to Teach: News - Days 4 and 5

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Learners Share News Stories in Small Groups (5 minutes)</p> <ol style="list-style-type: none"> Tell learners to take turns sharing their stories in small groups of 2-4 people. Move around the room supporting learners who are having difficulty participating in the small groups. 	<p>Guide learners so that they are able to share their stories successfully in small groups.</p>
<p>Step 5: Selected Learners Share News Stories (10 minutes)</p> <ol style="list-style-type: none"> Select 5 learners to come up and share their News Stories with the whole class. Ask learners to speak clearly and with expression. Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the speaker. The speaker should always begin their News Story by greeting the class in a culturally appropriate manner and saying their full name. After the speaker has completed the News story, the teacher and learners should ask questions or make comments. Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class. 	<p>Here are the writing competences learners should demonstrate over the course of the year in P2.</p> <p><u>Term 1</u>: Learners draw pictures that illustrate a News Story. They label the pictures and compose at least one sentence about their News Story.</p> <p><u>Term 2</u>: Learners write 2-3 sentences about their NewsStory.</p> <p><u>Term 3</u>: Learners write a short 3-4 sentence News Story using words only.</p>

Lugwere Technical Literacy Terms

English	Lugwere
alphabetic principle (phonics)	iteeka lya walifu
choral reading	kusoma nga mwabirana
collaborative learning	njega y'aamo
competency-based assessment	kukebera okusinsirira okubusoboli
comprehension	kutegeera eky'osoma
continuous assessment	kupima busoboli bw'abeegi buli lunaku
differentiated learning	njega enjawule
echo reading	kwiramu eby'omusomesya eby'asoma
end of term assessment	kupima busoboli oluzwanyuma lw'etaamu
explicit instruction	ndagiriro ey'enkukunala
fluency	kutumula atali kwesitaala
multisensory	ekiyimbya okubona, okuwulira n'okufunyirya
orthography	empandiika y'olutumu/amateeka
partner reading	kusoma n'omwinawo
phonemic awareness	kumanya njugisya yamagono g'enyukuta
phonological awareness	bumanyi bwenjuga y'amagono g'enyukuta
print awareness	bumanyi bw'okuwandiika enyukuta egitali nyungisye
scaffolding	madaala
systematic instruction	ndagiriro eyabira oku ntegeka
vocabulary	bibono ebiyaaka egiri abeegi
whisper reading	kusoma ng'oweweeta

Weekly Lesson Support

Term 1 Lessons



Term 1 Week 1

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.

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Eisomero lyaiswe libbeereire litya ekitundu kyaiswe okukulaakulana?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice ng'oWeenene owaabbeera abaana abainaye okwisomero.

After Reading: In the Text Question

OWeenene yasomeire mwisomeroki omwaka ogwo?

After Reading: In My Mind Question

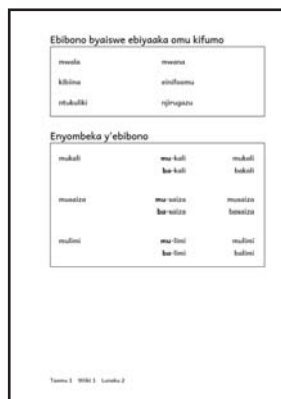
Wankatakire kubbeera otya omukaagwawo nga muleme?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

musomesya	mu -somesya	ba -somesya
musumbi	mu -sumbi	ba -sumbi

Literacy 2

Breaking and Making	
abala	a
ba	ba
a	abala

Handwriting and Spelling Practice

A, a

abala, asaba, abakali

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Eisomero lyaiswe libbeereire litya ekitundu kyaiswe okukulaakulana?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice engeri egendi oWeenene egy'abbeeramu abaana abainaye okwisomero.

After Reading: In the Text Question

Oweekuuyo obubonero bubiri obw'eisomero oWeenene omwasomera?

After Reading: In My Mind Question

Lwaki wankatakire okusuna eky'emisana okwisomero?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Musaiza musa omu kidaalakye.

Baisaiza basa omu bidaala bwabwe.

Acaazire mugeni musa ino.

Acaazire bageni basa ino.

Day 4

Literacy 2

Breaking and Making	
amaizi	a
ma	ma
a	amaizi

Handwriting and Spelling Practice

A, a

amaizi, alima, asoma



1 Eisomero lyaiswe n'omulirano

Literacy 1 and 2

Day 5

Okubbeerangana okwisomero

O'Weneere mwana mwala, amwaka agwa yasomere kibiina kiyabbeerereye. Yaali n'umukungu mubone ogubetanga bati Fatima. O'Weneere yabbeeranga ofutuma okumashika oku kagali. Luma, yamashikire n'adamba, niko okubha abasika babiri abashu babazwako anyuma okumubbeerako. Bababire bazawire einifoomu, esatiri ntukuliki n'empale njiragaze.

O'Weneere yebabire abasika abo ino. O'Weneere aho, basomere ku buoneru bu'oisomero lyabwari. Okuboneru abwo nibwo ekiganda, ebbondera, ebbaji n'omoto. Esaswa omusanyu, o'Weneere yasomere amashu oku nakanta. Yaali aleetere oduma yera. Bafyime okubhaale omu musaale ni balya n'abainyaye.

Page 1 of 1



Kwemunkuta enyombeka y'olutumu

	mu kuli	ba kuli
musomesya		
musumbi		

O'Weneere musa ino.
Muli bakuli bane ino.
Musaiza musa omu kidaalakye.
Acaazire mugeni musa ino.

Page 1 of 1

Literacy 1

Vocabulary Review

mwala

kibiina

einifoomu

ebbendera

ebbaaji

musaale

Word Structure Review: Answers

musomesya

mu-somesya

ba-somesya

musumbi

mu-sumbi

ba-sumbi

Sentence Structure Review: Answers

Musaiza musa omu kidaalakye.

Basaiza basa omu bidaala byabwe.

Acaazire mugeni musa ino.

Acaazire bageni basa ino.

Literacy 2

Handwriting and Spelling Assessment

abala

asoma

alima

1.1 Ekifo, obubonero, n'emigaso gy'eisomero lyaiswe

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

Kembo

Naani ataka okusoma? x2

Ninze. x2

Obbutule obubonero,

Obw'eisomero.

Obbutule akasooka,

Kipande.

Obbutule akokubiri,

Bbaaji.

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

Oral Literature

Eisomero lyaiswe

Kibuulyo ekirungamya

Oseega oti ekifumo kinu kikwegesya niki oku bubonero bw'eisomero lyonalyona.

Oku ntandiika y'omwaka ogwabitire, omwami oKyaide yatwaire omwanawe ogubeeta oKademere okwisomero. Yamutwaire kwisomero ly'e Dodoi okumuwandiikisya asomereyo. Eisomero ly'e Dodoi liri Bupalama, omwigombolola ly'e Kadama omu disitulikiti y'e Kibuku.

Omwisomero linu mulimu abasomesya abakali n'abasaiza. Mulimu abakoli abandi ng'omukuumi Eisomero, omusumbi, n'abaana ab'engeri nyingi. Mulimu abaleme, abasiraamu, abakatuliki, abapolositant, abaala n'abaisuka. Eisomero linu liriraine ekanisa, ekereziya, amaduuka, omuzigiti n'ebidaala bingi.

Story Outline

Kiseego ekikulu

Egitwagirya eisomero ly'e Dodoi.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Bubonero bw'eisomero linu.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Bwabula eisomero linu n'agandi.

Oral Literature

Oku lubba olundi, liriraine omwiga ogubeeta bati dodoi. Omwiga gunu guli mu nsalo y'e Dodoi n'e Kagumu. Eisomero ly'e Dodoi ng'amasomero agandi, liri n'obubonero bunu:- ekipande, ebbendera, einifoomu, ebbaaji, n'emoto. Obubonero bunu bulaga enjawulo y'eisomero linu n'agandi.

Eisomero linu lyegesya abaana ebintu bingi ng'okwemba, okubina, emizeenyo, ebyengalo, okubala, oluzungu, okusoma n'okuwandiika. Lyegesya empisa ensa, okutya oKibbumba, n'obuyonjo. Abantu b'ekitundu ky'e Bupalama basangaali ino olw'eisomero linu olw'okubba likola kusa ino omu kibiina kyo musaanvu buli mwaka.

Vocabulary Words	
Bupalama	ekipande omusumbi
In the Text Questions	In My Mind Questions
1. Naani eyatwaire OKademere okwisomero?	1. Wankakolere niki singa oiteewo agaana okukutwala okwisomero?
2. Bintuki ebiraga enjawulo y'eisomero linu n'agandi?	2. Wankatakire kwaba mwisomeroki?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Eisomero libbeera litya omulirano?

Before Reading: Guiding Question

Eisomero libbeera litya abantu abagaitibwa omu kitundu?

After Reading: In the Text Question

Babyaire baani abataka ino oKibumba?

After Reading: In My Mind Question

Wena owangaku ababyairebo amalabuki? Malabukiki?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

mucungwa	mu -cungwa	mi -cungwa
mukooge	mu -kooge	mi -kooge

Literacy 2

Breaking and Making	
kabada	k
ka	ka
k	kabada

Handwriting and Spelling Practice

K, k

kabada, kiswa, kitabo

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Eisomero libbeera litya omulirano?

Before Reading: Guiding Question

Bintuki ebikolebwa ng'abantu bategeka embaga y'okugaitibwa?

After Reading: In the Text Question

Oiteeye wa Kiirya bategekeire yaina ebyokulya?

After Reading: In My Mind Question

Niki ekitira okukusanyusa buli owooyaba oku mbaga y'obugole?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by'omu
bifumo byabwe.



Literacy 1

Sentence Structure Application

Ntaka mucungwa musa.

Ntaka micungwa misa.

Mukooge mukambwe ino.

Mikooge mikambwe ino.

Day 4

Literacy 2

Breaking and Making	
kanisa	k
ka	ka
k	kanisa

Handwriting and Spelling Practice

K, k

kanisa, kide, kimuli



1 Eisomero lyaiswe n'omulirano

Literacy 1 and 2

Day 5

Embaga y'okugaitibwa

Ahahyira ba Weene batika ino okubumba. Ekyababwirira okutegeka embaga y'okugaitibwa. Omu ntakutanka eya, oWeene yaswirika ahahyirabe umukabizi. Yababwirira hashe hashe ekisaawe, entebe, emeeza edesiki n'efomu okwisomero lyabwe. Owebatukirye, omukulu w'eisomero yakirirye okubawa ebintu ebyo. Yababwirira baize bagaitibwa mu kanisa eri okwisomero.

Omulu w'eisomero yatirira ekitaho omu kababa. Yagereye oWeene okuwandika akaada. Embaga omyatukirye, abasiza, abakali n'abawa baizirye. Oiteye wa Weene hasi bategekere ebyokulya okwisomero. Bakolesereye amuzi agabwirira omu tanka y'eisomero. Abantu bawira, ni banywa, ora ni bujagamba. Asa n'afatama basangira ino okubona oWeene nga niye umperya.

Page 1 of 1



Kwemunkuta enyombeka y'olutu

	mu gina	ni gina
mugira		
mucungwa		
mukooze		

Ntaka mugira mureba.
Ntaka mugira mureba.
Ntaka mucungwa mureba.
Mukooze mukambwe ino.

Page 1 of 1

Literacy 1

Vocabulary Review

ekisaawe

emeeza

entebe

tanka

ebyokulya

abasaiza

Word Structure Review: Answers

mucungwa

mu-cungwa

mi-cungwa

mukooze

mu-kooge

mi-kooge

Sentence Structure Review: Answers

Ntaka mucungwa musa.

Ntaka micungwa misa.

Mukooze mukambwe ino.

Mikooze mikambwe ino.

Literacy 2

Handwriting and Spelling Assessment

kabada

kitabo

kide

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

NPSCU Teacher's Guide

- Competences, page 71
- Sample Scheme of Work, pages 91-92

NPSCU P2 Curriculum

- Pages 14-15

Traditional Text

Kikwate

Eisomero eisomero eisomero,
Eisomero ly'omugaso,
Eisomero lituwa amalabuki,
Amalabuki gatuwa emirimo.
Emirimo gituwa esente,
Esente tugula engoye,
Engoye ni tuzwala,
Owetuzwala ni tunyirira.

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

Oral Literature

Obusa bw'eisomero

Kibuulyo ekirungamya

Migasoki egitusuna omwisomero?

Kitundu ekisooka

Lumo, oCuli yagonere n'aseega engeri y'okutoolawo ebigosi ebyali bibeetooloire omu kitundu kyabwe. Yaseegeire ebiro byera. Oluzwanyuma, n'atambula n'ayaba n'akoberaku omukaagwawe oKibbwe n'omukaliwe. Bakumbaanirye ebiseego paka owebasalirewo bati beete olukiiko lw'abantu bonabona okuteesa oku ngeri y'okumalawo ebigosi byabwe. Omukali wa kibbwe yakobere ati kisa olukiiko lunu lutyame Lwesaabbiiti igulo, olwokubba abantu baabba bazwire omu kusaba.

Ebyazwire omu lukiiko, byali kuluka isomero kaisi baganyulwemu binu:- basuna akatale k'okutunda ebirime byabwe, batyamisyangamu enkiiko n'okukolerangamu emikolo, basuna emirimo. Kinu kyaleeteire ekitundu kyabwe okugunjuka n'okukulaakulana era n'ebiseego bya Culi okwikaikana n'okutebenkera.

Story Outline

Bazeenyi omu kifumo

Culi, Kibbwe, Nkima, Nankololo, Nyange.

Kifo

Mwisomero.

Kikole

Kuluka Isomero.

Oral Literature

Kibuulyo ekiragula

Migasoki egitusuna omwisomero?

Kitundu kyokubiri

OCuli n'ababaire omu lukiiko bonabona basangaire. Batendere omukulu w'entebe, ni baceerera angulu bati, "Culi owangaale." Ebiseego buli muntu ebiyaleetere byasanyusire buli moiza eyabaire omu lukiiko. Omukulu w'entebe yabagumirye n'abeebalya olw'ebiseego ebisa ebirumirwa ekitundu kyabwe okukulaakulana. Yabakobere okujumbira n'okukubiriza abaana okwaba okwisomero era n'abagumya ati binu byazwamu ebisa.

Ekyairireku, owekitiisya oCuli yakobere abakiiki ati, bali n'okugabangana emirimo, era bonabona ni bamusemba. Engabania y'emirimo yabaire eti:- oNankololo bamuware kukubbakubba ku baana b'enjikirirya gyonagyona okwaba okwisomero. ONyange iye bamuware gwobuyonjo bwa baana, amaluba n'enzira. ONkima ni bamuwa kukubirizanga babyaire kwaba mu nkiiko gy'eisomero. Eisomero linu lyaleeteire abatyami b'ekitundu kinu okugunjuka n'okukulaakulana.

Vocabulary Words	
akatale	emirimo
	okukulaakulana
In the Text Questions	In My Mind Questions
1. Niki ekyayambire ebigosi by'ekitundu kinu okukendeera?	1. Singa niiwe oCuli wankakolere niki?
2. Naani eyaleetere ekiseego ky'okuluka eisomero?	2. Nga muli n'ebigosi omu kitundu kyanywe mubimalawo mutya?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Eisomero n'omulirano bankasaaniire kwebitya batya?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice ng'ow'epoliisi yakolere kisa ooba kibbiibi.

After Reading: In the Text Question

Baibbire igaali lyani okwisomero?

After Reading: In My Mind Question

Owulira otya nga bakwibbireku ekintukyo okwisomero?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

kiswa	ki-swa	bi-swa
kiina	ki-ina	bi-ina

Literacy 2

Breaking and Making	
akasaka	a
ka	ka
a	akasaka

Handwriting and Spelling Practice

A, a

amagi, mama, gama

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Eisomero n'omulirano bankasaaniire kwebitya batya?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice ng'owePoliisi yakolere kisa oba kibbiibi.

After Reading: In the Text Question

Naani eyabbingire omwibbi n'amukwata?

After Reading: In My Mind Question

Weekuuma otya abaibbi okwisomero?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Kinu kisawo ekiyaaka.

Binu bisawo ebiyaaka.

Kinu kisiki ekibbeeteku.

Binu bisiki ebibbeeteku.

Day 4

Literacy 2

Breaking and Making	
amata	a
ma	ma
a	amata

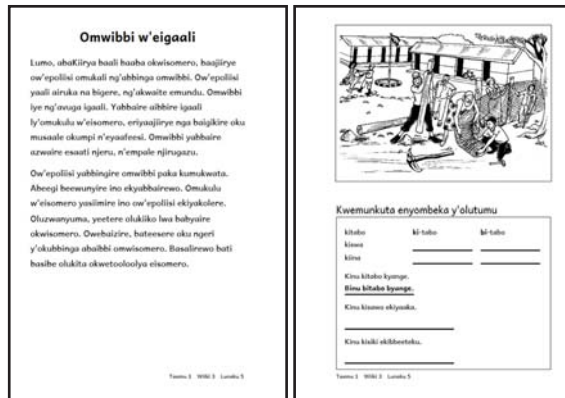
Handwriting and Spelling Practice

A, a

amata, kabada, kasale



Day 5



amata

1.3 Ebireeta ebigosi akati w'eisomero n'omulirano

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 man is chasing a cow.

Model News Story

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.

References

NPSCU Teacher's Guide

- Competences, page 71
- Sample Scheme of Work, pages 98-99

NPSCU P2 Curriculum

- Pages 15

Traditional Text

Kembo

Wa muliranwa mpulira mugalabe patampa! x2
Wa mulirawa mpulira mugalabe patampa! x2
Wa muliranwa nfunyirya luvululu okuduuka! x2
Wa muliranwa nfunyirya luvululu okuduuka! x2
Omuliranwa afiire,
naani eyamukunga zeena ngaine mazima tinaabe.
Omulirano oguwaya,
gusinga oluganda omulirano oguwaya gusinga
oluganda.

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

Oral Literature

Oculi aira obumo n'ongaiza

Kibuulyo ekirungamya

Osome ekifumo kinu kaisi omanyice lwaki oCuli n'oNgaiza bairire obumo.

Kitundu ekisooka

Omu kyalo ky'e Nabiswa, mulimu eisomero eribeeta bati Kiswa. Omukulu w'eisomero linu niiye omwami oNgaiza. Mukaagwa w'omwami oCuli, ali n'ekidaala ekiriraine eisomero linu. Omwami oCuli ali n'amalabuki mangi okukiraku omwami oNgaiza. Lwali lumu, omwami oNgaiza n'ataka okuyonja eisomero. Yatumire abaala ba Culi okuleetaku enkumbi bakolesye okuyonja eisomero, naye oCuli n'abaloberya. Kinu kyanyizire ino omwami oNgaiza.

Omwami oNgaiza yatambwire mpola mpola n'ayaba omu yafeesiye eyabbaire omu mpaso y'ekiswa. Wabbaire wakaali okubitawo ekiseera ekinene, oCuli n'aiza n'asiba embuligye omu kisaawe ky'eisomero, ate nga tasunire olukusa okuzwa egiri omukulu w'eisomero.

Story Outline

Bazeenyi omu kifumo

oCuli, oNgaiza.

Kifo

Mwisomero.

Kikole

oNgaiza n'oCuli bairire bumo.

Oral Literature

Kibuulyo ekiragula

Oseega oti niki omwami oNgaiza ekiyakolere?

Kitundu kyokubiri

Omwami oNgaiza yazwire omu yafeesiye n'obusungu n'abbinga omwami oCuli omwisomero. Ogondi oku baliranwa b'eisomero eyaali omuleme oweyaboine embeera enu embiibbi, yakubbire enduulu abantu ni baiza ni bagaya ab'omulirano banu.

Omwebbemberi w'ekitundu kinu oweyasunire amawuliro ganu, yeetere olukiiko lw'abatyami bonabona. Yabasomeserye ati, kisaaniire abaliraine eisomero okukolera aamo n'abafugi b'eisomero. Okuzwa kw'olwo, omwami oCuli yacuusiremu empisagye. Atyanu buli ekibba omwisomero e Kiswa, omwami oCuli n'omwami oNgaiza bakolera aamo.

Vocabulary Words		
ekiriraine	olukusa	kyanyiizire
In the Text Questions		In My Mind Questions
1. Naani eyaali omukulu w'eisomero ly'e Kiswa?		1. Wankakolere niki singa wabbaire niiwe oCuli, oNgaiza ng'akubbingire?
2. Bisobyoki omwami oCuli ebiyakolere omwisomero ly'e Kiswa?		2. Wankatakire embeera y'obutali bumo okubbaawo? Lwaki?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Bintuki ebiraga obumuntu bw'ekidaala n'ekitundu?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyaba kukwegesya niki oku lulyo omu kidaala kya baKiirya?

After Reading: In the Text Question

Bantuki abali omu kidaala kya baKiirya?

After Reading: In My Mind Question

Iwe okola mulimoki kaisi n'oziza okwisomero?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abege bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

iziga	i-ziga	ma-ziga
iwa	i-wa	ma-wa

Literacy 2

Breaking and Making	
kusumba	k
ku	ku
k	kusumba

Handwriting and Spelling Practice

K, k

kusumba, kuwaata, kusereka



Literacy 1 and 2

Day 5

Ekidaala kya baKiirya

Ekidaala kya baKiirya kirimu abantu bangi. Abantu b'omu kidaala kino bali n'enkulagana nna Ino era basungadli. Elizuli, omaaye n'uteeye basirire omu kulima. Bamukobera lye kaarya luga. Omuonyikose bamukobera kuuba malizi. Omuonyikose eyengedire omugongo lye yasigire kusaabya bintu. OKiirya n'omuonyikose ibo omwamulire, ni haaba okwisomere.

Ozeiza wa Kiirya omukali lye yamwonyika okweli, ozeizaw omwamulire nga mwakula akulu okweli. Okwizaw lye yamweli kulaabha nta. Omuonyikose n'oyaba kulaba. Omaaye omwamulire, ni basamba obwita n'okamutyereri. Bamirire obwita ooti kukulu.

Page 1 of 1



Kwemunkuta enyombeka y'olutumu

iziga	i-iziga	ma-iziga
iziga		
iwa		

iziga ziyuka piri.

Muzima mapaka piri.

Iza niiryo erimusumutire.

Amenyere onte eiziga.

Page 1 of 1

Literacy 1

Vocabulary Review

ekidaala	omaaye	oiteeye
ozeiza	omwiwa	okoizawe

Word Structure Review: Answers

iziga	<u>i-ziga</u>	<u>ma-ziga</u>
iwa	<u>i-wa</u>	<u>ma-wa</u>

Sentence Structure Review: Answers

- Iwa niiryo erimusumutire.
- Mawa niigo agamusumutire.
- Amenyere onte eiziga.
- Amenyere onte amaziga.

Literacy 2

Handwriting and Spelling Assessment

kulima	kukama	kusumba
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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 child hugging a male person.

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.

References

NPSCU Teacher's Guide

- Competences, page 72
- Sample Scheme of Work, page 105

NPSCU P2 Curriculum

- Page 17

Traditional Text

Kikoiko

Ndi n'ekintu kyange kisooka kutambulira bigere bina, kaisi ni kiiraku kitambulya ebigerere bibiri, kaisi kisembayo n'okutambulya ebigerere bisatu. Niki ekyo?

Muntu: nga mwana akwetukira engalo n'ebigerere, owaakula atambulira bigere byonka, kaisi owaakairira n'akolesya ebigerere n'omukoomero.

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

Oral Literature

Ekisanyusa abaana ewa zeiza

Kibuulyo ekirungamya

Naani abali n'olulyo n'oNdobooli?

ONdobooli mutaane wa Gasyodo n'oMugala ab'e Kenkebu. ONdobooli yatakanga okwaba owa bazeizabe oKisense n'oNawula, olw'okubba ozeizawe omukali y'amufumirangaku ebifumo obwire. Yena oweyaabanga okwisomero yafumirangaku abainaye.

ONdobooli oweyamalire okusoma, yasunire omulimo gw'obusawo era n'asuna obufumbo. Tibalwire ni babyala omwana waabwe mwala ni bamwerula eriina Iya Bbaluka. OBbaluka onu yabbaire niiye ozeiza wa iteeye oNdobooli. Yabbaire w'ekika kyábalangira.

Story Outline

Kiseego ekikulu

ONdobooli yatakanga owa zeizawe.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Ozeizawe yamufumiranga ebifumo.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Okoiza wa Bbaluka yabbaire n'eTerefaina.

Oral Literature

OBbaluka oweyakulire, yaabanga okucaala owa zeizawe omu kiwuumulo. Lumo, yaabire okucaalira ozeizawe n'ayajiryayo omaaye omuto ogubeeta oLehema ng'aleeteire abazeizabe oYidi. Ozeizawe yasumbire egino oku migangi oLehema egiyaleetere ni balya n'omwizukuluwe.

Eigulo oweryatuukire, okoizawe oKucaana omwofu yamukobere ati, “Twagona mwange mwana mwiwa.” oBbaluka yasangaire ino olw'okubba omwa koizawe mwalimu ebintu ebisanyusa bingi ng'eTerefaina n'ereediyo. Baboine eTerefaina n'abaana ba koizawe kutuuka bwire akati. Ekyewunyisirye ino oBbaluka niye okubona omuleme ng'abina okusinga abaterembereri.

Vocabulary Words	
ozeizawe	omaaye koizawe
In the Text Questions	In My Mind Questions
1. ONdooli mutaane waani?	1. Osuubira kubba niki ng'omalire okusoma?
2. Lwaki oBbaluka yasangaire okugona omwa koizawe?	2. Wena osangaalira okwaba owa zeizawo ng'oBbaluka? Lwaki?

Literacy 1 and 2

Day 1

OKiirya asoma ogwa dokita



Lwuli luno, oKiirya n'akoba oiteerey atli, otaku kusoma abhe musawo ocha dokita. Yatakire ajanjahyenge abantu oti itereye omuto. Yamukobere ati, nga bhe yaabha w'epolisi akumenge eidenbe. Oiteerey wa Kiirya yasangaaliire ino omwanaw ekiyamukobere. Yeyongire okukobera oiteerey atli, anyumirwa ino okwega omu kutumulwe.

Termu 1 WBU 5. Luvula 1

Literacy 1

Thematic Question

Abantu b'omu kitundu bali n'obuvunaanyizibwaki?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice ng'oiteerey wa Kiirya yatuukiriirye obuvunaanyizibwabwe oba bbe.

After Reading: In the Text Question

Lwaki oKiirya ataka kubba dokita?

After Reading: In My Mind Question

Otaka kubba niki ng'omalire okusoma?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2

Ebibono byaiswe ebiyaaka omu kifumo

musawo	dukita
ajanjahyenge	eidenbe
omwanaw	okuzime

Enyombeka y'ebibono

kasale	ka-sale	kasale
	ba-sale	bakasale
kakati	ka-kati	kakati
	ba-kati	bakati
kasaka	ka-saka	kasaka
	ba-saka	bakasaka

Termu 1 WBU 5. Luvula 2

Literacy 1

Word Structure Application

kakoko	ka -koko	bu -koko
kamuli	ka -muli	bu -muli

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
entebe	e	E, e
be	be	
e	entebe	entebe, ente, fene

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Abantu b'omu kitundu bali n'obuvunaanyizibwaki?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice ng'oKiirya yatuukiriirye ekiyatakire okubba.

After Reading: In the Text Question

Naani eyaguliire oKiirya entebe?

After Reading: In My Mind Question

Iwe otaka kusoma mulimoki? Lwaki?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Ntaka kakoko akatokato.

Ntaka bukoko obutobuto.

Ompe kasawo akayaaka.

Ompe busawo obuyaaka.

Day 4

Literacy 2

Breaking and Making	
emere	e
me	me
e	emere

Handwriting and Spelling Practice

E, e

emere, kengere, idebe



Literacy 1 and 2

Day 5

OKiirya asoma ogwa dokita

Lwali luno, oKiirya n'akaba oiteye ati, ataka kusoma abe musoma osha dokita. Yatakire ajanjabyenge abantu ati iteye omuto. Yamukobere ati, nga nhe yashya w'epulali okumenge vidembe. Oiteye wa Kiirya yasungallire ino omwanze ekyamakobere. Yeyongire okukobere oiteye ati, anyumira ino okwaga omu kutumale.

Omukali eyabwire alima yasimire oKiirya. Yabwire omu mukazi n'agallira oKiirya entebe. Odereeva yona n'amutome umbuli. Eky'omukali eino, omusomereya wa Kiirya ngubera bati Ali yabasomereya mu lugere. OKiirya yatengeranga buri ky'asoma, ekyasungirye ino oiteye. Bamulirirye ng'okirya oweyallimala okusoma, yalifuma ng'odokita.

Page 1 Week 5 Lesson 5



Kwemunkuta enyombeka y'olutumu

kwasala	ka-sala	ka-sala
kakoko	_____	_____
kamuli	_____	_____

Oiteye kwasala okumama.
Oiteye busawo obuyawa.
 Ntaka kakoko akatokato.

 Ompe kasawo akayaaka.

Page 1 Week 5 Lesson 5

Literacy 1

Vocabulary Review

musawo	dokita	ajanjabyenge
odereeva	ombuli	omukali

Word Structure Review: Answers

kakoko	<u>ka-koko</u>	<u>bu-koko</u>
kamuli	<u>ka-muli</u>	<u>bu-muli</u>

Sentence Structure Review: Answers

Ntaka kakoko akatokato.

Ntaka bukoko obutobuto.

Ompe kasawo akayaaka.

Ompe busawo obuyaaka.

Literacy 2

Handwriting and Spelling Assessment

entebe	fene	emere
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2.2 Obuvunaanyizibwa bw'abantu ab'enjawulo omu kitundu

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

Nkazalulimi

Omusirikale asikambulya omusibe okumusindika omu musiisi, amusikambulya gwaki?

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

Oral Literature

Abantu b'ebitiisya

Kibuulyo ekirungamya

Oseega oti olugero lunu lukwegesya niki oku buvunaanyizibwa bwa bantu?

Kitundu ekisooka

Omu kyalo kya Nabbwolo mwabbairemu abantu bangi ab'ebitiisya. Abantu banu babbaire n'obuvunaanyizibwa bw'engeri nyingi. Obumo oku buvunaanyizibwa bwali:- kusomesya, kujanjabya, kukuuma idembe, kubaiza, kutunda maduuka na kuvuga motoka.

Lumo, omwami oNabbwolo yaboine ng'abantu beerabiire obuvunaanyizibwa bwabwe. Yalalikire abantu okwiza bakitumuleku. Olunaku owerwatuukire, abantu baizire bangi. Mwalimu abakali, abasaiza, abaala n'abaisuka. Bonabona batyaime omu muyembe owa Nabbwolo egibateeseranga.

Story Outline

Bazeenyi omu kifumo

Nabbwolo, Ikere, oMese.

Kifo

Ika wa Nabbwolo.

Kikole

Kugabangana buvunaanyizibwa.

Oral Literature

Kibuulyo ekiragula

Oseega oti abantu baizire okuteesa bangi oba bbe? Lwaki?

Kitundu kyokubiri

Omwami oNabbwolo yabasangaaliire ino kaisi n'ayanjula ensonga eyagirire n'abeeta. Yabakobeire ati beerabiire obuvunaanyizibwa bwabwe. OMese n'omukaliwe, omukyala oFudu, n'omukyala oNfuko ni bamusemba. Omutaane wa Ikere n'omwala wa Walovu bona bakobere bati kituufu.

Omwami oMbaki eyaali omuleme w'engalo, yasetukire n'ateesa ati, batandiike okugabangana obuvunaanyizibwa. Buli muntu yasembere omwami oMbaki. ONabbwolo yatwaire gwa poliisi, olw'okubba mukambwe, omukyala oMese n'atwala ogwa busawo olw'okubba amaite okunyiira empapula, oNfuko iye n'atwala gwa kuvuga motoka olw'okubba ayezya okusindika eitakali, omutaane wa Ikere yatwaire ogw'okusomesya olw'okubba amaite okwemba. OWalovu iye n'atwala ogwa kutunda iduuka olw'okubba yeegendereza ino.

ONabbwolo yakobere ati, beetaaga okusuna omuntu akola ogw'okulabirira eidembe ly'abaana. Olukiiko lwawoire saawa ikumi nga lusangairye buli muntu eyaizire. Batandiikiirewo obuvunaanyizibwa bwabwe. N'egibuli enu ekyalo kya Nabbbwolo niikyo ekisinga eidembe ebuzwaisana.

Vocabulary Words		
kujanjabya	kubaiza	kuvuga
In the Text Questions		In My Mind Questions
1. Naani eyeetere olukiiko?		1. Wankatakire kutwala buvunaanyizibwaki?
2. Naani eyatwaire ogw'okuvuga emotoka?		Lwaki?
		2. Singa niiwe omwami oNabbwolo wankakolere otya?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

By'obuwangwaki eby'omaiteku omu kitundukyo?

Before Reading: Guiding Question

Oseega otya oku bikwata oku kwakira obwita?

After Reading: In the Text Question

Mukoloki ogw'obuwangwa ogwali e wa koiza wa Kiirya?

After Reading: In My Mind Question

Mukoloki ogw'obuwangwa ogw'oyabangaku ebukoizawo?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

musaiza	mu-saiza	o-mu-saiza
katebe	ka-tebe	a-ka-tebe

Literacy 2

Breaking and Making	
mulimi	m
mu	mu
m	mulimi

Handwriting and Spelling Practice

M, m

mulimi, muvubi, mubaizi

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

By'obuwangwaki eby'omaiteku omu kitundukyo?

Before Reading: Guiding Question

Oseega otya okubikwata oku kukwakira obwita?

After Reading: In the Text Question

Oku mukolo gw'okwakira obwita e bukoiza wa Kiirya, oKiirya yakolere mulimoki?

After Reading: In My Mind Question

Wena omaawo akutwalangaku e bukoizawo okukola emikolo gy'obuwangwa? Wakolere mukoloki?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwira.

Literacy 1

Sentence Structure Application

Mbona musaza.

Mbona omusaza.

Mbona katebe.

Mbona akatebe.

Day 4

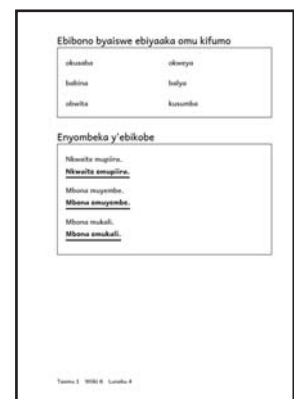
Literacy 2

Breaking and Making	
musawo	m
mu	mu
m	musawo

Handwriting and Spelling Practice

M, m

musawo, mutundi, mubuulizi



2 Eika ewaiswe n'ekitundu

Literacy 1 and 2

Day 5

Okwakira obwita

Lwali luma, owa kiza wa Kirya ni batetateka okwakira obwita. Omayye wa Kirya niwe okumukuba baawe oku mukolo ogee. Wabwiryo emizembo, enyembo, n'ebikulya bingi lino. Owebatukire, okirya n'atambula nga wasugirya abantu. Omayye lye yashire kunaabya masanji.

Omwakolo owegatandikire, bakobere okirya okweya okuzaga. Okuzanyuma abantu ni batandika okwemba nga kubisa. Abasaiza aburuli ba hababire bali kusumba obwita. Bawo basulire omwali n'enkoko. Owebayirire, batyume omu musala kuli ni bakaba omwiza oku bakali okusaba. Olee ni balya emere n'abagani baabwe ababizi beere.

Term 1 Week 6 Day 5



Kwemunkuta enyombeka y'olutumu

mukira	mu-kira	o-mu-kira
musaiza	_____	_____
katebe	_____	_____

Nkwaite mugira:
Musaiza omugira:
 Mbona mubaizi, _____
 Mbona akatebe, _____

Term 1 Week 6 Lesson 5

Literacy 1

Vocabulary Review

okusaba

mukolo

okweya

kunaabya

kusumba

balya

Word Structure Review: Answers

musaiza

mu-saiza

o-mu-saiza

katebe

ka-tebe

a-ka-tebe

Sentence Structure Review: Answers

Mbona mubaizi.

Mbona omubaizi.

Mbona katebe.

Mbona akatebe.

Literacy 2

Handwriting and Spelling Assessment

mulimi

mubaizi

mutundi

2.3 Eby'obuwangwa n'amakulu gaabyo omu kitundu

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.~hildren
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

NPSCU Teacher's Guide

- Competences, page 72
- Sample Scheme of Work, pages 109-110

NPSCU P2 Curriculum

- Page 18

Traditional Text

Kembo

Enkyampaire ababiri tinakimaite Nabirye iwe. x2
Ee Nabirye iwe agomagoma n'abaana ababiri. x2
Waayo waiwayo. x2
Waayo waiwayo njaaliirya baana waayo waiwayo.
x2
ONapyo n'oDongo,
Waayo waiwayo njaalirya baana waayo waiwayo.
x2
Omusana n'obwire. x2
Waayo Waiwayo njaaliirya baana waayo waiwayo.

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

Oral Literature

Obuvunaanyizibwa bw'ababyaire

Kibuulyo ekirungamya

Oseega oti olugero lunu lukwegesya niki oku by'obuwangwa n'amakulu gaabyo omu Kitundu.

ABagwere bataka ino abaana baabwe okukula nga b'obuvunaanyizibwa. Babaleegera empisa ensa ng'okusanyukira, okusugirya, okulabirira n'okuweererya abageni n'abantu b'e ika. Abaala basugirya nga bakomere amazwi, abaisuka ibo basugirya nga beemereire kusa.

Ng'otoireku okutya oKibbumba, abaala n'abaisuka babee gesya okukola emirimo gy'enjawulo ng'okusumba, okulabirira abaana, okulima, okuliisya ebyayo, okutyaba enkwi, okwaba amaizi, n'ebindi bingi. Abaana beefaaku okwega emirimo egyo, olw'okubba babba beetegekera eby'omu maiso omu bwomi bwabwe.

Story Outline

Kiseego ekikulu

Ababyaire okukulya abaana nga bamaite eby'obuwangwa bwabwe.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Baleegera abaana empisa ensa.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Beegesya abaana eby'obuwangwa n'amakulu gaabyo.

Oral Literature

Eira, abantu abakulu omu kitundu bategekanga ni balangirira okoolo ow'okusumba omagera, okumyena obwita n'okuwaata amatooke. Oku mukolo ogwo kwabbangaku ebivuga by'obuwangwa okusanyusa abantu. Ababyaire b'abaala abasingire basunanga ekitiisya kinene olw'omulimo omusa ogw'okwegesya abaana baabwe obuvunaanyizibwa bw'omu maiso.

Owebamalanga okulangirira abasingire, ab'ebivuga ng'onamadu, otongoli, embaire, ni bitandiika okukubba. Ng'eebyo bikaali byaba omu maiso, ababyaire beetanga abaana baabwe ni bakanga nabo e ika ng'obwire bukaali. Ekya ni kiraga kiti ababyaire bakuumanga abaana baabwe okubataasa ebigosi n'okubalungamya kusa omu bwomi bwabwe.

Vocabulary Words		
okulabirira	empisa	okusugirya
In the Text Questions		In My Mind Questions
1. Banaani abakolanga okoolo w'okusumba omagera?		1. Oku mirimo egitukola e ika, iwe osinga kutaka guliina? Lwaki?
2. Ababyaire beegesyanga niki abaana baabwe?		2. Wena weegomba okubba omu koolo? Lwaki?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Oyezya okutumulaku oku bitundu by'omubiri?

Before Reading: Guiding Question

Ekifumo kinu kikwegesya niki omu kukuuma ebitundu by'omubirigwo?

After Reading: In the Text Question

Kitunduki eky'omubiri gwa Weenene ekyaniokokere?

After Reading: In My Mind Question

Oyezya otya okwekuuma obutakosa ebimo oku bitundu by'omubirigwo?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

kusaba	ku -saba	a -saba
kugaba	ku -gaba	a -gaba

Literacy 2

Breaking and Making	
kuloba	b
ba	ba
b	kuloba

Handwriting and Spelling Practice

B, b

kuloba, kuzuba, kubaiza

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Twezya kukolesya tutya ebitundu ebitali bimo oku mibiri gyaiswe?

Before Reading: Guiding Question

Ekifumo kinu kikwegesya niki omu kukuuma ebitundu by'omubirigwo?

After Reading: In the Text Question

Naani eyeetere odokita omuyindi okubbeera oWeenene ng'ekisaiga kiniokokere?

After Reading: In My Mind Question

Naani ababbeera ng'omuntu aniokokere omu kitundu ky'e waanywe?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwwe.

Literacy 1

Sentence Structure Application

Apuuya omu nyumba.

Bapuuya omu nyumba.

Aliisya omu kigona.

Baliisya omu kigona.

Day 4

Literacy 2

Breaking and Making	
kubina	b
bi	bi
b	kubina

Handwriting and Spelling Practice

B, b

kubina, kusaba, kubatiza



Literacy 1 and 2

Day 5

OWeenene asuna ekigosi

Lumo oWeenene n'ubainye babuho buzanya omubho, ekigere ni kiyerera n'agasa. Abainye babaho okubona, n'ubainye ekigere. Bamusatwira naye nga tayeza okutambula. Ekibakolere, bamufyirirye ari, ni bamusangula amaliga omu mutwe. Awo omoliza yamukwiteze eiboga, omwaka n'iruka okubona omusomera.

Ekiho nekyagwirye omusomera omu kiti, yairukire n'omukuta oku mutwe kati n'amulira. Basi hali awo babona omusomera omuyindi abita ng'ayaba okubabira. Omusomera niko ukumera. Yajizirye n'akusamu oWeenene engalo, n'akimulawo n'akimulira, oWeenene n'atereza. Ofutuma yakomere amazwi ni yehalya omusomera imo.

Page 1 of 1



Kwemunkuta enyombeka y'olutumu

	ku-bona	a-bona
kusaba		
kugaba		
Aliisya omu mutwe.		
Baliisya omu mutwe.		
Aliisya omu nyumba.		
Aliisya omu kigona.		

Page 1 of 1

Literacy 1

Vocabulary Review

ekigere	okutambula	engalo
mutwe	amazwi	yairukire

Word Structure Review: Answers

kusaba	<u>ku-saba</u>	<u>a-saba</u>
kugaba	<u>ku-gaba</u>	<u>a-gaba</u>

Sentence Structure Review: Answers

Apuuya omu nyumba.

Bapuuya omu nyumba.

Aliisya omu kigona.

Baliisya omu kigona.

Literacy 2

Handwriting and Spelling Assessment

kuloba	kubina	kusaba
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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 and learners dressed in their cultural wears, performing dancing and singing.

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.

References

NPSCU Teacher's Guide

- Competences, page 73
- Sample Scheme of Work, page 111

NPSCU P2 Curriculum

- Page 20

Traditional Text

Kikwate

OKibbumba musa ino, x3
Yabbumbire omutwe,
N'ateekaku amaiso,
N'ateekaku enindo,
N'ateekaku omunwa,
Okwo n'agaitaku amatwi n'enziiri,
Kaisi n'owulira okweyagala.

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

Oral Literature

Ab'ebitiisya abasatu

Kibuulyo ekirungamya

Niki eky'oseega oti ekifumo kinu kyaba kukwegesya oku bitundu by'omubiri?

Kitundu ekisooka

Eira eino wabbairewo ab'ebitiisya basatu nga niibo oMpologoma omukali, oMbiri n'oNsuje. OMpologoma n'oMbiri buli owebalolanga oku Nsuje, yabafaananiranga ngeri. Lumo batyaime ni bateesa bati tukole ekintu ekifaanana n'omunaiswe onu oNsuje. Owebakobeireku oNsuje yasangaire ino era n'aikirirya.

Ab'ebitiisya banu batandiikire okubbumba ekintu kyabwe ni bakiteekaku ebitundu ng'omutwe, amaiso, enindo, omunwa, engalo, ekida, amatwi, ebigere, n'enziiri. Owebamalire okuteekaku ebitundu binu, beebwirye eriina eribatuuma ekibakolere. ONSuje yabairiremu ati, “Tukyete tuti muntu.” Bonabona baikiriirye eriina oNsuje eriyatumire ekibbumbe kyabwe.

Story Outline

Bazeenyi omu kifumo

Mpologoma, Mbiri, Nsuje.

Kifo

Kigona.

Kikole

Babbumbire omuntu.

Oral Literature

Kibuulyo ekiragula

Oseega oti niki ekyaiririire owebamalire okusuna eriina ly'ekintu ekibabbumbire?

Kitundu kyokubiri

Owebamalire okusuna eriina ly'ekibbumbe kyabwe, bawaire buli kitundu ekibateekere oku kibbumbe kyabwe omugaso, eky'okuboneraku:- amaiso kubona, amatwi kuwulira, omunwa kulya n'okutumula, ebigere kutambulisa, engalo kuwandiikisa.

Ebyo byonabyona owebyawoire, ab'ebitiisa banu abasatu, basangaire ino, era ni basalawo bati omuntu ogubabbumbire abbe oku kyalo omu kidaalakye, kaisi ibo ni basigala omu kigona. Okukola kinu tibatakire omuntu waabwe abbe omu kigona n'enkima. Bakobere nambu enkima gyezya okumukwatisya osiriimu.

Vocabulary Words		
kutambulisa	kuwulira	kulya
In the Text Questions		In My Mind Questions
1. B'ebitiisyaki abasatu ababbumbire omuntu?		1. Lwaki wankatakire ebitundu by'omubirigwo okubba biyonjo?
2. Owekuuyo ebintundu bibiri eby'omubiri eby'omaite.		2. Niki ekyoyezya okukola olwe'bitundu by'omubirigwo obutatuukaku ebigosi?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Lwaki tuli n'okukuuma eika n'ekibiina kyaiswe nga biyonjo?

Before Reading: Guiding Question

Ngeriki egitwezya okukuuma eika n'ekibiina kyaiswe nga biyonjo?

After Reading: In the Text Question

OWeekuuyo ebintu bisatu eby'okolesyangaku ng'onaabya amasaani eika ewaanywe.

After Reading: In My Mind Question

Osunangaku bugosiki olw'okubba omu kifo ekitali kiyonjo.?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeege bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

nkola	n-kola	tu-kola
nkubba	n-kubba	tu-kubba

Literacy 2

Breaking and Making	
kuloba	b
ba	ba
b	kuloba

Handwriting and Spelling Practice

B, b

kuloba, kuzuba, kubaiza

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Lwaki tuli n'okukuuma eika n'ekibiina kyaiswe nga biyonjo?

Before Reading: Guiding Question

Ngeriki egitwezya okukuuma eika n'ekibiina kyaiswe nga biyonjo?

After Reading: In the Text Question

Otumuleku eby'okukolesya bibiri ababyaire baWeenene n'abomulirano ebibanaabya olw'okukuuma obuyonjo omu bidaala byabwe.

After Reading: In My Mind Question

OWeekuuyo ebintu bisatu eby'okolesyangaku ng'onaabya amasaani eika ewaanywe.



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Day 4

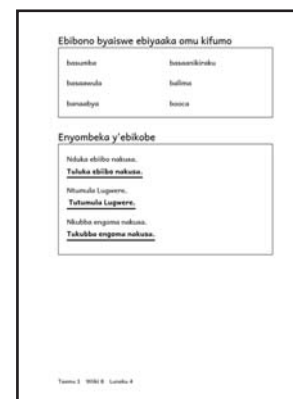
Sentence Structure Application

Ntaka okusoma ino.

Tutaka okusoma ino.

Nsoma ekitabo kinu.

Tusoma ekitabo kinu.



Literacy 2

Breaking and Making	
kubina	b
bi	bi
b	kubina

Handwriting and Spelling Practice

B, b

kubina, kusaba, kubatiza

3 Omubiri gw'omuntu n'obwomi

Literacy 1 and 2


Day 5

Obwomi obusa

O'Weneene babegesezrye okusomera lyabwe. Banaaba omu mabe n'emibiri bali luvuka. Etanka gy'uku byolooni tigwosoma amatazi. Bati mukwazi abasala n'ababaka batwafaye ovaabwani amabwa engalo na'ozwira omu kyolooni. Ebibiina byabwaw beelaka okubiyonja. Bati luvuka twabhalaza, baboleka ehyala, amaino, n'emiziri.

Etanka omu ereetere amasomero, amakanisa, emizigiti n'ebidasala okusoma. Ababwawe n'ika basumba amatazi g'ukanywa gutakuta kubi ni basasirikiruka rukuna. Banaabwa amasomero, ebikopo, n'amasefufya ni batakulya kusa. Ebidasala byabwaw biyonja. Basasirika, bulima ni booca ebikasiro omu bidasala byabwaw, uku mukamisa n'uku mizigiti.

Page 1 Week 8 Lesson 5



Kwemunkuta enyombeka y'olutumu

Nsoma	N' soma	Ba soma
nkola	_____	_____
nkubba	_____	_____

Ntaka ebikira rukuna.
Tutaka ebikira rukuna:
 Ntaka okusoma ino.

 Nsoma ekitabo kinu.

Page 1 Week 8 Lesson 5

Literacy 1

Vocabulary Review

banaaba

byolooni

etanka

ebibiina

booca

basaawula

Word Structure Review: Answers

nkola

n-kola

tu-kola

nkubba

n-kubba

tu-kubba

Sentence Structure Review: Answers

Ntaka okusoma ino.

Tutaka okusoma ino.

Nsoma ekitabo kinu.

Tusoma ekitabo kinu.

Literacy 2

Handwriting and Spelling Assessment

kubina

kubatiza

kuzuba

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

Teachers and children cleaning up a home. Some children dressed in school uniforms and others dressed in normal dresses are playing.

Model News Story

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.

References

NPSCU Teacher's Guide

- Competences, page 73
- Sample Scheme of Work, page 112

NPSCU P2 Curriculum

- Pages 20-21

Traditional Text

Kembo

Maka macaafu,
Macaafu oo maka macaafu gasaana kuyonja. x2
Obone bisaasiro, ebisaasiro oo maka macaafu
gasaana kuyonja.
Ale mulime eika,
Mulime eika oo maka macaafu gasaana kuyonja.

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

Oral Literature

Obwomi obusa

Kibuulyo ekirungamya

Tukola tutya okuyonja eika ewaiswe n'okwisomero?

ONamaja yaali musomi w'ekibiina kyokubiri. Omwisomero ly'abaNamaja, babakobere okweya ekibiina kyabwe, oluuga n'okuyonja ebyolooni. Owebamalire okuyonja eisomero, bakubbire ekide okwaba egibeekumbaanirya okubakobera eby'okukola omu wiiki. Omusomesya w'ewiiki yabakobere ati, "Muli n'okubba bayonjo era n'okuyonja egimubba eino okwisomero n'e ika." Bangiire ebibiina okutandiika okusoma. Ekyasangairye oNamaja, niiye omusomesya okutandiika eisomolye nga likwata ku buyonjo.

Omusomesya yeeyongeire okukakatya eisomolye na binu:- muli n'okunaaba omu ngalo gitukula kaisi ni mulya, Muli n'okunaaba omu ngalo nga muzwa omu kyolooni, Okweya e nza n'omu nyumba egimubba, okusaawula ebifo ebitweruguuliriirye e ika n'okwisomero, aamo n'okuyonja ebyolooni. Omusomesya yabakalaatiire okukolesya amalabuki ago buli wantu egibabba olw'obutasuna endwaire egitali gimo. Yabasomeserye ati abaala n'abaisuka kibeetaagisya okupuuya enyumba egibagona kaisi tibasuna obulwaire.

Story Outline

Kiseego ekikulu

Obuyonjo e ika n'okwisomero.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Omusomesya yakobere abeegi okubba bayonjo.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Abasawo b'eby'obwomi basomeserye abantu oku by'obuyonjo.

3.2 Obuyonjo

Oral Literature

ONamaja n'abeegi abandi owebatuukire e ika balonseiryeku ababyaire baabwe ebibeegere okwisomero. Ababyaire babbaire basangaali ino olw'okubba abasawo b'eby'obwomi bona olunaku olunyere olwo baali basomeserye abantu oku buyonjo n'obwomi. Bakobere bati endwaire tigisosola omu myaka n'omu madiini. Abantu bakoleserye amalabuki ganu e ika n'omu bifo by'okusabiramu era ni babba n'obwomi obusa. Kinu kyaleeteire abantu b'omu kitundu kinu okukulaakulana n'okugunjuka.

Vocabulary Words		
okweya	okusaawula	okuyonja
In the Text Questions		In My Mind Questions
1. ONamaja beegere niki okwisomero olunaku olwo?		1. Singa niiwe oNamaja nga wakobeireku ababyairebo ebyoyegere? Lwaki?
2. Naani eyasomeserye abantu oku by'obwomi?		2. Oku mirimo egiri omu kifumo, mirimoki egimukola eika ewaanywe?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Lwaki ky'omugaso ino okukuuma emibiri gyaiswe nga miyonjo?

Before Reading: Guiding Question

Niki ekitwezya okukola olw'okukuuma emibiri gyaiswe nga miyonjo?

After Reading: In the Text Question

Oiteeye wa Kiirya akola atya okuleeta obuyonjo omu kidaalakye?

After Reading: In My Mind Question

Niki eky'okola amakeezi buli olwozwa omu buliribwo?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

ogona	o -gona	mu -gona
okubba	o -kubba	mu -kubba

Literacy 2

Breaking and Making	
dokita	o
do	do
d	dokita

Handwriting and Spelling Practice

O, o

dokita, poliisi, isomero

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Lwaki ky'omugaso ino okukuuma emibiri gyaiswe nga miyonjo?

Before Reading: Guiding Question

Niki ekitwezya okukola olw'okukuuma emibiri gyaiswe nga miyonjo?

After Reading: In the Text Question

AbaKiirya basooka kukola niki kaisi ni balya emere?

After Reading: In My Mind Question

Niki ekimusooka okukola ewaanywe nga mukaali okulya emere?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Buli lunaku olima.

Buli lunaku mulima.

Buli mweri ogabana.

Buli mweri mugabana.

Day 4

Literacy 2

Breaking and Making	
kolokolo	o
ko	ko
o	kolokolo

Handwriting and Spelling Practice

O, o

kolokolo, woloni, motoka



3 Omubiri gw'omuntu n'obwomi

Literacy 1 and 2


Day 5

Twege okwerabirira

Oiteeye wa Kirya musalza afaayo ino oku buyonjo. Agula isaabubuuni ni boosa emyere gyabwe. Yatekere akadomoolo k'amazi n'osaabubuuni okumpi n'e kyoloni. Buli azasa omu kyoloni, amabha omu ngalo. Yegesereye abasaba, basasuna maketezi kusaba. Oluzwanyuma ni bakwata emisanki okukuta amaino, basalika ehyala n'obumweso.

Owerabha hutaka okulya, basaba omu ngalo era ni basaba. Basamba amazi y'okunywa ni basaba omu maki kuti ni basasikirika nakusa. Owerabha bamalire okulya emere, enjigireku bagiteeka omu kabada. OKirya n'eWenerene basabha amasani ni bagateeka oku katandaalo. Ekisala kinu eyimo oku ndwaire bagasimbira nyuma kya jeje.

Page 1 of 1



Kwemunkuta enyombeka y'olutumu

akula	akula	akula
ogona		
okubba		

Buli mweri okuma amazi.
Buli mweri mukoma amazi.
Buli mweri olima.
Buli mweri mugabana.

Page 1 of 1

Literacy 1

Vocabulary Review

booza

osaabubuuni

akadomoolo

obumweso

katandaalo

kabada

Word Structure Review: Answers

ogona

o-gona

mu-gona

okubba

o-kubba

mu-kubba

Sentence Structure Review: Answers

Buli lunaku olima.

Buli lunaku mulima.

Buli mweri ogabana.

Buli mweri mugabana.

Literacy 2

Handwriting and Spelling Assessment

dokita

woloni

isomero

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

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

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.

References

NPSCU Teacher's Guide

- Competences, page 73
- Sample Scheme of Work, page 113

NPSCU P2 Curriculum

- Page 21

Traditional Text

Kikwate

Omwegi omuyonjo! Omwagi omuyonjo!
Awuuna n'akuuta amaino,
N'airuka n'anaaba amaiso.

Omwegi omuyonjo! Omwagi omuyonjo!
Anaaba omubiri buliijo,
N'ayoza engoye gitukula.

Omwegi omuyonjo! Omwagi omuyonjo!
Ayeya omunyumba buliijo,
N'ayeya oluuga buliijo.

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

Oral Literature

ONjitandawula alwanisya obucaafu

Kibuulyo ekirungamya

Twezya tutya okukuuma obuyonjo bw'emibiri gyaiswe?

Kitundu ekisooka

Eira eino, omu kitundu ky'e Kabbusule mwalimu abatyami nga tibafaayo okunaaba, okwoza engoye gyabwe, okusalaku ebyala n'okukuuta amaino. Bamumyaganga batyobatyo ebicaafu ate nga babula ebyolooni. Embeera enu yatwaireku entengama abantu ni balwala. Beejanjabyanga naye ng'obulwaire bwiramu-bwiri.

Lumo, omwebbemberi w'ekitundu oNjitandawula yabbaire agonere, ekintu ni kimwizira oti kirooto. Kyamukobere okukumbaania abantu abakobere ekyali kireeta obulwaire omu kitundu. Oweyakolere ekyo ekikyamukobere, abatyami tibakitwaire ng'ekikulu. Omu kiseera ekitono, abatyami bawuliire eidoboozi nga likoba liti, "Mukole obuyonjo kaisi mubbinge obulwaire." Tete abatyami owebasunire amawuliro ago, tibafiireyo naire.

Story Outline

Bazeenyi omu kifumo

Njitandawula, mwebbemberi, agasaiza aganene.

Kifo

Kitundu ky'e Kabbusule.

Kikole

Kulwanisya bucaafu.

Oral Literature

Kibuulyo ekiragula

Niki ekyaiririire?

Kitundu kyokubiri

Kwaceire lumu ng'ebipande byetimbirye oku misaale omu kitundu kyonakryona nga bikoba biti, “Mwenamwena mwabe egimwekumbaaniryanga musune obulezi bw’obulwaire.” ONjitandawula yaali amalire okutegeka agasaiza aganene, agawanvu nga gazwaire amagomasi ameeru n’ebitambaala oku mitwe, agabbaira gaaba okwegesya abantu b’eKabbusule oku buyonjo. Ku lunu abantu b’enjikirirya gyonagyona, abakali, abasaiza n’abaana bawoireyo ni baaba omu lukiiko olwo.

Basomeserye abatyami okunaaba engalo nga bazwirwe omu kyolooni, okunaaba n’okwoza, okukuuta amaino n’omuswaki, okusyoyaku amaizi g’okunywa, okulya emere empyo, n’okunaaba n’osabbuuni buli lunaku. Abatyami baikiriirye era ni basalawo okulonda akakiiko akalabiriranga obuyonjo omu kyalo kyabwe. Babawaire obwezye okutegekanga empaka gy’obuyonjo n’ebirabo byabo abasinganga. Abakakiiko batandiikiirewo okukubbakubba oku bantu omu by’obuyonjo. Kinu ni kireeta obwomi obusa okutuuka n’egibuli enu.

Vocabulary Words	
okwoza	okunaaba
	okukuuta
In the Text Questions	In My Mind Questions
1. Niki ekyaleetanga obulwaire e Kabbusule?	1. Singa e Kabbusule waali waanywe, wankakolere niki?
2. Naani eyalwanisirye obulwaire e Kabbusule?	2. Oseega oti oNjitandawula yakolere kusa? Lwaki?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Bikaaki eby'emere eby'omaiteku?

Before Reading: Guiding Question

Endya ensa niiyo etya?

After Reading: In the Text Question

Obbutule ebika by'emere bisatu omaaye wa baKiirya ebyasumba.

After Reading: In My Mind Question

Mereki esinga okukuwoomera?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

abina	a-bina	ba-bina
asuka	a-suka	ba-suka

Literacy 2

Breaking and Making	
namadu	n
na	na
n	namadu

Handwriting and Spelling Practice

N, n

namadu, nindo, namunaga

4.1 Bibiina by'emere

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Bikaaki eby'emere ebyomaiteku?

Before Reading: Guiding Question

Endya ensa niiyo etya?

After Reading: In the Text Question

Bisaaki abaKiirya ebibasuna okuzwa omu ndya ensa omawaabwe egyabawa?

After Reading: In My Mind Question

Binenekaki ebindi ebiriku ewaanywe?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.



Literacy 1

Sentence Structure Application

Abo bana bonka.

Abo baana bonka.

Omukali agaya onkoko.

Omukali agaaya onkoko.

Day 4

Literacy 2

Breaking and Making	
naka	n
na	na
n	naka

Handwriting and Spelling Practice

N, n

naka, iniko, kinamulo



4 Emere n'ebiriisya

Literacy 1 and 2


Day 5

Okulya niibwo obwomi

OKirya balya kusa ino omu kidasla kyahere. Omwawabere mukali wa mulabaki. Acausawana emere ngosumba. Owasumba omusana ebijo n'umagera, eky'igulo asumba mutooke n'ikivulaga, ooba bwa n'enyuma. Owaizi asalyaga omusogo, n'ebijanjalo n'asumba akataga. OKirya banyumirwa ino endya etyo.

Owebakama amata, asumba ocaayi ni banywa. Atina akukuba abanywa n'akuta ebimukira n'omucungwa, opasali, ofakirio, enyanyansi n'ebindi abana banywa ni balya. Owa'endya enya etyo, ubakirya bajimaki, banyirira ate iholewalewale ena bawererya okibumba.

Tema 1: WBB 10 - Lwala 5



Kwemunkuta enyombeka y'olutumu

agira	a-gira	ba-gira
abina	_____	_____
asuka	_____	_____

Omukali asala.

Omukali asala.

Abo bana bonka.

Omukali agaya onkoko.

Tema 1: WBB 10 - Lwala 5

Literacy 1

Vocabulary Review

amatooke	omuwogo	asumba
banywa	ocaayi	enyanyansi

Word Structure Review: Answers

abina	<u>a-bina</u>	<u>ba-bina</u>
asuka	<u>a-suka</u>	<u>ba-suka</u>

Sentence Structure Review: Answers

- Abo bana bonka.
- Abo baana bonka.
- Omukali agaya onkoko.
- Omukali agaaya onkoko.

Literacy 2

Handwriting and Spelling Assessment

namadu	nindo	naka
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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 displaying different types of food.

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.

References

NPSCU Teacher's Guide

- Competences, page 74
- Sample Scheme of Work, pages 115-116

NPSCU P2 Curriculum

- Page 23

Traditional Text

Kikoiko

Omaama agabeere!
Papaali.

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

Oral Literature

Emigaso gy'emere erimu ebiriisya

Kibuulyo ekirungamya

Ekifumo kinu kitwegesya niki?

OMunjoono yaali mutaane wa Kageni omwigombolola ly'e Kachomo omu disitulikiti y'e Budaka. Ekidaala kyabwe kyali kinene nga kirimu abantu bangi. Ozeiza wa Munjoono yatiranga okumukoberaku ebyabbairewo eira. Lumo yamukobeireku emere abantu b'eira egibaalyanga.

Abantu b'eira abakali n'abasaiza baali balimi, baliisya, bayiigi era nga batoga omu miiga enyanyi. Balimanga emere ng'obulo, ebijo, ebijanjalolo, amaido, oduuma, empindi, amaliiwa, ebira, odoodo n'omutyere. Baliisyaanga ente, embuli, entaama, enkokko, ekulukulu, n'embaati. Ebyo byabawanga ebyokulya ng'amagi, amata n'enyama okuliira oku mere yaabwe. Olwisi baabanga okutoga enyanyi omu miiga ni baleeta e ika abakali ni basumbira oku mere. Owebaabbanga baabire okuyiiga omu bibira, banoganga ebineneka ng'amatungulu, entutuunyu, amavungo, amapeera, opapaali, ofene, emikooge, okalepulepu, emikamirya, obutundwa, n'emicungwa ni balya.

Abantu owebaalyanga emere enu, yababbeeranga okubba n'emibiri emijimu. Baabbanga n'obwomi obusa, amaani n'amagezi okukola emirimo gyabwe, era nga tibalwalalwala. Binu byaleeteire abantu okusuna ensigo gy'ebineneka ebyo ni babikoma e ika. Yeeyongaire okukoba ati n'okuti, ebineneka ebyo bikaali by'omugaso ino.

Story Outline

Kiseego ekikulu

Mere n'obwomi.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Okulya emere erimu ebiriisya obba n'omubiri omujimu.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Okulya emere erimu ebiriisya osuna amaani.

4.1 Bibiina by'emere

Oral Literature

Abantu b'e Bugwere olw'okubba bakomere ebineneka mu bungi omu bidaala byabwe, abaana n'abakulu balya emere erimu ebiriisya emibiri gyabwe. Abatafaayo okulima, okuliisya n'okukoma ebineneka tibalya emere egasa emibiri gyabwe, era basuna obugosi bunu:' abaana balwala eryose, abantu bafaamu amaiso, lwisi emibiri gyabwe gibimbabbimba oba gy'ondolokoka, abaana tibasoma kusa, abandi bafa. Owebabatwala omwidwaliro nga basunire obugosi obwo, abasawo babawa malabuki g'okulya mere erimu ebiriisya. Owebakola ebyo abantu batira okubba n'obwomi obusa.

OSaala omuleme iye omu biseera ebineneka owebyengera eino, anoga emiyembe, emicungwa, amapeera, obutundwa n'ofaakedo n'alya, ebindi n'atunda. Asuna esente egyagulamu ebitabo, ekalaamu, egindi nawa omaaye okugula ocumbi, osaabbuuni n'amafuta. OLwesaabbiiti, anoga ebineneka n'atwala omu Kanisa omwawule n'abakulisitaayo ni balya.

Vocabulary Words		
ebiriisya	amaani	ebineneka
In the Text Questions		In My Mind Questions
1. Mirimoki abantu b'e Bugwere egibakola?		1. Ewaanywe mulya emere erimu ebiriisya?
2. Ebineneka bibbeera bitya abantu b'e Bugwere?		Mereki?
		2. Mereki egimusinga okulya eika ewaanywe?

Literacy 1 and 2

Literacy 1

Omu nseegayo bikaaki eby'emere eby'omugaso oku bwomi
bw'omuntu?

Endya ensa niiyo etya?

Obbutule ebika bibiri eby'emere ezimba omubiri.

Mereki egendi egy'otira okulya ewaanywe?

Literacy 2

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina,
okwetegekeranga singa abeegi bakaya okusuna ebiseego by'omu
bifumo byabwe.



Literacy 1

akema	a -kema	ta -kema
agona	a -gonā	ta -gonā



Handwriting and Spelling Practice

U, u

musuuja, kusesema, kukolola

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Omu nseegayo bikaaki eby'emere eby'omugaso oku bwomi bw'omuntu?

Before Reading: Guiding Question

Endya ensa niiyo etya?

After Reading: In the Text Question

Kabbiibiki omuntu akaasuna nga tasengereirye endya ensa?

After Reading: In My Mind Question

Niki eky'okola buli omubirigwo owegubba munafu?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Day 4

Sentence Structure Application

Onyana akula.

Onyana takula.

Omusaiza asek.

Omusaiza taseka.

Literacy 2

Breaking and Making	
bulezi	u
bu	bu
u	bulezi

Handwriting and Spelling Practice

U, u

bulezi, obuleme, mulalama



4 Emere n'ebiriisya

Literacy 1 and 2


Day 5

Okulya kusa

Oiteye wa Kirya yabwire amate ati okulya kusa nikiwo akulira enyama huli imaku. Lumo, omusawo a'omakulira lya Ekumadila yajirire n'amenganya. Yamukobere ati ekyo kitegezeza kulya mere ey'enjawulo omu bigera ehy'enkumankana. Yamukobere ati emere ng'amagi, amata, omukene, ebijanjala ezimba omubiri. Yeyongire n'amukoba ati enkaziga, omaidu, n'ebindi ibyo bireeta amasawo omu mubiri.

OKirya n'abwira ati kuki abwita ibwo? Omusawo yajirire ati abwita, amatako, omuteye, obbanda n'ebindi bireeta masini mu mubiri gusa muntu. Oryodo omwagazuru ng'adodo, obobyi n'akabaji byona bityo. Ekinemeka ibyo ng'afakenda, emicungwa, n'ofene byezanya omubiri okubwira enkwire. Yamukabirira ati obutasengeranya endya ensa kinafuza omubiri.

Yuma 1 WBB 11 Lwala 5



Kwemunkuta enyombeka y'olutumu

akubira	a-kubira	ta-kubira
akema	_____	_____
akema	_____	_____
agana	_____	_____

Omukali akuba.
Omukali takuba.

Oryona akuba.

Oryona aseka.

Yuma 1 WBB 11 Lwala 5

Literacy 1

Vocabulary Review

okulya	omusawo	amagi
mere	omukene	obobyi

Word Structure Review: Answers

akema	<u>a-kema</u>	<u>ta-kema</u>
agana	<u>a-gona</u>	<u>ta-gona</u>

Sentence Structure Review: Answers

Onyana akula.

Onyana takula.

Omusaiza aseka.

Omusaiza taseka.

Literacy 2

Handwriting and Spelling Assessment

musuuja	bulezi	mulalama
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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

Nkazalulimi

Omusaiza timusaiza okunkusulisya onkoko oguntaalyeku.

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

Oral Literature

Okutamanya bulwaire

Kibuulyo ekirungamya

Osome ekifumo kinu kaisi omanyice muntuki eyeegere endya ensa ng'amalire kulwata.

Kitundu ekisooka

Omu kyalo ky'eKatiryo mwabbairemu abaami babiri nga niibo omwami oTinfaayo n'omwami oNamairu. Omwami oNamairu yabbaire musaiza musuni ino, era ng'ali n'abaaanabe abaisuka n'abaala. Buli lunaku yaliiranga binoli. Iye omwami oTinfaayo yaali musaiza mutaki. Yatiranga kulya bwita, bijo, muwogo kaisi osyodo yatiranga kukolesya doodo, kabbeji, njagi, era ng'atira okukolesyaku ebineneka ng'emicungwa, nyanyansi, n'ebindi.

Lumo, omwami oNamairu yacaaliireku omwami oTinfaayo n'amwiwula obwita n'odoodo. ONamairu tiyaliire, ng'akoba ati eyo yaali ndya mbiibi. Omwami oTinfaayo yamukobere ati, emibiri gyetaaga emere ya buli kika kaisi ni gibba myomi. Omwami oNamairu tiyakitwaire ng'ekikulu. Wabitirewo ekiseera kitono, oNamairu n'atandiika okugeizageizana, okutuuyaanirirya n'okunywa amaizi buli kiseera. Omoiza oku baliranwabe omwami oKasimu oweyaboine embeera embiibbi eti, yamuwaire oku malabuki ati ayabe omwidwaliro e Kibuku bamukebere kaisi bamanyice ekimuluma.

Story Outline

Bazeenyi omu kifumo

Mwami oTinfaayo, Mwami oNamairu.

Kifo

Kyalo ky'e Katiryo.

Kikole

Batandiikire okukolesya endya ensa.

Kibuulyo ekiragula

Oseega oti omwami oNamairu yaikiriirye amalabuki oKasimu ageyamuwaire?

Kitundu kyokubiri

Olunaku olwairireku oNamairu yawiine makeezi kwaba mwidwaliro. Odokita yamuwandiikire n'ayaba okumukebera omusaaye. Odokita yaabire okusoma ebizwire omu kumukebera, ng'oNamairu ali n'obulwaire bwa sukaali. Odokita oweyamukobeire ati ali n'osukaali mungi omu mubiri, oNamairu yasangaire ino era n'akoba odokita ati yena ayaba kutandiika okutunda osukaali. Odokita yamukobere ati bbe obwo bulwaire endya embiibbi niiyo ebuleeta, ng'okulya eby'amasavu amangi, obwito, okunywa osukaali omungi, osooda n'okutacuusacuusaku emere.

Odokita yeeyongeire n'amukoba ati endya ensa niiyo okulya ebika by'emere byonabyona, ate ng'ogiriira mu kiseera era ng'olya obuzito obusaaniire. Omwami oNamairu yairire e ika n'atandiika okukola ng'odokita oweyamulagiriire, era n'atandiika okulya ngomwami oTinjaayo. Okuzwa kwolwo abaami banu bali n'obwomi obwesiimisya.

Vocabulary Words		
dodo	binoli	nyanyansi
In the Text Questions		In My Mind Questions
1. W'ekitiisyaki ogubatumulaku omu kifumo eyaali omusuni?		1. Wankatakire kubba naani oku bantu banu abebatumulaku omu kifumo? Lwaki?
2. Oweekuuyo ebika by'emere bibiri oTinjaayo ebiyaalyanga?		2. Kikaaki eky'emere ekibatumwireku ekimusinga okukolesya eika ewaanywe?

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: Δ

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

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

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.

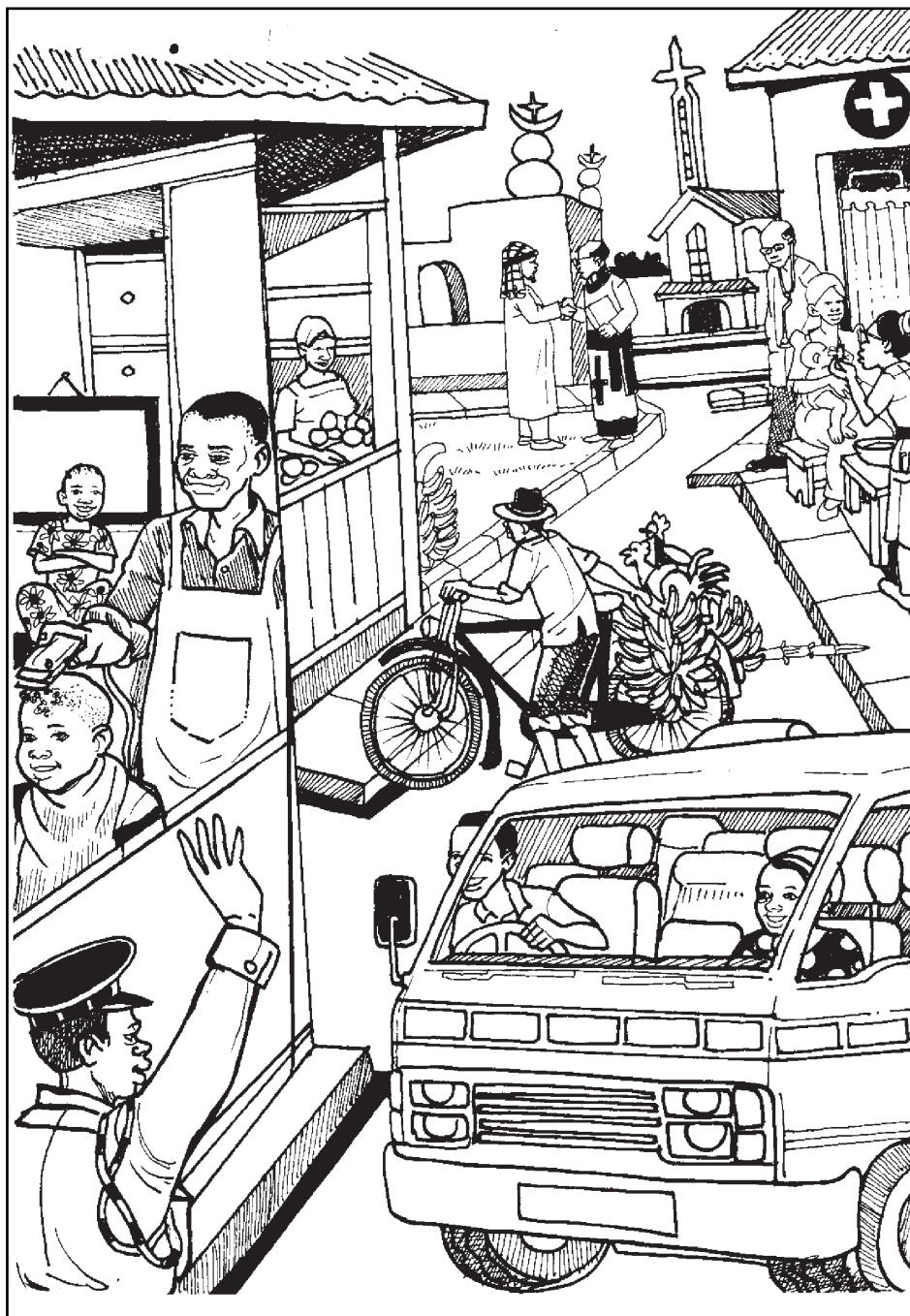
L3: Tells a meaningful, engaging story with excellent confidence and good expression.

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



Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Oyezya okubbutulaku amaliina g'ebisolo?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyaba kukwegesya niki oku bisolo n'enyonyi?

After Reading: In the Text Question

Okobeku ebisolo bisatu eby'etukuuma e ika.

After Reading: In My Mind Question

Eika ewaanywe muli n'enyumba y'ebisolo n'enyonyi?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeege bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

oluka	o-luka	to-luka
oluma	o-luma	to-luma

Literacy 2

Breaking and Making	
kuliisya	ii
lii	lii
ii	kuliisya

Handwriting and Spelling Practice

li, ii

kuliisya, muliibi, kuniina

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Oyezya okubbutulaku amaliina g'ebisolo?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyaba kukwegesya niki oku bisolo n'enyonyi?

After Reading: In the Text Question

Oweekuuyo enyonyi ibiri egy'omu kigona egy'omaiteku.

After Reading: In My Mind Question

Oliisyaaku nyonyiki eika ewaanywe?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Day 4

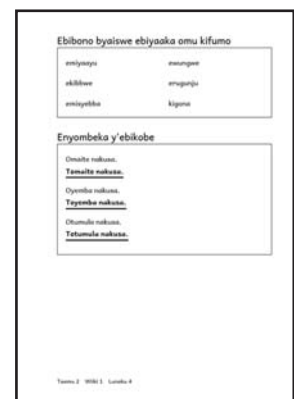
Sentence Structure Application

Omaite okuwandiika.

Tomaite okuwandiika.

Oluka nakusa ekiibo.

Toluka nakusa ekiibo.



Literacy 2

Breaking and Making	
mukiiko	ii
kii	kii
ii	mukiiko

Handwriting and Spelling Practice

li, ii

mukiiko, muyiigi, nziiri

Literacy 1 and 2

Day 5

Omugaso gw'ebisolo n'enyonyi

O'Wenenene n'abonyokube bakubira ogusisira, ni bakubamu amadala. Ebisolo by'ika n'enyonyi gy'ika byagomaga muumwe. Ete, embuli, n'entuma byagomaga ari. Enyonyi ng'ekukulu, ekulukulu, enjijwa n'enkufu igye ku madaala. Bafu babula embizi oha'ukubirana omusirumamu. O'Wenenene bababiriranga ebisolo byabwera n'enyonyi ina. Okubuka enyuma tanyabwanga kigosi kyabwera.

Ebisolo n'enyonyi gy'omu kigoma byana byaliririranga ukumy n'ama bu'Wenenene. O'Wenenene bagitirira omwasa n'ubungu amiyazya, akibwera eruganyu n'etali byagomaga ekukulu. Enyonyi gy'omu kigoma ng'etali, emiyabwera, ewungwe n'engidi byagomaga ku madaala. Amakerezi, enyonyi gina byabwanga ni gironama oha'Wenenene. Omusirumamu yababiriranga ukubwera oha'ukubwera yali amakumira ekisataye.

Term 2 Week 1 Lesson 5



Kwemunkuta enyombeka y'olutumu

	a maite	te maite
amaite	_____	_____
akuka	_____	_____
oluma	_____	_____

Omaite nakusa.
Tomaite nakusa.
 Omaite okuwandiika.

 Oluka nakusa ekiibo.

Term 2 Week 1 Lesson 5

Literacy 1

Vocabulary Review

ente	madaala	ekulukulu
embuli	ewungwe	emiyaayu

Word Structure Review: Answers

oluka	<u>o-luka</u>	<u>to-luka</u>
oluma	<u>o-luma</u>	<u>to-luma</u>

Sentence Structure Review: Answers

Omaite okuwandiika.

Tomaite okuwandiika.

Oluka nakusa ekiibo.

Toluka nakusa ekiibo.

Literacy 2

Handwriting and Spelling Assessment

kuliisya	muyiigi	nziiri
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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 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

NPSCU Teacher's Guide

- Competences, page 75
- Sample Scheme of Work, page 119

NPSCU P2 Curriculum

- Page 26

Traditional Text

Kembo

Ontaama obbaalaale naani akobere ati obbaalaale. x2

Ontaama, ati bba. kaisi onte, ati bbuuwa. x2

Akapuusi, kati myawu. kaisi, ombwa ati uu. x2

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

Oral Literature

Abantu bavumbula emigaso gy'ebisolo n'enyonyi

Kibuulyo ekirungamya

Njawuloki eriwo akati w'ebisolo ebitukuuma e ika n'ebibba omu kigona?

OKibbumba oweyaali abbumba ekyalo, yakibbumbire nga kyereere. Oluzwanyuma, yeseegere n'abona nga ky'omugaso okuteekamu ebintu ebindi ng'emisaale, enyanza, n'enyonyi.

OKibbumba n'abbumba ebisolo ng'ente, embuli, entaama, empologoma, epuusi, engaiza, culi, embwa, empiri, ensuje, n'embiri. Enyonyi igyo yabbumbire enkoko, ekulukulu, enjiwa, amakisyo, enankololo, n'egindi nyingi ino ensaiza n'enkali.

Oweyamalire oKubibbumba, yabiteekere omu kigona okubbanga ekidaala kyabyo, kaisi ebindi kubbanga mu maizi. Ebisolo binu n'enyonyi ebibba omu kigona n'omu maizi tibitira okumanyibwa n'abantu abasinga obungi. Ebimo oku bisolo n'enyonyi egyo niibyo binu:- empala, empologoma, ensuje, embiri, amakisyo, enankololo n'enkwereri.

Story Outline

Kiseego ekikulu

Bisolo n'enyonyi ebya buliijo.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

By'omugaso egiri obantu.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Biwa obantu enyama, amata, n'amagi.

Oral Literature

Olw'okubba oKibumba yaali abbumbire omuntu, omukali n'omusaiza, ebisolo n'enyonyi, abantu batandikire okuleeta ebimo oku bisolo n'enyonyi omu bidaala byabwe olw'emigaso egitali gimo egibyali nagyo. Ebimo oku bisolo n'enyonyi egyo niibyo:- ente, embuli, embwa, entaama, epuusi, embiizi, enkokko, embaati, enjiiwa, n'ekulukulu, byonabyona ebisaiza n'ebikali.

Abantu owebaleetere ebisolo n'enyonyi omu kidaala kyabwe, byatandiikire okubba bisolo n'enyonyi bya buliijo, kaisi ni bibba by'omugaso ino egiri omuntu. Ekyokuboneraku:- embwa gikuumu ebidaala, ente gibawa amata, enyama, n'amadiba. Enkokko, embaati, n'ekulukulu gibawa amagi n'enyama. Olwisi, batundaku ebisolo n'enyonyi ni kibeezesya okusomesya abaana baabwe n'okukulaakulania ebidaala byabwe. Ebisolo n'enyonyi byasuukire ky'okulya kya bantu abasaiza n'abakali. Ab'amadiini bona banyumirwa ino okupiita ebisolo.

Vocabulary Words		
embwa	embaati	entaama
In the Text Questions		In My Mind Questions
1. Oweeyo ebisolo bisatu ebitukuuma e ika. 2. Obbutule ebisolo bibiri ebibba omu kigona.		1. Oweeyo engeri egitali gimo egy'olabiriramu ebisolo by'e ika ewaanywe. 2. Migasoki egy'osuna omu bisolo n'enyonyi ebimukuuma e ika ewaanywe?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Omaiteku maliina g'ebiwuukaki?

Before Reading: Guiding Question

Oseega oti eriyo ebiwuuka eby'omugaso?

After Reading: In the Text Question

Obbutule ebiwuuka eby'omugaso egiri abantu.

After Reading: In My Mind Question

Olyanguku omujenene?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeege bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

ntumula	n-tumula	ti-n-tumula
nkola	n-kola	ti-n-kola

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
iruba	i	
iru	iru	iruba, ikoke, ibabu
i	iruba	

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Omaiteku maliina g'ebiwuukaki?

Before Reading: Guiding Question

Oseega oti eriyo ebiwuuka eby'omugaso?

After Reading: In the Text Question

Oweekuuyo engeri ibiri abaWeenene egibalwanisamu omusuuja eika ewaabwe.

After Reading: In My Mind Question

Niki ekyokola ng'olwaire obulwaire bw'omusuuja?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Nsiga obulo.

Tinsiga obulo.

Nkuula omuwogo.

Tinkuula omuwogo.

Day 4

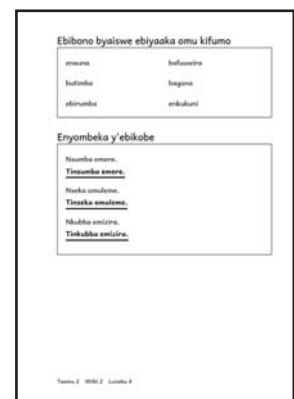
Literacy 2

Breaking and Making	
ikala	i
ika	ika
i	ikala

Handwriting and Spelling Practice

I, i

ikala, ikoti, isimu



Literacy 1 and 2

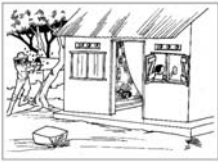
Day 5

Ekyalo ky'a baWeenene

Ekyalo kya baWeenene, kirimu ebivwaka birigi.
 Ekimo kwabyo by'omugaso, ebindi bya kabirije.
 Ebivwaka n'abizizye, enzoki, omwaw, njejeje,
 eneyemene n'enkubaho by'omugaso. Oltoroye
 n'omasya badeeyo omujenene ga'enzoki ni balya.
 Banyumirwa ino omujenene oha'okubha gawooma
 ate bulezi. Olwasi hamoleka emazere ni bulina
 obwita. Omu kaniwa, tibeerubira okwobalya
 okubumba oha'ehyo.

OWeenene bofauka inu okubhinga enwubwe
 ebivwaka ebya kabirije. Enyuma, ebivwaka, enzi
 n'ebirumba ebya bya kabirije aka muntu. OWeenene
 ibo bagazyaku okubwiteya omusajja. Bagona mu
 butimba enyuma okubabwira. Bafuzwira obulezi
 omu nyumba okwita ebivwaka ebindi n'ebiku,
 ebirumba, enkukuni n'enzi. Oha'okwawubira nukuwa
 buti, ekidala kyabwe kisa, era kyagombeyo.

Termu 2 Week 2 Lesson 5



Kwemunkuta enyombeka y'olutumu

nyumba	n-umba	ti-nyumba
ntumula	_____	_____
nkola	_____	_____

Nyumba emere:
Tinsiga emere:
 Nsiga obulo: _____

Nkuula omuwogo: _____

Termu 2 Week 2 Lesson 5

Literacy 1

Vocabulary Review

badeeya	enzoki	omujenene
butimba	bagona	bafuuwira

Word Structure Review: Answers

ntumula	<u>n-tumula</u>	<u>ti-n-tumula</u>
nkola	<u>n-kola</u>	<u>ti-n-kola</u>

Sentence Structure Review: Answers

- Nsiga obulo.
- Tinsiga obulo.
- Nkuula omuwogo.
- Tinkuula omuwogo.

Literacy 2

Handwriting and Spelling Assessment

ikoke	isimu	ibabu
-------	-------	-------

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 crow on a tree branch trying to sing and a chunk of meat falling off from the mouth and the cat under the tree.

Model News Story

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.

References

NPSCU Teacher's Guide

- Competences, page 75
- Sample Scheme of Work, pages 120-121

NPSCU P2 Curriculum

- Pages 26-28

Traditional Text

Kikoiko

Ndi n'onte wange aliisirya kwizuli.

Nsekere.

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

Oral Literature

Ebigosi omu bwa Ikumbaania bw'ebiwuuka

Kibuulyo ekirungamya

Omu kitundu ky'e waanywe mulimu ebiwuuka?

Kitundu ekisooka

Eira eino, obwa Ikumbaania bw'ebiwuuka bwabbairemu ebigosi ebyabateewaanyanga n'okubamalaku eidembe, aamo n'okubagotyaku obwomi. Omwala wa Namumbuye yaali w'ekikula ky'enjawulo era ng'asinja ino oKibbumba. Lumo, baali baaba okunoonia eby'okulya n'omaaye, ni babona ebisolo n'enonyi nga biri kulya enswa. Omwala onu yeeralikiriire okufa kw'enswa. Yakobere omaaye ati baabe basite olukita lw'ewuuzi okuziga ebisolo n'enonyi okutangiranga omu bwa Ikumbaania bwabwe okubalyanga.

Kinu tikyamalirewo ebigosi byabwe. Omwala onu tete yalootere ekirooto ni kimukoba kiti, "Okutoolawo obugosi, oyabe okobe ebirumba byonabyona bibbe biisirikale kaisi bizigenge ebintu ebindi okutayongera okwitanga ebiwuuka." Kinu kyona tikyayambire kusa olw'okubba obwa Ikumbania bw'ebiwuuka bwali bunene, nga abazigu baabwe beeyongera kubalya n'okubaita. Omwala wa Namumbuye buli ekiyaseeganga ng'asuubira ati kyamalawo obugosi, kyabalekanga mu mbeera y'obulumi.

Story Outline

Bazeenyi omu kifumo

Namumbuye, Birumba, Nzoki, Mutemambaizi.

Kifo

Mu kigona.

Kikole

Kuteesa.

Oral Literature

Kibuulyo ekiragula

Oseega oti ebiwuuka byabire omu lukiiko ewa Ikumbania?

Kitundu kyokubiri

Omwala wa Namumbuye ng'aira okwisomero, eidoboozi lyamwiziire ni limulagira liti, “Ebigosi by'obwa Ikumbaania bw'ebiwuuka byawa nga mutyamisiye lukiiko.” Kinu, kyawaire omwala wa Namumbuye okuseega engeri amawuliro egigawuna okutuuka ku buli kiwuuka omu bwa Ikumbaania.

Amalabuki gamwiziire gamukoba okwaba okulonseryaku enzoki. Bakubbaganirye ebiseego paka enzoki igyo owegyewaireyo okusansya amawuliro nga gibitira omu balyowi b'emyoyo omu makanisa, mizigiti, n'amakereziya. Babakobere abasaiza n'abakali okwaba okuteesa omu lubiri ewa Ikumbaania. Ebyazwire omu kuteesa byabbaire biziiza n'okukendeerya okufa kw'ebiwuuka omu bungi. Bazwireyo nga batuukire ku biinu:- babbaire n'okwesabiranga buli kaseera, balondere akulira eby'okusaba omu bwa Ikumbaania bw'ebiwuuka nga niiye oMutemambaizi, babbaire n'okukoleranga aamo oti nkababe. Omukulu w'olukiiko yabatakiirye okwirayo mirembe egibazwereire n'okuteeka omu nkola ebibasalirowo.

Vocabulary Words		
enswa	omutemambaizi	namumbuye
In the Text Questions		In My Mind Questions
1. Niiki ekyayambire okutoolawo ebigosi by'ebiwuuka?		1. Singa niiwe omwala wa Namumbuye wankakolere niki? lwaki?
2. Naani eyaleetere ekiseego ky'okukumbaana omu lukiiko?		2. Mumalawo mutya ebigosi omu bitundu byanywe?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Bimeraki eby'omugaso egiri abantu n'ebisolo?

Before Reading: Guiding Question

Biseeraki ebibakomeramu ebimera?

After Reading: In the Text Question

OWeenene bakolesya niki okulima?

After Reading: In My Mind Question

Bigosiki eby'oyezya okusuna owootakolesya enkumbi kusa?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

musaba	mu -saba	ti-mu -saba
tukoma	tu -koma	ti-tu -koma

Literacy 2

Breaking and Making	
tukuli	t
tu	tu
t	tukuli

Handwriting and Spelling Practice

T, t

tukuli, tanka, mataba

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Bimeraki eby'omugaso egiri abantu n'ebisolo?

Before Reading: Guiding Question

Biseeraki ebibakomeramu ebimera?

After Reading: In the Text Question

Naani eyakwire ebiina abaWeenene ebibateekeremu endokwa?

After Reading: In My Mind Question

Okolangaku ebbeedi y'ensigo? Nsigoki?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.



Literacy 1

Sentence Structure Application

Tugona bwire.

Titugona bwire.

Munywa amaizi.

Timunywa amaizi.

Day 4

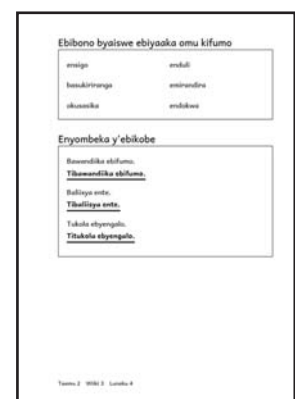
Literacy 2

Breaking and Making	
isana	s
sa	sa
s	isana

Handwriting and Spelling Practice

S, s

isana, isubi, isusi



Literacy 1 and 2


Day 5

Ebirime ebyenjwulo

AbaWeenene, balima inu ebimera bya bulijjo. Balima okusaba, omumbe, okusaba, n'okusaba. Lwero, Weenene yabwira okusaba ati bulimo n'ebimera atari miyembe, micungwa, fukunda, n'ebindi. Otiweye yamubalirye, era ni bakwata enkumbi okwaba okusaba ebhoobi. Oweyabwire okusomero, yanyumirirye okusaba.

Balimire ebhoobi ni haterekamu emiga kusi bakwiriranga. Enzira yomereera kusa inu, ng'abikuba byomubonye by'okirigala. Omu kukoma, abirye wa Weenene yakubonye ebina, oWeenene n'afutuma nga haterekamu endikwa. Ebinaale byakomere eminandira, ni bigiza enduli. Byatandikire okusaba era omaka ogwo basigwa omu kintu.

Page 2 of 2



Kwemunkuta enyombeka y'olutumu

Isandika	Isandika	Isandika
musaba	_____	_____
tukoma	_____	_____

Isandika ebitume:
Titwandika ebitume:
 Tugona bwire.

 Munywa amaizi.

Page 2 of 2

Literacy 1

Vocabulary Review

enkumbi

miyembe

micungwa

enduli

okusasika

endokwa

Word Structure Review: Answers

musaba

mu-saba

ti-mu-saba

tukoma

tu-koma

ti-tu-koma

Sentence Structure Review: Answers

Tugona bwire.

Titugona bwire.

Munya amaizi.

Timunya amaizi.

Literacy 2

Handwriting and Spelling Assessment

tanka

isana

isusi

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

Different kinds of plants in the garden.

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

NPSCU Teacher's Guide

- Competences, page 75
- Sample Scheme of Work, pages 121-122

NPSCU P2 Curriculum

- Pages 27-28

Traditional Text

Nkazalulimi

Ensigo egitusiga obusigi,
Omusigi agisigiire omu kisigiro,
Nga tigusigika.

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

Oral Literature

Ebimera bimanyica obusa bwa Kibbumba

Kibuulyo ekirungamya

Ebimera byetaaga niki kaisi ni byama ebibala?

Kitundu ekisooka

Omu kika ky'ebimera mwabbairemu ebisaale, ebisubi, ebimuli, n'ebirime nga by'omukago. Lwali lumo, oKimuli n'akoba oKisaale ati, "Ntaka tutambuleku okwetooloola ekyalo kyaiswe."

Omwinaye yaikiriirye ni batambulaku. Owebaali batambula, baboine ng'ebisaale ebibbaaku ebibala byonabyona binafu ate nga bibulaku ebibala era n'enduli nga ntono. Ebimuli ebibaboine byali nga tibiboneka kusa era nga wabula muntu ayezya okubyegomba n'okubikolesya. Baboine ebirime nga tibyamireku kintu naire olwokubba byali bikaali kumanya emigaso gyabyo egiri abantu.

OKimuli n'oKisaale baagaine abantu nga bateesa okusaawula ebimera byonabyona babyoce olw'okubba byali tibibawa ebibala by'okulya, embaawo gy'okukolesya, ebiiriirye omu bidaala byabwe era n'ebimuli okunyumisya ebidaala byabwe.

Owebatuukire omu nzira, oKimuli n'akoba omwinaye ati, "Owetutalabula abanaiswe twaba kufa swenaswena." OKimuli n'abuulya omwinaye ati, "Twakola tutya?" OKisaale yairiremu ati, "Tutambule nga tubakobera tuti baaba kututema singa titwasangaalye abantu. Iwe wabita oluuyi olumo zena ni mbita oluuyi olundi, ni tutambula nga tukobera abanaiswe."

Story Outline

Bazeenyi omu kifumo

Kisaale, Kimuli, bimera, bantu.

Kifo

Mu kyalo.

Kikole

Bimera kwama bibala.

Oral Literature

Kibuulyo ekiragula

Oseega oti niki ekyaiririire?

Kitundu kyokubiri

Makeezikeezi oKisaale n'oKimuli batandiikire omulimo ng'owebalaagaine. Buli eyasunanga obubaka bunu yeebalyanga omukwenda n'atandiika okusaba oKibbumba okumuwa amaani. Ebimera ebikali n'ebisaiza byamalire ewiiki moiza nga bisaba. Oikendi yatoonyereku kabiri ebimera ni bitandiika okusasika n'okwama ebibala byabyo. Abantu basangaire, ni bakoba bati oKibbumba abataka olw'okubba babbaire baaba okufa enzala naye atyanu tibaafe. Batandiikire okulyangaku obuyembe, obucungwa, n'obudoodo, obutobuto nga webakuuma ebintu okukakata n'okwenga.

OKimuli n'oKisaale owebawuliire ng'abantu basangaire, bakobeireku abanaabwe ni bategeka embaga okujaguza. Ebimera byategekere ebyokulya, ebyokunywa, n'ebijuga bingi. Ekiseera ekyakujaguza owekyatuukire, byasangaire ino ni birya, binywa era ni bibina. Abantu bawuliranga nyembo naye nga tibamaite ekyaba omu maiso.

Vocabulary Words		
ebibala	ebimera	ebimuli
In the Text Questions		In My Mind Questions
1. Abantu baali bateesa kukola niki ebimera?		1. Oseega oti niki ekyankabbairero singa oKimuli n'oKisaale tibatambula?
2. Lwaki ebimera byajaguzire?		2. Singa waali niwe oKimuli wankakolere niki?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Oyezya okuseegaku ebintu ebitukola omu kitundu kyaiswe? Bintuki?

Before Reading: Guiding Question

Oseega oti abaana abasiya bamugaso oba bbe? Lwaki?

After Reading: In the Text Question

Bintuki OMasiipe ebiyeegere okukola omwitendekero ly'ebyangalo omu bakatuliki e Budaka?

After Reading: In My Mind Question

Oikirira oti obuleme tikitegeeza buteezya? Lwaki?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeege bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

atuma	atum-a	atum-e
asiba	asib-a	asib-e

Literacy 2

Breaking and Making	
lukone	l
lu	lu
l	lukone

Handwriting and Spelling Practice

L, l

lukone, lukoba, lukita

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Oyezya okuseegaku ebintu ebitukola omu kitundu kyaiswe?
Bintuki?

Before Reading: Guiding Question

Oseega oti abaana abasiya bamugaso oba bbe? Lwaki?

After Reading: In the Text Question

Oweekuuyo ebintu ebindi bisatu oMasiipe ebyagulya abantu ewuwe.

After Reading: In My Mind Question

Imwe ewaanywe mugula yaina ebintu ebibakola n'engalo?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Ozuba obulo.

Ozube obulo.

Osuka amata.

Osuke amata.

Day 4

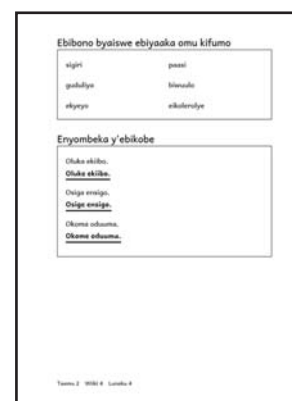
Literacy 2

Breaking and Making	
lumole	l
lu	lu
l	lumole

Handwriting and Spelling Practice

L, l

lumole, lutalo, kuluma



6 Ebintu ebitukola

Literacy 1 and 2

Day 5

OMasiipe asuna eky'okukola

Omu kitundu kya baKirya, mulimu omwisaaka eyewerururira hali muiza. Omwisaaka umu ogubereka bati Masiipe, hamubiyirira nga muayira. Otiweye n'umayira hamutakunga ino. Bawabirira okumutwala omwiteendera ly'ehyengalo umu bakatufiki e Budaka. Batakira ayeze okawibereyawa oku luhwa. Owehamutwale, hamuteendera okukola entebe, emeeza, ebisuulo, emikeeka, ebibiho, ebisampa, emigawa, n'ebindi.

Oweyamulira okusoma, oMasiipe yalirira n'agubereka eikolerolye muwaba. Yatandikira okukola ebintu ekyo byonyonyo. Abatuka ebintu ebindi n'awamba sigiri, paasi, guduliya, bisuulo bona bawaba ewase n'abagulya. Awawana amakezi n'akwata ekyeyo okweya eikolerolye. Abatuyami basangafiri ino oku ngiri egihatumula naye. OMasiipe yena atyamu ari n'akusa oha'okubha empiya gimaaja lka ate ayezya okutegeragana n'abagubha.

Termu 2 Week 4 Lesson 5



Kwemunkuta enyombeka y'olutumu

alima	alim-a	alim-e
atuma	_____	_____
asiba	_____	_____

Ozuba obulo,
Ozube obulo: _____

Ozuka amata,
Ozuke amata: _____

Termu 2 Week 4 Lesson 5

Literacy 1

Vocabulary Review

eikolerolye

ekyeyo

sigiri

ebiwuulo

guduliya

emikeeka

Word Structure Review: Answers

atuma

atum-a

atum-e

asiba

asib-a

asib-e

Sentence Structure Review: Answers

Ozuba obulo.

Ozube obulo.

Osuka amata.

Osuke amata.

Literacy 2

Handwriting and Spelling Assessment

lukita

lutalo

kuluma

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

NPSCU Teacher's Guide

- Competences, page 76
- Sample Scheme of Work, page 124

NPSCU P2 Curriculum

- Pages 29- 31

Traditional Text

Ngero

Omubbumbi aliira ku lujo.

Amakulu: omuntu talaga ekyali.

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

Oral Literature

Abantu b'eNabuli

Kibuulyo ekirungamya

Abantu b'e Nabuli bakola batya?

E Nabuli wabbaireyo abakali n'abasaiza abakoleranga aamo. Abantu banu batakanga ino okukulaakulana omu kitundu kyabwe. Batakanga okusomesya abaana baabwe kaisi babbe kusa. Batyamanga owa mwami oKageni buli igulo okuzwa oLwebbalaza okutuuka oLwomukaaga. Beeganga okukola ebyengalo bingi n'okuliisya kusa abantu baabwe. Bamalire ewiiki ibiri ng'abasinga obungi beegere.

Omwegesi waabwe yaali niiye omucaala oKantono eyaali omuleme ng'atambulira ku kagaali. Omucaala oKantono yasiimire ino abantu banu olw'okubba abagezi batyo. Yagabiire buli muntu ekyengalo ekyataka okukola. Abakali ibo basingire kutaka kuluka mipira, miguwa n'okubaiza entebe enamulondo n'obutiba.

Story Outline

Kiseego ekikulu

Abantu b'e Nabuli bakolera aamo.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Beegeranga aamo okukola eby'engalo.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Batunda ebyengalo byabwe kaisi ni beezya okusomesya abaana baabwe.

Oral Literature

Abasaiza ibo basingire kutaka kuluka biibo, kubumba nsaka n'okubaiza ebiwuulo n'emikonko. Ekyasingire okusangaalya omucaala oKantono, niiye omoiza oku basaiza ogubeeta bati Magiidu, oweyasingire okujolija ekiibo n'obugemo bw'erangi egitali gimo. Ekiibokye, kyabbaire kinene kusa, tete ng'emigo gyakyo gyagaagana ate nga kigumu kusa.

Omu bakali, eyasingire yaali niiye omucaala oBbaluka. Omucaala oBbaluka iye yabaizire entebe n'ateekamu omwito, kaisi n'ajolija omwito n'erangi nyingi egifaanana oti bbendera y'eisomero ly'e Nabuli. N'egibuli enu, abantu b'e Nabuli bagaiga olw'okubba bakolera aamo, batakangana ino era batunda ebyengalo byabwe ni basuna esente ni batwala abaana baabwe okwisomero.

Vocabulary Words		
ebiwuulo	enamulondo	biibo
In the Text Questions		In My Mind Questions
1. Naani eyasingire omu basaiza?		1. Oseega oti abantu b'e Nabuli bakolere kusa? Iwaki?
2. Omucaala oBbaluka iye yabaizire niki?		2. Singa niiwe omucaala oKantono wankakolere ekyo ekiyakolere? Iwaki?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Ebintu ebitukolesya bizwa yaina?

Before Reading: Guiding Question

Lunakuki eisomeru lyanywe ow'erikolera ebyengalo?

After Reading: In the Text Question

Lunakuki olubalagiriiranga okuleeta eby'okukolesya?

After Reading: In My Mind Question

Mukola byengaloki omwisomeru lyanywe?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abegiri bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

okunge	o-kung-e	tiwa-kung-a
oize	o-iz-e	tiwa-iz-a

Literacy 2

Breaking and Making	
baana	aa
baa	baa
aa	baana

Handwriting and Spelling Practice

Aa, aa

baana, kibaati, kusaala

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Ebintu ebitukolesya bizwa yaina?

Before Reading: Guiding Question

Lunakuki eisomero lyanywe owerikolera ebyengalo?

After Reading: In the Text Question

Niki ekibakolamu omukeeka, ebikapu n'enkofiira?

After Reading: In My Mind Question

Bintuki ebindi eby'omaite ebibakolamu ebyengalo?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.



Literacy 1

Sentence Structure Application

Oseke kusa.

Tiwaseka kusa.

Otumule amazima.

Tiwatumula amazima.

Day 4

Literacy 2

Breaking and Making	
saati	aa
saa	saa
aa	saati

Handwriting and Spelling Practice

Aa, aa

saati, kucaana, musaale



6 Ebintu ebitukola omu kitundu

Literacy 1 and 2

Day 5


Enkolesya y'ebintu omu kitundu

Omwaka ogwo, eisomero lya bakirya lyawagire ino ehyangala. Bili lwakuna bulagiriranga abereje okuteeta ehyibukolesya. Bulatanga ebintu oti, bakweda, ntendere, n'obiveera, ehyo ni balukamu obudubi. Enkolesi kyio bulukamu emigama. Abereje ibo abalutanga ebigogo, bulukamu ebisampa, emigama, emipira, edole, n'enkolira. Bagezyangaku ino okwekuma okutesala engalo nga bakola.

Ahandi ibo bulatanga emama ni balukamu emikwaka, ebikapu n'enkolira. Omwaka omulome, eyalutanga ebibye yalutanga basale. Abasale bulatanga emama n'obasale ni hatanga ebitambaala, OKirya lye yakolesyanga eitakali okubumba ereediyi era n'akoba uti yalibba yinjiniya. Otuzwanyuma abasomesya bulondangamu ebisa ni babitumbu omu kibina.

Omwaka omwaka okukira ha'ababiyire, bulukamu omwaka kati ababiyire ni babigula.

Forma 2: WBB 5: Lwaka 5



Kwemunkuta enyombeka y'olutumu

	a liri e	tiwa liri e
okunge	_____	_____
oize	_____	_____
Oseke kusa.		
Tiwaseka kusa.		
Otumule amazima.		
Tiwatumula amazima.		

Forma 2: WBB 5: Lwaka 5

Literacy 1

Vocabulary Review

obudubi

ebikapu

balukamu

ebigogo

omwoleso

ebitambaala

Word Structure Review: Answers

okunge

o-kung-e

tiwa-kung-a

oize

o-iz-e

tiwa-iz-a

Sentence Structure Review: Answers

Oseke kusa.

Tiwaseka kusa.

Otumule amazima.

Tiwatumula amazima.

Literacy 2

Handwriting and Spelling Assessment

baana

kusaala

saati

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 valley with papyrus and children standing by.

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

NPSCU Teacher's Guide

- Competences, page 76
- Sample Scheme of Work, page 125

NPSCU P2 Curriculum

- Pages 29-31

Traditional Text

Kikwate

Akaalo, akaalo, akaalo,
Akaalo k'eBugwere kalimu ebisa,
Kalimu emiiga n'ebibira,
Akaalo, akaalo, kalimu emiiga,
Tutoolayo onyadu n'ebitooko,
Tubbumbamu ensaka tulukamu empaali,
Akaalo kalimu ebibira,
Tutoolamu ensaale n'ensansa,
Tulukamu ebiibo, n'emikeeka.

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

Oral Literature

Olukiiko lwa Ikumbaania wa Bugwere

Kibuulyo ekirungamya

Osome ekifumo kinu kaisi omanyice ebitukolesya n'egibizwa?

Lwali lumu olkumbania wa Bugwere oweyalingiriire ng'aBagwere tibamusangaalya, olw'okubba ebidaala ebisinga obungi byali bibula ebyokukolesya. Olkumbaania yatyaime n'aseega niki ekyayezya okukola kaisi aBagwerebe babbe bantu abeeyagalya omubwa Ikumbaaniabwe.

Omu kuseegakwe, yasalirewo okweta Bagwere bonabona omu lukiiko, kaisi abasomesye oku byokukolesya n'egibizwa omu kitundukye. Olunaku olwaiririire, olkumbaania yeetere abebbemberi bebitekere omu Bugwere yonayona. Baizire omu lukiiko n'abakobera ekyo ekiyaali amalire okuseegaku, era n'abakoba buli moiza okulalika abantube okwiza omu lukiiko olwabeezesya okukulaakulana.

Abeebbemberi b'ebitekere basangaire ino olw'ebiseego ebisa okitiisya waabwe ebiyabakobeire. Bona baabire ni balalika abatyami baabwe okwaba omu lukiiko olwo. Olunaku lw'okukiikiraku owerwatuukire, abantu bangi nga mwotaire abakali n'abasaiza, abaleme, aboofu, n'abengeri egindi baizire omu lukiiko.

Story Outline

Kiseego ekikulu

Embeera embiibi eya Bagwere.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Baali tibamaite eby'okukolesya n'egibizwa.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Babasomeserye eby'okukolesya n'egibizwa.

Oral Literature

Olkumbaania n'okusangaala okw'amaani yakobeire aBagwere ati ng'aBagwere bali n'okwebalya oKibbumba olw'ebyokukolesya ebiyabawaire. Ebimo oku by'okukolesya ebyo niibyo:- ebigogo, enkokooli, ensansa, ebitooko, ewuuzi, amatafaali, eitakali, emisumaali, enkaadiro, eisubi, omusenye, embaabo, n'amabaati.

Olkumbaania yeeyongaire n'akobera aBagwere ati ebyokukolesya ebyo beezya okubyajirya omu bifo ng'ebibira, emisiri, emiiga, amaduuka, n'omu makolero. Yamaliriirye nga abalaabbira ati ebifo ebyo ebibatoolumu ebyokukolesya bali n'okubikuuma nakusa kaisi basigale nga beezya okusuna ebindi.

Abatyami basangaire ino era owebakangire omu bidaala byabwe, batandiikire okulabirira ebifo ebyo ebyalimu ebyokukolesya. Atyanu aBagwere bakolesya ebintu ebyo okukola ebintu oti miguwa, biibo, mipiira, bisampa, butiba, n'ebindi. Ekyo kibaleeteire okubba abantu abeegombesya omu kyalo ky'e Uganda.

Vocabulary Words		
ebigogo	emiiga	enkaadiro
In the Text Questions		In My Mind Questions
1. Okobeku ebintu bisatu ebimukolesya e ika ewaanywe.		1. Naani akwegesya oku bintu eby'okolesya n'egibizwa ng'oli okwisomero?
2. Naani eyeegeserye aBagwere oku bintu ebibakolesya n'egibizwa?		2. Ngeriki egyoyezya okukuuma kusa ebifo ebitukolesya egibizwa?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Migasoki egiri omu bintu ebitukola omu kitundu kyaiswe?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice emigasoko gy'ebintu ebitukola omu kitundu kyaiswe.

After Reading: In the Text Question

Niki ekyabbeereire oiteeye wa Kiirya enzala okutaluma ekidaalakye?

After Reading: In My Mind Question

Niki eky'okolesya okubisamu engoyegoye eika ewaanywe?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

koma	n-kom-a	n-kom-e
sala	n-sal-a	n-sal-e

Literacy 2

Breaking and Making	
canisi	c
ca	ca
c	canisi

Handwriting and Spelling Practice

C, c

canisi, kuca, kucakala

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Migasoki egiri omu bintu ebitukola omu kitundu kyaiswe?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice emigaso gy'ebintu ebitukola omu kitundu kyaiswe?

After Reading: In the Text Question

Oweekuuyo ebintu bibiri oiteeye wa Kiirya ebyakolesya okubisamu obulobwe?

After Reading: In My Mind Question

Niki ekimukolesya eika ewaanywe okubisamu ebirime byanywe?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Nkola dole omunene.

Nkole dole omunene.

Nsoma ino ebitabo.

Nsome ino ebitabo.

Day 4

Literacy 2

Breaking and Making	
kucaala	c
caa	caa
c	kucaala

Handwriting and Spelling Practice

C, c

kucaala, kucaata, kucemuka



Literacy 1 and 2

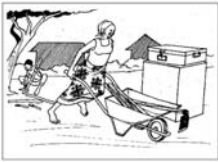
Day 5

Amalabuki musyo

Omwaka gumu, ahantu halimire famba yankani enzala n'iruma. Otiyeze wa Kirya lye yabwire mulabuki. Yayeere emini gy'inkumi n'ulima obula, ofamba n'omwango. Oweyakungire ofamba, yatundire n'asuna esente. Yagfire esanduuku oku mulame, obisongomu enyaye, ewiribbalo, n'obuvene okusomberaku ebirimbye.

Yayeere owambe n'akasa obulibwe, nga wabwamba n'ewiribbalo. Yavukire obundi omu kideere kati obundi ni bakoma, ni batoka omu buvira. Otiyeze aya Kirya yabwire ensaka ni bakola ekigulirir okukuma kusa obuye bwabire. Ahantu ahandi bapadanga n'enzala ibo abakirya nga badeendya-kadeendya ebida.

Figure 2. Wili 6. Lumbi 5.



Kwemunkuta enyombeka y'olutumu

kugira	n-gira	n-gira
kukoma	_____	_____
kusalala	_____	_____
Nze ngoma.		
Ondaka ngoma.		
Nkola dole omunene.		

Nsoma ino ebitabo.		

Figure 2. Wili 6. Lumbi 5.

Literacy 1

Vocabulary Review

ewiribbalo

emiini

yayeere

owambe

okusomberaku

esanduuku

Word Structure Review: Answers

koma

n-kom-a

n-kom-e

sala

n-sal-a

n-sal-e

Sentence Structure Review: Answers

Nkola dole omunene.

Nkole dole omunene.

Nsoma ino ebitabo.

Nsome ino ebitabo.

Literacy 2

Handwriting and Spelling Assessment

canisi

kuca

kucemuka

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 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

Kikoiko

Niki ekyaleegeire omuzungu
Okukola endege?

Nyonyi

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

Oral Literature

Ebintu ebitukola by'omugaso

Kibuulyo ekirungamya

Osome ekifumo kinu kaisi omanyice engeri ebisolo egibyavumbwire emigaso gy'ebintu ebibikola.

Kitundu ekisooka

Omu kibira ky'e Ngonantyaaine e buzwa isana mwabbairemu ebisolo n'ebintu ebibikola bingi. Ebimo oku bisolo ebyo, byali niibyo:- ewawolovu, enzogi, empiri, emiyaayu, enkima, n'amafudu. Ebintu egibyakolanga ebyali omu kibira kinu byali niibyo:- entebe, emikeeka, emiguwa, ensaka, enkumbi emeeza, owambe, emiini gy'enkumbi, emipiira n'ebindi bingi.

Lumo, ebimo oku bisolo ebyali omu kibira kinu byali bironsya byonka na byonka, ni bye buulya biti ebintu binu ebitukola ebitubba nabyo omu bidaala byaiswe by'omugasoki egituli? Buli Kisolo yalolere oku mwinaye naye tiwabbairewo kadi kisolo omoiza eyabbaire n'ekyokwiramu. Oluzwanyuma, oNkima nakoba ati, "Twabe tubuulyeku omukali wa Walovu. Mukali musiya naye atukiraku amalabuki." Ogondi niiwo okubuulya ati, "Naye twatumula naye tutya?" ONkima yairiremu ati, "Twabe n'ebimo oku bintu ebitukola. Owetwaceeranga nga tudoodaku yategeera ekitubuulya."

Story Outline

Bazeenyi omu kifumo

Bisolo.

Kifo

Mu kibira ky'e Idudi.

Kikole

Byavumbwire emigaso gy'ebintu ebigikola.

Oral Literature

Kibuulyo ekiragula

Oseega oti niki ekyaiririire owebatuukire owa kitiisya waabwe?

Kitundu kyokubiri

Ebisolo binu owebyatuukire egiri, omukali Walovu, byakubbire esaluuti okumusugirya. ONkima yadoodere oku bintu ebibaali n'abyo nga waaceera, n'okuwandiika omwibbanga nga kwataire.

Omukali wa Walovu, yabikobeire ati ebintu ebibikola biri n'emigaso mingi. Entebe, n'emikeeka batyamaku, emeeza bagikolesya okuliiraku, ensaka basyomeramu amaizi, okwiruba emipiira bazeenyasya, kaisi enkumbi bagikolesya okulimira n'okukuulira ebira n'empama. Tete yeeyongeire omu maiso n'abakobera ati emiguwa basibira ebintu, kaisi obwambe ibwo ni bakolesya okuwaata emere n'okusalira enyama.

Okuzwa n'olwo ebisolo binu byavumbwire emigaso gy'ebintu ebibikola era byatandiikiirewo okukolesya ebintu binu. Ekyo kyabireeteire okukola ebintu bingi, olwokubba byabbaire bitegeire emigaso gyabyo. ONzogi omusomesya n'atandiika okubisomesyaku abaana omwisomerolye. Okutuuca olw'atyanu, beegesya ebyengalo omu masomero nga bakolesya bintu ebyo.

Vocabulary Words	
okuliiraku	bazeenyasya
	okulimira
In the Text Questions	In My Mind Questions
1. Kibiraki ekyabbairamu ebisolo n'ebintu ebibikola ebingi?	1. Niki eky'okolesya okusyoma amaizi oku naikonta?
2. Oweekuuyo engeri ibiri egitukolesyamu emikeeka.	2. Ekibira ky'omugasoki egyoli?

Literacy 1 and 2

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by'omu
bifumo byabwe.

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Ntambulaki egitukolesya omu kitundu kyaiswe?

Before Reading: Guiding Question

OWeenene yaabanga atya okwisomero?

After Reading: In the Text Question

Naani eyakobere oWeenene okumutwalaku?

After Reading: In My Mind Question

Oiteewo akolesya ntambulaki ngaira eika?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeege bakaya okusuna ebiseego by'omu bifumo byabwwe.

Literacy 1

Sentence Structure Application

Nsamba osyodo musa.

Nsumbire osyodo musa.

Nsuka amaizi ansi.

Nsukire amaizi ansi.

Day 4

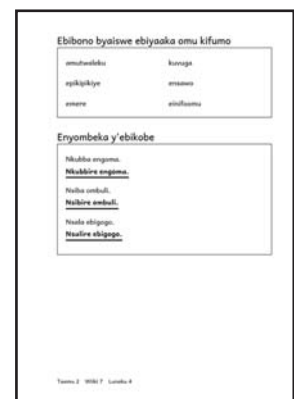
Literacy 2

Breaking and Making	
kizo	z
zo	zo
z	kizo

Handwriting and Spelling Practice

Z, z

kizo, musaiza, mukuza



Literacy 1 and 2


Day 5

Entambula yaiswe

O'Weneene yavuganga igasali omu kugazdo okwaba ukwimero. Yavuhanga azeaire eivifommu y'akimamaji n'engaito enjirugazdo. Yavuhanga omu mawoye enjiru emere n'amaizi, ebyugungu akuzwa e ika mawabere. Olaisi yajiriyanga abantu ab'edini egi'enjawulo omu kugazdo. Abandi ibo buubhanga bavuga motoka na pikipiki.

Luma woyasali ng'azwa ukwimero, yajiriy OKirya omu kugazdo. OKirya yamubere amutwika kutwika mungu e ika. Yakubere OKirya ati iye amavuge kati iye ateri ensawo gy'ebitabo. Owebutwika, batwika eivifommu kati ni bavugirya amawabere, ni basaba kati balyi emere. Oitwawabere yena woyutwika nga ali kuvuga epikipikiye.

Termu 2 Week 7 Lesson 5



Kwemunkuta enyombeka y'olutumu

nkuusa	nkus-a	nkus-ire
nkubba	nkubb-a	nkubb-ire

Nkubire engoma.

Nsumba osyodo musa.

Nsuka amaizi ansi.

Termu 2 Week 7 Lesson 5

Literacy 1

Vocabulary Review

igaali	abantu	motoka
kuvuga	epikipikiye	ensawo

Word Structure Review: Answers

nkuusa	<u>nkuus-a</u>	<u>nkuus-ire</u>
nkubba	<u>nkubb-a</u>	<u>nkubb-ire</u>

Sentence Structure Review: Answers

Nsumba osyodo musa.

Nsumbire osyodo musa.

Nsuka amaizi ansi.

Nsukire amaizi ansi.

Literacy 2

Handwriting and Spelling Assessment

kizo	zeiza	mukuza
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7.1 Engeri n'emigaso gy'entambula omu kitundu kyaiswe

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

Different types of vehicles on the road.

Model News Story

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.

References

NPSCU Teacher's Guide

- Competences, page 77
- Sample Scheme of Work, pages 127-128

NPSCU P2 Curriculum

- Pages 32-34

Traditional Text

Kikwate

Entambula, entambula, entambula,
Owootambulya ebigere, osyeituka-kusyetuka,
Owootambulya akagaali otantawuka-kutantawuka.

Entambula, entambula, entambula,
Owootambulya eryato, oseeeyeya-kuseeyeyeya,
Owootambulya emeeri oweweera-kuweweera.

Entambula, entambula, entambula,
Owootambulya erikopita, oduumuka-kuduumuuka
Owootambulya ebigere, ofuwutuka-kufuwutuka.

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

Oral Literature

Amina ayaba okwisomero

Kibuulyo ekirungamya

Amina ayaba okwisomero

Amina mwala asoma kyokubiri, omwala onu azwera ku mukono ogubulaku eisomero. Buli lunaku omaaye amutwala okwisomero tete n'amusyoma omusana ng'amalire okusoma. Owebatuuka oku luguudo, omaaye amukwataku n'abona ng'omu luguudo mubula ekiiruka kaisi n'amusalisyawo.

Oluguudo lunu lubitamu ebiiruka bingi olw'okubba lugaita ebibuga bibiri niibyo, e Mbale n'e Kampala. Abantu abatambulira omu luguudo lunu basubuuzi, bakoli, basomi, banadiini, n'abandi batambuli. Lumo omusomesya oKabwiso yeegeserye ab'Amina oku ntambula egiri omu kitundu kyabwe. Yakobere ati, "Entambula egitukolesya e waiswe anu oku luguudo niigyo ebbaasi, eroole, etakisi, egaali n'epikipiki."

Yeeyongeire n'abakobera ati, "Waliwo abantu owebabba nga bataka okutambula mangu ate nga baaba yala, ibo bakolesya ndege ebita e ngulu omwibbanga." Omusomesya yabbaire akaali atumula abaana b'ekibiina ekisooka ni baceera, "OMuseveni, oMuseveni..." Bairukanga balingiriire engulu olw'okubba baboine ondege. Awo niiwo omusomesya egiyakobeire abaana ati, "Buli muntu ayabe e nza abone ondege ogumbaire mbakobera, kaisi mwire omu kibiina ng'abitire."

Story Outline

Kiseego ekikulu

Entambula egitukolesya e waiswe.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Ebiiruka eby'etiika abantu.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Ebiiruka eby'etiika emigugu.

Oral Literature

Abaana owebairire omu kibiina, yabakobeire engeri abantu egibakolesyamu ebiiruka binu. Yalonserye ati, “Ebbaasi, etakisi, n'epikipiki bitira kupakira bantu n'emigugu nga bibatambulya okuzwa omu kifo ekimo okutuuka omu kifo ekindi.” N'ayongeraku ati, “Eroole gitira kutambulya bintu ng'okutwala ente omu sokooni, okutwala amanda okutunda, osiminti omu maduuka oba okusomberaku amaizi, omusenye, n'amatafaali nga bali kwombeka enyumba.”

Amina yasangaire ino, olw'okubba yaali aboine epikipiki ng'ebasomberaku omuwogo gw'okukeka ewaabwe. Yakobeire omusomesya ati, epikipiki yona yeetiika abantu n'emigugu. OYokaana omuleme yasetukire n'akobera abainaye n'omusomesya ati, ewaabwe eriyo eigaali, era bamuleetaku buli makeezi. Yabakakasire ati eigaali lyabwe libasombera amaizi. Amina oweyatuukire ewaabwe yalonseiryeku omaaye ebyayegere okwisomero, era n'asuubiza ati oweyalimala okusoma yaligula emotoka okubbeerangaku ababyairebe, ate niye eyalibba odereeva.

Vocabulary Words	
ebiiruka	kupakira
	kutambulya
In the Text Questions	In My Mind Questions
1. Amina asoma ky'okumeka?	1. Osuubira kugula kiirukaki ng'omalire okusoma?
2. Kiirukaki abantu ekibakolesya nga baaba eyala eino?	2. Kiirukaki iwe eky'otaka okutambuliramu?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Twekuuma tutya oku nzira?

Before Reading: Guiding Question

Abaana bali n'okwebitya batya oku nzira?

After Reading: In the Text Question

Naani ayemerera oku zebbula omu nzira?

After Reading: In My Mind Question

Owa tulafiki e waanywe ayemerera yaina?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeezi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

nkona	nkon-a	nkon-ere
nkola	nkol-a	nkol-ere

Literacy 2

Breaking and Making	
meeza	ee
mee	mee
ee	meeza

Handwriting and Spelling Practice

Ee, ee

meeza, mukeeka, kuleeta

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Twekuuma tutya oku nzira?

Before Reading: Guiding Question

Abaana bali n'okwebitya batya oku nzira?

After Reading: In the Text Question

Naani eyafuuwire efirmibi kaisi ni basalawo? Lwaki?

After Reading: In My Mind Question

Oseega oti okuzeenyera okumpi n'oluguudo kisa? Lwaki?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Day 4

Sentence Structure Application

Omusaza asyoma amaizi.

Omusaza asyomere amaizi.

Okoiza aleeta ente.

Okoiza aleetere ente.



Literacy 2

Breaking and Making	
eiteeka	ee
tee	tee
ee	eiteeka

Handwriting and Spelling Practice

Ee, ee

eiteeka, kukeeta, kuteesa

Literacy 1 and 2

Day 5

Okwekuuma oku luguudo

Esomero lya hoWenenene liri kumpi n'amaduuka. Emotoka, epikipiki n'igashi kibityungane- bubyungane. Ekwerera abantu okwenerera ni balola oku mugooda n'oku mulira. Owehamula okwetegereza enzira, oha ni basalawo mangumanga. Oweenenene yena azwa okwipikali n'atambula okusalawo. Oka zebbula wababawo omu tulafiki mukali, ogubeeta Asa.

Lumo, Oweenenene bujijye n'olugundo busabwona lukubikira. Ku'ulaw omu tulafiki niye nyubwevire abawo okusalawo. Yabakobere okamererera amu busabwona. Oweyamulire okamererera emotoka eruzi n'eruzi, n'afuwa efirimbi. Busabwona ni hotambula ni basalawo. Asa yabakobere ati, tikisa okuzemba oha okulawo omu nzira oha'ukubba beerya okusana okubanje.

Term 2 Week 8 Day 5



Kwemunkuta enyombeka y'olutumu

nkola	nkon-a	nkon-ere
nkona	_____	_____
nkola	_____	_____

Ombuli abama omusaiza.

Ombuli akamere omwasa.

Ombuli asyoma amaizi.

Okoiza aleeta ente.

Term 2 Week 8 Day 5

Literacy 1

Vocabulary Review

emotoka

epikipiki

balola

tulafiki

oluguudo

okusalawo

Word Structure Review: Answers

nkona

nkon-a

nkon-ere

nkola

nkol-a

nkol-ere

Sentence Structure Review: Answers

Omusaiza asyoma amaizi.

Omusaiza asyomere amaizi.

Okoiza aleeta ente.

Okoiza aleetere ente.

Literacy 2

Handwriting and Spelling Assessment

meeza

kukeeta

kuteesa

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 and teachers standing at a zebra crossing.

Model News Story

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.

References

NPSCU Teacher's Guide

- Competences, page 77
- Sample Scheme of Work, page 128

NPSCU P2 Curriculum

- Pages 32-34

Traditional Text

Kembo

Olola enyuma banange olola enyuma olwo n'osalawo. x2

Olola enyuma banange olola enyuma olwo n'osalawo. x2

Kaade olole eenu,

Mazima, olola enyuma olwo n'osalawo.

Kaade olole eedi,

Mazima, olola enyuma olwo n'osalawo

Kaade olole kunu,

Mazima, olola enyuma olwo n'osalawo

Ale tete olole kudi,

Mazima, olola enyuma olwo n'osalawo.

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

Oral Literature

Enzira ya Wairuke

Kibuulyo ekirungamya

Oseega otya oku kiwuuka okukulira oluguudo?

Kitundu ekisooka

Ekitundu ky'e Mavungo mulimu enzira nyingi ino. Enzira esinga okubbaamu abantu, emotoka n'epikipiki enyingi niyo egibeeta bati nzira ya Wairuke. Enzira enu ebitya abantu bangi omusana n'obwire. Enaku egisinga obugosi omu luguudo lunu niigyo okuzwa oLwebbalaza okutuuka oLwomukaaga.

Abasubuuzi, ab'engeri nyingi babitamu nga baaba omu kibuga ky'e Kadama n'eky'e Nandere. Abandi babba baaba mu kibuga ky'e Bulabya n'omu ky'e Buluba. Abaaba omu kanisa n'omu muzigiti okusaba bona bakolesya enzira enu. Akulira entambula omu nzira gyonagyona omu kibuga ky'e Mavungo niye omucaala oNsuna. Omucaala oNsuna onu yalagiire a ba tulafiki bonabona okubba oku nzira gyonagyona kaisi abasinga obungi babbe ku nzira ya Wairuke.

Story Outline

Bazeenyi omu kifumo

ONsuna, oNamukungubye, oNankibbobbo.

Kifo

Kitundu Ky'e Mavungo.

Kikole

Kwegendereza.

Oral Literature

Kibuulyo ekiragula

Enzira ginu gibba gitya amakeezi n'eigulo?

Kitundu kyokubiri

Esaawa gy'amakeezi n'egy'eigulo enzira ginu giizula-bwizuli. Abantu ab'ebigere, ab'emotoka n'ab'epikipiki babba bangi oku nzira gyonagyona. Enzira ya Wairuke iyo tete obula n'egyobitya ekigere. Omwami oNamunkugubye yeebuuba eenu n'eedi ng'alambuula oluguudo lwa Wairuke n'egindi. Omucaala oNsuna olwisi niiye avuga n'afuuwa ewoloni nga yeebuuba oti mwami oNamukungubye olwokubba tibataka obubenje oku nzira. Omwami oNankibbobbo iye ayemerera okulola eenu n'eedi kaisi n'asalawo mangu.

Vocabulary Words		
ayemerera	ewoloni	entambula
In the Text Questions		In My Mind Questions
1. Nziraki ekola okuzwa amakeezi okutuuca eigulo?		1. Singa niiwe omucaala oNsuna, wankakolere niki?
2. Naani akulira eby'entambula omu kitundu ky'e Mavungo?		2. Obonangaku owa tulafiki oku nzira? Yaina?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Bigosiki ebiwasunireku ng'osalawo enzira?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice eby'obulabe ebibba oku nzira.

After Reading: In the Text Question

Niki ekyasalire omwegi ayaali atambulira oku mwigo ng'ayaba okwisomero?

After Reading: In My Mind Question

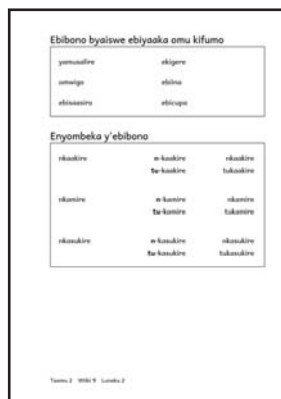
Nga niawe o'weenene obbeera otya omwinawo asunire ekigosi nga mwaba okwisomero?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

njugire	n-jugire	tu-jugire
ntundire	n-tundire	tu-tundire

Literacy 2

Breaking and Making	
kibira	r
ra	ra
r	kibira

Handwriting and Spelling Practice

R, r

kibira, musiri, isomero

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Bigosiki ebiwasunireku ng'osalawo enzira?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice eby'obulabe ebibba oku nzira.

After Reading: In the Text Question

Naani eyabbeereireku ow'epoliisi okusetula omwegi eyaali asunire ekigosi oku nzira?

After Reading: In My Mind Question

Niki ekyoyezya okukola ng'omwinawo asunire ekigosi oku nzira?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Nsabire ekalaamu.

Tusabire ekalaamu.

Nkumire omusyo.

Tukumire omusyo.

Day 4

Literacy 2

Breaking and Making	
ebireri	r
re	re
r	ebireri

Handwriting and Spelling Practice

R, r

ebireri, imerera, kira



Literacy 1 and 2


Day 5

Obugosi oku luguudo

O'Weneene baali baaba okwisomero n'abainye. Oku mule kw'oluguzo kuwika ebhaasiro ebibirye, ekigere ekimanyiki, ogabhaale, obina, n'amawa. Omulira oku beegi omulome eyabhaale atambulira oku mule, n'ayama oku rapa. Ewapa yamusalire ekigere era n'ayama ansi n'okubha enduula. Yamusalire eedi omulira n'ekitabaye. Omwegi omu yasunire ekutya n'aboina omusasye gutirika.

Ow'ipolisi omusalya yegenera ewaaya gy'amasanyalaze, okubha okubha omwegi asunire akubha. Yenera omwedeni n'ala n'amubha okumawula. Baali bakali bali am, ebbaasi n'ala. Bagomereraye kati ni bajejira omwana omu omulome okutina. Bangire nga bamakwatirire n'ityama. Bamusereeraye omulira ogabhaali bajejira okubhaale. Nibwa okubha n'omwedeni paka mabhaale.

Page 2 of 2



Kwemunkuta enyombeka y'olutumu

Ekigere	n-kigere	tu-kigere
njugire	_____	_____
ntundire	_____	_____

Nkubire omusyo.
Tukubire omusyo.
Nubire ekalaamu.
Mubire omusyo.

Page 2 of 2

Literacy 1

Vocabulary Review

okwibbaale	yamusalire	ewaaya
ekigere	ebbaasi	bajejira

Word Structure Review: Answers

njugire	<u>n-jugire</u>	<u>tu-jugire</u>
ntundire	<u>n-tundire</u>	<u>tu-tundire</u>

Sentence Structure Review: Answers

Nsabire ekalaamu.

Tusabire ekalaamu.

Nkumire omusyo.

Tukumire omusyo.

Literacy 2

Handwriting and Spelling Assessment

kibira	ebireri	musiri
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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 child being helped by medical personnel at a clinic.

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

Nkazalulimi

Oluguudo lwa baNaluguudo,
lumo oku nguudo engudulegudule,
abaNaluguudo egibagudukiragudukiraku.

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

Oral Literature

Abatyami b'e Katiryo beega oku by'obulabe oku nzira

Kibuulyo ekirungamya

Osome ekifumo kinu kaisi omanyice bintuki eby'obulabe ebibba oku nzira.

Omu disitulikiti y'e Kibuku mulimu enzira abantu egibakolesya nyingi. Emoiza ku ginu niiyo enzira ezwa e Katiryo okwaba e Kibuku oku disitulikiti. Enzira enu ebbeera abantu abazwa e Nanoko, e Katiryo n'e Kituti okwaba e Kibuku. Abantu abakolesya enzira enu, baabire nga basuna ebigosi bingi naye nga tibamaite niki ekibireeta.

Abeebbemberi b'ebitundu binu beeseegeremu niki ekibeezya okukola kaisi ebigosi by'oku nzira enu bikendeere oba biweewo. Basalirewo kwaba wa mwebbemberi w'edisitulikiti y'e Kibuku ni bamulooopera ebigosi abantu baabwe ebibaabire nga basuna oku nzira y'e Katiryo okutuuka e Kibuku. Omwebbemberi w'edisitulikiti yabawaire amalabuki ati baabe balalike abatyami b'oku nzira eyo babbeeku n'ebibeega oku bintu eby'obulabe oku nzira.

Story Outline

Kiseego ekikulu

Nzira ezwa e Katiryo okwaba e Kibuku.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Eriku eby'obulabe bingi.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Bikonko, misumaali, myala gy'amaizi.

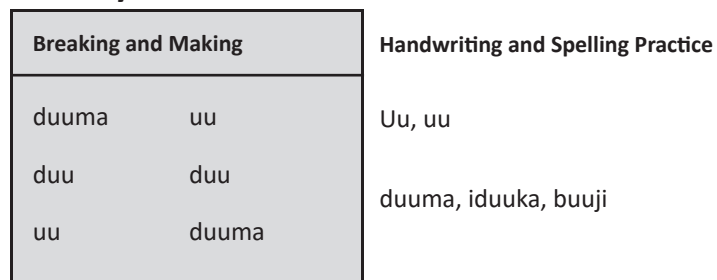
Oral Literature

Olunaku lw'olukiiko owerwatuukire, abatyami abasaiza, abakali, abaana, abaleme n'abeebbemberi b'amadiini baizire mu bungi, ekintu ekyasangairye omwebbemberi w'edisitulikiti y'e Kibuku. Omwebbemberi w'edisitulikiti yakobeire abatyami ati eby'obulabe oku nzira bingi era ebimo kwebyo niibyo binu: misumaali, bikonko, myala gya maizi, biina bya mabbale ebibakuula oku nzira, macupa amamenyeki, waaya gya masanyalaze enkaya, bisaale bya masanyalaze, maizi, n'okuliisirya oku nzira.

Omwebbemberi w'edisitulikiti yabalaabbiire ati ng'abatyami b'oku nzira eyo, bali n'okwewala okumumyaga batyobatyo emisumaali, n'ebitundu bya macupa oku nzira, era yeeyongaire n'okulaabbira abatyami okwigalanga ebikonko omu nzira n'okutavuga ebiiruka n'esupiidi enene. Abatyami basangaire ino olw'amalabuki omwebbemberi w'edisitulikiti yaabwe egiyabawaire era owebatandiikire okugakolesya, ebigosi by'oku nzira y'e Katiryo byakendeire.

Vocabulary Words	
misumaali	bikonko myala
In the Text Questions	In My Mind Questions
1. Naani eyeegeserye abatyami b'oku nzira y'eKatiryo eby'obulabe oku nzira?	1. Malabukiki agandi omwebbemberi agaayezya okuwa okukendeerya ebigosi oku nzira?
2. Malabukiki abatyami b'eKatiryo agebasunire agabeezesya okukendeerya ebigosi oku nzira ?	2. Bintuki eby'obulabe oku nzira ebiri omu kifumo ebiri oku nzira y'ewaanywe?

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by'omu
bifumo byabwe.



Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Neebityaki ey'abaana ereeta obubenje nga batambula oku nzira?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyaba kukwegesya niki oku bubenje?

After Reading: In the Text Question

Obbutule ebintu bisatu ebireeta obubenje bwa buliijo omu kitundu kyaiswe?

After Reading: In My Mind Question

Bintuki ebitira okuleeta obubenje okwisomero?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwwe.

Literacy 1

Day 4

Sentence Structure Application

Nkonere obulo.

Mukonere obulo.

Nkomere oduuma.

Mukomere oduuma.

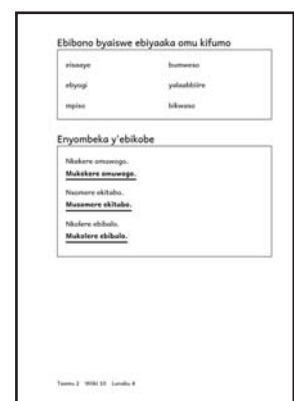
Literacy 2

Breaking and Making	
mayuuni	uu
yu	yu
uu	mayuuni

Handwriting and Spelling Practice

Uu, uu

mayuuni, kisuuju, kukuula



Literacy 1 and 2

Day 5

Ebyogi bibula omukago

AbaKirya bakoleya ebintu kingi e ika ewaabwe. Bakoleya ebipunga, enkumbi, ebisawuliro, oowembe, n'ebindi. Lumu abakirya banalire okusomola e ika, ni buha okunina omuyembe. Bawirye abasira abandi baninire n'obwamba omu naswo gyabwo. Omu kwaisana emyembe, ekisaga kumenyekerere oduma n'agas. Yagereereire ku naswo akambe ni kamusala einka.

AbaKirya okuninika, ng'omusabwo avuzadane eisaaye. Okirya niko okweta oiteye. Oiteye wa Kirya yamushirwa obugye otakuka, kati ni bamwenda omu kaduuliro. Omusanyo yabaabhire abaKirya okutatekanga ebintu ebyogi omu naswo gyabwo. Yabakobere ati, ebintu oti buwembe, bikwano, mpiso, bumweso bya kubenje nga tohyekumire.

Term 2 Week 10 Lesson 5



Kwemunkuta enyombeka y'olutumu

nkulere	n-kulere	mu-kulere
ntemere	_____	_____
nkomere	_____	_____

Nkulere omwaga:
Mukomere omwaga:
 Nkomere obulo, _____
 Mukomere oduuma, _____

Term 2 Week 10 Lesson 5

Literacy 1

Vocabulary Review

enkumbi

akambe

kamusala

eisaaye

mpiso

yalaabbiire

Word Structure Review: Answers

ntemere

n-temere

mu-temere

nkomere

n-komere

mu-komere

Sentence Structure Review: Answers

Nkonere obulo.

Mukonere obulo.

Nkomere oduuma.

Mukomere oduuma.

Literacy 2

Handwriting and Spelling Assessment

duuma

kukuula

buuji

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

Food in a saucepan.

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.

References

NPSCU Teacher's Guide

- Competences, page 78
- Sample Scheme of Work, pages 131-132

NPSCU P2 Curriculum

- Pages 35-37

Traditional Text

Kembo

Banange twekuume obubenje. x2

Twekuume, twekuume banaiswe twekuume. x2

Oku nguudo twekuume obubenje, x2

Twekuume, twekuume obubenje twekuume.

Buli egitubba twekuume obubenje, x2

Twekuume ...

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

Oral Literature

Okwaci n'omuyembe

Kibuulyo ekirungamya

Bintuki ebitira okuleeta obubenje ewaanywe?

OKwaci yaali mwisuka nga mugeni omu Bugwere. Yazeenyanga n'abakaagwabe babiri oNtongo n'oNamunwa. Abaana banu bakobere oKwaci bati emiyembe gy'e waiswe enu giwooma okukiraku egindi. Baali bakaali bazeenya, omaaye wa Ntongo n'amweta n'amukoba ayabe amaizi okwiruba. ONtongo yaabire n'aleeta akadomoolo n'akoba abainaye bamwerekeku. Owebaali baaba, oKwaci yaboine omuyembe omwengi oku kitina n'akoba abainaye okumukuuma asooke agwanule. OKwaci oweyaniinire ekitina, nga yatira okutuuka oku muyembe omwengi, yaboine ompiri omunene nga yeeringiire oku kasaga ni yeerinduka n'agwa ansi n'abbalika.

Abakaagwabe bairukiriire nga bamaite bati amumire muyembe omunene. Owebatuukire, baboine oKwaci ng'abbalikire. Abainaye bakubbire enduulu, abakali abaali baaba omu kereziya ni baiza. Owebaboine embeera y'omwana egiyabbairamu, omukali eyaali n'akanankobero yakubbiire omusosodooti ng'amweta okutwala oKwaci omwidwaliro. Omusosodooti yayanguwire mangu n'emotoka ni batwala oKwaci okumujanjabya.

Story Outline

Kiseego ekikulu

Kuzwa kumuyembe kugwaKuzwa kumuyembe kugwa.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Kukubba kanankobero.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Kutwala kwaci mwidwaliro.

Oral Literature

Kibuulyo ekiragula

Kitundu kyokubiri

Abasawo owebakebeire oKwaci, baboine ng'amenyekere engalo. Bamutwaire omu kisenge ekibakubbiramu ebifaananyi ni bamukubba ekifaananyi, ni kiraga nga eigumba ly'engalo limenyekere. Omusawo yakobere omusosodooti n'oiteeye wa Kwaci ati bamutwale omu syeta bamuteekeku osiminti. Owebamutwaireyo, bamuteekereku osiminti ni babakoba bamutwale bamukubbe empiso kaisi bamukanje e ika. Odokita yabakobere okumwiryanga buli luzwanyuma lw'omeri okumukebera.

Eizo waaku, abakali, abasaiza n'abaana baizire okubona omulwaire n'okumusaasira. Abaana baali banakuwali okubona omunaabwe ng'ali n'engalo eriku ekintu ekyeru, ate nga engaloye tiyeegedamu. Abasaiza batandiikire okukoba abaana abaaliwo okulekeraawo okuniina ebisaale, wabula okukolesya ebisaale ebiwanvu okwanula emiyembe n'emicungwa.

Vocabulary Words		
okuniina	ompiri	muyembe
In the Text Questions		In My Mind Questions
1. Naani omaaye egiyakobere okuleeta amaizi?		1. Singa waali mukaagwa wa Kwaci wankamubbeereire otya?
2. Naani eyatwaire oKwaci omwidwaliro?		2. Embeera eyabbaire oku Kwaci ekubbangaku? Wakolere otya?

Literacy 1

Naani ogw'osuubira okukubbeera ng'osunire akabenje?

Omuntu ayezya kwerabirira atya ng'asunire akabenje?

Niki oiteeye wa Kiirya ekiyabbaire ayabire okunoonia omu
nyumba kaisi obuujj bwoce omwanawe?

Mbeeraki embiibbi etira okukukubbisya enduulu?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by'omu
bifumo byabwe.



Literacy 1

Word Structure Application

omalire	o -malire	mu -malire
osalire	o -salire	mu -salire



Breaking and Making

Handwriting and Spelling Practice

Breaking and Making	
kikuyu	y
yu	yu
y	kikuyu

Y, y

kikuyu, suniya, kiyaago

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Naani ogw'osubira okukubbeera ng'osunire akabenje?

Before Reading: Guiding Question

Omuntu ayezya kwerabirira atya ng'asunire akabenje?

After Reading: In the Text Question

Abasawo balaabbiire batya ababyaire b'omwana obuujj
ogubwocerye?

After Reading: In My Mind Question

Niki eky'oyezya okukola olw'okwerabirira obuujj okutakwoca?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by'omu
bifumo byabwe.

Literacy 1

Sentence Structure Application

Osukire amata ansi.

Musukire amata ansi.

Osiimire ino.

Musiimire ino.

Day 4

Literacy 2

Breaking and Making	
kuya	y
ya	ya
y	kuya

Handwriting and Spelling Practice

Y, y

kuya, kuyeera, mugayi



Literacy 1 and 2


Day 5

Omwana eyayire obuujj

Oiteye wa Kiirya yasumbire obuujj ng'omaaye ayabire okulima. Oweyashire omu nyumba okuyigama ebikapo, yawalire omwana akungu e nza. Okulondererera omalindira, yabwire masinawe obuujj bumwocerye. Yatamukire omu nyumba nga wakubba enduulu okwiza okumuginga. Abantu okwiza, baajirye omwana ng'ali omu bulami bunene. Engalo gyonyagira n'ekida byali byenyukirire. Omaye w'omwana yema yawalire neddi ng'asama oti mbwa.

Omuliza oku batukiriri yabwire n'ekisa. Nibwo okakubba omalindira bababwire. Bababwire ambyulensi ni bamalira omalindira. Oiteye wa Wicene yeebwire abantu abamubeevireku. Abasawo baterekere omwana oku kitanda, ni bamulimula obulizi. Owehamalire, ni bamakubba empiso kati basikawa ebbandeeji, owo n'awumukulu. Abasawo balabwire abayire ba Kiirya okubabira kusa omwana owebubba hasumba.

Tuma 2 WBB 11 Londa 5



Kwemunkuta enyombeka y'olutumu

osukire	o-sukire	mu-sukire
omalire	_____	_____
osalire	_____	_____

Ougire igali okwiza,
Muvigire igali okwiza.

Oukire amata ansi.

Osiimire ino.

Tuma 2 WBB 11 Londa 5

Literacy 1

Vocabulary Review

enduulu

bumwocerye

okumuginga

eisimu

ambyulensi

omwidwaliro

Word Structure Review: Answers

omalire

o-malire

mu-malire

osalire

o-salire

mu-salire

Sentence Structure Review: Answers

Osukire amata ansi.

Musukire amata ansi.

Osiimire ino.

Musiimire ino.

Literacy 2

Handwriting and Spelling Assessment

kikuyu

kuya

mugayi

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 helping the injured.

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.

References

NPSCU Teacher’s Guide

- Competences, page 78
- Sample Scheme of Work, pages 132-133

NPSCU P2 Curriculum

- Pages 35-37

Traditional Text

Kikoiko

Ndi n'abasirikale bange, abatobato niibo abalwana.

Bitununu.

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

Oral Literature

Lwaki oFudu mwatiki w'eidiba?

Kibuulyo ekirungamya

Bintuki ebyogi ebyezya okuleeta akabenje e ika?

Kitundu ekisooka

Eira oFudu yaabbanga n'omubiri mugondi nga guboneka kusa. Lumo, enyonyi ni gikoba oFudu baabe okucaalaku e ngulu. Enyonyi ni giwa oFudu amaviiri n'amayaya ni baguluka. Owebaali eyo, oFudu yanyigisirye enyonyi ni gimutoolaku amaviiri n'amayaya gaabwe. Esaawa y'okwira oweyatuukire, enyonyi gyatandiikire olugendo. OFudu n'agituma gikobe omukaliwe ateeke emifaliso oku luuga okuyaagwa.

Enyonyi owegyatuukire owa Fudu, gyakobere omuka Fudu okuteeka amabbaale, ebipanga n'embaizi oku luuga olw'okubba waliwo abazigu abali kwiza. Omukali yena weyakolere. Oibaaye oweyalengeire ebintu oku luuga n'abuuka n'agwa ansi kaisi ebintu ebyali oku luuga ni bimusalasala. Oweyagwire, oNgoona n'oMbiri bairukire okwiza okumubbeera, ni bamunaabya kaisi bamusibaku olugoye. Beetere oMpunda okumutwala omwidwaliro.

Story Outline

Bazeenyi omu kifumo

Fudu, Mbiri, Mpunda, Ngoona, nyoni.

Kifo

Mu kidaala kya FuduMu kidaala kya Fudu.

Kikole

Mu kidaala kya Fudu.

Oral Literature

Kibuulyo ekiragula

Oseega oti niki ekyaiririire ng'oFudu ali omwidwaliro?

Kitundu kyokubiri

Omusawo ogubatuukiireku yamukolereku mangu kaisi n'amuweererya ewa dokita. Yamukebeire n'abona ng'amenyekere ebigere, eikoti n'omugongo. Niiwo okulagira bamuteeke oku kagaali bamutwale omu wooda y'abavune. Owebatuukire eyo, Omusawo yamwanikire ebigere enaku isatu kaisi ni bamutwala okumuteekaku osiminti. Bayongeire okumujanjabya paka owebamuseewiire n'akanga e ika.

Ng'ali e ika abakaagwabe n'abazigube baizire okumubona bamwisuuce olumbe. Omukali wa Fudu yatabukiire abazigu n'ababbingirira n'ogwigo ng'akoba ati, "Mwizire okwegoonja ate nga niimwe omwaleeteserye binu!" Enyonyi ni giguluka nga gikoba giti, "Aji, asaana atyo." Omwawule oNankololo yasigaire n'amusabira kaisi n'ayaba. OFudu bamujanjabiry paka oweyalamire. Omubirigwe gwasigaire nga guliku ebisalesale ebimubona okuti.

Vocabulary Words	
bamunaabya	bamusibaku yamwanikire
In the Text Questions	In My Mind Questions
1. OFudu yaabire yaina n'enyonyi?	1. Singa niiwe omukali wa Fudu wankakolere niki? Lwaki?
2. Niki ekyatwaire oFudu omwidwaliro?	2. Ewaanywe eyo obonangaku omuntu asunire akabenje? Yasunire bubbeeriki?

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: Δ

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

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

Reading Assessments (administered individually)

Fluency and Vocabulary Assessment:

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 a 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



Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Naani eyeemigira omu by'okukuuma eidembe omu kitundu kyanywe?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice obuvunaanyizibwa bwa bakuumi b'eidembe.

After Reading: In the Text Question

Bigosiki ab'epoliisi n'abantu b'ekitundu ebibali kwaba okulwanisya olw'okukolera aamo?

After Reading: In My Mind Question

Eisomerolyo lirwanisya litya obwibbi?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwera.

Literacy 1

Day 4

Sentence Structure Application

Afuuwire efirmibi.

Yafuwire efirmibi.

Avugire bundi emotoka.

Yavugire bundi emotoka.



Literacy 2

Breaking and Making	
waaya	w
waa	waa
w	waaya

Handwriting and Spelling Practice

W, w

waaya, saawa, okuwuuna

Literacy 1 and 2


Day 5

Olukiiko lw'ekitundu

Luma, oiteye wa Wesene yabire omu lukiko lw'ekitundu. Olukiiko lw'ekitundu ku kukuuma idembe. Bectere ab'ekitundu bonabona ngya mentaire abasomanya, abahyire, abeebbemberi, abanadiini, n'ab'epoliisi. Olukiiko overwatandikire, abakiki banenye b'epoliisi. Bakobere nambu epoliisi ekalire okukuuma eidembe.

Aya, omulira oku b'epoliisi ababwirako yakohere uti okukuuma eidembe hozumanyiribwa bwa hali muntu. Yabwire ngya akulira e poliisi. Abahyire b'ekitundu, abahyire, abasomanya, n'abanadiini bali n'okukolera aama bezye okubwira ababirizi, obuteemeere, n'abana okutasa. Bakwatire aama okukuuma, eidembe ni litutuma omu kitundu kyabwa era abana babawe ni batebenkeru omu misono gyabwa.

Term 3 Week 3 Day 5



Kwemunkuta enyombeka y'olutumu

abagire	a lagire	ya lagire
asabire	_____	_____
asibire	_____	_____

Abagire abana engala.
Yavugire abana engala.
 Abagire efirimbi,

 Avugire bundi emotoka,

Term 3 Week 3 Lesson 5

Literacy 1

Vocabulary Review

ababyaire	abanadiini	epoliisi
abeebbemberi	olukiiko	kukuuma

Word Structure Review: Answers

asabire	<u>a-sabire</u>	<u>ya-sabire</u>
asibire	<u>a-sibire</u>	<u>ya-sibire</u>

Sentence Structure Review: Answers

Afuuwire efirimbi.

Yafuuwire efirimbi.

Avugire bundi emotoka.

Yavugire bundi emotoka.

Literacy 2

Handwriting and Spelling Assessment

igaali	bigere	saawa
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9.1 Obuvunaanyizibwa bwa bakuumi b'eidembe n'obukuumi

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.

References

NPSCU Teacher's Guide

- Competences, page 79
- Sample Scheme of Work, page 135

NPSCU P2 Curriculum

- Page 38

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.

Traditional Text

Kembo

Eidembe eidembe ee eidembe ly'abaana. x2
Niiryo eidembe eritutaka
Ababyaire b'abaana ee babawa ebibataka. x2
Niiryo eidembe eritutaka. x2
Abasomesya baiswe ee batuwa amateeka. x2
Niiryo eidembe eritutaka. x2
Abasirikale baiswe ee bakuuma eidembe. x2
Bakuuma eidembe ly'abantu. x2

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

Oral Literature

Obuvunaanyizibwa bwa bakuumi b'eidembe n'obukuumi

Kibuulyo ekirungamya

Osome ekifumo kinu kaisi omanyice obuvunaanyizibwa bwa bakuumi b'eidembe n'obukuumi omu kitundu kyaiswe.

Omu disitulikiti y'e Kibuku mulimu abakuumi b'eidembe bangi. Abamo kwabo niibo epoliisi abakali n'abasaiza, abakuuma oku pulizoni, abakuumi b'omu bitundu, aba Salasiini, n'abaziiza ebigosi. Abatyami b'omu disitulikiti enu baabire nga babona abantu banu oku nzira, oku masomero, oku mizigiti n'oku makanisa naye nga tibamaite obuvunaanyizibwa bwabwe. Ebiseera ebisinga obungi, abantu abakulu n'abaana b'omu disitulikiti enu owebabonanga abakuumi b'eidembe bateekangaku mbiro.

Abeebbemberi b'ebyalo ebitali bimo omu disitulikiti enu beekumbaanirye omwaka oguwoire ni beebuulya niki ekibeezya okukola kaisi babakobere obuvunaanyibwa bw'abantu banu abali omu bitundu byabwe. Amalabuki agebasunire gaali g'okweta mwebbemberi w'abakuumi b'eidembe banu abanyonyole ebikwata oku bantube.

Story Outline

Kiseego ekikulu

Bakuumi b'eidembe n'obukuumi.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Bali n'obuvunaanyizibwa bungi.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Bakuuma eidembe omu kitundu.

Oral Literature

Ebibono binu owebyatuukire omu matwi g'omwebbemberi w'epoliisi omu disitulikiti y'e Kibuku, yasangaire ino. Bakolere entegeka n'abeebbemberi b'ebitundu enaku gy'okusomeseryamu abatyami baabwe ebikwata oku bakuumi b'eidembe. Enaku owegyatuukire, omwebbemberi w'epoliisi omu Kibuku yasomeserye abatyami ati ab'epoliisi, abapulizoni, n'abakuumi b'eidembe abandi bakola obuvunaanyizibwa bungi. Obumo kwobwo niibwo okukuuma eideembe, okukuuma abasibe omu makomera, okutaasa amasomero, amakanisa n'emizigiti, bawa obukuumi egiri abakoli b'eGavumenti abakulu, era bakuuma abantu n'ebintu byabwe.

Yakobere ekindi ati bakuuma eideembe ly'abaana ng'okutabatiika emirimo eminene. Omwebbemberi w'epoliisi yamaliriirye n'gasabire abatyami okukolera aamo n'abakuumi b'eidembe banu olw'enkulaakulana n'obusa bw'ekitundu kyabwe. Abatyami basangaire ino olw'okubba baali bamalire okutegeera obuvunaanyizibwa bwa bakuumi b'eidembe. Atyanu abatyami n'abaana baabwe tibatya abakuumi b'eidembe omu kitundu kyabwe.

Vocabulary Words		
ebigosi	epoliisi	pulizoni
In the Text Questions		In My Mind Questions
1. Buvunaanyizibwaki abakuumi b'eidembe n'obukuumi obubali nabwo?		1. Naani akuuma eideembe okwisomero lyanywe?
2. Naani eyeegeserye abatyami b'e Kibuku oku buvunaanyizibwa bwa bakuumi b'eidembe?		2. Buvunaanyizibwaki obwoli nabwo okwisomerolyo?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Abaana bona beezya kukola niki olw'okuleeta eideembe n'obukuumi omu kitundu?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice oba ab'e mirirano ababiri bairire aamo oba bbe.

After Reading: In the Text Question

Oweekuuyo ekibibi kimo omuliranwa wa baWeenene ekiyakolanga ekyabamalireku eideembe?

After Reading: In My Mind Question

Iwe niki ekitira okukumalaku eideembe?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeezi bakaya okusuna ebiseego by'omu bifumo byabwwe.

Day 2



Literacy 1

Word Structure Application

akolere	a-kolere	ya-kolere
azeenyere	a-zeenyere	ya-zeenyere

Literacy 2

Breaking and Making	
paasi	p
paa	paa
p	paasi

Handwriting and Spelling Practice

P, p

paasi, esapatu, lupapula

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Abaana bona beezya kukola niki olw'okuleeta eidembe
n'obukuumi omu kitundu?

Before Reading: Guiding Question

Osome ekifumo kaisi omanyice nga ab'omurirano ababiri bairire
aamo oba bbe.

After Reading: In the Text Question

Bintuki oPaasita ebiyatumwireku omu kanisa ebireeta eidembe
omu kitundu?

After Reading: In My Mind Question

Bintuki kwebyo ebireeta eidembe ebiri omu kifumo ebyokolaku
egiri abainawo okwisomero?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by'omu
bifumo byabwe.

Literacy 1

Day 4

Sentence Structure Application

OGasyodo abbeetere enkwi makeezi.

OGasyodo yabbeetere enkwi izuuli.

Osaala asomere kusa leero.

Osaala yasomere kusa ludi.



Literacy 2

Breaking and Making	
pata	p
pa	pa
p	pata

Handwriting and Spelling Practice

P, p

pata, puusi, olupaali

9 Eidembe n'obukuumi

Literacy 1 and 2


Day 5

Omuliranwa wa baWeenene

Eidembe kintu kisa ino omu kitundu, OWeenene bali n'omuliranwa wawho omuyombi. Yabazamanga bali lunaku. Ng'amulirika abalWeenene eidembe, era nga bonabona bamucashire. Luma, uWeenene n'omayye basibire omu kumisa okusaba. Bembere, ni babinaga wabawukira aKibumba. AbalWeenene basabire aKibumba abawe eidembe.

Oyasika Jinira kw'awo yababikire kwidembe. Yakubere ati okutakanya, akubere abutanyereye n'ababire basirimo, okusugirya omuliranwawo n'okumucashira kisa ino. Yeyongirye okukuba ati bali muntu yeenenye asonyile umwinye kati eidembe lhibwawo. Omayye wa Weenene yazwile eeyo kusha kusonyile muliranwawo, era yena n'amukonyile. Bonabona beenenyere era akoko n'akoma awo.

Fotom 2: WBU 2: Lunda 5



Kwemunkuta enyombeka y'olutumu

akubere	a kubere	ya kubere
akubere	_____	_____
azeenyere	_____	_____

Omayye akubere emirira amukazi.
Omayye yakubere emirira amukazi guli.
 OGasyodo abbetere enkwi makeezi.

 Osaala asomere kusa leero.

Fotom 3: WBU 2: Lunda 5

Literacy 1

Vocabulary Review

okusaba

bembere

okusugirya

omuliranwawo

muntu

beenenyere

Word Structure Review: Answers

akobere

a-kobere

ya-kobere

azeenyere

a-zeenyere

ya-zeenyere

Sentence Structure Review: Answers

OGasyodo abbetere enkwi makeezi.

OGasyodo yabbetere enkwi izuuli.

Osaala asomere kusa leero.

Osaala yasomere kusa ludi.

Literacy 2

Handwriting and Spelling Assessment

paasi

lupapula

olupaali

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 watching the football match.

Model News Story

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.

References

NPSCU Teacher's Guide

- Competences, page 79
- Sample Scheme of Work, pages 136-137

NPSCU P2 Curriculum

- Pages 38-40

Traditional Text

Kikwate

Twakola tutya! twakola tutya!
Okusetula eideembe n'obukuumi,
Omu kidaala n'okwisomero,
Twakola abeebbemberi b'ediini ekibakoba!
Tubbeere abanaiswe basome,
Tuwulire ababyaire ebibakoba,
Twakola abasomesya okwisomero ebibakoba,
Tukole amateeka ekigakoba,
Tuwulire abasomesya baiswe n'omukulu
w'eisomero.

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

Oral Literature

Engeri onte egiyaiziremu omu kidaala ky'omuntu

Kibuulyo ekirungamya

Bisoloki ebituleetera eidembe n'obukuumi e ika?

Kitundu ekisooka

Eira, omuntu yabbaire muyiigi w'ebisolo by'omu kigona. Oweyayiiganga n'aita, yoocanga n'alya. Ente gyona gyabbanga mu kigona, ng'olwisi baitaku egindi. Onte eyaali asigairewo yaali mweraliikiriri buli kiseera. Lumo, yagonere n'aseega engeri egiyazwa omu kweraliikirira kunu. Amalabuki ni gamwizira gati, osuuke mukaagwa w'omuntu kaisi ozwe omu kigosi ekyo. Onte n'asaba oKibbumba amuwe engeri egiyasalamu omukago n'omuntu.

Gaali makeezi pwi, omusaiza n'akwata ebintubye ebyakolesya omu kuyiiga n'ayaba n'ombwawe omu kibira. ONte oweyamuboine, yairukire n'ayaba egyali ati, “Nkusaba obbe mukaagwa wange n'akuwanga ebya mugaso bingi.” Omuntu yairiremu onte n'amukoba ati, “Okutoolaku nga twaba kubba ika.” ONte yairiremu ati, “Zena ekyo kinsinga okutaka, tete omu kigona tinkaali ntakayo.”

Omuntu yeekulembeirye oNte n'amutwala e ika. Yamusibiremu omuguwa oku kigere n'amala n'amusiba oku kisaale. Omusaiza, omukali n'abaana bonabona balabiriranga oNte onu. ONte Yamalire enaku ntono n'abyala onyana.

Story Outline

Bazeenyi omu kifumo

omuntu, Nte.

Kifo

ika.

Kikole

kutwala nte ika.

Oral Literature

Kibuulyo ekiragula

Niki ekyabbairewo ng'oNte abyaire?

Kitundu kyokubiri

ONte yaali ataka ino onyanawe ng'amwonkesya kaisi natandiika okucuulya. Enaku gyabitirewo ibiri ng'oNte awulira amata gamuluma olw'okubba onyana yaali tamalamu gonagona. Eigulo omukaagwawe ng'aire, yamukobere ati, "Oize ontoolemu amata agandi olw'okubba gannuma." Omuntu tiyabbaire mubbiibbi, yaizire n'amukama amata naye ng'akamira ansi. ONte yamukobere ati, "Eyo mere y'abaana, wena otwalireku ababo." Omuntu oweyawaireku abaanabe amata, baikutire ni bazeenya kusa. Wabitirewo eibbanga itono abaana ni baboneka kusa ate nga bageizere. Niiwo okutwaliraku n'omwonyokowe, eyabbaire ayondere ogwa siriimu. Yena yanywireku ewiiki moiza, n'atandiika okwira omubiri. Omuntu n'asiima onte olw'omugaso ogwo.

Omuntu yaali ayegere okulima, oNte iye ng'ayererye enyana isatu. Eibiri gyali numi kaisi omoiza nga muluusi. ONte yakobere omukaagwawe ati, "Otwale abataane bange bakubbeereku omu musiri." Omuntu yatwaire enumi ginu n'agisibaku enkumbi ni gimulimiraku era balimanga atumula nagyo, ni girima olubbimbi lunene. Eizo waaku, yakangire kukoma bibala. Omuntu yasiimire ino oNte era, n'atandiika okumulabirira kusa oti mwanawe. Yamutwalanga okulya, okunywa amaizi, okumujanjabya n'okugona kusa olw'okubba onte amuwa amata ate amulimira. Okuzwa olwo oNte n'abba mukaagwa wa muntu n'egibuli enu.

Vocabulary Words

amulabirira

ika

omukaagwawe

In the Text Questions

1. Omuntu yaali akola mulimoki kaisi n'abona oNte?
2. Onte w'omugasoki egiri omuntu?

In My Mind Questions

1. Singa waali niiwe omuyiigi wankaikiriirye ekiseego kya Nte? Lwaki?
2. Ewaanywe eriyo ente? Mugikuma mutya?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Bisaaki ebizwa omu kusetula eidembe n'obukuumi?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice obusa bw'okusetula eidembe n'obukuumi.

After Reading: In the Text Question

Naani agadya oFaazali?

After Reading: In My Mind Question

Singa niwe oisenga wa Faazali wank'ebitirye otya?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

akula	a-kula	ya-kula
atuma	a-tuma	ya-tuma

Literacy 2

Breaking and Making	
kutyama	ty
tya	tya
ty	kutyama

Handwriting and Spelling Practice

Ty, ty

kutyama, kutyaba, kityamo

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Bisaaki ebizwa omu kusetula eidembe n'obukuumi?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice obusa bw'okusetula eidembe n'obukuumi

After Reading: In the Text Question

Naani eyataasire oFaazali nga bamukubba?

After Reading: In My Mind Question

Ewaanywe babitya batya abafuubbi?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Ow'epoliisi atumula.

Ow'epoliisi yatumula.

Omusaiza airuka.

Omusaiza yairuka.

Day 4

Literacy 2

Breaking and Making	
mutwe	tw
twe	twe
tw	mutwe

Handwriting and Spelling Practice

Tw, tw

mutwe, museetwe, otweyo



Literacy 1 and 2


Day 5

Eidembe ly'omwana

O'Wenenne basoma kihina kimo n'of'asazi, of'asazi yakubirirako o'Wenenne ehyatukire oku busimbiwe ng'ababwirirwa bafire abirira. Yamukubira ati oisengawe amugadya ino. Amukubba, amusima amuteri, ukamere amusa kufono. Amukubira ino emere era tamusonyisa ebicibye. Amukubira n'agaliwo agatutukana naye.

O'Wenenne owerabirira omwalimu wa haf'asazi, yamukubira. Omwalimu yabirira n'ayirya nga bamukubba. Yafasaze of'asazi era n'akuba oisengawe okutamutubuganya. Oisengawe yoyamirira okutabirira okugadya omesha nyo. Yakubere ati yamulabirira, yamusa ehyatagadya ng'abasa bonabona owerabirira.

Page 2 of 2



Kwemunkuta enyombeka y'olutumu

akula	a-tuka	ya-tuka
akula	_____	_____
atuma	_____	_____

Omusaza nyamba,
Omusaza yanyamba.
 Ow'epoliisi atumula,

 Omusaza airuka,

Page 3 of 3

Literacy 1

Vocabulary Review

amukubba	omwalimu	oisengawe
amugadya	amusima	yamulabirira

Word Structure Review: Answers

akula	<u>a-kula</u>	<u>ya-kula</u>
atuma	<u>a-tuma</u>	<u>ya-tuma</u>

Sentence Structure Review: Answers

Ow'epoliisi atumula.

Ow'epoliisi yatumula.

Omusaza airuka.

Omusaza yairuka.

Literacy 2

Handwriting and Spelling Assessment

kityamo	kutyama	museetwe
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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

Kikoiko

Ndi n'abakali bange basatu, omoiza owaabulawo, ababiri tibasumba.

Maiga.

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

Oral Literature

ONkukuni n'oNsekere balwanira ensalo y'ekigona

Kibuulyo ekirungamya

Basetula batya eidembe n'obukuumi omu kitundu kyanywe?

Kitundu ekisooka

Lwali lumu, oNkababe yabbaire aliisya entegye oku mwiga, yaajiirye ng'oNkukuni bali kulwana n'oNsekere. Onsekere yasindikanga oNkukuni n'agwa eedi, oNkukuni iye yasambanga-busambi oNsekere. ONkababe oweyaboine ng'oNsekere n'oNkukuni bonabona basanka isaaye, niiwo okubagaya. Nankabbaire yaali muleme w'ekigere ekigooda, yeezerye okutaasa abainaye.

Onkababe oluzwanyuma, yababwirye ekiri kubalwanisya. ONsekere yamwiriremu ati, "Nkukuni niiye abuukire ensalo y'ekigona n'atandiika okulima, eitakali lyange." ONkukuni n'amukobera ati, "ONsekere iye tataka okulima niikyo ekigirire ni yeerimira olw'okubba kimalire emyaka n'emyaka nga tibakirima ate nga kijimuki ino." Yeeyongeire n'akoba ati, era yakirima-bulimi.

Story Outline

Bazeenyi omu kifumo

oNkababe, oIsusi, oNkukuni, oNsekere, jeeja.

Kifo

Mu musiri.

Kikole

Kusaba kisonyiwo.

Oral Literature

Kibuulyo ekiragula

ONkababe yairire nakola niki?

Kitundu kyokubiri

ONkababe oweyaboine ng'ebintu bigosiire, niiwo okutoola akasimuke n'akubbira omukulu w'ekitundu omucaala olsusi. Yamukobere ati ebigosi biri oku mwiga. Tiyalwire, yena n'aiza n'oNamumbuye okalaaniwe, oHajji Kirumba omukuumi w'eidembe omu kitundu kinu yena n'atuukirawo. Omucaala olsusi yakobere oHajji Kirumba n'okalaaniwe oNamumbuye ati, balalike abantu nyumba ku nyumba eizo baize omu muyembe egibateeseranga.

Eizo waaku, abantu baizire bangi omu muyembe. ONkukuni n'oNsekere bona baizire. Omukulu w'ekitundu n'abuulya ebintu ebyasetula eidembe n'obukuumi omu kitundu kyabwe. Omutaane wa Jeeja weyagololeire engalo era ni bamulonda okubbutula ebintu ebisetula eidembe n'obukuumi. Yabbutwire binu ati:- kutakangana, kuwangana kitisiya, kuyambangana, kotalwana, kutaibba kutakubba ino baana, n'okusonyiwangana. "Weebale ino Jeeja," omucaala olsusi n'amukoba.

Abantu bonabona bakubbire engalo okwebalya oJeeja. Esaawa enyere eyo, oNkukuni n'oNsekese ni basaba ekisonyiwo, olw'okubba baali balwaine eigulo. Beeyamire okutairayo okulwana. Omucaala olsusi n'abasiima, kaisi n'akoba ati, "Mubakubbireku omu ngalo." Babakubbiire omu ngalo kaisi oNzoki iye n'akubba emizira. Owebamalire, babasabiire kaisi ni basansukana.

Vocabulary Words		
kutakangana	kuyambangana	kotalwana
In the Text Questions		In My Mind Questions
1. Naani omukulu w'ekitundu ekibatumwireku?		1. Naani akulira ekitundu ky'e waanywe?
2. Naani eyakubbire akasimu?		2. Obonangaku abalwanira ensalo y'ekigona? Yaina?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Abaana beezya okutandiika okukola emirimo nga b'emyaka mimeka?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice emirimo gy'abaana n'engeri egibatulugunyamu abaana.

After Reading: In the Text Question

Obbutule emirimo mibiri egya maani oNawula egiyakolanga owa koizawe.

After Reading: In My Mind Question

Singa niwe oNawula, wankabbaira musangaali okukola emirimo oti nigyo egyo? Lwaki?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

alera	a-lera	yali-lera
azuma	a-zuma	yali-zuma

Literacy 2

Breaking and Making	
bbuutusi	bb
bbuu	bbuu
bb	bbuutusi

Handwriting and Spelling Practice

Bb, bb

bbutusi, kibbaamu, kibbuutu

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Abaana beezya okutandiika okukola emirimo nga b'emyaka mimeka?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice emirimo gy'abaana n'engeri egibatulugunyamu abaana

After Reading: In the Text Question

Omukulu w'eisomero lya ba Kiirya yabbeereire atya oNawula okusuna eidembe?

After Reading: In My Mind Question

Niki ekyoyeezya okukola ng'oli n'omukaagwawo ababyaire ogubatulugunya?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Omama akesa obulo.

Omama yalikesa obulo.

Omama akubba omwana.

Omama yalikubba omwana.

Day 4

Literacy 2

Breaking and Making	
bbinika	bb
bbi	bbi
bb	bbinika

Handwriting and Spelling Practice

Bb, bb

bbinika, bbakuli, bbuli



Literacy 1 and 2


Day 5

ONawula asuna eidembe

Omu kitundu kya bukirya mulima omwana ogubereka hafi Nawula. ONawula ahi n'enyaka muwomero. Yafyemunga n'okolizwa n'akubba, n'asuna kyakubiri. ONawula yakolanga emirimo gy'amaani ino. Yeetikanga ogulomoolo gwa malid, ogunywa ge'enkwi, n'akulima n'ajima ino. Yakolanga pakka bwire ate nga hamuzuma. Okulobba embuli n'okusumba gyonayona gyali mirimogyi. Yabhairi n'ubula kiseri ky'akubba akwisomero.

Omulu w'akomero yali akiba, akirya n'amugirya ONawula n'asutika n'ogunywa ge'enkwi. Nibwo akubba e wasabere n'atamula n'akoliza wa Nawula. Yamukubere ati, beriza okumakwata oha'okutuganya omwana. Okuzwa kw'akubba okolizawe yamukandirye emirimo. Yamukubere kweya, n'amaana n'akadomoolo akutono. Atyana akolika emirimo mitono ate n'azwire kwisomero.

Tema 3 WBB 4 Lwaka 5



Kwemunkuta enyombeka y'olutumu

azuma	a zuma	yali zuma
alera	_____	_____
azuma	_____	_____

Omuamaga azuma omwana.
Omuamaga yalizuma omwana.
 Omama akesa obulo.
 Omama akubba omwana.

Tema 3 WBB 4 Lwaka 5

Literacy 1

Vocabulary Review

ogunywa	okusumba	akadomoolo
kweya	yakolanga	kwisomero

Word Structure Review: Answers

alera	<u>a-lera</u>	<u>yali-lera</u>
azuma	<u>a-zuma</u>	<u>yali-zuma</u>

Sentence Structure Review: Answers

- Omama akesa obulo.
- Omama yalikesa obulo.
- Omama akubba omwana.
- Omama yalikubba omwana.

Literacy 2

Handwriting and Spelling Assessment

bbuutusi	bbinika	bbakuli
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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

Akembo

Onyonyi tiyalimire. x2
 Onyonyi yaajiirye balima. x2
 Okole oti. x2
 Nkola, nkola sebo.
 Olime oti. x2
 Nnima, nnima sebo.
 Oyeye, Okese, Olere.

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

Oral Literature

Ekitone eky'omugaso

Kibuulyo ekirungamya

Osome ekifumo kinu kaisi omanyice omubyaire atulugunya omwana ng'akola kisa oba bbe.

Abaana niibo ekitone eky'omugaso eino oKibbumba ekyawa abantu omu kyalo munu. Abaana bali n'okukulira omu mpisa ensa era nga bakola emirimo egituukana n'emyaka gyabwe. Egimo oku mirimo egyo abaana egibasaaniire okukola niigyo ginu:- okunaabya amasaani, okusumba emere, okweya oluuga, okuleeta amaizi, okuliisya ebisolo by'e ika, okusangaalira abageni, n'okubawa ebityamo.

Abaana owebakola emirimo oti giigyo, tigibamenya era kibaleetera okukula n'obwomi obusa, ate nga bakoli basa. Ababyaire abateegesya abaana baabwe okukola emirimo oti giigyo baleetera abaana baabwe ebigosi omu maiso egibaaba. Abaana abakula nga tibamaite okukola emirimo niibo abebatira okusibanga olw'okubba babba bakoli b'ebibbiibbi.

Story Outline

Kiseego ekikulu

Emirimo gy'abaana n'okutulugunya abaana.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Banaabya amasaani n'okweya oluuga.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Babeetikisya ebizito n'okubaima emere.

Oral Literature

Nankubbaire abantu bamaite emirimo abaana egibasaaniire okukola, ababyaire n'abantu abandi baabire nga batulugunya abaana omu ngeri egitali gimo. Ebintu ng'okubeetikiisya ebizito, okubakubba eino, okubaima emere, okubazuma eby'obwemu, okubabbinga omu bidaala, okutabatwala okwisomero, n'okutabazwalisya bikosa ino abaana.

Enkola oti yeenu ereetera abaana okutabba n'eidembe era abasinga obungi batira n'okukaya okusoma. Embeera embiibi enu ereeteire eGavumenti yaiswe eya Uganda n'ebitongole by'amadiini okusomesya abantu okwidembe ly'abaana. Kibbeereire ino abaana era n'aabo abaali balekerewo okusoma olw'okubatulugunya, bakangire oku masomero. Ekyewuunyisya, niibo abatira okusinga omu bibiina byabwe ebibabbaamu.

Vocabulary Words	
okweya	egibasaaniire
	okubaima
In the Text Questions	In My Mind Questions
1. Oweekuuyo emirimo mibiri abaana egibasaanira okukola.	1. Mirimoki egiri omu kifumo egyokolaku e ika ewaanywe?
2. Obbutuleku engeri ibiri ababyaire egibatulugunyamu abaana.	2. Idembeki ery'abaana eryomaiteku?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Bintuki ebizwa omu kutulugunya abaana?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyakwegesya niki ekikwata oku kutulugunya abaana?

After Reading: In the Text Question

Naani eyagwire n'aniokoka ekigere?

After Reading: In My Mind Question

Singa niwe owaniokokere ekigere, wankakolere otya?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeege bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

kusiba	kusib-a	kusib-isy-a
kusumba	kusumb-a	kusumb-isy-a

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
mbuli	mb	Mb, mb
mbu	mbu	mbuli, ibbembe, muyembe
mb	mbuli	

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Bintuki ebizwa omu kutulugunya abaana?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyakwegesya niki ekikwata oku kutulugunya abaana?

After Reading: In the Text Question

OKiirya n'oGasyodo beeyamire batya?

After Reading: In My Mind Question

Wankatakire kubbeera otya omuntu aliku obuleme?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Day 4

Sentence Structure Application

Ali kusiba n'omuguwa.

Ali kusibisya muguwa.

Ali kukuuma n'emundu.

Ali kukuumisya mundu.

Literacy 2

Breaking and Making	
nganira	ng
nga	nga
ng	nganira

Handwriting and Spelling Practice

Ng, ng

nganira, ngaiza, ngo



Literacy 1 and 2

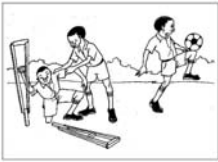
Day 5

Obuleme tibuzwa yala

OKirya asoma n'umukapwase ogubeta buti
Gasyondo. Okwirumye byahwe kufika umuho
omuleme w'ikigere ogubashyiranga. Lumu, kuhi
bazeenya, n'Gasyondo n'agasa n'amukira ukigere.
Owehamutwawe umuhoashyirwa, abashyamba hamuhoashyirwa
emigo atambulirengeku ukumala ewiki maza.
Omwaka umu yakungire, ngo n'ukulya talya.

O'Gasyondo yemurikira ino, n'agasa ati, yama
yamamuka. Bawira ukumutwawe aho maza,
n'umukira ukumutwawe n'ubumwe. Kira byagereye
n'Gasyondo umuho. Yakubira OKirya ati ukubira bama
bantu ngashyamba, ate ibyeyendira. Okurwa nashyamba,
OKirya n'Gasyondo byemurira okubbeeranga
abuleme, abashyamba n'abashyamba.

Page 2 of 2



Kwemunkuta enyombeka y'olutumu

kubira	kubira	kubira
kubira	_____	_____
kubira	_____	_____
Ati kubira n'umugabo,		
Ati kubira n'umugabo,		
Ati kubira n'umugabo,		

Page 2 of 2

Literacy 1

Vocabulary Review

emiigo

agwa

omuleme

bazeenya

atambulirengeku

okubbeeranga

Word Structure Review: Answers

kusiba

kusib-a

kusib-is-y-a

kusumba

kusumb-a

kusumb-is-y-a

Sentence Structure Review: Answers

Ali kusiba n'omuguwa.

Ali kusibisya muguwa.

Ali kukuuma n'emundu.

Ali kukuumisya mundu.

Literacy 2

Handwriting and Spelling Assessment

ibbembe

muyembe

ngaiza

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.

References

NPSCU Teacher's Guide

- Competences, page 80
- Sample Scheme of Work, page 140

NPSCU P2 Curriculum

- Pages 41-43

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

Nkazalulimi

Timwalwanalwana oti baala abalwaine ni balwala.

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

Oral Literature

OKitaka asuna eidembe

Kibuulyo ekirungamya

Imwe ng'abaana naani abakuuma?

OKitaka yaali mwala mwegi w'ekyokubiri omwisomero eryali limanye olw'okukola kusa omu Bugwere. OKitaka yaali n'abakaagwabe omuli oTopisita, eyaali muleme, oZaituna, oYusufu, n'oJuma abakaagwabe ibo baali basigaire omu kyoluberyeberye. Abasomesyabe n'abakaagwabe bamutakanga ino. Oiteeye wa Kitaka yaali musaiza ow'obuvunaanyiziwa olw'okubba yaguliranga abaanabe ebyetaago.

Omwala onu yaali n'obugosi bwa muka iteeye olw'okubba omaaye yaali afire osiriimu. Omuka iteeye oNamaliiri olwisi yamugaananga okwaba okwisomero. Kinu Kyamubityanga kubbikubbi omu biseegobye era n'asigala nga muyongobali. Omusomesya wa Kitaka yamubwirye ogw'okugoneryanga ino ate nga musomi musa. OKitaka yairiremu omusomesya ati, “Omama niye angaananga okwiza okwisomero buli lunaku era nambu tiyankolererenge.”

Lumo nga bakanga e ika, omukaagwawe oZaituna yamusabire ati, “Twabe nanze e ika ewaiswe tuzwerenge eyo nga twiza okusoma.” OKitaka yaali musangaali okusinzirira oku bugosi obuyaali nabwo e ika ewaabwe n'omuka iteeye. Yagonere ewaabwe wa Zaituna okumala enaku ibiri nga bamutwala kusa ng'ekyatika.

Story Outline

Kiseego ekikulu

Kutulugunya mwana.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Kuvumbula ng'omwana abula e ika.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Yaabire n'alonseryaku omwawule.

Oral Literature

Oiteeye wa Kitaka ng'amalire okuvumbula ati omwanawe abula e ika, yaabire okwisomero n'asaba omukulu w'eisomero okumweteraku omusomesya wa Kitaka atumuleku naye oku nsonga ya mwalawe. Omusomesya bamwetera n'ayaba omu yafeesi y'omukulu w'eisomero egiyaajiirye oiteeye wa Kitaka ni batumula oku nsonga y'okusoma kwa Kitaka. Omusomesya yanyonyoire omubyaire ati, "Ensoma y'omwana nsa naye embeeraye e ika niiyo eyezya okumucaamy kaisi n'emulemesya okwaba omu maiso."

Oiteeye wa Kitaka yeebaliirye omukulu w'eisomero n'omusomesya olw'amalabuki agebamuwaire, ageezya okuwa omwalawe oKitaka omweyaayo kaisi ayezye okusoma kusa. Oiteeye wa Kitaka yaabire n'alonseryaku omwawule ensonga eyo. Olwesaabiiti owebaabire okusaba, oiteeye wa Kitaka, omaaye n'oKitaka batyamiire mu maiso. Omwawule oweyaali awuulira omu kanisa, yatumwire oku mbitya y'abaana abafuubbi omu kisito.

Omuka iteeye wa Kitaka yeewunyire omu mwoyo. Owebakangire e ika, yacusiiremu n'atandiika okubitya omwala onu nakusa okutuuka oweyamalire emisomogy n'asuna omulimo gw'obusawo. Oweyasunire omulimo, oKitaka yayambire ino oiteeye n'omaaye omu kusomesya abainaye.

Vocabulary Words		
yamugaananga	okumucaamy	kyamubityanga
In the Text Questions		In My Mind Questions
1. Lwaki oKitaka yaabire n'oZaituna ewaabwe?		1. Ewaanywe ababyaire bababitya kusa? Bababitya batya?
2. Niki ekyatwaire oiteeye wa Kitaka okwisomero?		2. Lwaki ebisito byonabyona tibibitya abaana ngeri moiza?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Abaana beezya kukola niki okwekuuma?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice iteeye waani eyalagire obuvunaanyizibwa bw'okukinga omwanawe.

After Reading: In the Text Question

Naani eyaali oiteeye wa Naizuli?

After Reading: In My Mind Question

Bugosiki obw'osuna buli olw'ogonyera okwaba okwisomero?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

kutema	kutem-a	kutem-esy-a
kuloba	kulob-a	kulob-esy-a

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
mukeeka	ee	Ee, ee mukeeka, meeza, muleeti
kee	kee	
ee	mukeeka	

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Abaana beezya kukola niki okwekuuma?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice iteeye waani eyalagire obuvunaanyizibwa bw'okukinga omwanawe?

After Reading: In the Text Question

Ababyaire ba Naizuli balengeire bati niki ekyabitisirye oKiirya?

After Reading: In My Mind Question

Wena ababyairebo balolecaaku ebitabobyo ng'ozwire okwisomero?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Ali kuloba n'omulobo.

Ali kulobesya mulobo.

Ali kukoma n'enkumbi.

Ali kukomesya nkumbi.

Day 4

Literacy 2

Breaking and Making	
kiroowa	oo
roo	roo
oo	kiroowa

Handwriting and Spelling Practice

Oo, oo

kiroowa, bitooko, kisooto



Literacy 1 and 2

Day 5

Emisomo gya Naizuli giteereera

Omwaka ogwo, oKiryia yasomere kibina kimo n'ohazuli. Otreze wa Naizuli hamenya Samwiri, omaze naye oSaula. OKirya yakhire kuno ino akwaba omu kyakubiri. ONaizuli iye yagwire che'akubba ababyairebe hamuhyangya mu mirimo ate nga mulema. Tibamuwanga emere, ebitabo, n'ekalaamu. Yabwanga okwisomero saawa isatu, ate ng'agonyera ino.

Ababyaire ba Naizuli beagombere ino oKirya. Batagwire bati ekyakubiriye oKirya kumubirira. Bona batandikirewa okubabirira omama wawho. Bamubeeera n'asoma ebitabwira, omama kwisomero, bamuwa n'ehyokulya. Bati omazwira okwisomero, baloleca ehyokulere ni bamuwa ebirabo, n'amulubaki. ONaizuli atyanu emisomo akubirira nguko era beguniye okumalabirira.

Page 2 1000-0 Luvula 5



Kwemunkuta enyombeka y'olutumu

kukoma	kukoma	kukomesya
kutema	_____	_____
kuloba	_____	_____

Ali kutema,
Ali kutemesya,
 Ali kuloba n'omulobo.
 Ali kuloba n'enkumbi.
 Ali kukoma n'enkumbi.

Page 3 1000-0 Luvula 5

Literacy 1

Vocabulary Review

baloleca	ababyairebe	saawa
ebitabo	ekalaamu	ebirabo

Word Structure Review: Answers

kutema	<u>kutem-a</u>	<u>kutem-esya</u>
kuloba	<u>kulob-a</u>	<u>kulob-esya</u>

Sentence Structure Review: Answers

Ali kuloba n'omulobo.

Ali kulobesya mulobo.

Ali kukoma n'enkumbi.

Ali kukomesya nkumbi.

Literacy 2

Handwriting and Spelling Assessment

mukeeka	bitooko	kisooto
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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.

References

NPSCU Teacher's Guide

- Competences, page 80
- Sample Scheme of Work, page 141

NPSCU P2 Curriculum

- Pages 42-43

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

Kikwate

Tubbe kwisomero! tubbe okwisomero!
Tubbe kwisomero, tusome.

Tubbe kwisomero! tubbe okwisomero!
Tusome paka kyomusanvu.

Tubbe kwisomero! tubbe okwisomero!
Tuleke okuzeenya tusome.

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

Oral Literature

OHadija okwisomero

Kibuulyo ekirungamya

Niki ekigaana abaana abandi okusoma?

OHadija mwala wa Hajji Muzira ab'e Idudi. OHajji Muzira yaali n'abakali basatu. Omwaka ogwawoire, oHadija yatandiikire okusoma era yabitire okwaba omu kibiina ekyokubiri. Eky'omukisa omubbiibbi, omaaye wa Hadija oibaaye yamubbingire ng'omwaka guwaaku. OHadija atyanu abba n'abaka iteeye. Ekiseera ky'okusoma owekyatuukire, oHadija n'akoba oiteeye okumugulira ebitabo n'ekalaamu. Oiteeye n'amugulira n'amukoba okuwuuna okwisomero. Obwire owebwaceire, omuka iteeye wa Hadija yamukobere n'obukambwe okwaba okulima.

OHadija yaabire ng'akunga olw'okubba yatakire ino okutandiikirawo okusoma. Owebazwire omu kulima, niye egibakobere okusumba eky'emisana. Ewiiki ibiri gyawoireku ng'akoba oHadija kukola mirimo gy'eika ate ng'oiteeye abula eky'akoba. OMaaliya omukaagwa wa Hadija yamubonanga okwiruba ng'amubuulya ekimugaana okusoma, yena n'amulonteryaku. Lumo oMaaliya yaabire n'akobera omusomesya ebigosi ebyatuukire oku Hadija. Omusomesya n'asaalirwa ino olw'okubba omwana onu yaali mugezi era ng'asomere kusa omu kibiina ekisooka.

Story Outline

Kiseego ekikulu

Omusomesya abbeera oHadija okwira okwisomero.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

E Gavumenti yalagiire okusiba ababyaire abagaana abaana okusoma.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Kuleka baana okwisomero bamale ekyomusanvu.

Oral Literature

OLwomukaaga esaawa egy'eigulo, omusomesya yatambwire mpola mpola n'ayaba ewaabwe wa Hadija. Yaajiiryeyo ab'omu kidaala bonabona era bamusangaaliire, ni bamusugirya. Omu kunyumya, omusomesya n'abakobera obusa bw'okusomesya abaana. Yabakobere ati ekigendererwa kya bonabona basome kikakasa mwana kusoma kumalaku kyomusanvu. Yabalabwire okuleka oHadija asome olw'okubba eGavumenti yalagiire bakwatenge ni basiba ababyaire abagaana abaana okusoma.

Omusomesya oweyazwirewo, oHajji Muzira yalaabbiire abakalibe n'abalagira okutateganya oHadija, bamuleke ayabe okwisomero era n'akoba ati, iye onanyere yalyetwalira omukali eyalibba againe omwanawe oHadija okusoma oku poliisi. OLwebbalaza, oHadija yawiine kwisomero kusoma. Omusomesya yasangaire, n'akoba oHadija okumutumiranga oMaaliya buli owebamugaananga okusoma. Okuzwa olwo, oHadija yasunire eidembe e ika tibamugadya era asoma paka lw'atyanu.

Vocabulary Words		
ekimugaana	eidembe	bakwatenge
In the Text Questions		In My Mind Questions
1. Lwaki oHadija yaali tasoma?		1. Naani ogw'omaite eyalekerewo okusoma olw'okumugadya?
2. Naani eyabbeereire, oHadija kaisi n'aira okwisomero?		2. Wena omusomesyawo akufaaku? atya?

Literacy 1 and 2

Literacy 1

Ngeriki egitwezya okubbutula ebika by'ebiseera?

Oseega oti ekifumo kinu kyakwegesya niki ekikwata oku biseera?

Naani eyabwine okwisomero ng'etaamu etandiika?

Iwe oyaba saawa imeka okwisomero?

Literacy 2

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by'omu
bifumo byabwe.



Literacy 1

kukubba	kukubb-a	kukubb-ira
kulima	kulim-a	kulim-ira



Handwriting and Spelling Practice

Ny, ny

nyanza, kunyonyola, atoonya

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Ngeriki egitwezya okubbutula ebika by'ebiseera?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyakwegesya niki ekikwata oku biseera?

After Reading: In the Text Question

OWeenene bakolere niki esaawa eina?

After Reading: In My Mind Question

Iwe okola otya okukuuma ebiseera?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.



Literacy 1

Sentence Structure Application

Tuli kuluma n'amaino.

Tuli kulumira maino.

Tuli .kukuusa n'omuguwa.

Tuli kukuusira muguwa.

Day 4

Literacy 2

Breaking and Making	
ngada	d
da	da
d	ngada

Handwriting and Spelling Practice

D, d

ngada, kudaata, kudodya



11 Ebipimo

Literacy 1 and 2

Day 5

O'weenene asoma ekyokubiri

O'weenene, yatandikire mu Gwosuberebereye ukwerekatseko etasomye muoza omu kysukubiri. Yakubere abukubere hamugirire ekinomumu, ebitabo, n'ubantu ebiri. Etasum yatandikire Lwebbalaza nga ibiri n'Gwosukubiri. O'weenene yasatine saaza moza okwosomere. Omusomereya yangirire omu kibina saaza ibiri. O'weenene yewumyire ino okusoma ebiyaka.

Ku'omu basokore n'okusoma kubala. O'weenene akibaho akusoma yakubire ngaho. Akibaho ekyokubiri yakubira mpaka mpaka. Yakubire abasoma byaba, n'ayeta ifutuma okumubereza. E saaza ekinu. O'weenene yasangirire ino okuzenya n'abashyamba. Esaza eitaamu hangirire omu kibina okusoma. Esaza omusomereya ni kukubba ekide kwaba e ika.

Term 3 - Week 7 - Day 5



Kwemunkuta enyombeka y'olutumu

kuluma	kuluma	kuluma
kukubba		
kulima		

Tuli kulima n'omugirire.
Tuli kulima n'omugirire.
 Tuli kulima n'omugirire.
 Tuli kulima n'omugirire.

Term 3 - Week 7 - Day 5

Literacy 1

Vocabulary Review

saaza

kubala

moiza

oGwosukubiri

okuzenya

Lwebbalaza

Word Structure Review: Answers

kukubba

kukubb-a

kukubb-ira

kulima

kulim-a

kulim-ira

Sentence Structure Review: Answers

Tuli kuluma n'amaino.

Tuli kulumira maino.

Tuli kukuusa n'omuguwa.

Tuli kukuusira muguwa.

Literacy 2

Handwriting and Spelling Assessment

nyanza

atoonya

kudaata

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 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.

Model News Story

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.

References

NPSCU Teacher’s Guide

- Competences, page 81
- Sample Scheme of Work, page 142

NPSCU P2 Curriculum

- Pages 44-47

Traditional Text

Kembo

Enyonyi gyemba, oo gyemba,
enyonyi gyemba naani atagimaite. x2
Amakeezi gyemba, oo gyemba enyonyi gyemba
naani atagimaite.
Emisana gyemba oo gyemba enyonyi gyemba
naani atagimaite.
Eigulo gyemba, oo gyemba enyonyi egyemba naani
atagimaite.

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

Oral Literature

Owalovu atwala ekikopo

Kibuulyo ekirungamya

Niki ekyoseega oti weega omu kifumo kinu ekikwata oku kukuuma ebiseera?

Kitundu ekisooka

Lumo, oKitiisya w'ebisolo oMpologoma yatekerewo okoolo w'embiro. Yaali ataka kulonda basirikale abamukumanga omu lubirirwe. Yasookere n'ayeta ebisolo byonabyona n'abikobera ati, ataka ebisolo ebimaite okukuuma ebiseera niibyo ebiyalondamu omusirikale. OMpologoma yakobere ati eyasinga okwiruka ekikumi niiye oguyaawa ekikopo, era niiye eyasuuka omukuumi w'olubirirwe.

Onzogi yakobere ati niiye eyasinga olw'okubba adyaka efuuti nene. Omwana wa Kimaadu iye yakobere ati niiye eyasinga olw'okubba ajuuka ino, era tete yayongeramu obukodyo n'ajaanuula ino efuuti. Hajji Kibwe yena ati niiye eyatwala omulimo ogwo olw'okubba ayiigirangaku oKitiisya ebisolo by'okulya olw'embirogye. OWalovu iye yakobere ati mpaawo ayezya okumusinga olw'okubba amaite ino okukuuma ebiseera, ate yasomere gw'ebipimo.

Story Outline

Bazeenyi omu kifumo

oNzogi, oWalovu, oMpologoma.

Kifo

Mukisaawe.

Kikole

Walovu kutwala kikopo.

Oral Literature

Kibuulyo ekiragula

Ebisolo bya seegere bitya oku Walovu?

Kitundu kyokubiri

Ebisolo byonabyona byasekereire ino oWalovu, n'abikoba ati, "Kadi munseka, mwabona eizo nga nsingire embiro ni nsuna n'omulimo." Ebisolo ni biriiramu biti, "Kale, oleke tukuume olw'eizo lutuuke, twabona ng'osingire." Olunaku owelwatuukire, oKitiisya oMpologoma n'awuuna oku kisaawe. Yaajiirye oWalovu, oMbwa, oPuusi, n'oMpiti nga batuukire. Yabasugiirye n'abakoba bakuumeku abanaabwe batuuke batandiike embiro. Bamwiriremu bati, "Kale sebo." Edaakiika eitaanu okwaba okubitawo, nga buli kisolo atuukire oku kisaawe.

OMpologoma yasangaire olw'okubba ebisolo byali bimaite okukuuma ebiseera. OMpologoma yeetere ati, "Bisoloowe." Biiramu biti, "Oowe." Nabuulya ati, "Mwizire?" Ni biiramu biti, "Twizire." Awo n'abibuulya ati, "Banaani abakwata omuguwa?" OFudu n'olkere ni bakoba bati, "Niiswe." Banaani abasimbula embiro? ONgaiza n'oNfuko bati, "Niiswe." Yabwirye ekindi ati, "Naani eyapima ebiseera?" ONankibbobbo n'akoba ati, "Niinze."

Awo n'abikoba okwetegeka. Byonabyona owebyamalire okwetegeka, oNgaiza n'oNfuko ni bisimbula abairuki. Okufuuwa efirmi biti, oWalovu yajuukiire ku mukira gwa Nzogi. ONzogi okutuuka ati oku kaguwa, ng'oWalovu ajuuka agwa oku kaguwa nabba niye asookere. Okuzwa kwolwo, oWalovu n'atwala ekikopo era niye akuuma olubiri lwa Kitiisya.

Vocabulary Words		
efuuti	edaakiika	ebiseera
In the Text Questions		In My Mind Questions
1. Naani eyateekerewo okoolo w'embiro?		1. Oseega oti oWalovu yakolere mazima? Lwaki?
2. Naani eyatwaire ekikopo?		2. Singa niwe oNzogi wankakolere otya oWalovu?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Omaite ebintu ebitukolesya okupima eby'amaizi, obuzito n'obuwanvu?

Before Reading: Guiding Question

Osome ekifumo kinu kashi omanyice niki ekikyaba okukwegesya oku mbala y'ebipimo.

After Reading: In the Text Question

OWeenene bamutumirye kugula kiro imeka egya sukaali?

After Reading: In My Mind Question

Iwe oiteewe atira kukutuma kugula niki okwiduuka?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

kugera	kuger-a	kuger-er-a
kutega	kuteg-a	kuteg-er-a

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
kujuuka	j	J, j
juu	juu	kujuuka, kujanjabya,
j	kujuuka	kujaagaana

11.2 Embala y'ebipimo

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Omaite ebintu ebitukolesya okupima eby'amaizi, obuzito n'obuwanvu?

Before Reading: Guiding Question

Osome ekifumo kinu kaisi omanyice niki ekikyaba okukwegesya oku mbala y'ebipimo.

After Reading: In the Text Question

OWeenene yairukire mita imeka egy'embiro?

After Reading: In My Mind Question

Iwe oyezya kwiruka mita imeka?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Agera n'ewaaya.

Agerera waaya.

Asoma n'egalibindi.

Asomera galibindi.

Day 4

Literacy 2

Breaking and Making	
maje	j
je	je
j	maje

Handwriting and Spelling Practice

J, j

maje, kujejera, kujulira



11 Ebipimo

Literacy 1 and 2

Day 5

OWeenene asuna ebirabo

Omwaka ogwo, eisomero lya bakirya lyalukire embiro Kibaku. OWeenene lya yalukire lye. Amakozzi oWeenene yasakire olteye esente egy'ukulyamu omu mbiro. Olweye yamutumbire ogule omu Hajati ekiro ya sukaali n'obalito bu'ebisuta, kaisi atosoleka esiringi ikumi. OWeenene yalukire mbiro n'aleeta ebintu ebyo kaisi nayaba omu mbiro.

OWeenene yakoseresye abaluka nga bonene, era hawirwa, ate nga lye mumpi. Burubona bakire oku kasitale. Olubusimbuka bati, oWeenene yayotokere emisinde n'aleka abaluka. Yalukire emitakaali oti amu ikumi. Abantu bamutoneire esente, amata n'ebindi. Iye omukula w'eisomero yamugallire gucupa gwa woda oga'erita emoliza. OWeenene yasuniremu ino ku'oleo.

Figure 2: WBK 8: Luvula 5



Kwemunkuta enyombeka y'olutumu

kukula	kukul'a	kukul-er-a
kugera	_____	_____
kutega	_____	_____

Atama n'ekiganga.

Agera n'ewaaya. _____

Asoma n'egalibindi.

Figure 3: WBK 8: Luvula 5

Literacy 1

Vocabulary Review

esente

sukaali

ikumi

ekiro

erita

emita

Word Structure Review: Answers

kugera

kuger-a

kuger-er-a

kutega

kuteg-a

kuteg-er-a

Sentence Structure Review: Answers

Agera n'ewaaya.

Agerera waaya.

Asoma n'egalibindi.

Asomera galibindi.

Literacy 2

Handwriting and Spelling Assessment

kujulira

kujaagaana

kujuuka

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 market setting with many items labelled with different units of measure such as litres, metres and kilograms.

Model News Story

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.

References

NPSCU Teacher's Guide

- Competences, page 81
- Sample Scheme of Work, page 143

NPSCU P2 Curriculum

- Pages 44-47

Traditional Text

Kikwate

Ebipimo! ebipimo! ebipimo!
Obuwanvu tupima mu mita,
Obuzito tupima mu kiro,
Eby'amaizi tupima mu lita.

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

Oral Literature

Kamo kamo muganda

Kibuulyo ekirungamya

Kipimoki ekipima ebintu ebisusuka oti maizi?

Kitundu ekisooka

Omwami oNkoko yabbaire n'omukaliwe n'abaana bataanu. Ab'omu kidaala kinu baali bakoli b'emirimo era baali n'emaali nyingi. Lumo, omwami oNkoko yaseegere okutandiikawo eiduuka. Baikirizaganyire n'omukuliwe okutundaku ebirime ebibaali n'abyo, bagaite oku sente egyabbairewo. Batundire ebirime, era ni basuna enyumba egibateekamu eiduuka. Babaliriire ni babona ebibagula okutandiikiraku.

Bwaceire makeezi, ni beeta omwala waabwe omukulu, ni bamutuma okwaba omu kibuga okugula ebintu binu:- ekidoomolo ky'amafuta kimo ekirimu erita amakumi aabiri, ekidoomolo ky'abwito kimo eky'erita amakumi aabiri, amaizi ebbookisi moiza omulimu ecupa gy'erita moiza, engoye gy'egomasi itaanu egy'emita omukaaga mukaaga, ebiwero by'empale emita makumi aabiri, osukaali akasawo kamo ak'ekiro makumi ataanu, ocumbi akasawo kamo ak'ekiro makumi ataanu, n'ebintu ebitontono ng'ebbookisi y'ebitabo moiza, ebbookisi ya saabbuuni moiza, n'amajaani ebbookisi moiza. Omwala waabwe yaikiriirye n'ayaba e Budaka n'agula ebintu byonabyona ebibamutumire, era n'abireeta omu nyumba egibaali baaba okuteeka eiduuka.

Story Outline

Bazeenyi omu kifumo

Nkoko, mwalawe, mukaliwe, baguli.

Kifo

Kibuga.

Kikole

okutandiika n'okutunda eiduuka.

Oral Literature

Kibuulyo ekiragula

Oseega oti niki ekyaiririire?

Kitundu kyokubiri

Omwami oNkoko yasiimire omwalawe n'amukoba ati iye niiye eyagulanga ebintu buliijo.

Omwami oNkoko n'omwalawe bategekere eiduuka ni bapimaku osukaali n'ocumbi omu buveera obw'ekiro kiro. Bateekere ebintu ebindi omu madaala kaisi ebidoomolo ni babireka ansi.

Omwami oNkoko niiye eyasigaire okutunda eiduuka. Yakobere omwalawe akobe omaaye awe omugandawe ogondi eky'okulya amuleetere.

Yaali akaali ali awo n'asuna abaguli babiri. Omoiza yatakire kugula kiro ya sukaali, kaisi ng'ali n'enooti y'enkumi itaanu. Ogondi yatakire kugula bwito bw'esiringi lukumi. Eky'omukisa omusa omwami oNkoko yabbaire n'esiringi mutwalo gumo empaanyisye. Gyabbairamu enooti gya lukumi ibiri, egy'enkumi eibiri ibiri, endusu gy'ebitaanu bitaanu ibiri, n'egisigaire gyalimu egy'ekikumi n'ebibiri. Yabawaire ebintu ebibaali bataka era n'abawa n'obbaalansi waabwe.

Yeeyongere atyo, eiduukalye ni likulaakulana. Lyaizwire ebintu ebya buli ngeri era nga niiye agulyaku ab'amaduuka amatono. Ewuwe embeera yacuukire n'asuuka kyakuboneraku omu kyalo ekyo. Buli wiiki batwala eika erita moiza eya bwito okusiikira ebyokulya.

Vocabulary Words

erita

kiro

emita

In the Text Questions

In My Mind Questions

1. Omu kidaala kya Nkoko mwalimu abantu bameka?

1. Oseega oti niki ekyabbaawo singa oNkoko yeeyongerera okutunda eiduuka?

2. Bintuki omwami oNkoko ebiyaali atunda omwiduukalye?

2. Oyabangaku omwiduuka? Kukola niki?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Omaite maliinaki ag'ebintu ebiri n'emboneka ey'enjawulo?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyakwegesya niki oku mboneka y'ebintu eby'enjawulo?

After Reading: In the Text Question

Oweenene asomere niki oku bintu by'emboneka egyenjawulo?

After Reading: In My Mind Question

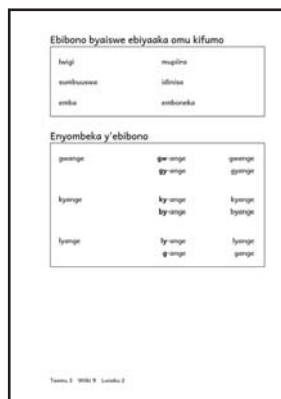
Wabbaire osomereku oku bintu by'emboneka ey'enjawulo?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

kange

k-ange

tw-ange

wange

w-ange

b-ange

Literacy 2

Breaking and Making	
kuvuga	v
vu	vu
v	kuvuga

Handwriting and Spelling Practice

V, v

kuvuga, kuvaalya, kuvumbula

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Omaite maliinaki ag'ebintu ebiri n'emboneka ey'enjawulo?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyakwegesya niki oku mboneka y'ebintu eby'enjawulo?

After Reading: In the Text Question

Beeta batya ekintu ekiri oti lwigi?

After Reading: In My Mind Question

Oyezya okumanyica ebintu eby'emboneka gy'enjawulo omu kibiina?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Asusire omuyembe gwange.

Asusire emiyembe gyange.

Amigire eryengi lyange.

Amigire amengi gange.

Day 4

Literacy 2

Breaking and Making	
kivuluga	v
vu	vu
v	kivuluga

Handwriting and Spelling Practice

V, v

kivuluga, kaveera, maviiri

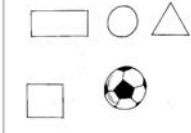


Day 5

Emboneka y'eintu eby'enjawulo

Erina byange nize oWeneze, namu kyakubiri n'ofutamu. Eyo twasomere oku bintu by'embonaka nyingi. Ekiye kuzi kifaanana ati bwayi, ekindi ati mpilina. Walwo ekuyabaire ati sumbusuwa, ni wababawo ekuyabaire n'emba lina ryagagana. Kuzi kifaanana ati idinisa. Omusomeya yakobere ati yatusomeya izo umulina gashyamba.

Ohasanyu, omusomeya atusomesere ku mullina gashyamba. Atakobere ati ekindi ati bwayi bakitanga, ekindi ati mpilina bakuyeta sadu. Ekyo ekindi ati sumbusuwa bakuyeta tuzanyaga, kuzi ekyamba lina ryagagana bakuyeta sukanya. Akobere ati twasomere okubona ekindi ahyi umu bifu ebintu ebyabwo. Tukanyire e lya n'ofutamu ayemba nabyo.



Kwemunkuta enyombeka y'olutumu

ganyirye	g'w'irungu	g'w'irungu	
irungu	_____	_____	
wanyirye	_____	_____	

Akubere umusomeya ganyirye,
Akubere umusomeya ganyirye,
Akubere umusomeya ganyirye.

Akubere umusomeya ganyirye,
Akubere umusomeya ganyirye,
Akubere umusomeya ganyirye.

Literacy 1

Vocabulary Review

lekitango

saako

tulaayango

sukweya

emba

mupiira

Word Structure Review: Answers

kange

k-ange

tw-ange

wange

w-ange

b-ange

Sentence Structure Review: Answers

Asusire omuyembe gwange.

Asusire emiyembe gyange.

Amigire eryengi lyange.

Amigire amengi gange.

Literacy 2

Handwriting and Spelling Assessment

kuvuna

kivuluga

kuvumbula

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 decorating a hospital.

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.

References

NPSCU Teacher's Guide

- Competences, page 81
- Sample Scheme of Work, page 144

NPSCU P2 Curriculum

- Pages 45-47

Traditional Text

Kikoiko

Niki ekyaleegeire omuzungu okukola olupanka?

Isana.

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

Oral Literature

OMupiira gwa laawunda Igwo tigudemba

Kibuulyo ekirungamya

Oseega otya oku mboneka n'obukalanguki bw'ebintu?

Kitundu ekisooka

Eira eino, wabbairewo abakaagwa banu:- oPaasita Mupiira, Hajji Kisooto n'oMwawawule oLwigi, oBbookisi, oltafaali, oKitabo n'oKalaamu. OMupiira iye yaali wa laawunda nga tatira okudemba. OKisooto yaali w'ensonda isatu era ng'atambulira oku bigere bisatu. OLwigi iye yabbaire n'ebigere bina naye ng'atambulira ku bibiri byonkani buli mulundi ogwatambula. OBbookisi iye yabbaire n'omubiri mugondi ate ng'ali N'ebigere bingi ino, yabisangaku ebindi n'atambulira bina byonkani.

Oltafaali n'oKalaamu ibo bamenyekanga mangu. Oltafaali yakulire oti mwinaye OBbookisi, tete oKalamu iye yaali mutontono nga muwanvu. OKitabo iye yazwalanga engoye nyingi. Ab'omukago banu baali bakoli ino era bawuunanga kulima buli makeezi.

Story Outline

Bazeenyi omu kifumo

oMupiira, oKitabo, oBbookisi.

Kifo

Ika.

Kikole

Balekeire awo kuzeenyanga.

Oral Literature

Kibuulyo ekiragula

Niki ekyaiririire?

Kitundu kyokubiri

Buli owebaazwanga omu kulima, baanywanga ocaayi ooba obuuji. Owebamalanga okunywa, ng'abandi baaba amaizi kaisi abandi nibaaba okutyaba enkwi omu kibira. Tibaalwangayo ni baira okusumba eky'emisana. Owebamalanga okulya, baabanga omu kisaawe okuzeenya.

Bazeenyanga emizeenyo mingi ng'okujuuka, n'okusamba omupiira okubbaka, okwiruka n'okwemba. Abakaagwa banu abandi badembanga ino, abandi ni balwala buli owebaabanga omu kisaawe okuzeenya. OKalaamu n'oltafaali ibo bamenyekanga bumenyeki kaisi ni babatwala wa mकिनोमो okubayunga amagumba.

OKitabo iye buli owezazeenyanga, yanyiranga-bunyiiri engoyegye, kaisi oBbookisi iye yaniokokanga-buniokoki era nga yena bali n'okumutwala owa mकिनोमो okumumiga kaisi n'atereera. OMupiira oweyaboine ng'abainaye tibazeenya kusa yabakobere ati balekere awo okuzeenyanga, olw'okubba kubakosa. Bonabona basembere ekiseego ekyo era ni bakoba bati niiye abasinga amaani olw'okubba tademba. Basumbire mangu eky'eigulo ni balya mangu kaisi eizo ni batandiika emirimo gyabwe. Abakaagwa banu basangaali ino okutuuca olw'atyanu.

Vocabulary Words		
laawunda	ekisooto	oitafaali
In the Text Questions		In My Mind Questions
1. Naani eyasingire amaani?		1. Obonangaku omuntu aniokoka ng'azeenya? Yaina?
2. Naani eyanyirikanga engoye?		2. Singa niiwe omupiira ogwa laawunda wankakolere otya?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Bintuki eby'amasanyu ebikolebwangaku eika ewaanywe?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyakwegesya niki oku bintu ebisanyusa e ika?

After Reading: In the Text Question

Naani ataka ino abaanabe?

After Reading: In My Mind Question

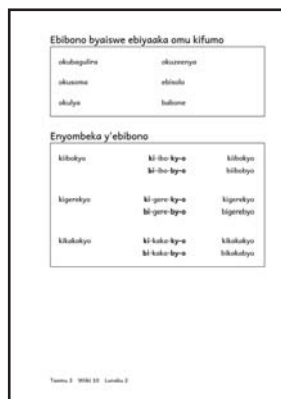
Iwe oiteewo akusuubizangaku niki?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

kisakakyo

ki-saka-ky-o

bi-saka-by-o

kisikikyo

ki-siki-ky-o

bi-siki-by-o

Literacy 2

Breaking and Making	
onjaanja	ŋ
ŋaa	ŋaa
ŋ	onjaanja

Handwriting and Spelling Practice

ŋ, ŋ

onjaanja, kunjaanja, kunjooloota

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Bintuki eby'amasanyu ebikolebwangaku eika ewaanywe?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyakwegesya niki oku bikole ebisanyusa e ika?

After Reading: In the Text Question

Naani eyatwaire oKiirya okubonaku egibakuumira ebisolo?

After Reading: In My Mind Question

Owoobba niiwe oKiirya, okola otya ng'oiteewo akutwaire okubonaku egibakuumira ebisolo?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Oyoza kitimbokyo.

Oyoza bitimbobyo.

Osoma kitabokyo.

Osoma bitabobyo.

Day 4

Literacy 2

Breaking and Making	
firimbi	f
fi	fi
f	firimbi

Handwriting and Spelling Practice

F, f

firimbi, kufuuwa, mufugi



Literacy 1 and 2


Day 5

Empeera y'okukola kusa

Oiteye wa Kirya n'oWemene afayayo ino oku haunabe. Buli lwemakaga abhaka n'ngyohitwala bwawumulyika. Kabha kasera k'okuzenya, okusoma n'okulya. Omwaka ogani, yohosubizire uti owebasoma kusa omu kibina, yabibawala egbakumira ebisolo. Baabe babone ebisolo eby'enjawulo. Yabakubere okubagalisa enyaye empyaka egibalizwala nga baaba.

OKirya n'oWemene befinika okuyonja empia. Bwawiryo omu kusoma, Bawumungaku lwemakaga n'ul'awashili nga baaba kusaba. Oku nkumerero y'omwaka, banabona bakulere nakasa. Oiteyabawe yabakubere beetekateke okusha okulambula ebisolo. Abasoma banaabire nga bawangaali ino. Baabire okulambula ebisolo, ni buwayo nga beehoneireku ebibatobonangu era nga begerere bingi.

Tuma 3 WBB 10 Lwala 5



Kwemunkuta enyombeka y'olutumu

Kisikikyo	ki-si-ky-o	bi-si-ky-o
Kisakikyo	_____	_____
Kisakikyo	_____	_____
Okusa kitaboko.		
Okusa bitaboko.		
Oyoza kitimbokyo.		

Osuma kitaboko.		

Tuma 3 WBB 10 Lwala 5

Literacy 1

Vocabulary Review

okusoma

okulya

kusaba

babone

banaabire

ebisolo

Word Structure Review: Answers

Kisikikyo

ki-siki- ky-o

bi-siki- by-o

kisakakyo

ki-saka- ky-o

bi-saka- by-o

Sentence Structure Review: Answers

Oyoza kitimbokyo.

Oyoza bitimbobyo.

Osoma kitabokyo.

Osoma bitabobyo.

Literacy 2

Handwriting and Spelling Assessment

kuŋoloota

firimbi

kuŋaŋala

12.1 Ebikole eby'amasanyu e ika n'okwisomero

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

NPSCU Teacher's Guide

- Competences, page 82
- Sample Scheme of Work, page 145

NPSCU P2 Curriculum

- Pages 48-50

Traditional Text

Nkazalulimi

Muzeenyazeenya kuzeenyazeenya n'emizeenyo egibazeenyera omu kizeenyero.

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

12 Eby'okwesanyusa, emikolo n'ebiwuumulo

Oral Literature

Niki ekyaleteire oMbwa oNgo n'oNtaama okwawukana?

Kibuulyo ekirungamya

Ekifumo kinu kitwegesya niki?

Kitundu ekisooka

Eira eino, oNgo yabbaire n'ekisitokye omu kibira. Yabbaire n'abaana bangi naye nga abula muntu amubbeeraku okubalabirira ng'ayabire okuyiiga ekibaalya. ONgo oweyaali atambula ng'ayaba okuyiiga, yasisinkaine ombwa omupere. ONgo yasugiirye oMbwa kaisi n'amukoba ati, "Nkusaba twabe e wange ombeerengeku okulabirira abaana nga njabire okuyiiga ebisolo by'okulya." OMBwa yairiremu ati, "Nze ogwo mulimo mwangu." ONgo yakobere oMbwa okwaba yeteeketeke kaisi ayabe amulagirire ng'oweyakolanga olw'okutereerya n'okutagwa omu nsobi.

OMBwa yawiine pwi okwaba ewa Ngo okukola omulimo oguyamusabire. Oweyatuukire owa Ngo, yamuwaire ekyambi n'atyama. Yatooleire okumulagira eby'okukola. Yamusisiitiire ino okutabenenanga amagumba, olw'okubba oweyaligezya okukikola, omwana wa Ngo yalifa. OMBwa yairiremu ati, "Bbe mukaire tinaligezya naire, nze ndi munadiini."

Story Outline

Bazeenyi omu kifumo

Ngo, Mbwa, Ntaama.

Kifo

Mu kidaala.

Kikole

Kulabirira.

Oral Literature

Kibuulyo ekiragula

Oseega oti Ombwa yakolere omulimo kusa?

Kitundu kyokubiri

Owebwaceire, oNgo yonkeserye abaana kaisi n'ayaba omu kuyiiga ng'alekeire oMbwa n'abaana enyama ebamala okulya. OMBwa olwamairu amangi, yaliire enyama natandiika n'okubenena amagumba nga yeerabiire ekibamugaine. Oweyalumire eigumba n'amaani, lyasambukire ni likubba omwana wa Ngo omu liiso. Omwana n'agwa eedi n'abbalika.

Omukisa oMbwa oguyaali nagwo, omwana yairiwire. Ombwa yamutwaire okugona naye ng'akosewere eriiso. ONgo oweyairire, oMbwa yamujawunire omugugu. ONgo yamukobere okumuleetera abaana okwonka. Yatwaireku aboomi n'alekayo oodi omulwaire. OMBwa oweyalugwire eizuli, yeekubbire mu kigona kwiruka n'agotawo.

ONgo yaleetere ebijuga okujaguza okulama kw'omwanawe. ONtaama oweyawuliire ebijuga, n'akoba ombwa baabe okubina. ONtaama yagumirye oMbwa ati iye yamubisa omwikira oNgo tiyamubone. Ombwa yeebisire omwikira Iya Ntaama, batyo ni baaba omu kibina. Amabina oweganyumire, oNtaama yamadukire oMbwa n'awunukanagwa. Yaagwanga kaisi oNgo amuboine. OMBwa yaweetere nairuka embiro gy'okufa. ONgo yagezerye okumubbinga naye kadi kumukwata. Okuzwa kwolwo oMbwa, oNgo, n'oNtaama babula omukago.

Vocabulary Words		
okumulagira	okujaguza	kibina
In the Text Questions		In My Mind Questions
1. Ekisito kya Ngo kyabbaire yaina?		1. Oseega oti oNgo, oMbwa n'oNtaama tete balikolagana? Lwaki?
2. Lwaki oNgo, oMbwa n'oNtaama tibatakangana?		2. Niki ekireetera abantu okucaawangana?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Mikoloki egyobuwangwa egibakolangaku eika ewaanywe?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyakwegesya niki oku mikolo gy'obuwangwa?

After Reading: In the Text Question

Naani eyabyaire abalongo?

After Reading: In My Mind Question

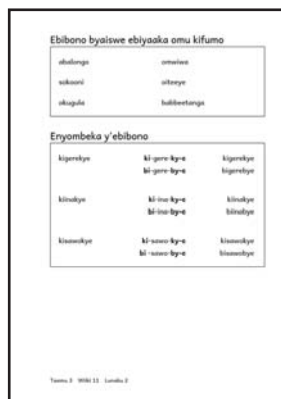
Singa omaawo niiye eyabyaire abalongo wankakolere otya?

Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Day 2



Literacy 1

Word Structure Application

kibiinakye

ki-biina-ky-e

bi-biina-by-e

kimulikye

ki-muli-ky-e

bi-muli-by-e

Literacy 2

Breaking and Making	
luyiira	ii
yii	yii
ii	luyiira

Handwriting and Spelling Practice

li, ii

luyiira, nsiiti, kuyiiga

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Mikoloki egyobuwangwa egibakolangaku eika ewaanywe?

Before Reading: Guiding Question

Oseega oti ekifumo kinu kyakwegesya niki oku mikolo gy'obuwangwa?

After Reading: In the Text Question

Naani eyabinire n'omuko?

After Reading: In My Mind Question

Singa niiwe oiteeye wa Kiirya wankakolere otya?



Literacy 2

Plan the Story

Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application

Azuba kibirakye.

Azuba bibirabye.

Asiba kirabokye.

Asiba birabobye.

Day 4

Literacy 2

Breaking and Making	
kudooka	oo
doo	doo
oo	kudooka

Handwriting and Spelling Practice

Oo, oo

kudooka, biroodo, doodo



Literacy 1 and 2


Day 5

Okubina eirongo

Omwero ogusire omaaya wa Kirya yabaire abalongo, oNagyo n'ubongo. Okirya yasungirire ino eta n'oitteye yere n'usungula. Okirya yabaire ino omaaya ng'ulira umutaka akusale. Oitteye wa Kirya n'era okutuma omaaya ayabe amanyikaye abaziza ba Kirya. Oweyairire abakuli baboetanga eriki okirya n'oitteye haaba omu sokoni okugula ombuli, okukoko n'obabito ebibakoleya okwirongo.

Okundi be'irongo oerretusikire, oitteye wa Kirya yabaire abakuli ba muceredede. Ebyokwesanyusa n'ebiyakulya byali kibigake. Ab'e bakiza wa Kirya babire bawabire amubombo, nga wabayemba. Abantu babinire, baliire, ni hanywa. Ekyesururirye okirya, n'ikwa okubona ng'oitteye abina n'omuko ogwabaire atyanga nencia.

Yuma 3 WBB 11 Lwala 5



Kwemunkuta enyombeka y'olutumu

Kigandye	ki-gye-kye	ki-gye-kye
Kirindye	_____	_____
Kimulikye	_____	_____

Aluka kibirakye.

Azuba kibirakye.

Azuba kirabokye.

Yuma 3 WBB 11 Lwala 5

Literacy 1

Vocabulary Review

muceredede

babinire

baliire

abalongo

omwiwa

oitteye

Word Structure Review: Answers

kibiinakye

ki-biina-ky-e

bi-biina-by-e

kimulikye

ki-muli-ky-e

bi-muli-by-e

Sentence Structure Review: Answers

Azuba kibirakye.

Azuba bibirabye.

Asiba kirabokye.

Asiba birabobye.

Literacy 2

Handwriting and Spelling Assessment

kudooka

biroodo

luyiira

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 at a ceremony watching a traditional dance.

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.

References

NPSCU Teacher's Guide

- Competences, page 82
- Sample Scheme of Work, page 146

NPSCU P2 Curriculum

- Pages 48-50

Traditional Text

Kembo

Namukwenda ogireete obbaire osoosera ino eizo, eizo n'eizo odeeba oti ntaka mukali. x2

Namukwenda ogireete obbaire osoosera ino eizo, eizo n'eizo odeeba oti ntaka mukali. x2

Noiza eizo n'oiri obbaire osoosera ino eky'esaawa omukaaga nenca olyanga waiswe. x2

Noiza eizo n'oiri obbaire osoosera ino eky'esaawa omukaaga nenca olyanga waiswe. x2

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

Oral Literature

Emigasogye'emikolo gy'obuwangwa

Kibuulyo ekirungamya

Osome ekifumo kinu kaisi omanyice emikolo gy'obuwangwa omu Bugwere.

Omu Bugwere, mulimu emikolo gy'obuwangwa mingi. Emikolo ginu eira abantu abakulu n'abaana baginyumirwanga ino. Egimo oku mikolo ginu niigyo: okwerula abaana, okubina eirongo, okwakira obwita, okwabya enyimbe n'okubina onamadu. Emikolo ginu gyanyumanga ino olw'okubba abakulu b'ebika n'abantu abakulu omu bidaala batwalanga obuvunaanyizibwa bw'okugiteekateeka, era n'okwegesya abaana abaisuka n'abaala ebigikwataku.

Ekigendendererwa kyabwe kyali ky'okubona bati abaana bakula nga bamaite eby'obuwangwa waabwe, n'okukula nga bali n'empisa ensa. Emikolo ginu gyabaawulanga oku mawanga agandi, era nga gibeezesya okukolera aamo n'okukulaakulania ebidaala byabwe. Ng'otoireku ebyo, gyabeegesyanga okubba ababaizi n'abakali ab'obunaanyizibwa. Abaana beeganga okugondera ababyaire baabwe, ekintu ekyaleetanga eidembe omu bidaala.

Story Outline

Kiseego ekikulu

Emikolo gy'obuwangwa omu Bugwere.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1

Kwerula baana, kubina irongo. Kwerula baana, kubina irongo.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2

Gigaita aBagwere n'okwegesya abaana empisa ensa.

Oral Literature

Olw'amadiini amangi agaizire, gaabire nga gazumirira emikolo ginu. Gasomesya gati buli muntu akola emikolo ginu tiyalyaba omwigulu. Kagira abaana b'omulembe gunu tibategeera emikolo gy'obuwangwa waabwe. Abaana b'okuti beetaaga okubasomesya ebikwata okubusa bw'eby'obuwangwa bwabwe. Ekyo kyabaleetera okucuusa enseega yaabwe oku mikolo gy'obuwangwa.

Kinu kireeteire olkumbaania w'e Bugwere n'abeebbemberi b'ebika okukola enkiiko n'okwaba oku maleediyo okusomesya aBagwere n'abaana baabwe eby'obuwangwa bwabwe. Olw'enkola ensa eyo eya Ikumbaania n'abeebbemberi b'ebika omu Bugwere, abantu abakulu n'abaana abatobato batandiikire okumanya emikolo gy'obuwangwa bwabwe n'emigaso gyagyo.

Vocabulary Words		
okwerula	okwakira	okwabya
In the Text Questions		In My Mind Questions
1. Oweekuuyo emikolo gy'obuwangwa mibiri egy'omaiteku.		1. Niki ekisinga okukusangaalya oku mikolo gy'obuwangwa?
2. Obbutuleku emigaso gy'emikolo gy'obuwangwa.		2. Mukoloki ogw'obuwangwa ogubatumwireku omu kifumo ogwoseega oti ababyairebo bagukukolereku?

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: Δ

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

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

Reading Assessments (administered individually)

Fluency and Vocabulary Assessment:

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:

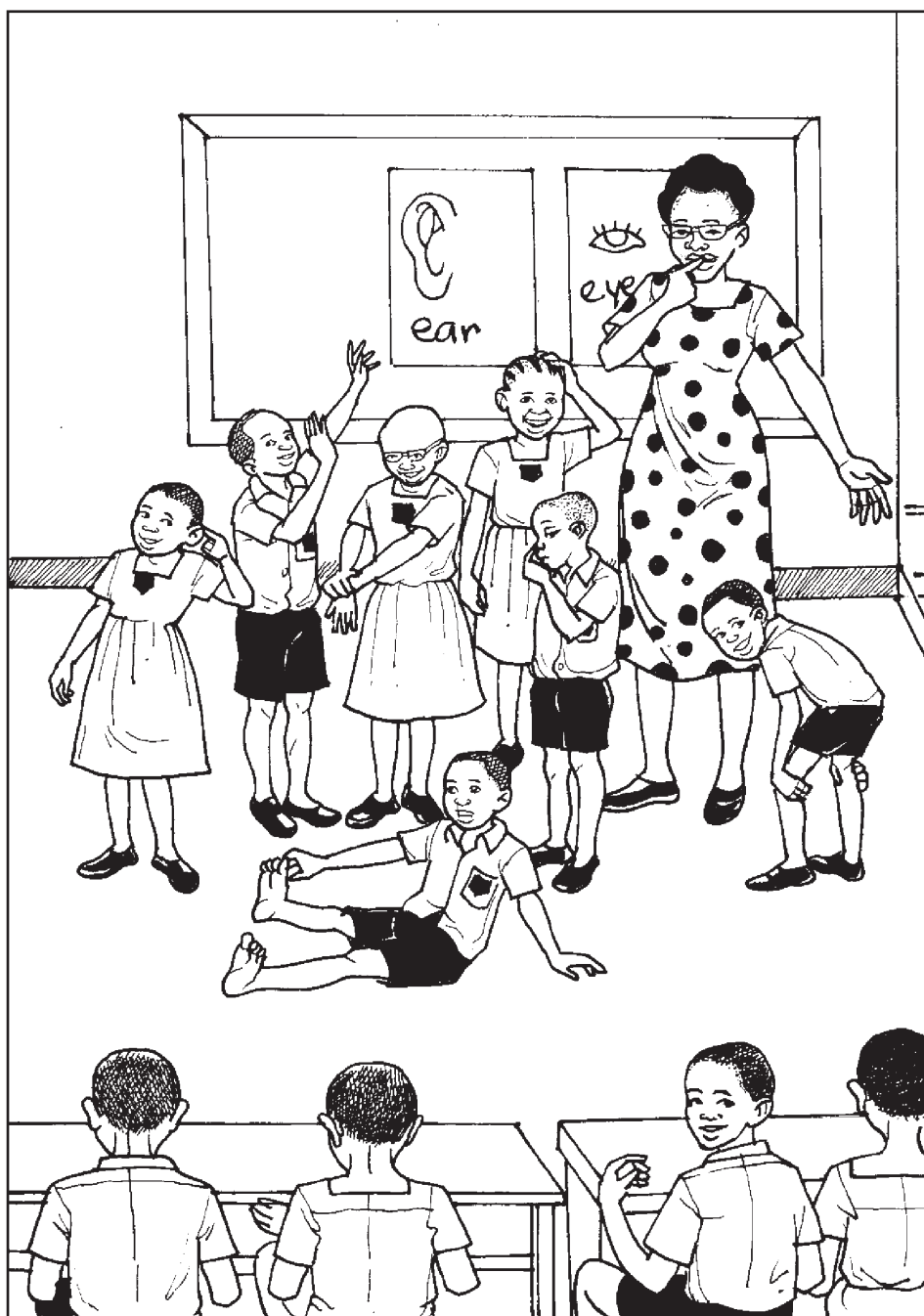
By the end of Week 10 you should have observed and assessed all your learners' speaking competences during the News lesson. During Weeks 11 and 12 select learners who have not told a News story to the class or who have not yet attained the competence.

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



Lugwere Grammar Scope and Sequence

Word Structures (Day 2)

Term 1	Lesson Topic
Week 1	Replace mu- with ba- to change common nouns from singular to plural
Week 2	Replace mu- with mi- to change common nouns from singular to plural
Week 3	Replace ki- with bi- to change common nouns from singular to plural
Week 4	Replace i- with ma- to change common nouns from singular to plural
Week 5	Replace ka- with bu- to indicate something small in likeness
Week 6	Contrast augmentation with no augmentation
Week 7	Replace ku- with a- to indicate third person singular
Week 8	Replace n- prefix with tu- prefix for first person singular to first person plural
Week 9	Replace o- prefix with mu- prefix for second person singular to second person plural
Week 10	Replace a- prefix with ba- prefix for third person singular to third person plural
Week 11	Replace a- prefix with ta- prefix for third person singular positive to third person singular negative
Term 2	Lesson Topic
Week 1	Replace prefix o with to . Second person singular positive to second person singular negative
Week 2	Replace prefix n- with ti- . First person singular positive to first person singular negative
Week 3	Add prefix ti- for plurals of first, second and third persons
Week 4	Replace suffix -a with -e for positive imperatives
Week 5	Add prefix -tiwa to the imperative to change it from a positive imperative to a negative imperative
Week 6	Replace ku- with n- prefixes, -e suffix for subjunctives first person
Week 7	Replace -a suffix with -ire suffix to indicate a change from present to past first person singular
Week 8	Replace -a suffix with -ere suffix to indicate present to near past, first person singular
Week 9	First person singular near past to first person plural near past (n-/tu-)
Week 10	First person singular near past to second person plural near past (n-/mu-)
Week 11	Replace o- with mu- for second person singular to second person plural near past
Term 3	Lesson Topic
Week 1	Replace a- with ya- for third person singular near past to far past (-ir- infix)
Week 2	Replace a- with ya- for third person singular near past to far past. (-er- infix)
Week 3	Simple present to near future for third person
Week 4	Simple present to far future for third person
Week 5	Contrast suffix -a with infix -isy- for an active causative verb form (cause somebody to do something)
Week 6	Contrast suffix -a with infix -esy- for an active causative verb form (cause somebody to do something)
Week 7	Contrast an active verb form with the applicative verb form (-ir- do something for someone)
Week 8	Add infix -er- to infinitive verbs with a suffix -a
Week 9	Contrast prefix gw- with gy- , ky- with by- , ly- with g- or independent possessives pronouns for singular and plural (first person)
Week 10	Contrast prefix ki- with bi- for independent possessives prefix ky-o and by-o (second person)
Week 11	Contrast prefix ki- with bi- for independent possessives prefix ky-e and by-e (third person)

Lugwere Grammar Scope and Sequence

Sentence Structures (Day 4)

Term 1	Lesson Topic
Week 1	Replace mu- prefix with ba- prefix on the noun to change sentence from singular to plural
Week 2	Replace mu- prefix with mi- prefix on the noun to change sentence from singular to plural
Week 3	Replace ki- prefix with bi- prefix on the noun to change sentence from singular to plural. Also demonstrative pronoun (kinu) changed to plural (binu)
Week 4	Replace i- with ma- on the noun to change sentence from singular to plural
Week 5	Replace ka- with bu- in sentences to show something small in likeness
Week 6	Contrast sentences with augmentation (singular and plural)
Week 7	Contrast sentences with a/ba third person singular with third person plural
Week 8	Contrast sentences with first person singular and first person plural
Week 9	Contrast sentences with second person singular and second person plural (o/mu)
Week 10	Replace short vowel with long vowel to contrast meaning of words
Week 11	Contrast sentences with third person singular positive and third person singular negative (a/ta)
Term 2	Lesson Topic
Week 1	Contrast sentences with second person singular positive and second person singular negative (o/to)
Week 2	Contrast sentences with first person singular positive and first person singular negative (n/ti)
Week 3	Add prefix ti- to the noun for plurals of first, second and 3 rd persons
Week 4	Positive imperatives with suffix -a and -e
Week 5	Add tiwa- prefix to the imperative to change it from a positive imperative to a negative imperative
Week 6	Replace ku- with n- prefixes, -e suffix for subjunctives
Week 7	Replace -a suffix with -ire suffix to indicate present to past, first person singular
Week 8	Replace -a suffix with -ere suffix to indicate present to near past, first person singular
Week 9	First person singular near past to first person plural near past
Week 10	First person singular near past to first person plural near past
Week 11	Replace o- with mu- for Second person singular to second person plural near past
Term 3	Lesson Topic
Week 1	Contrast sentences in third person singular near past to far past (a/ya prefix, -ir- infix)
Week 2	Contrast sentences in third person singular near past to far past (a/ya prefix, -er- infix)
Week 3	Contrast sentences in the simple present to sentences in near future
Week 4	Contrast sentences in the simple present to sentences in the far future
Week 5	Changing sentences to causative sentences (add -isy- infix)
Week 6	Changing sentences to causative sentences (add -esy- infix)
Week 7	Changing sentences to applicative sentences (add -ir- infix)
Week 8	Changing sentences to applicative sentences (add -er- infix)
Week 9	Contrast sentences with independent possessives (first person)
Week 10	Contrast sentences with independent possessives (second person singular)
Week 11	Contrast sentences with independent possessives (third person singular)

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:

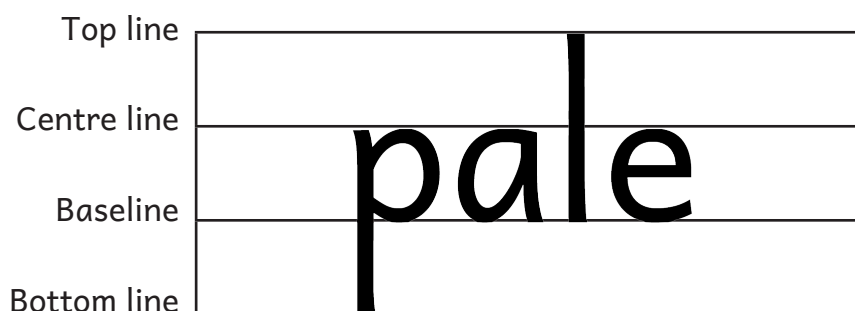
Air Writing: Before writing with a pencil, learners practice writing in the air.

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.

The 4 Lines to Guide Handwriting



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.

too close t o o f a r

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 Lugwere Literacy Terms

English	Lugwere
LITERACY 1	
adjective	kibono ekisonzola eriina
adverb	kibono ekisonzola ekibono ekikola
application (for word and sentence structure)	nkolesya (y'enyombeka y'ekibono n'ekikobe)
assessing (learners) (v)	kupima (abeegi)
beat the Word	kumenya ekibono omu nkenga
blending (v)	kutabangania amagono g'embutuli n'ensiriki
breaking and making	okumenya ekibono omu nkenga n'okukola
consonant	nyukuta ensiriki
context clues	bibono ebibiikula amakulu
decoding (v)	kukola ebibono ebirimu nyukuta egibeegeseryeku
I do, We do, You do	Nkola, Tukola, Okola
In My Mind Question	kibuulyo ky'omu biseego byange
In the Text Question	kibuulyo ky'omu kifumo
letter	nyukuta
meaningful (part of the word)	ekitundu eky'amakulu omu kibono
noun	liina ly'ekintu, omuntu ooba kifo
object	Kintu ekituukireku ekikole
predicting (v)	kulagula ekyairirira
prediction	kulagula
prefix (of a word)	kibbubbu ky'enyukuta egyebbaapya enyuma w'ekibono okulaga enjawulo y'amakulu
pronoun	kibono ekikiikirira ekintu ekinyerenyeere
retelling (v)	kwiramu okukoba ekifumo ekiyiye oba ekitumula oku biriwo nga kizwa mu mutwegwo
reviewing (v)	kwemunkuta
root (of the word)	nsibuko y'ekibono
segmenting (v)	kwabulaabula bibono omu nkenga gyabyo
sentence	kikobe
sentence structure	enyombeka y'ekikobe
sound	magono g'enyukuta
story	kifumo
subject	ekitumulwaku/ekiwandiikibwaku
sub-theme	kisaga

suffix (of a word)	kibubbu eky'enyukuta egyebbaapya omu maiso g'ekibono okucuusa amakulu
syllable	nkenga gy'ekibono
tense (of a verb)	ndagiro y'ekiseera/ owekyabbeerawo
Thematic Question	kibuulyo ekitumula oku mutwe omukulu
theme	mutwe omukulu
verb	kibono ekikola
vowel	nyukuta embutuli
word	kibono
word exploration	kuvumbula kibono
word structure	enyombeka y'ekibono
Literacy 2	
action (plot)	kikole
alphabetical order	empanga ya walifu
baseline	omusitaale enyukuta okugityama
bottom line	omusitaale enyukuta egiri n'emikira okugikoma
centre line	musitaale gw'akati
comma	kabonero akawuumulya
exclamation mark	kabonero akeewunya
full stop	kakomyo
handwriting (n)	mpandiika/mukono
handwriting (v)	kuwandiika
handwriting guidelines	ndagira y'empandiika
learning journal	kitabo ekituwandiikamu ebitwega buli lunaku
letter formation	kutandiika n'okukola enyukuta
pencil grip	nkwata ensa ey'ekalaamu ng'owandiika
plan the story	kusengeka ekifumo
practice (handwriting and spelling)	kwegezesyamu (empandiika n'enyukuta egikola ebibono)
question mark	kabonero akabuulya
spelling (n)	nyukuta egikola ekibono
spelling (v)	kukoba nyukuta egikola ekibono
title (of a story)	mutwe gw'ekifumo
top line	musitaale gw'engulu ogulagira empandiika
tracing (v)	kukolobooza
ORAL LITERATURE	
action (plot)	kikole
character (in a story)	muzeenyi omu kifumo

ORAL LITERATURE	
English	Lugwere
In the Text Question	kibuulyo ky'omu kifumo
informative story	kifumo ekitumula oku biriwo
main idea (of a story)	kiseego ekikulu omu kifumo
oral literature	ebitumulwa
poem	kikwate
predicting (v)	kulagula ekyairirira
prediction	kulagula
Prediction Question	kibuulyo ekiragula
proverb	ngero
reciting (v)	kulasula
retelling (v)	kwiramu okukoba e kifumo ekiyiye oba ekitumula oku biriwo nga kizwa omu mutwegwo
rhyme	kwabirania
riddle	kikoiko
setting (time and place of a story)	kiseera n'ekifo ky'ekifumo
supporting idea (of a story)	kiseego ekiwagira ebikulu ebiri omu kifumo
title (of a story)	mutwe gw'ekifumo
tongue twister	nkazalulimi
traditional text	ebitumula oku by'obuwangwa
vocabulary (from the story)	bibono ebiyaaka omu kifumo
NEWS	
creative (free) writing	mpandiika enjiiye
modeling (a story)	kuyeesa kifumo
News	mayaka/mawuliro

Quick Reference Guide: Lugwere Orthography

Alphabet: Lugwere has 31 letters, that is, 21 consonants and 10 vowels

a aa b bb c d e ee f g i ii j k l m n ny ŋ o oo p r s t u uu v w y z

VOWEL RULES (see *Orthography Guide* section 4.0)

Writing vowel length: Short vowel sounds are written using one vowel letter. A long vowel sound that affects the meaning of a word is represented by doubling the vowel letter, as in:

kusama	‘to bark’	kusaama	‘to castrate’
isubi	‘grass’	isuubi	‘hope’

Unwritten vowel length: Vowel lengthening which is not contrastive (i.e. that which is not there to give to the meaning of the word but is due to the environment in which the vowel occurs), is not written, only a single vowel is written, as in the following cases:

After combinations of a consonant plus *w*:

kutwala	‘to take’	not	*kutwaala
---------	-----------	-----	-----------

After combinations of a consonant plus *y*:

syodo	‘vegetables’	not	*syoodo
-------	--------------	-----	---------

Before combinations of a nasal plus consonant:

kukanta	‘to jeer’	not	*kukaanta
---------	-----------	-----	-----------

Before combinations of a nasal plus nasal:

gummenya	‘(it) is breaking me’	not	*guummenya <i>cf.</i> kum <u>e</u> nya
Tikinnuma	‘It is not hurting me’	not	*tikiinnuma <i>cf.</i> kul <u>u</u> ma

At the beginning of some short words beginning with vowel < i >:

igi	‘egg’ not *iigi	<i>cf.</i>	magi	‘egg’
iwe	‘you (sg)’ not *iwe	<i>cf.</i>	na iwe	‘with-you’

CONSONANT RULES (see *Orthography Guide* section 3.0)

Writing < l > and < r >: Both symbols < l > and < r > are used in written Lugwere. Symbol < r > shall be written following vowels < i > and < e >. While at the beginning of a word, and preceding vowels < a >, < o >, and < u >, where < l > is written, as in:

mulere	‘flute’	>	mirere	‘flutes’
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Writing < bb >: The ‘soft’ ‘b’ sound as < b > and the ‘hard’ counterpart as ‘bb’, as in:

kubbeya	‘to deceive’	<i>cf.</i>	kubeya	‘to wiggle as of maggots’
---------	--------------	------------	--------	---------------------------

Nasal plus nasal combinations: In Lugwere, two nasal sounds can occur in sequence. An awareness of this and knowledge of where and how they occur is crucial for correct spelling. Generally, a nasal sequence that begins with nasal sound:

m is written **mm-**; *n* is written **nn-**;

Quick Reference Guide: Lugwere Orthography

ny is written **nnny-**, while *ŋ* is written **ŋŋ-**

These sequences, and thus the spellings, occur in the following situations:

(1) In class 9/10, where the class prefix is a nasal, if the noun root begins with a nasal, or when the first person subject or object prefix precedes a verb stem that begins with a nasal consonant, as in:

ennwe	'toes'	cf. <u>lunwe</u>
ammiga	'He press me down'	cf. <u>kumiga</u>

(2) Where any of the following consonants <b, d, g> are trapped between a nasal immediately to its left and a nasal or prenasalized consonant in the syllable to its right, the <b, d, g> change into nasals: <m, n, ny, ŋ>, as in the following sets of examples :

(a) A nasal plus should have been <mb> but instead, it becomes <**mm**>, as in:

mmambula	'I peel off'	< m(b=m)ambulula	cf. <u>kubambulula</u>
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(b) Where a nasal plus <l> should have been <nd> but it, instead, becomes <**nn**>:

nnimi	'tongues'	< n(d=n)imi	cf. <u>lulimi</u>
nnengera	'I see from a far'	< n(d=n)engera	cf. <u>kulengera</u>

(c) A <y> plus a nasal should have become <nj> but it instead becomes <**nnny**>, as in:

nnyunga	'I join'	< ny(j=ny)unga	cf. <u>kuyunga</u>
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(d) A nasal plus <g> should have been <ng> but, instead, it becomes <**ŋŋ**>, as in :

ŋŋunju	'civet cats'	< ŋ(g=ŋ)unju	cf. <u>lugunju</u>
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(e) Where a nasal prefix on a V-initial root should become **nasal** plus <j>, as in:

njoza	'I wash' from kwoza	cf. <u>ayoz</u> a	'she washes'
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Instead it becomes <**nnny**>, as in:

nnyanda	'I spew' < ny(j=ny)anda	cf. <u>kwanda</u>	compare: <u>ayanda</u>
nnyonka	'I suckle' < ny(j=ny)onka	cf. <u>kwonka</u>	compare: <u>ayonka</u>

Writing < ky > versus < c >: Where a /c/ sound is heard and it evidently relates to the modified class 7 prefix, we write it <**ky**>. One hint is to say the plural of the word that has the ambiguous sound. Where the <**c**> sound is substitutable with <**by**> (class 8), in the singular use <**ky**>. Where it does not change, write with symbol <**c**>. Examples:

Ekiina <u>ky</u> abbairi kyabiriri.	'The hole was so deep.'
Ocaane amagi omu kiibo <u>ky</u> ange.	'Pack the eggs in my basket.'
Ekisampa <u>ky</u> ange ki <u>cu</u> ukire.	'My mat is faded.'

Writing < gy > versus < j >: Where a <j> sound is heard and it evidently relates to the modified form of class 4/10 prefix form it is written <**gy**>. A hint is to say the singular form of the word that has the ambiguous sound. Where the /j/ sound is substitutable with sounds <gw-> (class 3), or <ya>, or <wa> (class 9), in the plural use <**gy**>.

Quick Reference Guide: Lugwere Orthography

CONSONANT RULES (*continued*)

Where this sound does not change, use symbol < j >. Compare the following examples:

Emirimo <u>gy</u> on <u>ag</u> yona <u>gy</u> awoire.	'All the tasks were completed.'
<i>cf.</i> Omulimo <u>gw</u> on <u>ag</u> wona <u>gw</u> awoire.	
Esaati eegyo tigya kujaagiija.	'Those shirts are not for misusing.'
<i>cf.</i> Esaati eeyo tiya kujaagiija.	
Omwana yeejigijirya giri maaye.	'A baby feels good if with the mother'

Writing or <bw> versus <w>: The soft < b > sound, especially when followed by vowels < u > and < o > is pronounced by some speakers as < w >. This, however, is misleading, especially in words where *bu-* is clearly the obligatory class 14 prefix; also in words where < bo > marks the contrast in minimal pairs. However, for consistency and correctness in written vocabulary, and to avoid potential distortion of word meanings in writing, the rightful sound symbols should be used, as in:

kubutuka	'to get a skin rash'	> mbutuka	'I develop a skin rash'
	<i>cf.</i> kuwutuka 'to tug'	> mputuka	'I tug'
kubona	'to see'	> mbona	'I see'
	<i>cf.</i> kuwona 'to be cured'	> mpona	'I am'

Similarly, the combination < bw >, itself a modification of class 14 prefix < bu > preceding vowel-initial roots is at times erroneously pronounced by some speakers as < w >. In writing, however, the correct form is used, as in:

bwire	'night time'	<i>not</i>	*wiire
bwomi	'life'	<i>not</i>	*woomi

Writing < ku > versus < wu >: There is a tendency for some speakers to pronounce the verbal infinitive **ku-** as /u/ or '**wu**'. When writing, the correct infinitive prefix form, '**ku**', is used, as in:

kugota	'to be lost'	<i>not</i>	*ugota or *wugota
kukubba	'to beat'	<i>not</i>	*ukubba or *wukubba

WORD BOUNDARY RULES (*see Orthography Guide section 6.0*)

Compound words: Compound words are written as one single word with no break, as in:

kanuunambuli	'type of grass'	<i>cf.</i>	kunuuna, mbuli
koizeeyo	'how are you'	<i>cf.</i>	koizi, eyo
makangaika	'finale'	<i>cf.</i>	kukanga, ika

Reduplication: Where the root with its final vowel is reduplicated, write it as one word, as in:

kujuukajuuka	'to hop-skip'	babiribiri	'in twos'
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That in which a thing/action is heightened or lessened in extent, strength, spacing, or pace, or

Quick Reference Guide: Lugwere Orthography

that it is allotted to a group, we write each part separately, as in:

mpola mpola	'very slowly'	cf.	mpola	'slowly'
siringi kikumu kikumi	'one hundred shillings each'			
kikalu kala kala	'(it is) very, very dry'	cf.	kikalu kala	'very dry'

Note: The forms below though seemingly reduplicated carry a different meaning than the adverbial sense in the cases above. These are complete forms in themselves and need to be written as a single word. They include:

yonayona	'any/all of it (C9)'	cf.	yona	'it too'
swenaswena	'all of us'	cf.	swena	'we too'

That in which the root is reduplicated and the second part is prefixed with syllable 'bu-' or 'ku-', we write the two parts joined with a hyphen, as in:

kukola-bukoli	'to simply work'	agona-bugoni	'he just sleeps'
kyeru-bweru	'(it is) simply white'	agona-kugona	'he just sleeps'

Relative markers: Relative markers are written prefixed to the verb that follows, as in:

Omukali <u>eya</u> zire aanu	'The woman who came here'
Omama owaatuuka e ika	'When mother reaches home'

Possessive markers: Independent possessive pronouns are written separately, as in:

Ganu mata <u>gange</u> or <u>Gange</u> ganu amata.	'This is my milk.'
muntu <u>we</u>	'her person' <i>not</i> *muntu we

Associative markers: Preceding consonant-initial and vowel *i*-initial words, the associative marker is written separately, as in:

maviiri <u>ga</u> nyonyi	'A bird's feathers'
Eenu gomasi <u>ya</u> isenga	'This is aunt's traditional wear'

When followed by a word that begins with a vowel, the associative marker loses its vowel, and is written together with the next word with an apostrophe where the lost vowel was, as in:

Oluguudo lw'eitakali	'A murram road' <i>from</i> ... lwa eitakali
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The particles 'na', 'ni', and 'nga': Followed by words that begin with a consonant or vowel <i>, the **na**, **ni**, and **nga** are written separately. However, preceding words that begin with a vowel, where the **na**, **ni**, and **nga** lose their vowel and are instead pronounced together with the next word, they are written forms joined to the next word with an apostrophe at the point of the lost vowel (see *Orthography Guide* section 6.5.2).

Locatives: Locatives are written always joined to the location word while locatives 'ku', 'mu', 'e' are always written separately except when they precede a word beginning with a vowel (see *Orthography Guide* section 6.5.3).

