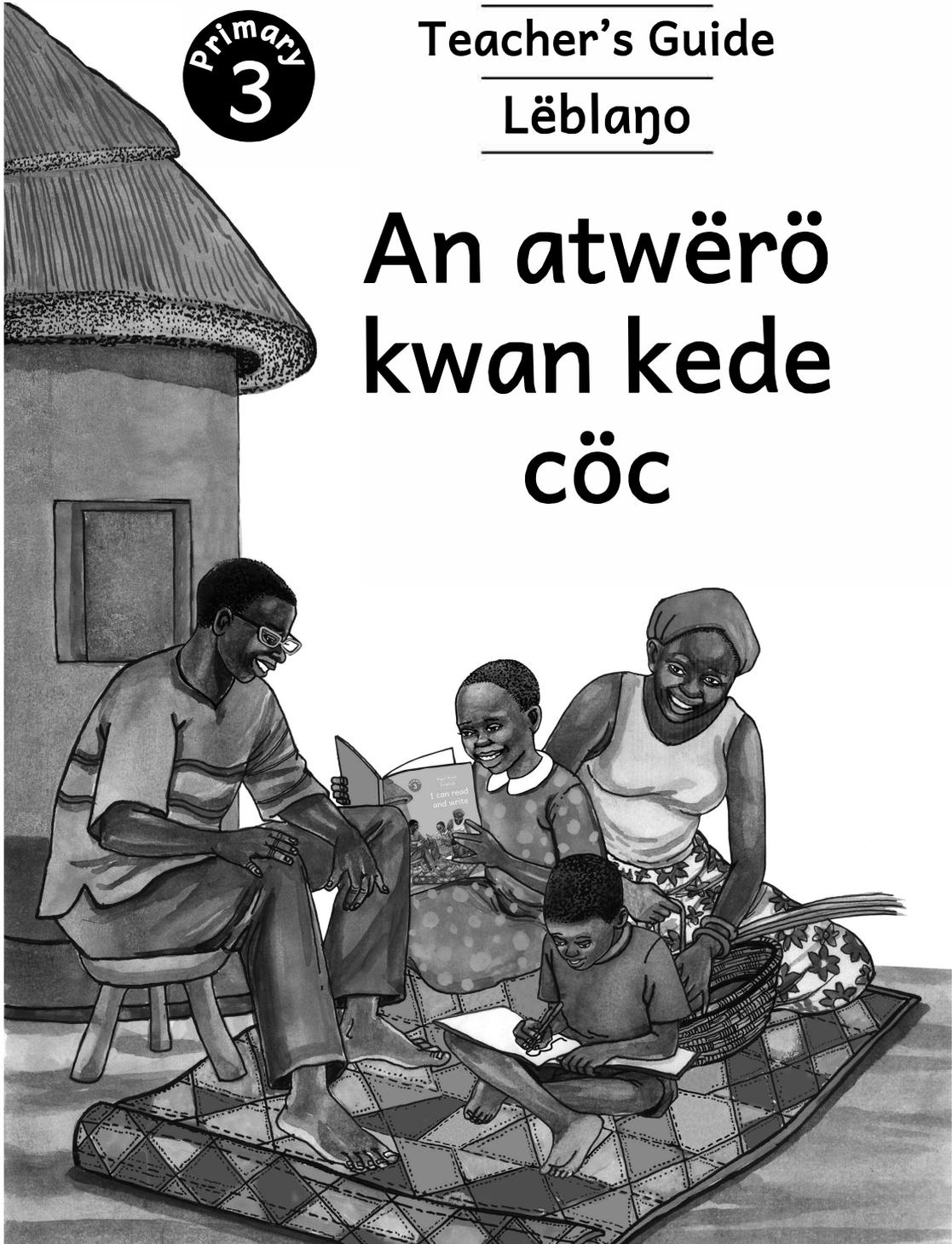




Primary  
3

Teacher's Guide  
Lëblano

# An atwëro kwan kede cöc



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

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**Primary 3 Teacher's Guide**  
**Lëblaṅo**

**An atwërö kwan**  
**kede cöc**

# Primary 3 Teacher’s Guide

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

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

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

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Connie Kateeba



DIRECTOR  
NATIONAL CURRICULUM DEVELOPMENT CENTRE



# Foreword

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

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

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

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

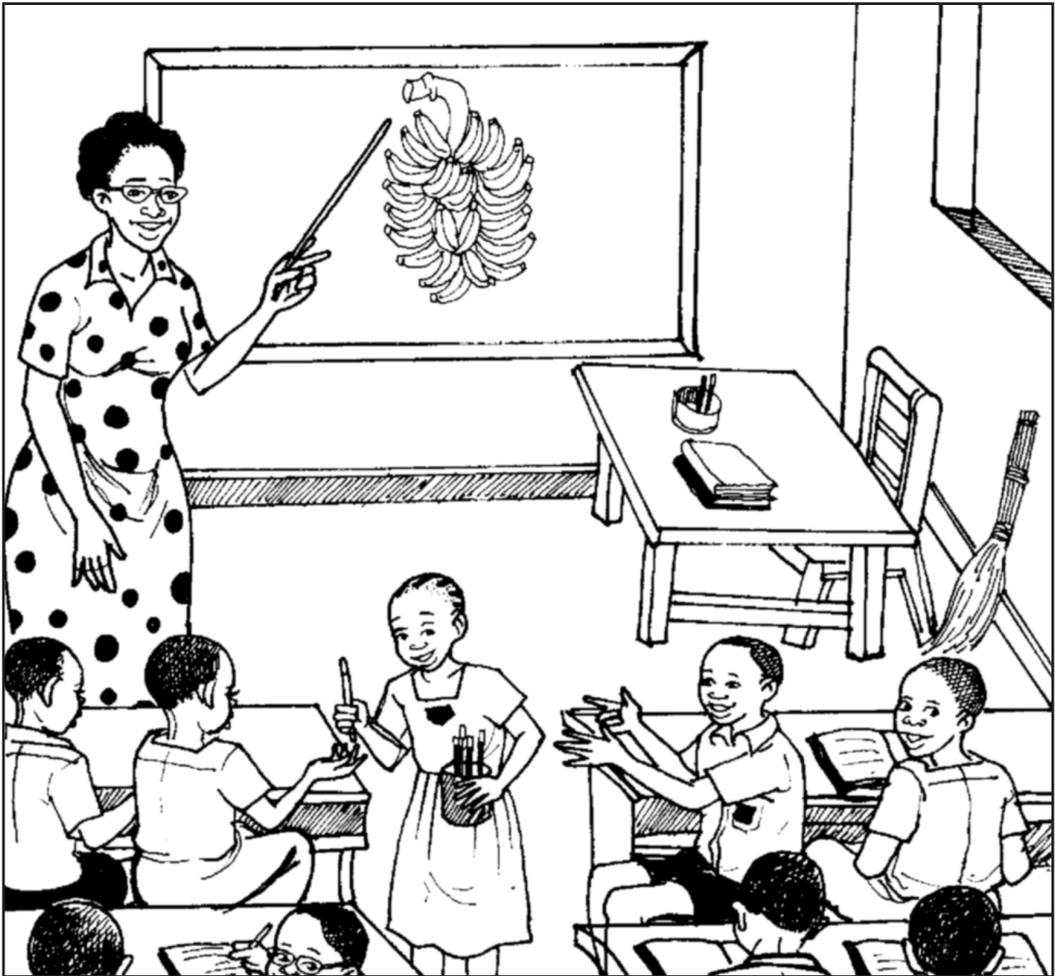
The intervention could not have come at a better time; the nation and her development partners are waiting to witness the change as the children of Uganda reap the benefits! We must all therefore support the school level implementation to maximise the benefit of these materials.



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

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

Young learners in Uganda want and need to become successful readers and writers. The School Health and Reading Program is designed to help make that happen. The Program, in partnership with the Ministry of Education, Science, Technology and Sports (MoES), the National Curriculum Development Centre (NCDC) and local language boards, developed the following literacy model. You, as a classroom teacher, are key to this model's success. The 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 MoESTS' language of instruction policy frame the model. Learners are taught and practice new content in both local languages and English.

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

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

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

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

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

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

**Explicit** means that you model.

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

The five components are:

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

#### Phonemic Awareness

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

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

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

#### Alphabetic Principle (Phonics)

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

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

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

## Introduction

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### Fluency

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

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

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

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

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

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

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

### Vocabulary

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

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

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

### Comprehension

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

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

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

### Major Methods in the Early Grade Reading Model

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

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

### Collaborative Learning

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

## Introduction

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### Continuous Assessment

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

### I Do, We Do, You Do

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

### Multisensory Instruction

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

### Oral Language: Phonological Awareness and Vocabulary

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

### Print Awareness

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

### Scaffolding

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

### The Reading - Writing Relationship in Primary 3

Reading and writing are interdependent. A learner’s literacy development is dependent on this connection. One of the best strategies for improving learners’ reading comprehension is to teach them the structures of different types of text. The best way to help learners understand different types of text is to give them practice writing the texts independently. In P3 the literacy model introduces four major “genres”, or types of writing, in Literacy 1. They are:

1. Narrative Writing
2. Informative Writing
3. Persuasive Writing
4. Poetic Writing

The School Health and Reading Program literacy model makes an explicit reading-writing connection by having learners write the same type of texts that they read during the week. Learners will experience writing a wide range of stories, from first-person personal narratives, to skits and plays, to reports with a science or social studies theme, to newspaper editorials and poetry.

In addition, Literacy 2 uses a five-day writing approach that allows learners to move through the writing process step by step. The five steps are:

1. Monday: Planning
2. Tuesday: Drafting
3. Wednesday: Revising
4. Thursday: Editing
5. Friday: Publishing

For more information about the approach to Literacy 2 in Primary 3, see the special section on the 5-day writing approach in the appendix at the back of this teacher’s guide.

## Introduction

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

## The Thematic Curriculum

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

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

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

## 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 3. 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 lessons should follow one another, and they both should always follow the local language literacy lessons.

### MODEL P3 TIMETABLE

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	CAPE 2: PE	CAPE 2: PE	CAPE 2: PE	CAPE 2: PE	CAPE 2: PE
9:00-9:30	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
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 1
10:30-11:00	BREAK	BREAK	BREAK	BREAK	BREAK
11:00-11:30	Oral Literature	Oral Literature	Oral Literature	Oral Literature	Literacy 2
11:30-12:00	English 1	English 1	English 1	English 1	Literacy 2
12:00-12:30	English 2	English 2	English 2	English 2	English 1
12:30-1:00	Mathematics	Mathematics	Mathematics	Mathematics	English 2
1:00-2:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2:00-2:30	RE	RE	CAPE 3: Arts/ Technology	CAPE 1:MDD	RE
2:30-3:00	CAPE 1:MDD	Library		Library	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 pupils. 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. These are found at the top of the first page of each How to Teach lesson template. In addition, after each competence it gives the step in the lesson where that competence is taught or assessed in parentheses. Here is a sample How to Teach template with the competences circled:

How to Teach: Literacy 1 - Day 4		How to Teach: Literacy 1 - Day 4	
<p><b>Competences</b> The learner:</p> <ul style="list-style-type: none"> <li>identifies the vocabulary words in example sentences, discusses their meanings and points out any context clues that help the reader understand the meaning of the word. (Step 2)</li> <li>practices reading sentence structures correctly, identifies the grammatical structure being highlighted and describes how it changes the meaning of the sentence. (Step 3)</li> <li>practices constructing new sentences following the identified grammatical structure. (Step 4)</li> <li>practices spelling words correctly. (Step 5)</li> <li>practices constructing new sentences following the identified grammatical structure. (Step 4)</li> </ul>			
<p><b>Step-by-Step Teacher's Activity</b></p> <p><b>Step 1: Getting Ready (2 minutes)</b></p> <ol style="list-style-type: none"> <li>Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books.</li> <li>Teacher prepares the chalkboard and other lesson inputs as learners sing.</li> </ol> <p><b>Step 2: Identifying Vocabulary Words in Sentences (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask learners to find the first example vocabulary sentence at the top of the fourth page in their pupil book.</li> <li>Read the first sentence aloud as learners listen.</li> <li>Read the sentence aloud together with the whole class.</li> <li>Ask learners to identify the vocabulary word in the sentence.</li> <li>Discuss the meaning of the vocabulary word and point out any context clues in the sentence that help you understand the meaning.</li> <li>Repeat with the other two sentences.</li> </ol>	<p><b>Extra Guidance</b></p> <p>On Day 4 it is helpful to write the Sentence Structure practice exercise (Step 4) on the chalkboard prior to class to save time during the lesson.</p> <p>Many of the sample sentences contain "context clues" that can help learners understand the meaning of the vocabulary word. Consider the sentence, "The football team was elated when they won the trophy." The word "elated" may be a new vocabulary word for your learners. But by using the context - she from his girl won a trophy - we can guess that the word elated means "very happy". Look for opportunities to show your learners how to use context clues in sentences to understand the meaning of words they don't know.</p>	<p><b>Step-by-Step Teacher's Activity</b></p> <p><b>Step 3: Sentence Structure Lesson (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners to find the first sentence structure exercise in their pupil book.</li> <li>Read the pair of sentences aloud as learners listen. Then read the sentences together as a class.</li> <li>Discuss the difference between the two sentences and how the meaning changes.</li> <li>Repeat with the second sentence structure exercise.</li> </ol> <p><b>Step 4: Sentence Structure Practice (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners to copy the two sentence structure practice exercises from the chalkboard into their exercise books.</li> <li>Ask learners to complete the two practice sentences individually.</li> <li>Move around the classroom assessing learners' progress. Support struggling learners.</li> <li>Write the correct answers on the chalkboard. These are found in the teacher's guide.</li> <li>Ask learners to suggest other examples. Complete the extra example in the teacher's guide if time permits.</li> </ol> <p><b>Step 5: Spelling Practice (8 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask learners to turn to a clean sheet of exercise paper. Erase the sentence structure practice from the chalkboard.</li> <li>Say the first vocabulary word aloud slowly. Repeat 2-3 times. Tell learners to write the word in their exercise book. When most learners are finished, write the word on the chalkboard and tell learners to check their work and make corrections.</li> <li>Move around the room assessing the learners' spelling and handwriting.</li> <li>Repeat with the other vocabulary words. Include other words as time permits.</li> </ol>	<p><b>Extra Guidance</b></p> <p>The sentence structure exercises are designed to help learners discover the grammatical structures of their language. It is taught by comparing and contrasting the grammatical structure with a similar sentence that has a different meaning.</p> <p><b>WEEKLY LESSON SUPPORT</b> The answers to the two sentence structure practice exercises are found in the Weekly Lesson Support section. In addition, one extra practice example is also provided. If time permits, learners can also do this individually or as a whole class.</p> <p>Remind learners that the words in today's spelling practice will be the same words on the spelling test on Day 5. If they are not spelling certain words correctly, they should practice spelling them during the Library lesson so that they are ready for the spelling test on Friday.</p>

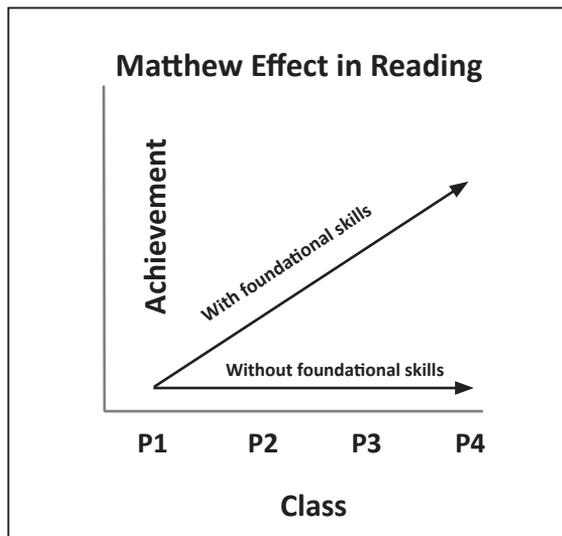
The MoES organises literacy competences into four areas: **reading, writing, listening and speaking**. Literacy 1 focuses on reading competences. Literacy 2 lessons are devoted to writing competences. Oral Literature is for developing listening and speaking competences.

This model builds on the MoES competences by integrating the **five Components of Literacy Instruction** into the competences. So the writing competence, "practices spelling words correctly" is also an alphabetic principle competence and "identifies vocabulary words found in a story" is a reading competence that also develops learners vocabulary.

## Introduction

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



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

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

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

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 P3 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	
		<b>GENERAL</b> Forms and evaluates letters with increasing fluency. Composes texts with increasing fluency. Identifies the different types of writing correctly. Identifies the steps in the writing process accurately. Considers the assessment tool when writing. Reads personal writing with expression and confidence.
		<b>NARRATIVE</b> Writes stories with well-defined characters and settings. Identifies a problem to be solved and tells a story in the correct sequences. Uses descriptive words when writing.
		<b>INFORMATIVE</b> Presents a main idea and supports it with 2-3 supporting ideas. Answers the Who, What, When, Where, Why and How questions in a narrative. Writes directions in sequential order.
		<b>PERSUASIVE</b> Describes why a text is persuasive. Presents an opinion clearly and supports it well. Uses strong visual images in the persuasive poster.
		<b>POETIC</b> Creates interesting word pictures or uses words in an interesting way. Experiments with rhythm, rhyme or alliteration when writing poetry. Masters the poetic formats presented during the term.

## Introduction

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### Using the CAM Form

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

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

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

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

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

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

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

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

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

### End-of-Term Assessment

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





### Primary 3 Local Language Literacy Competences

The table below outlines the literacy competences learners are expected to demonstrate in Primary 3 in Literacy 1, Literacy 2, Oral Literature and Library. 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. At the end of each competence the lesson in which the competence is taught is indicated in brackets.

COMPETENCES:	Term		
	1	2	3
<b>PHONEMIC AWARENESS COMPETENCES</b>			
<i>The ability to hear and use sounds in spoken language, including words, syllables and individual letter sounds. Phonemic awareness is a listening and speaking skill.</i>			
PA-1. Recites a traditional text from memory. (Oral Literature)	Listening		
	Speaking		
<b>ALPHABETIC PRINCIPLE COMPETENCES</b>			
<i>The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.</i>			
AP-1. Practices using meaningful word segments to create new words. (Literacy 1)	Reading		
AP-2. Practices spelling words correctly. (Literacy 1)	Writing		
AP-3. Edits his/her writing for spelling, capitalisation and punctuation errors. (Literacy 2)	Writing		
AP-4. Spells letters, syllables or words with increasing accuracy. (Literacy 2)	Writing		

## Introduction

FLUENCY COMPETENCES				
<i>In reading, the ability to read a text with good speed, accuracy and expression. In writing, the focus is on forming letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.</i>				
<b>F-1.</b> Reads the story silently with increasing fluency and comprehension. (Literacy 1)	Reading			
<b>F-2.</b> Reads the story aloud with increasing fluency and comprehension. (Literacy 1)	Reading			
<b>F-3.</b> Writes with fluency and creativity. (Literacy 2)	Reading			
<b>F-4.</b> Forms and evaluates letters with increasing fluency. (Literacy 2)	Writing			
<b>F-5.</b> Reads his/her stories aloud in small and large groups. (Oral Literature)	Writing			
VOCABULARY COMPETENCES				
<i>The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.</i>				
<b>V-1.</b> Identifies vocabulary words found in the story. (Literacy 1)	Reading			
<b>V-2.</b> Composes meaningful sentences using the week's vocabulary words. (Literacy 1)	Speaking			
	Reading			
<b>V-3.</b> Identifies words or phrases that mean the same as or the opposite of the week's vocabulary words. (Literacy 1)	Reading			
<b>V-4.</b> Identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Literacy 1)	Reading			
<b>V-5.</b> Identifies vocabulary words in simple sentences, discusses their meaning and points out any context clues that help the reader understand the meaning of the word. (Literacy 1)	Reading			
<b>V-6.</b> Identifies vocabulary words from the story and uses them in a meaningful sentence. (Oral Literature)	Listening			
	Speaking			
	Reading			
<b>V-7.</b> Identifies new or interesting vocabulary words used during the lesson, discusses their meanings and uses them to make new sentences. (Oral Literature)	Listening			
	Speaking			
	Reading			

<b>COMPREHENSION COMPETENCES</b>				
<i>In reading, it is the ability to understand text. In writing, the focus is on composing a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.</i>				
<b>Before Reading or Writing</b>				
<b>C-1.</b> Shares what he/she knows about the theme and sub-theme. (Literacy 1)	Speaking			
<b>C-2.</b> Uses the story title, illustration, context and prior knowledge to make predictions before reading a story. (Literacy 1)	Listening			
	Speaking			
<b>C-3.</b> Listens to the story read aloud with increasing comprehension. (Literacy 1)	Listening			
<b>C-4.</b> Listens attentively as the teacher models how to use the writing elements to compose a text. (Literacy 2)	Listening			
<b>C-5.</b> Identifies the type of writing for the week and its key elements. (Literacy 2)	Listening			
	Speaking			
<b>C-6.</b> Brainstorms ideas for writing topics in large and small groups. (Literacy 2)	Listening			
	Speaking			
<b>C-7.</b> Selects a topic and uses the organiser to plan his/her writing for the week. (Literacy 2)	Listening			
	Speaking			
<b>C-8.</b> Shares writing topic ideas in small groups and with the whole class. (Literacy 2)	Speaking			
<b>C-9.</b> Identifies the criteria on which their writing will be assessed. (Literacy 2)	Reading			
<b>C-10.</b> Uses the story title and prior knowledge to make predictions about what will happen in the story. (Oral Literature)	Listening			
<b>C-11.</b> Listens attentively to the teacher to determine the independent study options available during the library lesson. (Library)	Listening			
<b>C-12.</b> Selects the independent tasks he/she will work on during the library lesson. (Library)	Listening			

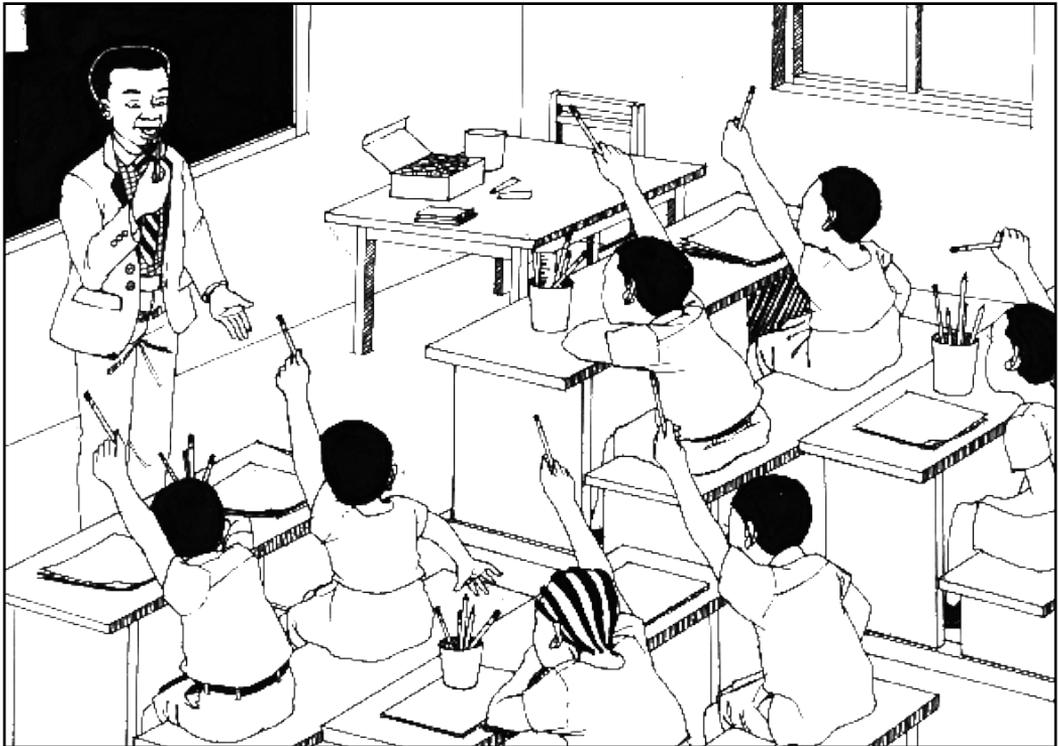
## Introduction

COMPREHENSION COMPETENCES				
<i>During Reading or Writing</i>				
<b>C-13.</b> Reads the story silently with increasing fluency and comprehension. (Literacy 1)	Reading			
<b>C-14.</b> Reads the story aloud with increasing fluency and comprehension. (Literacy 1)	Speaking			
	Reading			
<b>C-15.</b> Practices reading sentence structures correctly, identifies the grammatical structure being highlighted and describes how it changes the meaning of the sentence. (Literacy 1)	Listening			
	Reading			
<b>C-16.</b> Shares his/her writing in small groups and with the whole class. (Literacy 2)	Listening			
	Reading			
<b>C-17.</b> Practices making revisions in a sample draft document. (Literacy 2)	Writing			
<b>C-18.</b> Works with a partner to identify revisions in a writing draft. (Literacy 2)	Listening			
	Reading			
<b>C-19.</b> Makes revisions to a draft. (Literacy 2)	Writing			
<b>C-20.</b> Uses context to make predictions about what will happen next in the story. (Oral Literature)	Listening			
<b>C-21.</b> Shares a traditional text he/she has been taught at home in small and large groups. (Oral Literature)	Speaking			
<b>C-22.</b> Listens attentively to stories read by the teacher and other learners. (Oral Literature)	Listening			
<b>C-23.</b> Works independently on reading and writing tasks. (Library)	Reading			
	Writing			
<b>C-24.</b> Identifies where to stop his/her independent work for the lesson. (Library)	Reading			

<b>After Reading or Writing</b>				
<b>C-25.</b> Identifies whether his/her predictions were correct. (Literacy 1)	Listening			
<b>C-26.</b> Answers the guiding question correctly. (Literacy 1)	Listening			
<b>C-27.</b> Retells the main ideas from the week's story. (Literacy 1)	Listening			
	Speaking			
<b>C-28.</b> Answers In the Text Questions correctly. (Literacy 1)	Listening			
	Speaking			
<b>C-29.</b> Answers In My Mind Questions appropriately. (Literacy 1)	Listening			
	Speaking			
<b>C-30.</b> Practices constructing new sentences following the identified grammatical structure. (Literacy 1)	Writing			
<b>C-31.</b> Self-evaluates a revised draft by whisper reading it aloud to a partner. (Literacy 2)	Speaking			
	Reading			
<b>C-32.</b> Participates in a mini-lesson on a grammar-related topic and uses the information to edit or revise a writing draft for the week. (Literacy 2)	Listening			
	Writing			
<b>C-33.</b> Identifies the five steps in the weekly writing process. (Literacy 2)	Listening			
<b>C-34.</b> Identifies the type of writing for the week, its key elements and when it is used in real life. (Literacy 2)	Listening			
	Reading			
<b>C-35.</b> Prepares a final draft of a writing assignment for the week for assessment. (Literacy 2)	Writing			
<b>C-36.</b> Gives and receives good feedback for writing. (Literacy 2)	Listening			
	Speaking			
<b>C-37.</b> Answers questions related to the story. (Oral Literature)	Listening			
	Speaking			
<b>C-38.</b> Identifies whether a story is a fiction or informative story. (Oral Literature)	Listening			
	Speaking			
<b>C-39.</b> Demonstrates comprehension by identifying the main characters, setting and action in a fiction story or the main idea in an informative story. (Oral Literature)	Listening			
	Speaking			



# How to Teach



The ***How to Teach*** section of this teacher's guide provides lesson templates to help you plan all of the local language literacy lessons taught each week. Each template is four pages long. The first two pages give you an overview of the entire lesson. The second two pages provide you with a detailed explanation of how to deliver the lesson to your learners.

# How to Teach: Literacy 1 - Day 1

## Competences

The learner:

- shares what he/she knows about the theme and sub-theme. (Step 2)
- uses the story title, illustration, context and prior knowledge to make predictions before reading a story. (Step 3)
- identifies the vocabulary words found in the story. (Step 4)
- listens to the story read aloud with increasing comprehension. (Step 5)
- reads the story silently with increasing fluency and comprehension. (Step 5)
- identifies whether his/her predictions were correct. (Step 6)
- answers the guiding question correctly. (Step 6)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Getting Ready (2 minutes)</b></p> <p>a. Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books.</p> <p>b. Teacher prepares the chalkboard and other lesson inputs as learners sing.</p>	<p>Train your learners to distribute the books quickly and quietly. Rotate the responsibility so that all learners get a chance to distribute the books.</p>
<p><b>Step 2: Before Reading - Discussing the Theme and Sub-theme (5 minutes)</b></p> <p>a. Tell learners the theme for the week and read the sub-theme for the week from the chalkboard.</p> <p>b. Ask learners to share what they know about the theme and sub-theme.</p> <p>c. Ask learners the thematic question. Discuss their answers and expand upon them as time allows.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> The theme, sub-theme and a thematic question for each story are provided in the Weekly Lesson Support section of this teacher’s guide.</p> <p>Link the day’s text to the theme and sub-theme when appropriate.</p>
<p><b>Step 3: Before Reading - Making Predictions (5 minutes)</b></p> <p>a. Read the title of the story.</p> <p>b. Ask learners to look at the picture and share what they see. Ask them to predict what the story will be about based on the title and illustration.</p> <p>c. Ask learners to scan the text and predict the type of text they will be reading this week.</p>	<p>Predicting is an important comprehension skill. It actively engages learners in the reading process and encourages them to monitor their comprehension as they read.</p>

## How to Teach: Literacy 1 - Day 1

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Before Reading - Reviewing Vocabulary and Asking the Guiding Question (3 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Read the three vocabulary words for the story that are written on the chalkboard. Move your finger or pointer under the words as you read them.</li> <li>b. Ask learners to repeat the words after you as you read them a second time.</li> <li>c. Tell learners to pay special attention to these words as they read and listen to the story.</li> <li>d. Read the guiding question found in the teacher's guide or create another guiding question of your own. Tell learners they should be ready to answer this question after they have finished reading the story.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> A guiding question for each story is provided in the Weekly Lesson Support section of this teacher's guide. Asking guiding questions about a story helps motivate learners to read with comprehension.</p>
<p><b>Step 5: Reading the Story (10 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Read the story aloud to learners while they listen and follow along in their books.</li> <li>b. If there is time remaining, ask learners to read the story silently to themselves.</li> </ol>	<p>It is important that when you read aloud to learners you model good fluency and expression. This means that each week you should practice reading the text aloud prior to class.</p>
<p><b>Step 6: After Reading - Checking Predictions (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Ask learners if their predictions about the week's text were correct.</li> <li>b. Ask learners to answer the guiding question.</li> </ol>	<p>Learners need to evaluate whether the predictions they made in Step 3 were correct. They also need to answer the guiding question posed in Step 4.</p>

## How to Teach: Literacy 1 - Day 2

### Competences

The learners:

- shares what he/she has learned about the theme or sub-theme. (Step 2)
- retells main ideas from the week’s story. (Step 3)
- composes meaningful sentences using the week’s vocabulary words. (Step 4)
- identifies words or phrases that mean the same as, or the opposite of, the week’s vocabulary words. (Step 4)
- reads the story aloud with increasing fluency and comprehension. (Step 5)
- answers In the Text Questions correctly. (Step 6)
- answers In My Mind Questions appropriately. (Step 6)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Getting Ready (2 minutes)</b></p> <p>a. Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books.</p> <p>b. Teacher prepares the chalkboard and other lesson inputs as learners sing.</p>	<p>Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark as appropriate.</p>
<p><b>Step 2: Before Reading - Reviewing the Theme and Sub-theme (3 minutes)</b></p> <p>a. Ask learners to identify the theme and sub-theme.</p> <p>b. Ask selected learners to share something new they have learned about the theme or sub-theme from the previous day’s lesson.</p>	<p>Help learners to make connections between the text they are reading for the week and the theme and sub-theme.</p>
<p><b>Step 3: Before Reading - Retelling the Story (5 minutes)</b></p> <p>a. Read the title of the week’s text.</p> <p>b. Ask selected learners to retell the main ideas of the story from memory.</p>	<p>Retelling the story is an important comprehension skill in reading. It requires learners to focus on the story’s main ideas, or “big picture”, and allows the teacher to see how well the learners understand the story as a whole.</p>

## How to Teach: Literacy 1 - Day 2

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Before Reading - Reviewing Vocabulary Words (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Read the first vocabulary word for the week.</li> <li>Use the word in a meaningful sentence.</li> <li>Ask learners to share their own sentences using the word.</li> <li>Ask learners to think of other words or phrases that mean the same (or the opposite) of the vocabulary word.</li> <li>Repeat with the other two vocabulary words.</li> </ol>	<p>This step is similar to the Word Exploration Process used in P2, so learners should be familiar with these steps.</p>
<p><b>Step 5: Reading the Story (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Read the whole story with the class as they read along with you in chorus.</li> <li>Ask learners to read the story to each other in pairs. Move around the room listening and assess individual learners' fluency. Mark in the CAM Form.</li> </ol>	<p>At the beginning of the year you may need to read a phrase or sentence and then have learners read together with you. As the year progresses, learners should be able to read along with you in chorus without hearing you read the text first.</p>
<p><b>Step 6: After Reading - Answering Questions (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask the two <i>In the Text Questions</i> found in the pupil book.</li> <li>Ask the one <i>In My Mind Question</i> found in the pupil book.</li> <li>Ask the one <i>In My Mind Question</i> found in the teacher's guide.</li> <li>Assess individual learner's comprehension as they answer the questions. Mark in the CAM form.</li> <li>If time permits, ask learners to come up with their own questions about the text and share them with the class.</li> </ol>	<p><b>WEEKLY LESSON SUPPORT:</b>            An additional <i>In My Mind Question</i> is found in the Weekly Lesson Support section of this teacher's guide.</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>

# How to Teach: Literacy 1 - Day 3

## Competences

The learner:

- composes meaningful sentences using the week’s vocabulary words. (Step 2)
- identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Step 3)
- practices using meaningful word segments to create new words. (Step 4)
- practices spelling words correctly. (Step 5)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Getting Ready (2 minutes)</b></p> <p>a. Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books.</p> <p>b. Teacher prepares the chalkboard and other lesson inputs as learners sing.</p>	<p>Identify a theme song for Literacy 1 to sing each day. This helps learners know that the Literacy Hour has begun.</p>
<p><b>Step 2: Vocabulary Definitions (5 minutes)</b></p> <p>a. Point to the first vocabulary word on the chalkboard. Ask learners to find the word at the top of the third page in their pupil book.</p> <p>b. Read the definition aloud and discuss.</p> <p>c. Ask learners to compose a meaningful sentence using the word.</p> <p>d. Repeat with the other two vocabulary words.</p>	<p>Each week the pupil book has four pages of content. Today the learners will focus on the content on the third page of the pupil book. This step looks at the vocabulary definitions at the top of the page.</p>
<p><b>Step 3: Word Structure Lesson (7 minutes)</b></p> <p>a. Write the first word structure on the chalkboard in three columns, just like in the pupil book. Example: <i>teach</i>   <u><i>teach-er</i></u>   <i>teacher</i></p> <p>b. Emphasise the meaningful segment added in columns two and three as you write.</p> <p>c. Read the three columns aloud to learners. Then have learners read the three columns together with you.</p> <p>d. Discuss how the word’s meaning changes when you add the meaningful segment. Repeat with the other word structure examples.</p>	<p>This exercise helps learners recognise meaningful word segments (also called ‘morphemes’) in their language. As learners become skilled in identifying and understanding these word segments, their fluency and comprehension will improve.</p>

## How to Teach: Literacy 1 - Day 3

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Word Structure Practice (8 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners to copy the word structure practice exercises from their pupil books into their exercise books.</li> <li>Ask learners to complete the practice exercises individually.</li> <li>Move around the classroom assessing learners' progress and helping learners who are having difficulty.</li> <li>Write the correct answers on the chalkboard. These are found in the teacher's guide. Discuss.</li> <li>Ask learners to suggest other examples. Complete the two extra examples in the teacher's guide if time permits.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u></p> <p>The answers to the three word structure practice exercises are found in the Weekly Lesson Support section. In addition, two extra practice examples are provided. If time permits, learners can also do these individually or as a whole class.</p>
<p><b>Step 5: Spelling Practice (8 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask learners to turn to a clean sheet of exercise paper. Erase the word structure practice from the chalkboard.</li> <li>Say the first vocabulary word aloud slowly. Repeat 2-3 times. Tell learners to write the word in their exercise book. When most of the learners are finished, write the word on the chalkboard and tell learners to check their work and make corrections.</li> <li>Move around the room assessing learners' spelling and handwriting.</li> <li>Repeat with the other vocabulary words. Include other words as time permits.</li> </ol>	<p>Assess learners' spelling performance and modify your spelling practice for the week accordingly based on their performance.</p> <p>Step 5 is also an opportunity for you to assess and develop learners' handwriting. Encourage learners to use their best handwriting and point out common handwriting errors when you write the word on the chalkboard.</p>

# How to Teach: Literacy 1 - Day 4

## Competences

The learner:

- identifies the vocabulary words in example sentences, discusses their meanings and points out any context clues that help the reader understand the meaning of the word. (Step 2)
- practices reading sentence structures correctly, identifies the grammatical structure being highlighted and describes how it changes the meaning of the sentence. (Step 3)
- practices constructing new sentences following the identified grammatical structure. (Step 4)
- practices spelling words correctly. (Step 5)
- practices constructing new sentences following the identified grammatical structure. (Step 4)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Getting Ready (2 minutes)</b></p> <p>a. Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books.</p> <p>b. Teacher prepares the chalkboard and other lesson inputs as learners sing.</p>	<p>On Day 4 it is helpful to write the Sentence Structure practice exercise (Step 4) on the chalkboard prior to class to save time during the lesson.</p>
<p><b>Step 2: Identifying Vocabulary Words in Sentences (5 minutes)</b></p> <p>a. Ask learners to find the first example vocabulary sentence at the top of the fourth page in their pupil book.</p> <p>b. Read the first sentence aloud as learners listen.</p> <p>c. Read the sentence aloud together with the whole class.</p> <p>d. Ask learners to identify the vocabulary word in the sentence.</p> <p>e. Discuss the meaning of the vocabulary word and point out any context clues in the sentence that help you understand the meaning.</p> <p>f. Repeat with the other two sentences.</p>	<p>Many of the sample sentences contain ‘context clues’ that can help learners understand the meaning of the vocabulary word. Consider the sentence, ‘The football team was elated when they won the trophy.’ The word ‘elated’ may be a new vocabulary word for your learners. But by using the context - <i>the team has just won a trophy</i> - we can guess that the word elated means ‘very happy’. Look for opportunities to show your learners how to use context clues in sentences to understand the meaning of words they don’t know.</p>

## How to Teach: Literacy 1 - Day 4

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 3 Sentence Structure Lesson (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners to find the first sentence structure exercise in their pupil book.</li> <li>Read the pair of sentences aloud as learners listen. Then read the sentences together as a class.</li> <li>Discuss the difference between the two sentences and how the meaning changes.</li> <li>Repeat with the second sentence structure exercise.</li> </ol>	<p>The sentence structure exercises are designed to help learners discover the grammatical structures of their language. It is taught by comparing and contrasting the grammatical structure with a similar sentence that has a different meaning.</p>
<p><b>Step 4: Sentence Structure Practice (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners to copy the two sentence structure practice exercises from the chalkboard into their exercise books.</li> <li>Ask learners to complete the two practice sentences individually.</li> <li>Move around the classroom assessing learners' progress. Support struggling learners.</li> <li>Write the correct answers on the chalkboard. These are found in the teacher's guide. Discuss.</li> <li>Ask learners to suggest other examples. Complete the extra example in the teacher's guide if time permits.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The answers to the two sentence structure practice exercises are found in the Weekly Lesson Support section. In addition, one extra practice example is also provided. If time permits, learners can also do this individually or as a whole class.</p>
<p><b>Step 5: Spelling Practice (8 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask learners to turn to a clean sheet of exercise paper. Erase the sentence structure practice from the chalkboard.</li> <li>Say the first vocabulary word aloud slowly. Repeat 2-3 times. Tell learners to write the word in their exercise book. When most learners are finished, write the word on the chalkboard and tell learners to check their work and make corrections.</li> <li>Move around the room assessing the learners' spelling and handwriting.</li> <li>Repeat with the other vocabulary words. Include other words as time permits.</li> </ol>	<p>Remind learners that the words in today's spelling practice will be the same words on the spelling test on Day 5. If they are not spelling certain words correctly, they should practice spelling them during the Library lesson so that they are ready for the spelling test on Friday.</p>

# How to Teach: Literacy 1 - Day 5

## Competences

The learner:

- reads texts with increasing fluency. (Step 2)
- identifies and combines meaningful word segments with accuracy. (Step 3)
- identifies and uses grammatical features of the language correctly. (Step 4)
- spells words correctly. (Step 5)
- uses syllables to construct meaningful words. (Step 6)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Getting Ready (2 minutes)</b></p> <p>a. Sing a song to signal the beginning of the Literacy 1 lesson. Selected learners distribute the books.</p> <p>b. Teacher prepares the chalkboard and other lesson inputs as learners sing.</p>	<p>Extra time is provided for the first step on Friday because the teacher has a lot of information to write on the chalkboard prior to the lesson.</p>
<p><b>Step 2: Fluency and Comprehension Assessment (15 minutes)</b></p> <p>a. Tell learners to practice reading the week’s story in their pupil books silently for 2-3 minutes.</p> <p>b. Ask learners to practice reading the story in pairs for 3-5 minutes.</p> <p>c. Select individual learners to read short selections from the story to the whole class. Assess and mark in the CAM Form.</p>	<p><b>Marking the CAM Form:</b></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><b>Step 3: Word Structure Assessment (10 minutes)</b></p> <p>a. Write the Word Structure Assessment Test for the week on the chalkboard. It is found in the Weekly Lesson Support section.</p> <p>b. Review the word structure lesson.</p> <p>c. Ask learners to complete the word structure exercise individually in their exercise books.</p> <p>d. Tell learners to write another example of the word structure on their own if they can.</p> <p>e. Move around the room assessing learners as they complete the test. Mark in the CAM form.</p>	<p><b>Marking the CAM Form:</b></p> <p><u>Level 3:</u> The learner completes the Word Structure Application exercise correctly and provides an additional example.</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.</p>

## How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Sentence Structure Assessment (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Write the Sentence Structure Assessment Test for the week on the chalkboard. It is found in the Weekly Lesson Support section.</li> <li>Review the sentence structure lesson.</li> <li>Read the sentence structure assessment aloud as learners listen. Then read the sentence structure assessment together with learners.</li> <li>Tell learners to rewrite the sentences in their exercise books.</li> <li>Move around the room assessing learners as they complete the test.</li> </ol>	<p><b>Marking the CAM Form:</b></p> <p><u>Level 3:</u> The learner completes the Sentence Structure Assessment Test correctly with no mistakes.</p> <p><u>Level 2:</u> The learner completes the Sentence Structure Assessment Test with only small mistakes.</p> <p><u>Level 1:</u> The learner is unable to complete the Sentence Structure Assessment Test or makes major mistakes.</p>
<p><b>Step 5: Spelling Test (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners it is time for the weekly spelling test.</li> <li>Say the first vocabulary word aloud slowly. Repeat 2-3 times. Tell learners to write the word in their exercise book using their best handwriting.</li> <li>Repeat with the rest of the week's spelling words. When the spelling test is completed, collect the exercise books of selected learners for assessment.</li> </ol>	<p><b>Marking the CAM Form:</b></p> <p><u>Level 3:</u> The learner completes the Spelling Test correctly with no mistakes.</p> <p><u>Level 2:</u> The learner completes the Spelling Test with only small mistakes.</p> <p><u>Level 1:</u> The learner makes major mistakes on the Spelling Test.</p>
<p><b>Step 6: Word-making Game (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Write the syllable chart found in the Weekly Lesson Support section of the teacher's guide on the chalkboard.</li> <li>Model for learners how to build a word using syllables in the boxes. Write the words you create on the chalkboard.</li> <li>Have learners create their own words from the syllables and write them on the chalkboard.</li> </ol>	<p>You can make this more of a game by having small groups see how many words they can make in a given time period. The group that makes the most words wins.</p> <p>Summarise the game by reading all of the created words. Challenge learners to use them in sentences if time permits.</p>

# How to Teach: Literacy 2 - Day 1 / Planning

## Competences

The learner:

- identifies that he/she is beginning the planning stage of the writing process. (Step 2)
- identifies the type of writing for the week and its key elements as outlined in the Writing Organizer. (Step 2)
- listens attentively as the teacher models how to use the writing elements to compose a text. (Step 2)
- brainstorms ideas for writing topics in large and small groups. (Step 3)
- shares his/her ideas for writing topics with the whole class. (Step 3)
- selects a topic and uses the organizer to plan his/her writing for the week. (Step 4)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Transition Song (2 minutes)</b></p> <p>a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.</p>	<p>Prepare the blank Writing Organizer on the chalkboard prior to class.</p>
<p><b>Step 2: Teacher Models How to Plan and Compose a Text (12 minutes)</b></p> <p>a. Introduce the name and type of writing learners will practice during the week.</p> <p>b. Explain that today they will plan their writing.</p> <p>c. Discuss the key elements of the week’s type of writing by reviewing the left-hand column of the Writing Organizer on the chalkboard.</p> <p>d. Tell learners that you have an idea for a writing topic. Describe your idea briefly. Then model for learners how to fill in each of the boxes in the right-hand column of the Writing Organizer with the basic ideas you need to compose your text.</p> <p>e. Demonstrate how to take the information in the Writing Organizer and turn it into a short model text (3-5 sentences) Write your sample text next to the Writing Organizer on the chalkboard. Talk through your creative process (think aloud) as you write the sample texts.</p> <p>f. When you have completed your sample text, read the whole text aloud and make any final changes.</p>	<p><u>WEEKLY LESSON SUPPORT:</u></p> <p>The type of writing for the week is identified in the Weekly Lesson Support section of this teacher’s guide (real life story, fiction story, thematic report, etc.).</p> <p>The Writing Organizer for the week is found in the Weekly Lesson Support section along with a sample text for modelling. Use the sample as is, revise it as you see fit, or create your own writing sample to share with learners.</p> <p>It is important to think aloud as you compose your model text. Thinking aloud helps learners “hear” what is going on in the head of a literate adult when they write.</p>

## How to Teach: Literacy 2 - Day 1 / Planning

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 3: Learners Plan their Writing for the Week (6 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Explain to learners that it is their turn to think of ideas to write about.</li> <li>b. Brainstorm writing topics briefly with the whole class.</li> <li>c. Tell learners to work in small groups or pairs to think of more ideas.</li> <li>d. Share the ideas created in small groups with the whole class.</li> </ol>	<p>For brainstorming to be successful, learners need to feel comfortable expressing their ideas. The teacher should always provide supportive comments and encourage learners to listen carefully to their classmates and respond positively. The focus during brainstorming is to generate as many ideas as possible.</p>
<p><b>Step 4: Learners Complete the Writing Organizer (10 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Erase the topic specific information in the right-hand column of the Writing Organizer that you filled in in Step 2.</li> <li>b. Review the elements learners need to consider as they plan their text for the week.</li> <li>c. Tell learners to copy the organizer in their Writing Exercise Books and fill in their own topic ideas in the right-hand column.</li> <li>d. Move around the room assisting learners as they work.</li> </ol>	<p>Each week learners begin developing their writing by completing the Writing Organizer in an exercise book that is set aside for use in Literacy 2 <u>only</u>. This book should have a special name. In this teacher's guide we call it the Writing Exercise Book. You can give it your own name in the local language.</p> <p>Make sure learners also put their name and date on this page of their Writing Exercise Book.</p>

## How to Teach: Literacy 2 - Day 2 / Drafting

### Competences

The learner:

- identifies that he/she has completed the planning stage and is beginning the drafting stage of writing. (Step 2)
- identifies the type of writing for the week and its key elements as outlined in the Writing Organizer. (Step 2)
- shares writing topic ideas in small groups and with the whole class. (Step 3)
- writes with fluency and creativity. (Step 4)
- shares his/her writing in small groups and with the whole class. (Step 5)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Transition Song (2 minutes)</b></p> <p>a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.</p>	<p>Prepare the blank Writing Organizer on the chalkboard prior to class.</p>
<p><b>Step 2: Before Writing - Review the Writing Type and Organizer for the Week (5 minutes)</b></p> <p>a. Tell learners that on Day 2 they are completing the planning step and beginning the drafting step in the weekly writing process. Ask learners to describe what happens in the drafting step of the writing process.</p> <p>b. Ask learners to name the type of writing they are working on this week.</p> <p>c. Point to the Writing Organizer on the chalkboard and have learners identify the key elements found in this type of writing.</p>	<p>Encourage learners to identify where they might find the week’s type of writing in real life. For example, fiction stories are found in storybooks while persuasive writing or biography might be found in a newspaper.</p> <p>When appropriate, have learners use their imaginations and pretend they are different types of writers for the different type of texts - newspaper reporters, storybook authors, government officials, etc. Have them “think” like one of these writers as they complete the drafting step of the writing process.</p>

## How to Teach: Literacy 2 - Day 2 / Drafting

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 3: Before Writing - Sharing Writing Ideas (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Tell learners to share what they have written in their Writing Organizer for the week in small groups.</li> <li>b. Ask selected learners to share what they will be writing about this week with the whole class.</li> </ol>	<p>Identify learners who are having difficulty selecting a topic to write about for the week. Be ready with topic ideas to assign to these learners.</p> <p>If specific learners are consistently having trouble with topic selection, you may need to provide them with individual support and guidance.</p>
<p><b>Step 4: During Writing - Drafting (13 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Tell learners to begin writing their “sloppy copy” draft in their Writing Exercise Books.</li> <li>b. Encourage learners to write with fluency and creativity and not worry so much about handwriting and spelling.</li> <li>c. Move around the room observing learners as they write. Support and encourage learners as needed.</li> </ol>	<p>The first draft is called the “sloppy copy” because the focus is on getting as many creative ideas down on paper as possible and <u>not</u> on perfect handwriting, spelling and grammar. (This will come at a later stage.)</p> <p>As you move around the room observing learner’s writing, pay attention to learners who are demonstrating good writing skills that you want all learners to develop. Select these learners to read their drafts to the class during Step 5.</p>
<p><b>Step 5: After Writing - Sharing Drafts (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Tell learners to read their drafts in pairs or small groups.</li> <li>b. After learners have shared in small groups for 2 minutes, select one or two learners to read their drafts aloud to the class.</li> </ol> <p><b>NOTE: Learners can continue working on their drafts during the Library lesson on Day 2.</b></p>	<p>When learners share their writing drafts with the class, be sure to model positive and supportive feedback. Point out the good things you like about the learner’s writing. Ask questions that may help the learner improve their draft as they move forward. Thank the learner for their good work.</p>

# How to Teach: Literacy 2 - Day 3 / Revising

## Competences

The learner:

- identifies that they are beginning the revising stage of the writing process. (Step 2)
- identifies the type of writing for the week and its key elements. (Step 2)
- identifies the criteria on which their writing will be assessed. (Step 3)
- practices making revisions in a sample draft document. (Step 3)
- works with a partner to identify revisions in their writing drafts. (Step 4)
- makes revisions to their draft. (Steps 4)
- self evaluates their revised draft by whisper reading it aloud to a partner. (Step 5)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Transition Song (2 minutes)</b></p> <p>a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.</p>	<p>Prepare both the Assessment Tool and Writing Sample on the chalkboard prior to class.</p>
<p><b>Step 2: Before Writing - Review the Writing Type and Organizer for the Week (3 minutes)</b></p> <p>a. Tell learners that on Day 3 they begin the revising step in the writing process. Ask learners to describe what happens during the revising process.</p> <p>b. Ask learners to name the type of writing they are working on this week.</p> <p>c. Ask learners to identify the elements found in this type of writing from memory.</p>	<p>In Term 1 you will need to repeatedly explain to learners that Day 3 is the <i>revising step</i> in the writing process and describe briefly what that means. By Terms 2 and 3 learners should be able to do this independently.</p> <p>You have discussed the Writing Organizer on Days 1-2 by writing the elements on the chalkboard. Today, see if learners can remember the elements on their own or find them in their exercise books.</p>
<p><b>Step 3: Before Writing - Introduce the Assessment Tool (10 minutes)</b></p> <p>a. Review the criteria for assessment listed in the Assessment Tool written on the chalkboard.</p> <p>b. Point to the writing sample on the chalkboard. Tell learners to evaluate the writing sample using the Assessment Tool as you read it aloud.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> The Assessment Tool that you will use each week is found in the Weekly Lesson Support section of this teacher’s guide. It is designed to help learners evaluate and revise their writing. Feel free to revise the Assessment Tool to reflect issues you want your learners to focus on.</p>

## How to Teach: Literacy 2 - Day 3 / Revising

Step-by-Step Teacher's Activity	Extra Guidance
<p>a. Read the sample text aloud to learners.</p> <p>b. Read the first criterion for assessment listed in the Assessment Tool. Model how to make revisions to the text based on this criterion.</p> <p>c. Read the next criterion. Encourage learners to help you make revisions. Continue with the remaining criteria until you have revised the full text.</p>	<p>You can create a sample text to revise by using the text from the Day 1 lesson and creating errors that you want learners to correct.</p>
<p><b>Step 4: During Writing – Revising (10 minutes.)</b></p> <p>a. Tell learners to find a partner. They should work together to read through their drafts to identify revisions they can make to improve their writing based on the Assessment Tool.</p> <p>b. Once they are done, partners should work independently to make the identified revisions to their writing.</p> <p>c. Move around the room observing learners as they revise. Provide feedback and assist individual learners as needed.</p>	<p>During this step you may want to call individual learners up to your desk to work with them on the revision process. Each week select different learners so that by the end of the term you have worked with each learner individually at least once.</p>
<p><b>Step 5: After Writing - Whisper Read to a Partner (5 minutes)</b></p> <p>a. Tell learners to reread their writing very quietly to their partner after they have completed their revisions. Encourage partners to listen carefully.</p> <p>b. Tell learners to review the Assessment Tool and evaluate if their revisions have improved the text.</p>	<p>Whisper reading was encouraged in P1 and P2 because early readers need to hear their voice as they read a text. In P3 we use whisper reading to help learners evaluate their own writing. Hearing your writing spoken aloud helps you to identify errors or unclear writing in the text.</p>

## How to Teach: Literacy 2 - Day 4 / Editing

### Competences

The learner:

- identifies that they are beginning the editing step in the writing process. (Step 2)
- identifies the type of writing for the week and its key elements. (Step 2)
- participates in a mini-lesson on a grammar-related topic and uses the information to edit and revise their writing draft for the week. (Step 3)
- edits his/her writing for spelling, capitalisation and punctuation errors. (Steps 4)
- begins writing a final draft. (Step 4)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Transition Song (2 minutes)</b></p> <p>a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.</p>	<p>Prepare the Mini-lesson on the chalkboard prior to class.</p>
<p><b>Step 2: Before Writing - Review the Writing Type and Organizer for the Week (3 minutes)</b></p> <p>a. Tell learners that on Day 4 they begin the editing step in the writing process. Ask learners to describe what happens during the editing process.</p> <p>b. Ask learners to name the type of writing they are working on this week.</p> <p>c. Ask learners to identify the elements found in the writing organizer from memory.</p>	<p>The editing process involves making corrections in a text that focus primarily on punctuation, capitalization, spelling, grammar and handwriting; in other words, the mechanics of writing.</p> <p>Editing is different from revising. Revising is focused on improving the <i>meaning</i> of the text, whereas editing is concerned about making sure the text aligns with the languages’ generally recognised writing standards or rules.</p> <p>Even though the focus of editing may vary each week depending on the mini-lesson, the teacher should <u>always</u> ensure that learners are checking their text for spelling, punctuation, capitalization and handwriting.</p>

## How to Teach: Literacy 2 - Day 4 / Editing

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 3: Before Writing - Mini-lesson (15 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Point out the mini-lesson on the chalkboard.</li> <li>b. Briefly review and discuss the Content information with learners.</li> <li>c. Read the “I do” exercise and edit the text accordingly while explaining to learners the reason for your editing.</li> <li>d. Do the first “We do” exercise with learners. Have learners suggest editing changes. Continue with the other “We do” exercises.</li> <li>e. Tell learners to complete the “You do” exercises in their exercise books. Move around the room observing learners’ work and assisting as needed.</li> <li>f. When most learners have finished, show the correct answers on the chalkboard.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The Weekly Lesson Support section suggests a mini-lesson for the week, but the teacher is free to select another mini-lesson that may be more relevant.</p> <p>A mini-lesson is a short, explicit instruction focusing on one writing skill or strategy. There are 10 suggested mini-lessons included in this teacher’s guide. Each mini-lesson includes the content to be taught and sample exercises laid out for the teacher in an “I do/We do/You do” format. The teacher can revise or create more sample exercises as needed.</p>
<p><b>Step 4: During Writing - Editing (10 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Tell learners to read through their draft with a partner, paying special attention to the content in the mini-lesson.</li> <li>b. Remind learners that editing also means checking for correct spelling, capitalization and punctuation.</li> <li>c. Walk around the room making sure learners are on task. Support learners as necessary.</li> <li>d. When learners have finished reviewing their drafts with a partner, they should begin creating the final draft of their writing assignment.</li> </ol> <p><b>NOTE: Learners can continue working on their final draft during the Library lesson on Day 4.</b></p>	<p>It is important to be very clear with learners about what their final draft should look like. A good suggestion is to use the sample text you presented on Day 1. Revise and edit it and then make a copy of this text and display it for the whole class to see. It should include a place for the learner’s name and the date as well as an illustration if that is appropriate.</p>

# How to Teach: Literacy 2 - Day 5 / Publishing

## Competences

The learner:

- identifies that they are beginning the editing step in the writing process. (Step 2)
- identifies the type of writing for the week and its key elements. (Step 2)
- participates in a mini-lesson on a grammar-related topic and uses the information to edit and revise their writing draft for the week. (Step 3)
- edits his/her writing for spelling, capitalization and punctuation errors. (Steps 4)
- begins writing a final draft. (Step 4)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Transition Song (2 minutes)</b></p> <p>a. Learners sing and get out their Writing Exercise Books as the teacher prepares for the lesson.</p>	<p>Prepare the mini-lesson on the chalkboard prior to class.</p>
<p><b>Step 2: Handwriting Assessment (15 minutes)</b></p> <p>a. Direct learners to the words they built during the Word Making Game in Literacy 1.</p> <p>b. Tell learners to select words they built in the game and compose their own sentences.</p> <p>c. Remind them to use their best spelling and handwriting.</p> <p>d. After 15 minutes, tell learners to put down their pencils and hand in their work for assessment.</p>	<p>Collect these handwriting assessments and mark them using the 3-point scale on the Continuous Assessment Monitoring form.</p> <p>For learners who are consistently making the same handwriting errors, provide them with individual handwriting exercises to improve their performance.</p>
<p><b>Step 3: Before Writing - Review the Writing Type and Process for the Week (8 minutes)</b></p> <p>a. Ask learners to name the 5 steps in the weekly writing process.</p> <p>b. Ask learners to describe what happens during the publishing step.</p> <p>c. Ask learners to name the type of writing they worked on this week.</p> <p>d. Ask learners to identify the elements in this type of writing.</p> <p>e. Ask learners to identify when this type of writing is used in real life.</p> <p>f. Ask learners to identify the things they enjoyed about this type of writing and challenges to creating this type of writing.</p>	<p>Publishing in this model refers to sharing a final draft with an audience - both through reading the story aloud and by handing in a class copy for everyone to read in their free time.</p> <p>This step provides you with an opportunity to assess learners on the competence “Identifies various types of writing” found in the CAM Form on Literacy 2.</p>

## How to Teach: Literacy 2 - Day 5 / Publishing

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: During Writing - Final Copy and Class Copy (15 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Explain to learners that they are expected to hand in two copies of their writing assignment for the week. The first copy is the “final copy” in their Writing Exercise Book and is for the teacher to use for assessment and feedback. The second copy is a “class copy” that is published and goes in the class book for everyone to read during the Library lesson.</li> <li>b. Distribute clean paper for making the class copy. Remind learners to use their best handwriting.</li> <li>c. Move around the room ensuring that learners are on task and completing their final drafts.</li> </ol>	<p>It is important to be very clear with learners about what their final draft should look like. A good suggestion is to use the sample text you presented on Day 1. Revise and edit it and then make a copy of this text and display it for the whole class to see. It should include a place for the learner's name and the date as well as an illustration if that is appropriate.</p>
<p><b>Step 5: After Writing - Publishing (20 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Tell learners to stop writing and prepare to share.</li> <li>b. Select 5 learners to come up and share their writing with the whole class.</li> <li>c. Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the reader.</li> <li>d. After a learner has completed reading their text, the teacher and learners should ask questions or make positive comments.</li> <li>e. When the 5 learners have finished reading, have learners get into small groups and read their own stories aloud to each other.</li> </ol>	<p>Use the CAM Form to select learners who will share their stories each week. Make sure that every learner shares their text at least once per term.</p>

# How to Teach: Oral Literature - Days 1 and 2

## Competences

The learner:

- recites a traditional text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory. (Step 2)
- uses the story title and prior knowledge to make predictions about what will happen in the story. (Step 3)
- uses context to make predictions about what will happen next in the story. (Step 4)
- answers questions 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 or the main idea in an informative story. (Step 5)
- identifies vocabulary words from the story and uses them in meaningful sentences. (Step 6)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Introductory Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the lesson.</p>	Select one song to sing at the beginning of the Oral Literature lesson.
<p><b>Step 2: Recite a Traditional Text (9 minutes)</b></p> <p>a. Recite the traditional text for the week alone as learners listen.</p> <p>b. Recite the traditional text together with learners 3 times.</p> <p>c. Ask small groups and individuals to recite the text from memory. Assess and mark in the CAM Form.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> A sample traditional text is provided in the teacher’s guide in the Weekly Lesson Support section. The sample is only a recommendation. You may substitute with another text of your choice.</p>
<p><b>Step 3: Before Listening to the Story - Day 1 (5 minutes)</b></p> <p>a. Day 1: Read the title of the week’s story aloud. Ask learners what they think the story will be about. Ask them to predict if it is a fiction or informative story.</p> <p>b. Day 1: Read the Guiding Question and ask learners to listen for the answer as you read.</p>	<p><i>Fiction stories</i> are about imaginary people or events.</p> <p><i>Informative stories</i> are about real people, facts or events.</p> <p><u>WEEKLY LESSON SUPPORT:</u> A Guiding Question is found in the Weekly Lesson Support section.</p>
<p><b>Step 3: Before Listening to the Story - Day 2 (5 minutes)</b></p> <p>a. Day 2: Ask learners to retell the story they listened to on Day 1.</p> <p>b. Day 2: Read the two In the Text Questions aloud before you read the story and ask learners to listen for the answers as you read.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> In the Text and In My Mind Questions are provided in the Weekly Lesson Support section.</p>

## How to Teach: Oral Literature - Days 1 and 2

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Reading the Story Aloud (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Read the story aloud to learners as they listen attentively.</li> <li>b. Stop and ask the Prediction Question as indicated in the text (fiction stories on Day 1 only).</li> <li>c. Discuss learners' predictions briefly and then continue reading the story aloud to the end.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The Oral Literature story is found in the Weekly Lesson Support section of the teacher's guide.</p> <p>Be sure to practice reading the story several times before class so that you can read it with fluency and expression. Reading aloud with fluency and expression helps learners comprehend the meaning of the story and adds to the overall enjoyment of the listening experience.</p>
<p><b>Step 5: After Listening to the Story (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Repeat the Guiding Question (Day 1) or In the Text Questions (Day 2). Discuss the answers as a class.</li> <li>b. Ask learners whether the story was a fiction story or an informative story. (Day 1)</li> <li>c. For a fiction story, have learners identify the <i>characters, setting and action</i>. For an informative story have learners identify the <i>main idea</i>.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> Story Outlines are prepared for both fiction and informative stories in the Weekly Lesson Support section.</p> <p>The words in your language for <i>characters, setting, action and main idea</i> are provided in the glossary.</p>
<p><b>Step 6: Vocabulary Development (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Say the first vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Discuss the meaning of the word. Repeat with the other 2 words. Then ask learners to use the word in a sentence.</li> <li>b. On Day 2, review the three vocabulary words from Day 1. You can also ask learners to identify other new words in the story they want to discuss.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> Three vocabulary words are provided for you each week in the Weekly Lesson Support section of this teacher's guide.</p> <p>You can create flashcards for all of the vocabulary words in the Oral Literature stories. Hang them on a story tree or make a word wall in your classroom.</p>

# How to Teach: Oral Literature - Days 3 and 4

## Competences

The learner:

- shares a traditional text he/she has been taught at home in small and large groups. (Step 2)
- listens attentively to stories read by the teacher and other learners. (Steps 3-5)
- reads his/her stories aloud in small and large groups. (Steps 3-5)
- identifies new or interesting vocabulary words used during the lesson, discusses their meanings and uses them to make new sentences. (Step 6)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Introductory Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the lesson.</p>	<p>Select one song to sing at the beginning of the Oral Literature lesson.</p>
<p><b>Step 2: Share a Traditional Text (4 minutes)</b></p> <p>a. Share a new traditional text with learners.</p> <p>b. Invite learners to share a traditional text that they know from home. Select learners to share their traditional text with the class.</p>	<p>Remind learners the day prior to this lesson to come with traditional texts to share.</p>
<p><b>Step 3: Teacher Reads a Story Aloud (5 minutes)</b></p> <p>a. Prepare a story for today’s lesson that reflects the type of writing for the week.</p> <p>b. Read your story aloud to learners.</p> <p>c. Model for learners how to revise or edit the story after reading it aloud.</p>	<p>One option is to read aloud the story you have modelled in Literacy 2. You may want to expand on that story or create a new one for this step in the lesson.</p>

## How to Teach: Oral Literature - Days 3 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Learners Read Stories Aloud in Small Groups (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Tell learners to take turns reading their Literacy 2 stories in small groups of 2-4 people.</li> <li>b. Encourage learners to help each other to revise and edit their stories.</li> <li>c. Move around the room supporting learners who are having difficulty participating in small groups.</li> </ol>	<p>Encourage learners to appreciate their friend's stories. Tell them to say thank you and good work. This is a good integration of life skills education.</p>
<p><b>Step 5: Learners Read Stories Aloud to the Whole Class (10 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Tell learners to finish their small group work and prepare to listen to their classmates' stories.</li> <li>b. Select 3-4 learners to come up and share their stories with the whole class.</li> <li>c. Ask learners to speak clearly and with expression.</li> <li>d. 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 reader.</li> <li>e. After a learner has completed reading their story, the teacher and learners should ask questions or make comments.</li> <li>f. Thank the reader at the end of their turn. Assess the learner in the CAM Form and ask the next learner to present.</li> </ol>	<p>Reading your work aloud to the class can be scary, so put in the effort to make this step fun and engaging for your learners. Establish a few basic rules for sharing stories right away that encourage positive listening behaviours and enforce them consistently.</p> <p>Always be supportive and positive with learners who read aloud to help them gain confidence in their writing and be more willing to read aloud to the class.</p>
<p><b>Step 6: Vocabulary Development (5 minutes)</b></p> <ol style="list-style-type: none"> <li>a. Select 1-2 words from the stories read aloud today to discuss with learners.</li> <li>b. Say the identified vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Discuss the meaning of the word. Repeat with the other word. Then ask learners to use the word in a sentence.</li> </ol>	<p>Don't wait until the end of the lesson to identify the new vocabulary words. As you or the learners read a story and come across an interesting word, write it on the chalkboard. When you come to Step 6, you will be ready to talk about the new vocabulary words you noted down.</p>

# How to Teach: Library - Days 2 and 4

## Competences

The learner:

- listens attentively to the teacher to determine the independent study options available during the Library lesson. (Step 2)
- selects the independent tasks he/she will work on during the Library lesson. (Step 2)
- works independently on reading and writing tasks. (Steps 3-4)
- identifies where to stop his/her independent work for the lesson. (Step 5)
- shares what he/she accomplished during the Library lesson. (Step 5)

Step-by-Step Teacher’s Activity	Extra Guidance
<p><b>Step 1: Introductory Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the lesson.</p>	<p>Always sing the same song to begin the Library lesson. This routine will help learners mentally prepare for the lesson.</p>
<p><b>Step 2: Introducing the Library Lesson (4 minutes)</b></p> <p>a. Give learners 3-4 options to work on during the Library lesson. Options can include working on the Literacy 2 writing assignment for the week as well as any other outstanding work from other lessons. If your school has a Library and your learners have been taught how to use it, you can send a small group (4-6 learners) to the Library to select a book to read.</p> <p>b. Write the options on the chalkboard.</p> <p>c. Encourage learners to ask questions.</p> <p>d. Ask 3-4 learners to share what they have decided to work on during this lesson with the class.</p>	<p>It is important to ask several learners to share what they will do during the lesson. This encourages all of the learners to mentally prepare their plan for the lesson. It also gives you an idea of how well the learners in your classroom are able to be self-directed in their reading.</p>

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

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 3: Supervising the Library Lesson (5 minutes)</b></p> <ul style="list-style-type: none"> <li>a. Move around the room quietly observing learners to see that they all begin working on a task independently.</li> <li>b. Help learners who are struggling with identifying what they want to do.</li> </ul>	<p>Be patient with your P3 learners. In Term 1 you may find you need to use more than 5 minutes to supervise the class and help individual learners. As the year progresses, more and more learners will become used to self-directed learning and you will need less time for this step.</p>
<p><b>Step 4: Independent Work and Individual Assessment (15 minutes)</b></p> <ul style="list-style-type: none"> <li>a. When learners are all working quietly, call the first learner to your desk for individual assessment.</li> <li>b. Ask the learner to read a selected text from the pupil book to check their reading fluency.</li> <li>c. Ask the learner to retell what they've read or ask a few questions to check their comprehension.</li> <li>d. Have learners share their writing for the week. Discuss any challenges they are having.</li> <li>e. End the session positively with encouraging words.</li> <li>f. Call up the next learner to be assessed.</li> </ul>	<p>Create a system for selecting learners for individual assessment to ensure that all of your learners meet with you at least once per term during this lesson. Ideally, you should be able to meet individually with 10 learners per week during the Library lesson. Your class size determines how frequently you will be able to meet with each learner.</p>
<p><b>Step 5: Concluding the Library Lesson (5 minutes)</b></p> <ul style="list-style-type: none"> <li>a. With 7 minutes left in the lesson, tell learners they have 2 minutes to finish up their independent work.</li> <li>b. Move around the room observing learners as they finish up their work for the day. Ask them individually to tell you what they accomplished.</li> <li>c. Tell learners to put their work down. Ask 2-3 learners to share with the class what they accomplished during the Library lesson.</li> <li>d. Praise learners for their ability to work independently.</li> </ul>	<p>This step is important. It gives you more information on how well learners are using their time during this self-directed lesson. Because learners know you are going to call on them at the end of the lesson to be accountable to the whole class for how they used their time, it motivates them to use their time productively.</p>

## Lëblaŋo Technical Literacy Terms

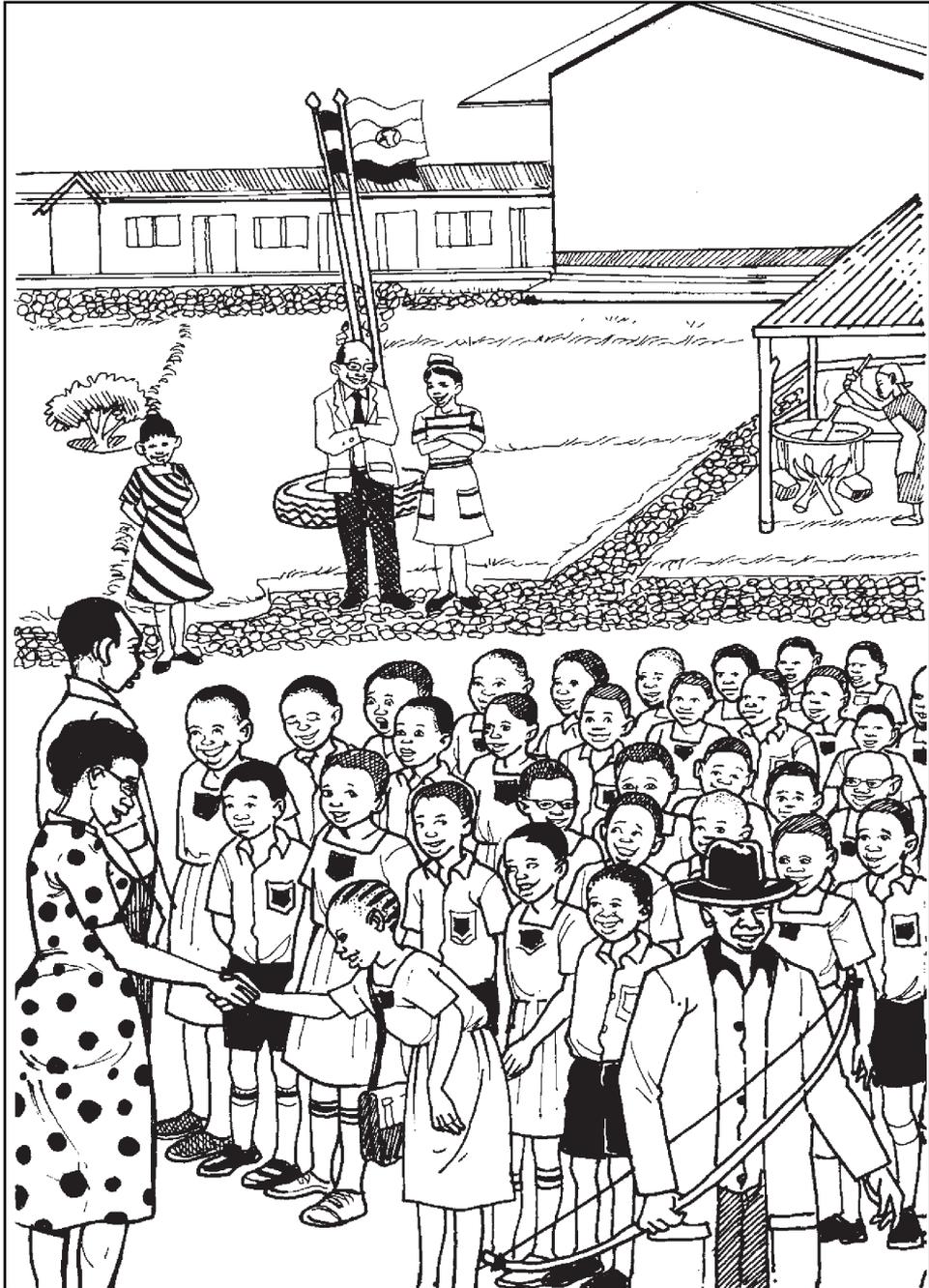
English	Lëblaŋo
alphabetic principle (phonics)	ŋec ikom nuktae
choral reading	kwan karacël kun dwon winyere
collaborative learning	pwonyere karacël
competency-based assessment	kwëddö ŋec alübërë kede gin atin myero tim
comprehension	nïaŋŋö
continuous assessment	kwëddö karë-ikarë
differentiated learning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





# Weekly Lesson Support

## Term 1 Lessons



# 1 Gombola wa

## Literacy 1 & 2

**Digo kara rac**



nyammö      cēyō      cipid

Wilston Imir onwopo obedo wonkōm mē gombola Apiwany amē tye tumalu mē Oyam. Ēn onwopo tye kede orani mērē aboro atēk amom twērē. Orani mērē nī gīn ayē: Nekemia Ogwalogwal, Giligorio Ogērō, Pūta Jūrūbābel, Lut Bāladina, Mangolna Apāk, Bulacio Dīdāk, Yubentino Ipōpa kede Owic Nyanyap.

Awōp Giligorio Ogērō onwopo obedo a kētkop tye alina jō, Owic Nyanyap acikari oywek ilka Mangolna Apāk tē beko. Anan adwōp alībērē kede

Tem 1. Cahē 1

Wilston Imir obin omiō Giligorio Ogērō orwētō hwak pī cōkērē mē yūbbū dōg pii. Lwak obin ocōkērē otē nyammō tam ikom kite a myero gwōk kede dōg kulu. Gīn daw obin oketo cōkōgō a mokō jō amē lilo pii.

Oyotoyot a jō pwoɔd tye i cōkērē, imat Anjūlina Pūnū obin ayutte kede gulu mērē mē twammō pii i wīe ēntō ēn tē dōk gwōk okō i hwōk tye pii, mun obin omiō acikari tē cēyō imat dukō i cipid lare i gombola oyotoyot.

**Apeny amē kelo nīayō**

1. Wonkōm adek mē gombola Apiwany onwopo obedo gw?
2. Ŋa obin omakō tye allilo pii?
3. Ka onwopo yin ēn imakō Pūnū tye allilo pii, onwopo itimmō kede gw?

Tem 1. Cahē 1

### Day 1

#### Literacy 1

**Thematic Question:** Bēr a ŋeyo nyīŋ Gombola ni obedo ŋō?

**Guiding Question:** Akwannō cēkō mōrō kan, līŋ i winy abēr itē kobba ŋō obin omiō acikari omakō Anjūlina Pūnū .

#### Literacy 2

**Writing Process:** Rwōm mē göyō

pūlan

**Type of Text:** Cēkō ateta

**Sample Text:** Pokko koti

Aworo odikko kamudēŋa kede Ogwalogwal owoto mē gammō koti i gombola Amonolēlō. Gīn obin ogamō koti ēntō yeyo tē löyō Ogwalogwal okō.

Ēn tē kok nī, orēē.

Kamudēŋa nī aa! Ogwalogwal, ŋō arac? Ēn ogamō nī yeyo koti olōa okō.

Kamudēŋa tē konynyē, tero koti mērē pacu. Ogwalogwal tē kobbe nī apwōyō.

<b>Writing Organizer: Cēkō ateta</b>	
Wii cēkō	Pokko koti.
Jō i cēkō	Kamudēŋa kede Ogwalogwal.
Kan a cēkō otīmērē	Aworo odiko i Gombola Amonolēlō.
Gīn otīmērē mē acakī	Wot gammō koti.
Gīn otīmērē i dyere	Yeyo koti obin olōo Ogwalogwal okō.
Gīn otīmērē mē agikki	Kamudēŋa obin okōnyō Ogwalogwal tero koti pacu.

## 1.1 Nyij Gombola wa kede kan amë nwojere iyë

### Literacy 1 & 2

#### Day 2

#### Literacy 1

**In My Mind Question:** Ka onwojo yin ën imakö pünü tye alillo pii, onwojo itimmö kede nõ?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer: Cëkö ateta</b>	
Wii cëkö	
Jö i cëkö	
Kan a cëkö otimëre	
Gin otimëre më acaki	
Gin otimëre i dyere	
Gin otimëre më agikki	

### Oral Literature

<b>Traditional Text</b>
<p><b>Carokop</b> Gwata atëk, mac a puku. Tëre gönynyëre nĩ, ñat akite tëk dañ omakö i lyeto.</p>

1 Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

bër	<u>bër + ërë</u>	bërërë
pur	<u>pur + ërë</u>	purërë
cër	<u>cër + ërë</u>	cërërë

##### Word Structures — Extra Practice

dür	<u>dür + ërë</u>	dürërë
tür	<u>tür + ërë</u>	türërë

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cëkö ateta	✓
Wii cëkö na tye amwönya.	
Jö icëkö na tye amwönya.	
An akobo kan acëkö na otimërë iyë.	
An akobo pëkö amë myero tyek.	
Cëkö na nī tye kede acakki mërë, dyere kede agikki mërë.	
Atio kede cöc cīŋ acilcillörö.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Anyira tye apyeyo akedi.
2. Apwony tye acöc i bao.

##### Sentence Structure — Extra Practice

an akatö i kilacī anwën.  
An akatö i kilacī anwën.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Tic kede anyut më cöc më agikki	
<b>I do</b>	1. Aworo odikko kamudëŋa kede Ogwalogwal owoto më gammö koti i gombola Amonolëlö. 2. Gin obin ogamö koti ëntö yeyo të löyö Ogwalogwal okö.
<b>We do</b>	1. Ën të kok nī, orëë. 2. Kamudëŋa nī aa.
<b>You Do</b>	1. Ogwalogwal, njo arac?. 2. Ën ogamö nī, yeyo koti olöa okö.

## 1.1 Nyiŋ Gombola wa kede kan amë nwojere iyë

# Literacy 1 & 2

## Day 5

### Literacy 1

#### Word Structure Assessment Test

lor lor +ërë lorërë  
cür cür +ërë cürërë  
por por +ërë porërë

#### Sentence Structure Assessment Test

- Okelo tye agwëyö odilo.  
Atin tye adöttö cak.
- Okelo tye agwëyö odilo.  
Atin tye adöttö cak.

#### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

### Literacy 2

#### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

#### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

#### Word Making Game

nyam	ci	yö	dëk
dë	rë	do	kö
cë	ka	pid	be
më	mö	ni	ri

#### Answers:

nyammö  
cëyö  
cipid

#### References

##### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 76

##### *NPSCU Scope and Sequence*

- Page 9

## 1 Gombola wa

# Oral Literature

## Dit-wic rac

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan liɲ iwiny ite kobba ɲö otimëre i gombola Barr.

### Dul cëkö më acël

Cön icön leyi obin olwoɲo cökëre më yübbü döɲ kulu. Adwoɲkôm gĩ onwoɲo obedo Injato. Leyi të bino apol mëicël kun obedo kede tam acël më yübbü döɲ kulu bedo acil. Apwö këkën ën amë obin opoko tammëre piën onwoɲo kome wac.

Leyi të yaa awaɲacël otë wot pwoddo lum i döɲ kulu, rëggö piɲ kede yabbö yoo möl apii. Jönï obin obobolo wangĩ otë nwoɲo ni Apwö onwoɲo pe i kin gĩ. Obedo penyere këngĩ kwene amë ën onwoɲo tye iyë. Leyi amë obin oyübü döɲ kulu të bedo Kwac, Ogwalogwal kede Dyaɲ. Leyi ni otio tic atëk döɲ kulu të doɲ acil amattö pii mëre miit a pe twërë.

Yi leyi ni obin owaɲ atëk ikom Apwö piën okwërö wot tic kede jö kun pido ni kome lit. Aco kara onwoɲo tye amiyë-amia piën i cawa aleyi-ca adwogo, gin onwoɲo Apwö i potö mëre tye apur. Apwö obin oɲwëcö okö iyoɲe nënnö leyi okënë ni.

### Story Outline

#### Jö i cëkö

Injato, kwac, Ogwalogwal kede Apwö

#### Kakarë

Iyi kulu

#### Gin otimëre

Leyi oyübü döɲ kulu.

Term 1 Week 1

## 1.1 Nyij Gombola wa kede kan amë nwojere iyë

# Oral Literature

**Apeny agëca:** Itamö nī leyi nī obin otīmō apwō kede nō iyōje kwērō tic?

### Dul cëkö mē aryō

Leyi amë oyübü dög kulu obin otüing kede akëmō otë piro kop mē wot makkö jami Apwō. Ikarë amë otunu gīnī tunj Apwō, olwoje tyën apol ëntō ën olīj itii. Man otë mīyō jōnī yabbō öt otë nwojō ödë cöl atëk a pe twërë. Tīm Apwō man obin owanjō yī leyi magi matëk. Gīn obin oketo tëk otë möyō naka onwojō bur amë okünyō idye öt ëka dong otë nwojō Apwō opono iyë. Gīn obin ocikö Apwō pe mē tēmmō wot i dög kulu pī anywarërë.

Oryō pīi obin ocirō Apwō tē mīyë kwallë kun cëddë iwii tyënë mē wot i kulu ëntō igum arac onwojō Kwac tye akürō pii. Kwac tē makkö opökö Apwō kun ryëmë ijwëc a danj a kobbë nī gombola Barr amë tye tung kidë mē Lira nī pe mitō wackom.

Leyi obin omiö Apwō makatal mē yübbü dög kulu tyën aryō kënë abonjo njatorö ikönynyë. Man omiö Apwō tē pwonyërë mē tiyo tic kede lwak karacël abongo keng.

Vocabulary Words		
tunj	kwallë	yübbü
In the Text Questions		In My Mind Questions
1. Adwojököm aleyi onwojō obedo nja?		1. Pīnjō omiö dög kulu myero bed acil?
2. Leyi ocökërë mē tīmmō nō?		2. Jami mënë apatpat amë jö tio kede mē yübü dög kulu?

Term 1 Week 1

# 1 Gombola wa

## Literacy 1 & 2

**Dul a dwir**



**otil      yutte      kwenyoro**

Aworomaca ayitö göt Karoto kede otinö adek. Cen omwono tye aryeny abër mēicēl. Man omiö wa otē lōngō wii göt līj. Omiö otinö-ca tē ol mēicēl. Oyotoyot, otinö-ca tē kobba nī kec tye anekko gi. Cūtūcūtū an atē kobbi gi nī "Moggo mōrō tye kan, hin libāj wuru." Oyotoyot gin otē kobba nī dullōrō-ca olitō abër. Wan ducu otē bedo lwii dul-ca otē buppō moggo.

Man omiö otinö-ca tē yer abër otē dōj cakō tuku gin. Gin obin obedo yutte lwii dul-ca amōwōrjōō. An atē kwenyoro gi nī ogwōkērē, kūr orētētē.

Tem 1. Cahē 2

Oyotoyot dul-ca tē cakō yerere mēl okō. Man omiyēlō kom otinö-ca, omiö gin līj otē redo karacēl nī waaill kōny wa. An otē tīrjo waja otē nēnōō dul-ca dōj tye amōlamōla.

Manono kara omwono obedo nyallo. Omiö otinö oyuu i wic, otē makkō arwāddī lor dōk piṅ. Aco an lworō tē nūddō tyēna kweyo nī nōj. Atē tīrō ka cija ducu mōlu pi kweyo kōny libāj Rwot. An atē kop kēnākēna nī asa kono sajo dōj i cen, kono pe ayitō lwii göt Karoto hīk ogwōkēddē.

**Apeny amē kelo nitajō**

1. Göt-ca omwono omwono nī gō?
2. Ŋō amē obin omōl i wii göt?
3. Itamō nī nyullo-ca obin omōl owoto kwene?

Tem 1. Cahē 2

### Day 1

#### Literacy 1

**Thematic Question:** Tuc jami apapat amē ocweye amē nen i gombola wa?

**Guiding Question:** Akwannō cēkō mōrō kan, līj i winy abër itē kobba gin obin okelli otinö-ca ṅwēc i wii göt.

#### Literacy 2

**Writing Process:** Rwöm mē göyō

pūlan

**Type of Text:** Cēkō ateni

**Sample Text:** Yittō göt

Aworo otyeno, awoto atē yittō göt Akia kede awotta amē nyiṅē Akelo. Dök piṅ obin olōa okō. Atē kok atēk.

Awotta tē kobba nī, abed piṅ atē wayē mot kede duda. Atimō amanno atē tunu piṅ abër. Ēn tē pwōya pi kanyakinō, otē dök okō pacu.

<b>Writing Organizer: Cēkō ateni</b>	
Wii cēkō	Yittō göt.
Jō icēkō	An kede Akelo.
Kan a cēkō otimērē iye	Lwi göt Akia.
Gin otimērē mē acakkī	Owoto otē yittō göt Akia.
Gin otimērē i dyere	Dwogo piṅ obin olōa okō.
Gin otimērē mē agikki	Abin awayē mot kede duda naka piṅ atē dok okō pacu.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Itamö nĩ nyallo-ca obin omöl owoto kwene?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer: Cëkö ateni</b>	
Wii cëkö	
Jö icëkö	
Kan a cëkö otimëre iyë	
Gin otimëre më acakki	
Gin otimëre i dyere	
Gin otimëre më agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Wer</b></p> <p>Rwa, rwa, rwa,                      An awinyo ka lyëc mwodo,                      Rwa, rwa, rwa,                      An nīya lyëc mwodo agaba. (x2)                      Omwodo oraŋŋa na,                      An nīya lyëc mwodo agaba.                      Omwodo böyö na,                      An nīya lyëc mwodo agaba.                      Omwodo cöya na,                      an nīya lyëc mwodo agaba.</p>

## 1 Gombola wa

# Literacy 1 & 2

## Day 3

### Literacy 1

#### Word Structures — Answers

lwak	<u>lwak + kërë</u>	lwakkërë
alëk	<u>alëk + kërë</u>	alëkkërë
apök	<u>apök + kërë</u>	apökkërë

#### Word Structures — Extra Practice

arük	<u>arük + kërë</u>	arükkërë
dëk	<u>dëk + kërë</u>	dëkkërë

### Literacy 2

#### Writing Process: Loddo

<b>Assessment Tool:</b> Tuku acek	✓
Wii tuku na tye amwönya pī okwan.	
Jö i tuku na tye amwönya.	
An akobo kan a cëkö na otimërë.	
An akobo pëkö amë myero tyek.	
Cëkö na tye kede acakkī mërë, dyere kede agikki mërë.	
Ocakö cöyö nyij jö i cëkö otë lübbü kede tön imalu i pīj.	
Oketo anyut më gin atye atimërë.	

## Day 4

### Literacy 1

#### Sentence Structure — Answers

1. Aya en oori nī ilwoŋa!
2. Okwo okwalo jami wa ducu!

#### Sentence Structure — Extra Practice

aido i tyekka dek oko

Aido, ityekka dek oko!

### Literacy 2

#### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cakkö kede nukta adwoŋ	
<b>I do</b>	Aworo otyeno, awoto atë yittö göt Akia kede awotta amë nyijë Akelo
<b>We do</b>	Akok atëk
<b>You Do</b>	Atimö amanno atë tunu pīj abër

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

opik opik + kërë opikkërë  
 amük amük + kërë amükkërë  
 tok tok + kërë tokkërë

##### Sentence Structure Assessment Test

- atinna man timmi ene  
Atinna man timmi ene!
- ojöni man böŋŋa ene  
Ojöni man böŋŋa ene!

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### Word Making Game

o	kwe	ro	tö
te	na	yĩ	ŋö
kë	lül	yut	kë
a	lön	na	nyo

##### Answers:

olül  
 yutte  
 kwenyoro

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 51

###### *NPSCU Scope and Sequence*

- Pages 10-11

## 1 Gombola wa

# Oral Literature

## Pyem kara rac

**Apeny më yabbö ɲec:** An Akwannö cëkö mörö kan, winy abër ite kobba ɲö obin otimö Omiɲ.

### Dul cëkö më acël

Rik cön onwoɲö tye göttörö amë buɲ ogürü tërë ipuk. Akaö mörö amë pii iyë rik pe twöö onwoɲö tye i ɲete. Jö onwoɲö ɲölö kulu naca pī dokoro löka. Buɲ-ɲaca rik ka itunu iyë, iwinyo jami mögö atimërë a pe nianji. Karë okënë iwinyo gin a cal idwön lee akok. Karë okënë iwinyo ba dwön jö anyërö. Doɲ omiö jö rik lworo lübb:u yoo naca tütwal ka iwor. Gīn onwoɲö okobo nī catane rik tye i buɲ-ɲaca. Lomörö a nyīɲë Omiɲ rik obedo pyem nī jö kobo goba. Ęn onwoɲö wakërë nī ka catannörö oɲöllë inyime, emakkö ëtë ɲīɲidö atītīnö. Lwak obin okwenynyoro Omiɲ nī gwökërë ka pe winyo kop. Omiɲ obin omëddë-amëda ipyem kun kobo nī Ęn pe elworo kit gīnnörö kəkën.

### Story Outline

#### Jö i cëkö

Omiɲ, Catan, tatö Omiɲ

#### Kakarë

I cuny kulu, i buɲ a cök itë gôt

#### Gin otimërë

Omiɲ obedo pyem nī elöö Catan, Catan të wüttë rëttë piɲ. Ęn të ɲwëc wot kobbi tattërë otë mīyë mattö kado-apige.

Term 1 Week 2

## Oral Literature

**Apeny agëca:** Yin itamö nī njö amë obin otimö Omiñ itë buñ iyone ën ikwërö winynyo kop?

### Dul cëkö më aryö

Ininö mörö tutuñ cawa anjwën më iwor, Omiñ obin oyaa i löka kulu pi dök tuñ gī. Ikarë amë otunu icuny kulu-ca, catanörö obin opoto ikome nī puu të rëttë ökö i pii i pwaa. Omiñ omoro koko a pe twërë. Ekobo nī eyaa, Catan dök odwökë i pii i pwaa. Omiñ onënö amanono të yabbö duru alyet. Icawa amë Omiñ oyaa tyënö më adek, Catan onyërë atëk të nyëttö twön laö mörö alyet bala mac ikome.

Twön icö oyabö njwëc ilökö nī gin opoo naka pacu. Ikarë amë ën otunu pacu, tattërë obin openye piñjö omïo ën dök etye eredo ikoko amanono. Ën obin okobbi tatërë nī ën ninö naca erwattë arac. Omëddë ikobbe nī amë ën etunu itë buñ, ebin enwoño danö morö a wië ojuny amë etëmö kop kede, oliñgë itii ëntö të ka poto i kome aliñaliñ cakkö wüttë kede kun rëtë piñ tyenö adek twal. Imë adekërë ën doñ etë püt idirö njwëc adwir naka pacu nī. Tattërë obin okobbe nī manono kom onwoño obedo Catan. Ën te kello kado-apige oyotyot të miyö Omiñ mattö të pyelle aryeba cuny. Okobbe nī danö ka orwattë i Catan myero mat kado-apige të buto aryeba cuny.

Vocabulary Words	
dokoro	i pwaa nyëttö
In the Text Questions	In My Mind Questions
1. Da arik opyem nī ën pe elworo Catan?	1. Itamö nī njö arik atimërë ka Omiñ rik pe njwëci?
2. Da obin omïö Omiñ kado-apige?	2. Dö omïö pol ajö naka ikarë nī lworo buñ tütwal?

# 1 Gombola wa

## Literacy 1 & 2

**Bedo i gen bër**



**oyërö      willö      orem**

Atim obedo otinkwan më Akia Püsamari cukul amë nwojere i gombola Adikokwak. Èn obin oyaa ginö owote mërë më wot i cuk cepabicë amë tye inyim gombola gi naca. Gin obin orwottë i danö mörö onwojo obedo welo i gombola-ni të bedo kop kede ni amanë.

**Welo:** (omote i mwolo) Ibutu ba?

**Atim:** (ogamö i wörö) Abutu abër.

**Welo:** (openye oyotayot) Ikwanö kilaci adii?

**Atim:** (ocun irik) Akwanö kilaci adek.

Tem 1. Cakö 3

**Welo:** (openye i wur) Itye iwot kwene odikko ni?

**Atim:** (ocakö wot) Atye awot i cuk inyim gombola-ca.

**Welo:** (omëddë ipenye i wur) Odikko cün-ni, i wot willö njo?

**Atim:** (ogammë gwëjwëc) Awot willö amük.

**Atim:** (i yif cuk) Amük-ca cente adii?

**Won amük:** (oyërö warö) Cili tutumia pyeraryö nono.

**Atim:** (owuru) Tutu mia pyeraryot Cente na orem cak.

**Won amük:** (adü cunp Atim) Mia cente itye kede i mia ñemö tyeni no.

**Apwen amë kelo niaj**

1. Atim gi onwojo tye awot kwënë?
2. Ñö obin otimërë i kom Atim?
3. Ka won amük-ca rik pe mi Atim amük-ca i tamö ni ñ rik otimëmö njo?

Tem 1. Cakö 3

### Day 1

#### Literacy 1

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

**Guiding Question:** Akwannö cëkö mörö kan, winy abër itë kobba gin Atim onwojo awot willö i cuk?

#### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Tuku acek

**Sample Text:** Acej orwenyo alam  
(Apwony kede atinkwan icukul icawa më kilaci)

Apwony: (amittö niaj) Do arac?

Acej: (tye abemo) Alamma orwenyo oko.

Apwony: Alam kalu ni anyennë?

Acej: (ogamo i para) Ee ! Kom ën

Apwony: (omie twër) Köj iwot imöö kan amë wokki itye ituku iyë.

Acej: (oredo i yomcuny) Nënö ën!

Anwojo okö.

Apwony: (iyom cuny) Eyö, bër

inwojo! Cak doj cöc.

<b>Writing Organizer:</b> Tuku acek	
Wii cëkö	Acej orwenyo alam.
Jö i cëkö	Acej kede Apwony.
Kan a cëkö otimërë iyë	Icukul, i kilaci.
Pëkö	Rwenyo alam.
Gin otimërë më acakkī	Rwenyo alam Acej.
Gin otimërë idyere	Apwony omiö Acej tam.
Gin otimërë më agikki	Acej omöö alammërë të nwojo.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Ka won amük-ca rîk pe mîi Atim amük-ca itamö ni ën rîk atïmmö nõ?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Tuku acek	
Wii cëkö	
Jö i cëkö	
Kan a cëkö otïmëre iyë	
Pëkö	
Gin otïmëre më acakki	
Gin otïmëre idvere	
Gin otïmëre më agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Koc</b>                      Kocca wunu ba?                      Alittö                      Kara ka alittö nü, ña opwonyo jö i gëro öt lum?</p> <p>Agam: obwöl</p>

# 1 Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

owec	<u>owec + ca</u>	owecca
kic	<u>kic + ca</u>	kicka
ɲec	<u>ɲec + ca</u>	ɲecca

##### Word Structures — Extra Practice

tic	<u>tic + ca</u>	ticca
loc	<u>loc + ca</u>	locca

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cëkö ateta	✓
Wii cëkö na tye amwönya.	
Jö i cëkö na tye amwönya.	
An akobo kan a cëkö na otimëre iyë.	
An akobo pëkö amë myero tyek.	
Cëkö na nī tye kede acakki mërë, dyere kede agikki mërë.	
Atio kede cöc cīɲ acilcillörö.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Da otucci nyiɲa?
2. Ibino ömmö ɲö kan?

##### Sentence Structure — Extra Practice

nyiɲi ɲa  
Nyiɲi ɲa?

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Tic kede anyut më cöc më agikki	
<b>I do</b>	Ɔö a rac
<b>We do</b>	Alam kalu ni anyennië Eee, Kom ën
<b>You Do</b>	Köɲ iwot i möö kan amë woki itye ituku iyë Nënö ën Anwoɲo okö Eyö, bër inwoɲo, cak doɲ cöc

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

toc toc + ca toccalac lac + ca laccabac bac + ca bacca

## Sentence Structure Assessment Test

1. aworo iwoto i lëgö

Aworo i woto i lëgö?

2. cukul wa ën olanyö i peny

Cukul wa ën olanyö i peny?

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

o	ga	wil	të
kī	tu	rem	rwat
tü	la	yë	mia
lö	cī	ö	rö

## Answers:

oyëro

willö

orem

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 51

*NPSCU Scope and Sequence*

- Pages 11-12

## 1 Gombola wa

# Oral Literature

## Tic orömö bulu

**Apeny më yabbö ɲec:** Akwannö cəkö nī, winy abër itë kobba kit amë bulu obin onwoɲo rwöm më tic i gombola më Amattiburu.

### Dul cəkö më acël

I pacu wa më Amattiburu jö obin omoko tam më yërö bulu bedo ocirikali ajagö. Man më könyö kor jagö i tic. Bulu amë rik tye kunu onwoɲo obedo: Akürpala, Atakara, Awenö, Apinyjulu, Agak, Ogolegole, Olik kede Adidit. Aco jagö më Amattiburu, man onwoɲo obedo lwalo. Onwoɲo mïttë tütwal më cöyö ocirikali iy Amattiburu, man pïen jö obin omëddë atëkatëka kunu pï adwoggi më ɲwëɲwëca amë otimërë pï lwëny amë obëö kunu. Omïö odoɲe kede imakki ducu të mokko nī bulu mögö myero mī gī tic më bedo ocirikali ajagö. Aran ajagö otë mokko nī bed Olik. Man omïö tic të römmö ciɲ lwak.

### Story Outline

#### Jö i cəkö

Jagö, lwalo, Akürpala, Atakara, Awënö, Apinyjulu, Agak, Ogolegole, Olik kede Adidit

#### Kakarë

Gombola Amattiburu

#### Gin otimërë

Ocöo otic ogöö pülan më gombola Amattiburu.

Term 1 Week 3

## Oral Literature

**Apeny agëca:** Itamö nī nõ amë obin otimërë ikarë amë bulu ocakö tic?

### Dul cëkö më aryö

Jagö lwalo onwojo obedo danö amë marö tic mëicël. Dök ën onwojo lübü tütwal kite më löc i gombola. Ocirikali-ca ducu onwojo kom gī mīt itic gī. Gīn obin otio abër më döngjö rwöm më twërö alwak kede gwökkö cik. Jö më Amattiburu onwojo doṅ ocakö nënnö alökalöka i gombola gī. Man pīën ocirikali ducu obin opwonyo kite më tic kede oduku iyore abër kun ogwökö rwöm më twërö kede kuc alwak lüṅ. Pëkö acël amë obin onen ika tic më gombola Amattiburu obedo aran ajagö, amë ën obedo Olik. Onwojo myero ën bed iwii köm të tic i kompiuta ëntö ën gire obedo lëgö-alega aculawic. Pe daṅ tio ticcöro amë jagö omië më atia. Man omiö rekod më tic i gombola Amattiburu pe obin ogwökö. Tim Olikki obin owaṅö yī jagö lwalo mëicël. Obin omiö ën oyaa okö të wëkkö opici. Ën doṅ të bedo gite lalata idye bar kun nwojo tye ayon akëddë-akëda. Omiö lwak lüṅ më Amattiburu të bino baṅ jagö lwalo pī mīyë tam më yikkö kite amë myero gombola gī döṅ kede. Jö të bino yërö Agak pīën ën marö wot nënnö ka jö ocökö yugī ducu ëka otë waṅjö otë cöyö rekod ducu ikompiuta. Man doṅ të dwoggo cuny jagö kede lwak lüṅ më Amattiburu. Omiö aman gīn doṅ otye anyim tütwal ikop më döngjö lobo. Tic daṅ të römö ciṅ bulu ducu.

Vocabulary Words	
lëgö	aculawic
	ṅwëṅwëca
In the Text Questions	In My Mind Questions
1. Jö mëné amë obin onwojo tic i gombola më Amattiburu?	1. Itamö nī nõ omiö ocirikali bedo i gombola?
2. Obin omiö tic aṅö bot bulu më Amattiburu?	2. Ka yin onwojo itye Amattiburu onwojo itiyö tic aṅö igombola?

Term 1 Week 3

## 2 Kite më nwoŋjō cente i Gombola wa

# Literacy 1 & 2

**Tic atëk okelo nyërö**



**porapara      ðlakĩnõ      wĩĩkĩnõ**

I gombola wa më AñDõ, pol a jã tão tic më pur. Inĩnõ ducu tãkĩ apĩnyĩulu okok, twoni gwen tã ðlakĩnõ, inwoŋjõ jã ka i kweyĩ i wĩ gwok gi.

I kin opur, onwoŋjõ tye awobi owoŋjõ nĩ Okori. Ën obedo awobi a kome mĩ, a kome ðaj yot amã marõ pur a pe twãrã. Imwaka okatõ, Okori opuru kabej kede atungulu adwoŋ amã obin okelle cente abũp icãõ mërã.

Term 1. Cahõ 4

Okori obedo ðanõ anyëk, awãr, ðaj pão tic i ñim. Ën aman owĩõ opik okõ. Won ðaj aman tye wĩĩkĩnõ opikãrã acunye yom ba onwoŋjõ opany i nĩnõ tyã. Dakõ tũõ acil anyĩnyã Luci oyelle atëk ipuru moggo. Aman Ën ðaj ogërõ ibati okõ amã tye abũkalyãla i porapara.

Tic a jãnĩ omĩõ awobe aman tye apur pyepyem më mĩyõ gi ðaj ðokkõ kwõõ gi.

**Apeny amã kelo nĩnyã**

1. Wĩnyĩ mënë amã ðĩk cõo jã ka pĩny aruru?
2. Njõ Okori otĩmõ acalõ adwoŋjõ më puru pur atëk?
3. Itamõ nĩ njõ omĩõ Luci oyërõ gërõ ðt akaka wĩlõ opik?

Term 1. Cahõ 4

## Day 1

### Literacy 1

**Thematic Question:** Tic ajõ i gombola wa kõnyõ wa nĩjõ?

**Guiding Question:** Akwannõ cãkõ mörõ nĩ, lĩj i winy itë kobba njõ Owani otĩmõ i cente mërã më pur?

### Literacy 2

**Writing Process:** Rwõm më göyõ

pũlan

**Type of Text:** Cãkõ më amut

**Sample Text:** Cweyo ðĩta

Owanĩ Cĩtapwanõ obedo acwe ðĩta oywek. Ën cweo ðĩta ture ðaj jõ tã willõ i ture. Cĩtapwanõ tio kede oguru tugu më cweyo ðĩta.

Ën cakõ gĩttõ oguru tugu tã wãkõ ner. Ën canõ tã ðaj kakadõ ka otum, lĩjõ i ranji acil. Catõ ðĩta acil ciling 500/=. Ya i kom cweyo ðĩta, Cĩtapwanõ ogërõ ðt atëk tã cüllü otinõ mërã i kwan.

<b>Writing Organizer: Cãkõ më amut</b>	
Wii cõc	Cweyo ðĩta
Da	Cĩtapwanõ
Kwene	Pacu
Awene	Ikarã amã Ën bedo ture.
Do	Cweyo ðĩta më acata.
Nĩjõ	Gĩtõ oguru tugu tã wãkõ ner canõ tã kakadõ, lĩjõ kede ranji acil tã cattõ.
Pĩjõ	Ën ocweo ðĩta më möyõ cente më gërõ ðt kede cüllü otinõ mërã i kwan.
Agikki	Ën ogërõ ðt tã cüllü otinõ mërã ikwan.

## 2.1 Kit tic a jö i Gombola wa kede bër gi

# Literacy 1 & 2

## Day 2

### Literacy 1

**In My Mind Question:** Itamö niṅö omiö Luci oyëro gëro öt akaka willö opik?

### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Cëkö më amut	
Wii cöc	
Da	
Kwene	
Awene	
Dö	
Niṅö	
Piṅö	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Koc</b> Kocca wunu ba? Alittö Kara ka alittö nü, pala akilī opoto iyī nam?  Agam: yer ṅwën.</p>

2 Kite më nwoŋjō cente i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

wum	wum + e	wume
odon	odon + e	odone
kor	kor + e	kore

##### Word Structures — Extra Practice

yit	yit + e	yite
tik	tik + e	tike

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cëkö më amut	✓
Wii cëkö më amutta tye	
Cëkö më amutta kobo jō apīrgī tēk kede kan a cëkö otīmērē iyē	
Cëkö më amutta kobo iyore-iyore jō atīmērē	
Cëkö më amutta kobo iyore-iyore Piŋō omīō ginnōrō nono otīmērē	
Cëkö më amutta kobo jami otīmērē ikarē mērē iyore-iyore	
Cëkö më amutta kobo iyore-iyore karē a jami otīmērē iyē	
Cëkö më amutta tye kede agikki mērē	
An acōō nyigkop më cëkö na ducu abēr	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. An aoddo nīnō.
2. Wan ooddo nīnō.

##### Sentence Structure — Extra Practice

Dyaŋ tye amattō pii.

Dyaŋ omatō pii.

#### Literacy 2

##### Writing Process: Këbbörō

<b>Mini-Lesson:</b> Cōyō cëntēn otum abēr	
<b>I do</b>	1. Cītapwanō cweo dīta oguru tugu
<b>We do</b>	1. Ēn cakō gītto oguru tugu tē wēkö ner
<b>You Do</b>	1. Ēn canō tē doŋ kakadō

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

yib yib + e yibe  
 ɲut ɲut + e ɲute  
 lem lem + e leme

##### Sentence Structure Assessment Test

1. An atye acöc i buk.  
An acöö i buk.
2. Wan otye ocöc i buk.  
Wan ocöö i buk.

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

##### Word Making Game

pa	pa	pa	wii
kī	ö	o	kī
ra	nö	ka	yel
la	ra	le	l

##### Answers:

parapara  
 ölakīnö  
 wīikīnö

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 51

###### *NPSCU Scope and Sequence*

- Page 14

2 Kite më nwoṅṅö cente i Gombola wa

## Oral Literature

### Bukku anyeri okelo capcap

**Apeny më yabbö ḡec:** Akwannö cëkö mörö kan, liṅ iwiny ite kobba tic a jö i gombola wa.

#### Dul cëkö më acël

Gin acël amë Laṅo riḡ timö i karë më oro, ën ayë dwar. Dwar obedo gin amit amom twërë piën otinö kede jö adöṅṅö ryëö ler gĩ. Jö okënë daṅ nwoṅṅö pwonyere i bayö cabao. I gombola Ayer awobe kede odoṅe onwoṅṅö pyem i bayö cabao kun bëö i cöbbö okot .

Wot i dwar bër, ka ineko wunu lee, idök pacu kede gin a wërë mörö. Dwar daṅ nötö jö, döṅṅö rwöm më bedo karacël.

Ininö mörö acël, awobe kede odoṅe më Baroṅër obin otwaro i pön anyeri iyii amël ëntö igum arac anyerĩ tē lëlëkö toṅi dönyö okö iyii acoc i bye.

Odwar-ca amë Ameny Mudukayo ën otëlö wi gĩ nĩ, obin omoko tam gĩ më bukku anyeri-ca abuka. Jö obin ocökö obökë, raö kede riddö yen kun mögö jakö alyëra më bukku anyeri-ca.

#### Story Outline

**Guti kop a kwakö cëkö:**

Ameny Mudukayo kede wiccëre obin owoto gĩnĩ i dwar.

**Kop amë kelo nĩaṅṅö:**

Odwar obin otwaro i pön anyeri.

**Kop amë kelo nĩaṅṅö:**

Odwar obin obedo bukku gĩnĩ anyeri. Mudukayo obin owaö ororo nĩ anyeri. Lwak obin okët i ḡwëc.

Term 1 Week 4

## 2.1 Kit tic a jö i Gombola wa kede bër gĩ

# Oral Literature

### Dul cëkö më aryö

Buk obin ocakërë, të mëddë, kun obuk anyeri man öläë atëk piën alyëra onwojo orwakö iyi bye më bukku anyeri onwojo këc gin i gony. Gĩn obin owinyo lee tye acür, otë doj mëddö mac aganalam. Oyotyot gĩn obin onënö lĩl kede buru i dög acoc amë lee tye ayinyo.

Ameny Mudukayo amë ñeye atëk tütwal pi tæk cunye nĩ obin orwakö cĩñë iyĩ acoc të makkö dwön lee okö ikĩñ. “Amakö okö, amakö okö!” Ęn oredo kede yomcuny. “Waa ikel öökö,” owote mërë omëddë tam. Ęn obin owaö lee kun odwar okënë tye otërë i tönj gĩ më döppö anyeri.

Citë akaka anyeri, Mudukayo obin owaö twön ororo mörö anënnö lik. Jö obin okët i ñwëc kun owëkö ororo amë lëbë alyël i pĩlpĩl. Bukku anyeri të gik i rik.

Vocabulary Words	
cabao	a wërë ipön
In the Text Questions	In My Mind Questions
1. Dwar rĩk kõnynyö Lajo kede ñö?	1. Dö amë nyutu nĩ Ameny Mudukayo onwojo pe ryëk abër?
2. Jami mënë amë odwar obin otio kede më bukku lee?	2. Cëkö man pwoño wa nĩñö?

Term 1 Week 4

## 2 Kite më nwoŋjō cente i Gombola wa

# Literacy 1 & 2

**Cweyo gulu**



gwaɔ	akwana	lirū
------	--------	------

Cweyo gulu kŋnyō acweyo kede jō a wŋlō i bote. Ka icweyo gulu, jami amē myero itim iyore-iyore ene.

**Mē acēl:** Iwoto iyī kulu kan ame owadō iyē lobo onwoŋ mē cweyo gulu itē waddō tero pacu.

**Mē aryō:** I bedo ketto lobo iwii kidi onyo lila alac nucu nucu. I odo kun nwoŋo i rubu i lobo gwaɔ noka waj amē orōmō acwea.

**Mē adek:** I cweo kun ibedo lirū lobo apwōtōpwōtō kun ito kede iyī cŋi rōrōyō. Ibedo kukubu lobo olirū nī kun i dodo iwii awōttērē.

Tam 1. Cahē 5

I bedo wēwētō i pado gwoto oykō atītīf abēr mē mīyō waj gī romo abēr. Ibedo timmō amanono kun iykō twoke mē mīyō bedo gulu.

**Mē arwōn:** Iruu kede lobo akwana ka i mittō nī bed arēma.

**Mē abic:** Imiō twō kan ayamō pe dwon iyē mē gēgō kakkērē.

**Mē abicē:** Iconō yen otwō abēr itē ketto gulu nī iyē abēr. Myero i bed kede pī me luttu pōk ogall adyaka amē obōgō iyē mē cweyo kom gulu nī.

**Apeny amē kelo nīajō**

1. Lobo mē cweyo gulu owadō ikwene?
2. Myero imiō gulu adyaka twō kwene?
3. Itamō nī nō omiō pe acweo gulu lobo mārō kākēn?

Tam 1. Cahē 5

## Day 1

### Literacy 1

**Thematic Question:** Bēr akōny a lwak nwoŋo itic gī obedo nō?

**Guiding Question:** Akwannō cēkō mōrō kan, liŋ i winy abēr itē kobba nō amē acwe gulu timō mē mīyō gulu bedo arēma.

### Literacy 2

**Writing Process:** Rwōm mē göyō pūlan

**Type of Text:** Yore mē mīyō ripot

**Sample Text:** Yīkkō owecu

Jami mē tic: Nyanyjolo, pala, paŋŋa, apany, dul kede tōl

Kare: Nine abic

Rwōm mē 1: Nyarō owecu i nyanyjolo, kello pacu

Rwōm mē 2: Mīyō owecu kwok pī nine adek.

Rwōm mē 3: Moyo i kom ceŋ pī ninō acēl.

Rwōm mē 4: Dōŋölō tōl kede pala, tweyo owecu atītīnō kede tōl, pīru wie iyī apany ēka itē pīru tērē iwi dul kede paŋŋa. Rwōm mē 5. Tic kede.

<b>Writing Organizer: Yore mē mīyō ripot</b>	
Wii cōc	Yīkkō owecu.
Jami mē tic	Nyanyjolo, pala, paŋŋa, apany, dul.
Karē	Nine abic.
Rwōm mē 1	Nyarō owecu i nyanyjolo, kello pacu.
Rwōm mē 2	Mīyō owecu kwok pī nine adek.
Rwōm mē 3	Moyo i kom ceŋ pī ninō acēl.
Rwōm mē 4	Dōŋölō tōl kede pala, tweyo owecu atītīnō kede tōl, pīru wie tērē iwi dul kede paŋŋa.
Rwōm mē 5	Tic kede.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Itamö ni ka onwoŋo yin ibedo Cepo, ŋö okënë a yin onwoŋo iwillö icuk itë dwogo kede pacu?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Yore më miyö ripot	
Wii cöc	
Jami më tic	
Karë	
Rwöm më 1	
Rwöm më 2	
Rwöm më 3	
Rwöm më 4	
Rwöm më 5	

## Oral Literature

<b>Traditional Text</b>
<p><b>Lemo</b>                      Two jönyö                      Yin kara iya ikwene?                      Amë i jönyö danö arac wokki?                      Pe daŋ icaŋ, piën yatti pe.</p> <p>Yin kara i rac amanë!                      Otinö kic tye abanŋö koko,                      Onywal wa doi, onywal wa doi,                      Aa...aa...aa...two jönyö.</p>

2 Kite më nwoŋjō cente i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

tana	<u>tana + na</u>	tanana
mola	<u>mola + na</u>	molana
cawa	<u>cawa + na</u>	cawana

##### Word Structures — Extra Practice

atīn	<u>atīn + na</u>	atīnna
omin	<u>omin + na</u>	atīnna

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Yore më miyō ripot	✓
An amīō Wii cōc më ripot abēr	
An akobo iyore-iyore jami amittē më tic	
An akobo karē amē bino tero	
An akobo kite më tiyo iyore-iyore	
Cētēn na cegocego daŋ nīaŋjō yot	
Atio kede cōc cīŋ acīlcīllōrō	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Wun imwōddō wunu yen.
2. Wun iyēŋjo wunu pii.

##### Sentence Structure — Extra Practice

Yin itye iküllü moggo.

Wun iküllü wunu moggo.

#### Literacy 2

##### Writing Process: Këbbörō

<b>Mini-Lesson:</b> Tic kede agwël i pīŋ	
<b>I do</b>	Jami më tic: Nyanyjolo, pala, paŋŋa, apany, dul kede tōl
<b>We do</b>	Nyarō owecu inyanyjolo kello pacu miyō kwok ëka itē moyo ikom ceŋ
<b>You Do</b>	Ɖōŋölō tōl kede pala tweyo owecu atītīnō kede tōl piru wie iyī apany ëka itē piru tērē iwi dul kede paŋŋa.

Term 1 Week 5

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

jërekën jërekën + na jërekëna  
 caö caö + na caöna  
 tara tara + na tarana

##### Sentence Structure Assessment Test

1. Yin itye i göyö cal.  
Wun i göö wunu cal.
2. Yin itye iwot i cukul.  
Wun i woto wunu i cukul.

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### Word Making Game

gwa	rü	a	yo
lü	o	ku	ñö
kwa	cwe	gëñ	dö
ku	wa	na	bu

##### Answers:

gwaa  
 akwana  
 lürü

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: pages 51-52

###### *NPSCU Scope and Sequence*

- Page 15

## Oral Literature

### Leyo tam bër

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan, liŋ iwiny abër itë kobba kit a cökërë më Oneka-ikoko obin owoto kede.

#### Dul cëkö më acël

I pacu më Oneka-ikoko lwak onwoŋo tye kede gum më nwoŋjō köny apapat ibot iryoŋet apatpat acalö më abumente kede ën ape jeŋere ikom abumente. Köny magi acalö pwoŋy bot otinö, köny më dakatal, pii kede ën okënë apapat.

Iyoŋe nwoŋjō ni two jönyö dök rwöm më nyaa mërë tye amëddë malu oyotoyot, dullörö a pe jeŋërë ikom abumente amë atël wie onwoŋo obedo Tula opwoŋyo jö tuŋŋa LC. Okobbi gĩ nĩ two jönyö amittö gwökërë atëk. Ën omëddë i kobbi gĩ nĩ ka pe owinyo gĩnĩ kop, otöö gĩnĩ ducu. Iyoŋe winynyo kop a dakatal Tula, lwak opoŋ-ŋaca pol gĩ obin obedo ŋuŋura ikom Twöŋgwënö nĩ ën ayë doŋ tye apokko two tütwal i kin gwen adöŋö kede bwonji. Yii Twöŋgwënö pe obin obedo ayom i kom jö amë ën owinyo kop man oya idög gĩ. Ën obin odaa nĩ piŋö jö tye acimmë kun nwoŋo jö okënë daŋ pe tye agwökërë naka gwökkö owote gĩ. Ën omëddë i kobbo nĩ enwoŋo Olik ninö mörö acël tye acöllö dyël. Iyoŋe cöllö dyël dök tē köbö cöllö römö. Onwongo pe oruko opira i cŋjë daŋ abongo logo.

#### Story Outline

##### Jö i cëkö

Tula, Twöŋgwënö, Dyël, Olik kede Römö

##### Kakarë

Tuŋŋa LC

##### Gin otimërë

Tula opwoŋyo jö më Oneka-ikoko.

## Oral Literature

**Apeny agëca:** Itamö nĩ cökërë a jö Oneka-ikoko obin otum nĩjõ?

### Dul cëkö më aryö

Cökërë obin omëddë anyim ëntö ikarë amë rucurucu dorj onwojõ otany, Tula obin oya malu të jükü lwak i cökërë. Ën okobbi lwak iyore-iyore rac atwo jönyö. Onwöö kun kobbĩ lwak më lübbü pwoyere apapat amë gĩn onwojõ i kop i kom gwokërë i kom two jönyö. Omëddë i kobbĩ gĩ bër abedo akom gĩ yot.

Tula omëddë i kobbĩ gĩ rac acimmö tok danö amë i tamö atama nĩ tye kede two jönyö naka ën a dakatal omoko. Kop a dakatal man obin oyomo yĩ lwak danj otë cwakkö atëk mëicël. Gĩn obin ocikërë më pe cimmö tok ngatörö këkën amë gĩn otamö onyo omoko nĩ tye itwo jönyö onyo pe.

Obin ocego cökërë ëka lwak të kët iyomcuny kun opwö dakatal Tula matëk. Pwoy man obin okelo alökalöka adwoj tütwal iyĩ pacu më Oneka-ikoko.

Vocabulary Words	
nunjura	bwojõ opira
In the Text Questions	In My Mind Questions
1. Da amë obin obedo pwoynyo lwak më Oneka-ikoko?	1. Pĩjõ omĩ itamö nĩ rac më cimmö tok jö amë tye kede two jönyö?
2. Adwoggi më pwoy a Tula obin obedo nĩjõ?	2. Dö abër amë myero wan otii bot danö atye kede two jönyö?

2 Kite më nwoŋjō cente i Gombola wa

Literacy 1 & 2

**Ŋjuti danō mara bër**



**ogōō      akīca      kīny**

Rukīa onwōjō obedo nyakō a wër daj a parū pī otīnō. En obin onywālē i gombola Apala imwaka 1988. En okakō kwannō kīlacī acēl naka tunu iyī obinō Apala Pūramarī. Anaka nywalē perū obedo kan okīnē opat Apala. En nyeye atēk pī mara mērē ikom otīnō kede daj obedo akīca.

Inīnō mōrō acēl, ēn onwōjō otīnnōrō a gali ogōō tye akok lyeet yoo. En obin otījo atīn-ca tē larō i dokatal.

Ŧam 1. Cahē 6

Naci obin openyo Rukīa inō arac. Rukīa okobbe nī etero atīn-ca gali ogōō. Naci obin okonyē naka wanj amē atīn-ca onwōjō kīny. Rukīa obin odōk pacu a yīē yom. Yī onywāl atīn-ca obin obedo ayom atēk daj otē pwōyō Rukīa atēk.

**Apeny amē kele nītajō**

1. Rukīa onwōjō bedo i gombola mērē?
2. Ŋjō onwōjō otīmō atīn amē Rukīa obin otero idokatal cae?
3. Ka rik lomōrō-ca pe ter Rukīa gī bot Naci, i tamō nī Rukīa rik otīmō ŋjō?

Ŧam 1. Cahē 6

Day 1

Literacy 1

**Thematic Question:** Pekki aŋō a nen i tic akōnyō lwak i gombola wa?

**Guiding Question:** Akwannō cēkō mōrō kan, winy abēr itē kobba gin amē obin oyomo yīi Rukīa?

Literacy 2

**Writing Process:** Rwōm më göyō pūlan

**Type of Text:** Cōc ikom kwō a danō

**Sample Text:** Atīn Larō acēl alojō Okidi Lakana: Onwōjō obedo atīn Larō acēl alojō. Ēn obin obedo danō më nama acēl më tiyo tic amē kōnyō kor Dokta.

Obin onywalo 1898 iyī Owiny i gombola Nambieso.

Ēn onwōjō nyeye atēk i Larō pī kop më canjō two i kodokodo. Ēn obin owee i tic i Lira dicitrik 1972 tē dōk pacu mērē Owiny.

Okidi obin otio tic atēk tē canjō twoe apapat ēntō tōō doj tē bino kwanynyē okō i mwaka 103.

<b>Writing Organizer:</b> Cōc ikom kwō a danō	
Wii coc	Atīn Larō acēl a lojō
Ŧa	Okidi Lakana
Kwene	Onywale iyī owiny i gombola Nambieso.
Awene	Ikarē amē ēn onwōjō pwod tio.
Ŧō	Otio atēk më canjō two i kodokodo
Nījō	Ēn onwōjō ool atēk piēn ēn kēnē onwōjō tye inec më canjō two ikodokodo.
Pījō	Pīēn ēn obedo atīn Larō më acēl amē okwanō tic më bedo akōnykor Dokta.
Agikki	Okidi obin otio tic atēk tē canjō twoe apapat.

## 2.3 Pekki a nen i tic a könyö lwak kede kite më cobbo pekki magi

# Literacy 1 & 2

## Day 2

### Literacy 1

**In My Mind Question:** Itamö ni nõ omïö jö obedo nënnö Lucia anëna icawa amë ën otunu i dakatal?

### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Cöc ikom kwö a danö	
Wii cöc	
ña	
Kwene	
Awene	
njö	
Niñö	
Piñö	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Peny wii</b> An abër atëk, ëntö tyëna pe Pe dañ awoto ëntö anwojere i kabedo apol apapat Jö woto bota më cat kede wïl Jami apol dañ njwojere bota</p> <p>Apeny: An kara abedo ña?</p> <p>Agam: cuk</p>

2 Kite më nwoŋjō cente i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

lur	<u>lur + o</u>	luro
cur	<u>cur + o</u>	curo
dur	<u>dur + o</u>	duro

##### Word Structures — Extra Practice

tur	<u>tur + o</u>	turo
wur	<u>wur + o</u>	wuro

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Aworo ɛn owoto i lego.
2. Aworo ɛn ogöö bul.

##### Sentence Structure — Extra Practice

ɛn tye ayenjo tançi.

Aworo ɛn oyeno tanci.

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cöc i kom kwö a danö	✓
Cöcca i kom kwö adanö tye kede wii cöc.	
Cöcca i kom kwö adanö nyutu danö amë pîrë tÛk.	
Cöcca i kom kwö adanö kobo jami amë pîr gi tÛk i kwö adanö, awene kede kwene amë otimëre iyë.	
Cöcca i kom kwö adanö kobo pekki mögö amë danö nono obëö iyë kede kit amë ɛn otyeko kede.	
Cöcca i kom kwö adanö nî, kobo iyore-iyore bÛrëre ikwö ajö.	
Cöcca i kom kwö adanö nî, kobo iyore-iyore jami amë otimëre.	

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cimmö nyîj	
<b>I do</b>	Okidi Lakana onwoŋo obedo atîŋ Laŋo acël a loŋo
<b>We do</b>	ɛn obin obedo danö më nama acël më tiyö tic më akony kor Dokta
<b>You Do</b>	Obin onywalö 1898 iyi owiny, gombola Nambieso

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

kur kur + o kuro  
wer wer + o wero  
wir wir + o wiro

##### Sentence Structure Assessment Test

1. Ęn tye obedo iwi kom.  
Aworo Ęn obedo iwi kom.
2. Ęn tye alwökkö jami.  
Aworo Ęn olwökö jami.

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

##### Word Making Game

o	ŋe	köny	pa
do	kĩ	re	ro
cu	göö	te	ye
a	e	ca	bër

##### Answers:

ogöö  
akĩca  
köny

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 52

###### *NPSCU Scope and Sequence*

- Page 16

2 Kite më nwoŋjō cente i Gombola wa

## Oral Literature

### Cat omoko dyere

**Apeny më yabbö ŋec:** Akwannö cëkö mörö kan liŋ iwiny itë kobba ŋa gĩ amë obin omakö dyere.

#### Dul cëkö më acël

Cön icön, jö onwoŋo makö dyere iyore apol apatpat. Man daŋ obin omiö Awele kede Opuk omakö dyere. Ikarë onwoŋere gĩni tuŋŋa Jëni, ika makkö dyere iŋet pacu gĩ amë olwoŋo ni Abunŋeŋa. Jöni obin omoko dyere gĩ ni atëk kun daŋ okattö kede tam më joggo cente gĩ karacël.

Opuk ën amë obin obedo akan lĩm kun daŋ gwökö cente gĩ ni itë kidi rego i öt jokon.

Kit acalö cattö wĩl onwoŋo doŋ omëddë adwoŋ wökkĩ, Awele kede awotërë Opuk obin okatto i tam më doŋ puru kal apura piën willö awĩla onwoŋo odökö atëk.

#### Story Outline

##### Jö i cëkö

Awele kede Opuk

##### Kakarë

Pacu

##### Gin otimërë

Cat kede pur.

Term 1 Week 6

## 2.3 Pekki a nen i tic a könyö lwak kede kite më cobbo pekki magi

# Oral Literature

**Apeny agëca:** Itamö nĩ moyo kal awele gĩ obin owoto nĩjõ?

### Dul cëkö më aryö

Kit acalö miti më puru kal onwoŋo tye iyĩ Awele kede awotërë Opuk wökkĩ, jõnĩ obin odönyö iyi awak otë puru kal adwoŋ daŋ kal gĩ nĩ te cëk atëk. Okaö ducu otë tero i pacci gĩ piën ŋat acëlacël onwoŋo opuru mëgë. Moyo kal obin omëddë më wëk twö abër. Inĩnõ mörö acël Opuk obin oyaa tẽ wot lĩmmõ awottërë Awele piën daŋ onwoŋo ocikë-acĩka. Amë gĩn onwoŋo otye ogallõ waŋ-gĩ, köt akuri mörö obin olyero malu tẽ ony oyotoyot i rat amë kite më cökkö kal kede dwoŋo obin obedo atëk. Awele obin opoyo wer atat gĩ Milyeri amë onwoŋo wero ka tye acökkö kal ëka kal tẽ dönyö iyĩ dërö kënë aboŋo ŋatörö iguddu. Ën otĩmõ amannono oyotoyot kun wero nĩ, “Idu-idu, köt cwe i Lira, idu-idu kal Awele (x2) Gũŋ gũŋ odyek kella gwata gũngũŋ kal Awele (x2) Idu-idu-idu. (x3) Ën obin obedo wer amanono kun kal mwömërë i dërö oyotoyot. Kõt daŋ pe tẽ pwoddo kalërë. Tim man obin owëkö awottërë kede wura adit mëicël.

Vocabulary Words		
olyero	akuri	mwömërë
In the Text Questions	In My Mind Questions	
1. Awele gĩn Opuk omakö dyere kwene?	1. ŋõ omiõ Awele-gĩ obedo kede miti më puru kal?	
2. Opuk gĩ obin ocökö kal nĩjõ?	2. Itamö nĩ Awele-gĩ obin otĩmõ cente-gĩ kede ŋõ?	

Term 1 Week 6

### 3 Kanorumo wa i Gombola wa

## Literacy 1 & 2

<p style="text-align: center;">Lobo bër</p>  <p style="text-align: center;">cem      gîrô      cweyo</p> <p style="text-align: center;">Akia Püramari Cukul, Gombola Adëkokwok, Camduk nama 203, Lira March/16/2014</p> <p>Baŋ apap kede aya. Man më ññi wu nî lobo obedo gin a bër daŋ tye iyë jami mëgô a kawô. Lobo tye kwone adek a tic: gî paput calô: Kwoyo agwaa opore më rubbu cementi pî gîrô ô t a tîk.</p> <p style="text-align: right;"><small>Tam 1. Cahë 7</small></p>	<p>Kede puyu të miyô ô t nen amwônya bala nyaka Rwot. En a pwôt a nwaŋ jê tio kede më gîyô matapali kede cweyo jami më pacu bala gulu, kopi kede bînika. Kara man ka wan otio kede lobo ni aman pe twîrô miyô wa nwoŋgo jami apol? Adoŋ bër akatô, lobo a pîrûgîrû kun obedo opuu-opuu cêkô cem atêk pîñ nwoŋgo oruruba kede jami mëgô otôpôp. Doŋ onywalla, ti wunu kede lobo ñpore abër më wëk onwoŋ wunu këny ducu amwoŋere iyë. Apwoyo. An otin wu, Acen Juliet</p> <p><b>Apny amë kelo nîaŋ</b></p> <ol style="list-style-type: none"> <li>1. Balu man tye ikom nî?</li> <li>2. Lobo minë a ndoŋ bër a lë?</li> <li>3. Itamô nî onywal Acen obin otimô gô ñpore balu Acen nî?</li> </ol> <p style="text-align: right;"><small>Tam 1. Cahë 7</small></p>
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### Day 1

#### Literacy 1

**Thematic Question:** Bedo i nec i kom jami anwoŋere ikwone i lobo kënyi nîŋô?

**Guiding Question:** Akwannô balu mörô kan, lîŋ iwiny itë kobba kwone lobo adek apapat amë bër bot danô?

#### Literacy 2

**Writing Process:** Rwôm më göyô  
pûlan

**Type of Text:** Balu më miyô tam

**Sample Text:** Baŋ otinô kilacî adek

Pënkop: Tic kede lobo

Man më miyô wu njeyo nî, lobo cwec  
obedo lobo moro abërbërorô. Ën  
obedo lobo a pwot të nwaŋ. Ocweo i  
gulu atinô kede adôŋô.

Ocweo daŋ i koppi, canni kede bînika  
abëcô më tic pacu.

Doŋ akwayô wu më tic kede lobo  
cwec abër icawa më tic cîŋ.

Apwoyô,

An Ogweŋ Odur

<b>Writing Organizer: Balu më miyô tam</b>	
Amot	Baŋ otinô kilacî adek
Acakki kop a pîrë tîk	Lobo cwec bërberôro.
Kop amë kelo nîaŋô 1	Lobo cwec pwôt të nwaŋ.
Kop amë kelo nîaŋô 2	Lobo cwec ocweo kede gulu.
Kop amë kelo nîaŋô 3	Lobo cwec ocweo kede koppi, canni, kede bînika abëcô.
Agikki Kop amë kelo nîaŋô 4	Okwaô otinô kilacî adek më tic kede lobo cwec abër icawa më tic-cîŋ.

3.1 Lobo: Jami a nwojere i kome, kwone kede kitkome

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Itamö nĩ onywal Acen otĩmmö njö iyoye balu Acennĩ?

#### Literacy 2

**Writing Process:** Kĩte mẽ cöc iyore-iyore

<b>Writing Organizer:</b> Balu mẽ mĩyö tam	
Amot	
Acakki kop a pĩrẽ tẽk	
Kop amẽ kelo nĩanö 1	
Kop amẽ kelo nĩanö 2	
Kop amẽ kelo nĩanö 3	
Agikki Kop amẽ kelo nĩanö 4	

## Oral Literature

<b>Traditional Text</b>
<b>Lebadwala</b> Atet tet, tye atetto tet, ika tetto tet, kede mara ikom tetto tetẽrẽ.

### 3 Kanorumo wa i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

nyërö	<u>o + nyërö</u>	onyërö
ŋöö	<u>o + ŋöö</u>	oŋöö
kok	<u>o + kok</u>	okok

##### Word Structures — Extra Practice

tuc	<u>o + tuc</u>	otuc
pye	<u>o + pye</u>	opy

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Balu më miyö tam	✓
Balu na më miyö tam ocakërë iyore abër kede amot.	
An akobo kop a pîrë tek iyî acakkî.	
An acöö tyënkop 2 tunu kede iyi ën amë cwakö kop a pîrë tæk.	
Agikki më balu na më miyö tam nwöö kobbo gin a pîrë tæk iyore okënë.	
An atio kede anyut më cöc abër iyi agikki më cëntën.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Aworo gin onyönnö galli.
2. Aworo gin opyem i ŋwëc.

##### Sentence Structure — Extra Practice

Gin otye olwërö pîŋ.

Aworo gin olwërö pîŋ.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Nyigkop amë poro jami	
<b>I do</b>	1. Lobo cwec obedo lobo mörö abërbërorö 2. Ën obedo lobo apwöt të nwanj
<b>We do</b>	Ocweo i gulu atinö kede adonoj
<b>You Do</b>	Ocweo danj kede koppi, canni kede binika a bëcö më pacu.

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

coo   o + coo   ocoo  
 nīnō   o + nīnō   onīnō  
 cūr   o + cūr   ocūr

##### Sentence Structure Assessment Test

- Gīn otye opur ijet pacu.  
Aworo gīn opuru ijet pacu.
- Gīn otye owot i dwar.  
Aworo gīn owoto i dwar.

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### Word Making Game

cem	wu	cwe	nu
gö	mö	bu	yu
ru	gë	yo	kwö
rö	mī	pu	yö

##### Answers:

cem  
 gërö  
 cweyo

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 52

###### *NPSCU Scope and Sequence*

- Page 18

## Oral Literature

### Lobo kara bër

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lij iwiny itë kobba ñö otimmërë iyë.

#### Dul cëkö më acël

I wuro ateteni tic Obaña më cweyo danö i ya ikom lobo. Omïo Twolköt, Kurukuru, Adëdëk kede Okok danj wakërë nï gïn danj obilö cweyo danö piën gïn obedo i lobo.

Kuddi nï obin oada nï cem kede yamö tye aremo gï piën jö wanjö lum i mac të tunu naka i lobo. Ën omïö otë gëñjö wanjö lum, puro lobo atata kede bollo kabëra abola piën gëñjö yamö, pii kede cem i tuno bot gï.

Adëdëk obin omakö arwiddi të larö yi kulu kan amë lobo mërë ñic danj i banjö itë mattö pii adonj iyeñ ikij. Kurukuru të larö wi odur kan amë cem otöpötöp kede yamö adwonj tye iyë danj dök lobo mërë pürüpürü mië enjehëna a yië yom.

Twolköt kede Okok të nyuttu yomcuny gï ka köt ocwee örömö lobo. Aco ka pe, kumu ciro gï okö piën nwoño cem nök, lyeto danj dïo gï atëk.

#### Story Outline

##### Jö i cëkö

Kurukuru, Adëkdëk, Twolköt, Okok, Kwoyo

##### Kakarë

Tuñ a Kurukuru

##### Gin otimmërë

Larö kop akwakö kabede apapat amë jö i cëkö bedo iyë.

### 3.1 Lobo: Jami a nwojere i kome, kwone kede kitkome

## Oral Literature

**Apeny agēca:** Itamö niñö amē obin okelli jōni pokko tam?

#### Dul cēkö mē aryö

Kwoyo obin ocwalö koko mērē nī jō pe marö bedo kede omiö doṅ ebedo kēnekēnē. Jō tē dökkē iyē nī ēn gwaö daṅ lyet ka ceṅ oryēny ēntö bēr atēk mē gērö öt a danö.

Dat acēlacēl iyī akina jōnī obin obedo pwoyo kan amē ēn ebedo iyē nī ēn abēr alöö. Man tē kelli gī larö kop atēk iyii akina gī ēntö icenērē doṅ otē ye karacēl nī kwone lobo adekkī ducu bēcö ēntö tic gī papat.

Gin obin onīaṅ nī lobo apürüpürü ēn abēr atēk mē pittö koti daṅ gwoko jami apol amē koti mērē döṅö oyotoyot tē cēk abēr, aporērē wi odur. Dök otē kobbo gīnī nī lobo anwaṅ bala mē yī kulu nī bēr mē cweyo gulu ēka kwoyo ka orubo kede cementi gērö öt i kīṅ.

Vocabulary Words	
gwaö	arwiddī pürüpürü
In the Text Questions	In My Mind Questions
1. Lobo mēnē amē Kurukuru marö wōkī?	1. Itamö nī cēkö man pwoyo wa niñö?
2. Adēdēk bedo kwene?	2. Rac awaṅö piṅ tye niñö?

Term 1 Week 7

### 3 Kanorumo wa i Gombola wa

## Literacy 1 & 2

**Okelo kede pappërë**



tongpo      rërëttö      lunnyyo

Okelo kwanö adek i Tëtuga Puramari. Apwony opwonyo g'i gwökkö kan orumo wa. Okelo odwogo onwogo pappërë tye orërëttö yen.

**Okelo:** (oredo) Apap! kün inën njo itimmö!

**Apap:** (odwökkö) Njo arac: atinna. Pe atye atimmö ginörö.

**Okelo:** (abappö kore) Apap, kono apwony mwonj.

**Apap:** (kede lworo) Okelo atina, apwonyëne?

**Okelo:** Ee dol! Apwony wa okobo ni tongpo yen rac.

Tem 1. Cahé B

**Apap:** (apwelo kop) A, a atina, aya wu atedo i njo?

**Okelo:** (a kun aredo) Kom pe, Möö wumu gi tedo okëne.

**Apap:** (okweo kop) Ee yörö, aya wu donj atedo i makar.

**Okelo:** (okwërö) Makar dan yaa i tongpo yen.

**Apap:** (onjutu cwer cury) Atimmö njo donj bal!

**Okelo:** (kede awaka) Apwony wa ryëkryëkkörö. En opwönjö wu ni pe myero rërëttö yen.

**Apap:** (i para) Atinna, ka ollüü tam apwony, jö atöö akä.

**Okelaz:** (apwony) Myero i pil yen tyene abic: ka itongo acëi më lunnyyo wun ën otongo.

**Apwony amë kelo nitapj**

1. Okelo kwanö kwene?
2. Okelo odwogo onwogo pappërë tye atimmö njo?
3. Itamö ni papö Okelo atimö njo ipe winnyyo pwoy atinërë?

Tem 1. Cahé B

### Day 1

#### Literacy 1

**Thematic Question:** Tuc jami atimërë këngi amë kelo alökalöka kanorumo wa?

**Guiding Question:** Akwannö cëkö mörö kan, lij i winy itë kobba pwoy amë Okelo opwonyo i pappërë.

#### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Tuku acek

**Sample Text:** Cwee a köt

*(Olum kede Ogwenj tye olok i cim i pacci gi)*

Ogwenj: *(Amotto awotërë)* Alo! I tye niñö?

Olum: *(Ogamö amot)* Atye abër ëntö köt ocwee kan atëk.

Ogwenj: *(Amiyö ngec)* Bot wa kan ocwee aworo pii të ponj yoo Akia okö.

Olum: *(Openyo i mwolo)* Aman jö tye abëö ikwene?

Ogwenj: *(Okobo yoo anyen)* Jö tye aömmö yoo i Boroboro.

Olum: *(Opwöö)* Oo Apwöyö.

<b>Writing Organizer: Tuku acek</b>	
Wii cëkö	Cwee aköt
Jö i cëkö	Ogwenj kede Olum.
Kan a cëkö otimere iyë	I pacci gi.
Pëkö	Köt ocwee pii të ponj yoo Akia okö.
Gin otimërë më acakkï	Köt ocwee atëk.
Gin otimërë idyere	Köt ocwee pii të ponj yoo Akia okö.
Gin otimërë më agikki	Jö tye aömmö yoo i Boroboro.

### 3.2 Jami a tımērē kēngī amē kelo alökalöka kanorumo wa

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Itamö nī papö Okelo otimö nõ ije winynyo pwony atinērē?

#### Literacy 2

**Writing Process:** Kite mē cöc iyore-iyore

<b>Writing Organizer: Tuku acek</b>	
Wii cökö	
Jö i cökö	
Kan a cökö otimērē iyē	
Pökö	
Gin otimērē mē acakkī	
Gin otimērē idvere	
Gin otimērē mē agikkī	

## Oral Literature

<b>Traditional Text</b>
<p><b>Lemo</b> Wuu...wuu...wuu... Yin kara i gin aṅö? Yin iyaa kara ikwene? Amē ibino imor amora nī?</p> <p>Puu...puu...puu... Yin kara ibedo gin aṅö? Yin kara ibedo yamö bo? Ibedo giri kara kwene ba?</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

cīkkö	a + cīkkö	acīkkö
makkö	a + makkö	amakkö
mukko	a + mukko	amukko

##### Word Structures — Extra Practice

cokko	a + cokko	acokko
cökkö	a + cökkö	acökkö

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Tuku acek	✓
Wii tuku na tye amwönya pī okwan.	
Jö i tuku na tye amwönya.	
An akobo kan a cökö na otimëre iyë.	
An akobo pëkö amë myero tyek.	
Cökö na tye kede acakkī mërë, dyere kede agikki mërë.	
Acakö cöyö nyīj Jö i cökö atë lübbü kede tön imalu i pīj.	
Aketo anyut më gin atye atimëre.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Kome tye i wudi.
2. Awobe olwökö loje.

##### Sentence Structure — Extra Practice

Agöny tye inyim dogola  
Agonye tye inyim dogola.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cakko kede nukta adwoj	
<b>I do</b>	1. Ogwëj: Alo! itye nījō? 2. Olum: Atye abër ëntö köt ocwee kan atëk
<b>We do</b>	1. Ogwëj: Bot wa kan ocwee aworo pii të poj yoo Akīa okö 2. Olum: Aman jö tye abëö i kwene
<b>You Do</b>	1. Ogwëj: Jö tye aömmö yoo i Boroboro 2. Olum: Oo! Apwöyö

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

jükkü a + jükkü ajükkü  
 jukku a + jukku ajukku  
 yëkkö a + yëkkö ayëkkö

##### Sentence Structure Assessment Test

1. Awobi marö yittö yat.  
Awobe marö yittö yen.
2. Töl më amükka cecek.  
Tole më amuke na cegocego.

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### Word Making Game

lu	rë	toŋ	im
on	ny	op	wo
ŋo	nwo	nyo	mo
rë	tö	ŋi	tö

##### Answers:

toŋŋo  
 rërëtö  
 lunynyo

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: pages 52-53

###### *NPSCU Scope and Sequence*

- Pages 18-19

## Oral Literature

### Atin okumu

**Apeny më yabbö ɲec:** An akwannö cëkö mörö kan, liŋ i winy abër itë kobba ɲö obin otürü cuny Apio tütwal.

#### Dul cëkö më acël

Ininö mörö acël Apio obin openyo tottëre piŋö omiö ën onwongo tedo oraŋŋa kopi aryö këkën akaka adek ba riŋ cön. Jenno kõŋ onyëro të kobbi nyarë nĩ, "Atin, man pwod bërbër, kür iŋe karë anönök, inënnö i waŋi." Man obedo acalö adwoggĩ më ryëny a cëŋ amë oryëny pi karë alac të twöyö cem ipoto naka lum ducu." Aman odoŋ ka oraŋŋa anönök këkën amë myero otii kede iyore abër. Ka okobo nĩ oteddo adwoŋ adwoŋa, lëb wa aner iyi odüŋë."

Apio okulu wie piŋ i para adwoŋ mëicël. Tottëre omëddë kobbo nĩ ka ceŋ omëddë i ryëny amanono, pii i kulu daŋ atwöö i wëŋ.

Ën omëddë kobbo kit amë mwaka mörö ceŋ obin oryëny amanno amë gĩn riŋ owoto mairo abic twal më möyö pii. Koppono dök omëdö para adwöŋ tütwal bot Apio. Apio otijo waŋë malö të penynyo tottëre ni, "Jö mënë kara adök gëŋö köt okö nono?" Imat Jenno okobbi Apio ni ryeny aceŋ kede cwe aköt pe tye itwër adanö ëntö i twër Obaŋa piën timëre këne pe obedo ɲec onyo twër adanö.

#### Story Outline

**Guti kop a kwakö cëkö:**

Ceŋ oryëny pi karë alac.

**Kop amë kelo niaŋö:**

Imat Jenno odwökö dwoŋ a dëk oraŋŋa më ateda piŋ.

**Kop amë kelo niaŋö:**

Apio obin obedo röttö kit amë alökalöka më piŋ tye abedo kede. Köt ocwee të kello alökalöka.

### 3.2 Jami a tīmērē kēngī amē kelo alōkalōka kanorumo wa

## Oral Literature

#### Dul cēkō mē aryō

Ninō ininō Apio ka oyaa odikko, njō malu mē nēnnō ka nyo pöllörō tye amē nyuto dwogo aköt. Apio obedo tīmmō amanno pi karē alac. Ininō mörō acēl, Apio obin odönyō ökö odikko tē nwoŋŋo pīŋ owumere i puk i pöl amē nyuto dwogo aköt. Apio opye imyēl i dyekal ilökkī danō opoo. Imat Jenno okobbe nī, atinna, köt doŋ adwogo cwee ökö. Iyi ateni, köt obin ocwee ökö iwor ininō naca.

Man obin okelo yomcuny bot jö ducu. Pur daŋ doŋ obin ocakērē agwaa cütü. Iŋe karē anönök pot deke bala böjö, büga kede alaju gī otuu tē dök könynyō kor oraŋŋa. Man omiö toko daŋ dök tē yubērē. Yīi Apio obin obedo ayöm piēn ēn doŋ onwoŋo yeŋ abēr mēicēl.

Vocabulary Words	
ryēny	gēnjō agwaa
In the Text Questions	In My Mind Questions
1. Dō omiö tota Apio onwoŋo tedo oraŋŋa anönök?	1. Ka yin ēn amē onwoŋo toko olokērē tuŋ wu no, onwoŋo i tīmō njō?
2. Apio onwoŋo dilo tīmō njō odikko cōn?	2. Itamō nī ka köt onwoŋo pe cwee, imat Jenno onwoŋo atīmmō njō mē miyō Apio yeŋ?

Term 1 Week 8

### 3 Kanorumo wa i Gombola wa

## Literacy 1 & 2

<p style="text-align: center;"><b>Dyeakaö bër</b></p>  <p style="text-align: center;">cükö      gedo      matö</p> <p>Dyeakaö bër, dük bër. Dyeakaö müs okumo amë könyö yikkö köt. Müs köt cve kanorumo wa. Müs kanorumo wa bedo a nïc. Könyö wa më gwökkö leyi. Leyi matö pii i dyeakaö.</p> <p style="text-align: right;"><small>Term 1, Cahé 9</small></p>	<p>Jö cükö rëc i dyeakaö. Dyeakaö pwoed don bër. Onywal, Ofinö kede jö ducu. Omar wumu dyeakaö. Dyeakaö pe obedo më gedo.</p> <p style="text-align: center;"><b>Apeny amë kelo nianö</b></p> <p>1. Akumo könyö wa i nï? 2. Dyeakaö könyö leyi nianö? 3. Itamö nï jö myero gwök dyeakaö abër nianö?</p> <p style="text-align: right;"><small>Term 1, Cahé 9</small></p>
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### Day 1

#### Literacy 1

**Thematic Question:** Tic anjö amë ka danö otio kelo alökalöka kanorumu wa?

**Guiding Question:** Akwannö cökö mörö kan lij iwiny ëka itë kobba bër a dyeakaö?

#### Literacy 2

**Writing Process:** Rwöm më göyö pülan

**Type of Text:** Cöc më wayö tam

**Sample Text:** Pittö yen.

Pittö yen bër! Pittö yen bër!

Yen myero opit karë ducu.

Yen miö wa yamö më weo

Yen könyö idaro yamö

Yen miö wa köt

Nyig-yen könyö më acama

Yen miö wa tipu abër më weo

Donj ba, pït yen tin, diki kede ikarë ducu.

<b>Writing Organizer: Cöc më wayö tam</b>	
Kop apirë tæk wii kop	Pittö yen
Kop amë kelo nianö 1	Yen miö wa yamö më weo.
Kop amë kelo nianö 2	Yen könyö i daro yamö.
Kop amë kelo nianö 3	Yen miö wa köt.
Kop amë kelo nianö 4	Nyig-yen könyö më acama.
Kop amë kelo nianö 5	Yen miö wa tipu abër më weo.

### 3.3 Alökalöka më kanorumowa nī yaa i tic a danö

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Tic a danö twëro kello alökalöka i kanorumowa nījō?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Cöc më wayö tam	
Kop apirë tük wii kop	
Kop amë kelo nīanö 1	
Kop amë kelo nīanö 2	
Kop amë kelo nīanö 3	
Kop amë kelo nīanö 4	
Kop amë kelo nīanö 5	

## Oral Literature

<b>Traditional Text</b>
<p><b>Carokop</b> Dyël odwallë i loc.</p> <p>Otwëro gönyö nī: Bal otimëre nono, nwojo tye iyi akina jö mörö no, pe rjat i teje ën otimö.</p>

### 3 Kanorumo wa i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

cok	<u>o + cok</u>	ocok
möl	<u>o + möl</u>	omöl
līŋ	<u>o + līŋ</u>	olīŋ

##### Word Structures — Extra Practice

ŋun	<u>o + ŋun</u>	oŋun
kur	<u>o + kur</u>	okur

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cöc më wayö tam	✓
Wii cöcca më wayö tam tye amwönya.	
Kop a pīrē tēk i cöcca më wayö tam nen kan alēr, anyutu abēr i nyigkop kede i cale.	
Cale na tye anyuttu ŋec a pīrē tēk amē cwakö kop a pīrē tēk kede könyö imiyö ŋec kede wayö tam.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Okwöö caran tye akwöyö catti.
2. Pii tye acwer i pippi.

##### Sentence Structure — Extra Practice

Okwöö caran tye akwöyö catti.  
Pii tye acwer i pippi.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cimmö nyīŋ	
<b>I do</b>	1. Yen mīö wa yamö më weo 2. Yen könyö i daro yamö
<b>We do</b>	1. Yen mīö wa köt 2. Nyig yen könyö më acama
<b>You Do</b>	1. Yen mīö wa tipu abēr më weo 2. Doŋ ba, pīt yen tin, diki kede i karē ducu.

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

lüny o + lüny olüny  
 cëk o + cëk ocëk  
 cwer o + cwer ocwer

## Sentence Structure Assessment Test

1. Nyakö no ñeo nyönnö gali.  
Anyira-naca ñeo nyönnö galli.
2. Nyakö no tye oyeo gulu.  
Anyira-naca tye oyeo gulli.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

be	ge	ma	kö
cī	ru	nyö	mo
yīk	do	kö	Cī
tö	kö	o	do

## Answers:

cikö  
gedo  
matö

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 27
- Oral Lit Competences: page 53

*NPSCU Scope and Sequence*

- Pages 19-20

## Oral Literature

### Bullu abuk okelo lyeto

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, liñ i winy abër itë kobba ñö obin otimëre ika bullu abuk.

#### Dul cëkö më acël

Gin amë rîk otinö më Laño timö ikarë më idudu obedo gin abër amë lwoño tam kede miti a jö a döñö kede otinö ducu. Icök abuk onwoño mit, lîm, kur, kelo laö i dög jö ducu. Man obedo tic amë Laño rîk timö naka aman obedo tēkwarö a Laño. Tic man onwoño kõnyö otinö amë toto gî pe marö teddo dëk icawa më kwoo a gwok ikokome. Bullu abuk onwoño bër piën pwoño otinö iyore më cem karacël, nõttë i tic iyî akinagî mara kede pwoño tela cön acalö nwoño ñat alöö gî onwoño tye.

Ininö mörö acël, toto Ojuka kede aminëre Atoke obin odwogo i poto. Onwongo otinö mërë kede megga jiranî obalo pii i gulu ducu. Otamö ni ekat i kulo okö cütü etë doj dwogo weo kun nwoño etye eyikkö mac itë dëk i kenö. Imat Abeja obin okwanyö gulu më omö pii tē wot ikulu. Ën owëkö Ojuka gî tye amëddë ituku gî pacu. Ojuka tēkki nënö wii totëre rwenyo itap, olwoño owote mërë tē kobbi gî nî, “Atoke wun Auma binu kõñ kan.”

#### Story Outline

**Guti kop a kwakö cëkö:**

Otinö obedo iyîka më bullu abuk.

**Kop amë kelo nïaño:**

Ojuka gî obin obedo tuku kede aminëre Atoke amë obin okelo wañ a piñ.

**Kop amë kelo nïaño:**

Tëmmö teddo abuk obin okelo wañ a piñ. Toto gî kede lõnörö obin oneko mac.

### 3.3 Alökalöka më kanorumowa nĩ yaa i tic a danö

## Oral Literature

#### Dul cëkö më aryö

Icawa amë jöni owoto bote, ën okobbi gĩ nĩ, “Wii aya doŋ orwenyo oköö, nenu gulu mërë doŋ pe tye anen.” Ën doŋ të cakkö pokko tic ikin gĩ kun kobo nĩ, “Odur yin wot iöm icök wa amë okanö itë lum- ca oyotoyot ikel.” “Atoke megi obedo riŋö tuŋ Odur gi wot göddö löti mac itë ketto ilum, mak ŋwëc.” Aco wan okënë ni owot oyub wunu bur kede lobo më bullu icök abuk.

Atoke obin ŋwëcö të göddö löti mac ketto i lum, riŋŋo dwogo cen. Ikare amë ën onwoŋo tye ariŋŋo, mac obin olyetto okö amë ën pwod pe rü otunu. Mac obin olyël të waŋŋë kan amë ën të bollo mac okö ilak lum daŋ mac të gamoro lum otwöö ilak yo të ero lyël atëk icipid nĩ raorao dök kede tutuŋ wudi Ojuka gĩ. Icawa amë onënë gini gero amac, okuku gini duru aganalam. I gum abër icöö mörö onwoŋo tye abëö, iyonge ën inënnö mac man, opye ilum oyotoyot. Ën ojakö obökë të nekkö mac i mitta kom. A pe otero karë, toto gĩ të tuno okö ipii mërë iwie. Otiŋo gulu oketo piŋ të tiyö pii önyö i mac amë onwoŋo tye alyël wökki të nekkö okö. Ëntö tim man obin olyetto kom otinö nĩ a pe doŋ kobere.

Vocabulary Words	
iraorao	aganalam mac apöka
In the Text Questions	In My Mind Questions
1. Bullu abuk rik könyö otinö Lanji iŋö?	1. Ka onwoŋo ibedo toto Ojuka, onwoŋo itimö ŋö iyonge nwoŋŋo nĩ otinö obalö pii iyi gulu ducu?
2. Jami mënë amë otio kede më bullu abuk?	2. Itamö nĩ obul abuk obin otimö ŋö iyonge amë oneko mac?

Term 1 Week 9

## 4 Kanorumo wa kede Alökalöka më piny i Gombola wa

### Literacy 1 & 2

**Yamö kede ceŋ**



yamö      ceŋ      nyanö

Lemo amë ogërö lyaa ikom nyŋ danö, nyigkop onyo nyŋ ginanö amë ka ikwanö twërö nŋagërë. An otwërö gërö lemo yaa inyŋ AKELO, yaa i yamö onyo darj nyanö.

Äfin anyokö,  
Ka okwanö,  
Ën ayë bedo,  
Lëö më yi,  
Öt a pappërë.  
Nŋn apor okänë i pot papara a libü man.

Term 1, Cahä 10

**YAMÖ**  
Xerjo pot-yen,  
Amë nënnö mŋt,  
Marö kutu anjic  
Odikko cön

**Apeny amë kelo nŋagërë**

1. Lemo më rumma acël tye ikom nŋ?
2. Nŋ ame më pot-yen yerere?
3. Itamö nŋp amö yamö kutu anjic odikko cön?

Term 1, Cahä 10

### Day 1

#### Literacy 1

**Thematic Question:** Tuc kwone alökalöka më piny apapat amë nen kanorumo wa i gombola wa?

**Guiding Question:** Akwannö lemo mörö kan, liŋ i winy itë kobba lemo amë ogërö no oya ikom nŋö?

#### Literacy 2

**Writing Process:** Rwöm më göyö pūlan

**Type of Text:** Lemo ogërö i nyigkop acël

**Sample Text:** Dïcö

Dö amarö kodo?

Imarö nënnö pot yen kede lum abër?

Canö lum kede pot yen i yerere.

Önyö koyo ka köt tye acwe.

<b>Writing Organizer:</b> Lemo ogerö i nyigkop acël	
Nyigkop oyërö	Dïcö
Nukta 1	D nŋö, nŋinŋinŋi, nŋonŋo, njet, nŋic, nŋöllö nŋidu, nŋwën, nŋiddö, nŋwëc
Nukta 2	I ilëc, imarö, imuŋ, icwŋcwŋi, iriŋ-iriŋi, lmir, ibai, iribiribi, ilonŋ
Nukta 3	C ceŋ, cammö, canö, cen, cëyö, cŋyö, coro, cörö, ceggo, cayö
Nukta 4	O odikko, öt, ogati, otöka ocënnë, ocere, omëlë opar, oyo, odero, obia odyekodyek, ogoro
Yër nyigkop	nŋö imarö cammö odikko

## Literacy 1 &amp; 2

## Day 2

## Literacy 1

**In My Mind Question:** Itamö nījō amīō yamō kutu anjic odikko cōn?

## Literacy 2

**Writing Process:** Kite mē cōc iyore-iyore

<b>Writing Organizer:</b> Lemo ogērō i nyigkop acël	
Nyigkop oyērō	
Nukta 1	
Nukta 2	
Nukta 3	
Nukta 4	
Yer nyigkop	

## Oral Literature

<b>Traditional Text</b>
<p><b>Two Atipa</b>            Atipa, atipa, atipa!            Yin kara ibedo ŋō?            Pol a jō kobo nī, ibedo two,            Tuŋ okēnē nī, ibedo lee ager.            Atipa, atipa, atipa!            Yin kara irac ateni!            Yin imīō jō kwō atēk            Yin ineko naka otīnō atīnō.</p>

4 Kanorumo wa kede Alökalöka më piny i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

alem	<u>alem + ca</u>	alem-ca
lum	<u>lum + ca</u>	lum-ca
yat	<u>y a t + ca</u>	yat-ca

##### Word Structures — Extra Practice

öt	<u>öt + ca</u>	öt-ca
Yoo	<u>yoo + ca</u>	yoo-ca

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment</b>	Lemo ogërö i nyigkop	✓
<b>Tool:</b>	acël	
	An ayërö nyigkop abër i lemo na ogërö i nyigkop acël	
	An ayërö nyigkop abër më kobbo iyore-iyore nyigkop amë akwanyö	
	Lemo ogërö i nyigkop acël kobo kan alër nyigkop amë akwanyö ka okwanö atiratir	
	An atio kede cöc cïj acilcillörö	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Ocatduki tye awot i cuk.
2. Otedo tye ateddo cem.

##### Sentence Structure — Extra Practice

Ën tye ateddo dëk.

Gin otye oteddo dëk.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cimmö tïm	
<b>I do</b>	1. Dö amarö kodo? 2. Imarö nënnö potyen kede lum abër?
<b>We do</b>	Canö lum kede pot yen i yejere
<b>You Do</b>	Önyö koyo ka köt tye acwee

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

dyaŋ dyaŋ + ca dyaŋ-cadyël dyël + ca dyël-caatîn atîn + ca atîn-ca

## Sentence Structure Assessment Test

1. Ĕn tye acirö dyaŋ i kinu.  
Gin otye ocirö dok i kinu.
2. Apwony tye apwonyno otinö.  
Opwonye tye opwonyno otinö.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

nya	ö	ceŋ	rö
ye	ŋö	ŋĩ	ko
a	di	ya	ŋo
mö	a	twe	o

## Answers:

yamö  
ceŋ  
nyaŋö

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: pages 27-28
- Oral Lit Competences: page 53

*NPSCU Scope and Sequence*

- Page 22

## Oral Literature

### Twërö obedo mega wonëë

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, liñ i winy abër itë kobba gïn obin okelo rweny acerj pi nïnö adek twal.

#### Dul cëkö më acël

Cön icön, Rwot Obaña obin ocweo polo kede lobo. Cwec Obaña nënnö onwoño mit naka aman nĩ. Rwot obin ocweo danö, leyĩ, winyi kede jami apatpat atic gĩ danj papat. Inïnö më abicëlërë, Rwot obin ocweo danö i callërë ikokome. Acalö onwoño tye i cal Obaña. Ën obin omarö danö atëk. Icawa më cwec, Rwot obin ocweo dul kom danö ducu abër ëka oyotoyot të küttü yamö amë miö danö wee danj të miyö kwö bedo i kome. Danö obin ocakö weo. Ën të tiñjo wañe malu të kobbĩ Rwot Obaña nĩ, "Apwöyö, Rwotta," Rwot të kobbe nĩ, "Kuc bed boti."

Rwot ocweo danö i dyewor. Amë gïn otëmö më ñiyö wañ gĩ, ñat acëlacël pe obin onñañ wañ awotërë. Pi manono Obaña obin otio kede twërö mërë të kobbĩ cerj më ryëny. Cerj obin oryëny awañ acël të mënyyö piny nĩ byac. Rwot të kobbĩ danö iyore-iyore kit amë ën myero bed kede. Iyoñe kop i danö, ën obin orweny nĩ myany. Wi danö obin ocuj nĩ rik bala cawa amë oballë. Dwönörö të pello i malö nĩ, "Pe ibed kede lworo piën an a Rwot Obaña nĩ. Atye kedi ikarë ducu më kwö nĩ." Yĩ danö obin okwe iyone winyño kop-ca. Ën doñ cakërë inïnö-naca të cakkö bedo kwö kun lübö ñö amë Rwot Obaña onwoño okobbe.

#### Story Outline

**Guti kop a kwakö cëkö:**

Rwot, Obaña obedo won twër.

**Kop amë kelo nñañö:**

Rwot Obaña ocweo danö kede jami okënë.

**Kop amë kelo nñañö:**

Danö otëmö Obaña. Obaña onjutu tëkö mërë.

## Oral Literature

### Dul cëkö më aryö

A pe otero karë abor, danö gïn awotërë obin obedo pyem më mokko ikin yamö kede ceŋ mënë apirë tæk. Gïn obin omoko nĩ yamö ën ayë pírë tæk. Tĩm man obin owaŋö yĩ Rwot Obaŋa matæk. Waŋ yĩc tē miyö Rwot miyö cëŋ bedo a pe pi nĩnö adek twal kun wëkö jöñĩ i cöl pĩny. Jöñĩ obin obedo gĩnĩ i pëkö adwoŋ piën pe onwoŋo orömö möyö cem më acama naka pii më amata. Gïn obin orumu cöŋ gĩ piŋ otë kwayö kĩca i bot Rwot acwec kun okobo nĩ pe doŋ obino nwöyö kodi tĩm man. Rwot obin otĩmö gĩ kĩca kun cĩkö gĩ më pe bedo nwöyö tiyo tic amë rwenyo genërë i kom gĩ.

Vocabulary Words	
byac	imyany tugu
In the Text Questions	In My Mind Questions
1. Dö amë miö danö we kede miö kwö bedo ikomë?	1. Bër adwökö pwöc obedo ŋö?
2. Dö obin okelli danö lworo adit?	2. Ka onwoŋo ibedo danö-naca, onwoŋo itĩmö ŋö amë Obaŋa orweny i waŋi?

Term 1 Week 10

## 4 Kanorumo wa kede Alökalöka më piny

### Literacy 1 & 2

<p style="text-align: center;"><b>Köt cweç a Rwot</b></p>  <p style="text-align: center;"><b>pöpiil      wöl-wöl      kumu</b></p> <p>Adök malu amë abedo okuna-okuna.          Ate jagere malu amë abedo pöpiil.          Adwogo piñ amë abedo yamäyama.          Amöl ni wöl-wöl.</p> <p style="text-align: right;"><small>Term 1, Cahé 11</small></p>	<p>Ka Ogwologwal owöö ikoko ni orëë-orëë          Nwogo dwogo na dor pe bor atwalli          Entö cwe na i karë mëgö          Kelli danö kumu pi jamë amë oballë.          An a nõ?</p> <p><b>Apeny amë kelo nianj</b></p> <ol style="list-style-type: none"> <li>1. Lemo ni tye i kom nõ?</li> <li>2. Njõ anyutu ni köt cök cwe alibëré kede lemo imalu nũ?</li> <li>3. Cwe aköt kelo kuc ikwö a danö nijnõ?</li> </ol> <p style="text-align: right;"><small>Term 1, Cahé 11</small></p>
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### Day 1

#### Literacy 1

**Thematic Question:** Köt cakëré nijnõ, dök balö kanorumo wa nijnõ?

**Guiding Question:** Akwannö lemo mörö kan, liñ i winy itë köbba nõ amïö cwe a köt kelli danö kumu?

#### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Lemo koc

**Sample Text:**

An aliö dañ kala na pe

Akönyö më lwök, tedo kede biyö böñö

Akönyö dañ iyi oryö

An abedo nõ?

<b>Writing Organizer:</b> Lemo koc	
Nyigkop amë onen	Pii
Gin a kelo nianj më 1	Lio, kala mërë pe.
Gin akelo nianj më 2	Könyö më lwök, tedo kede biyö böñö.
Gin akelo nianj më 3	Könyö iyi oryö pii.

## 4.2 Pii: Kite më cakërë a köt kede kit amë

# Literacy 1 & 2

## Day 2

### Literacy 1

**In My Mind Question:** Cwe a köt kelo kuc ikwö a danö nñjö?

### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Lemo koc	
Nyigkop amë onen	
Gin a kelo nñanö më 1	
Gin a kelo nñanö më 2	
Gin a kelo nñanö më 3	

## Oral Literature

<b>Traditional Text</b>
<b>Lëbadwala</b> Obol obobolo abati bot obol abati amë bolo abati më abola i bac.

## 4 Kanorumo wa kede Alökalöka më piny

### Literacy 1 & 2

#### Day 3

##### Literacy 1

###### Word Structures — Answers

lobo	<u>lobo + lobo</u>	lobolobo
kodo	<u>kodo + kodo</u>	kodokodo
mökö	<u>mökö + mökö</u>	mökömökö

###### Word Structures — Extra Practice

yugi	<u>yugi + yugi</u>	yugiyugi
kwoyo	<u>kwoyo + kwoyo</u>	kwoyokwoyo

##### Literacy 2

###### Writing Process: Loddo

<b>Assessment Tool:</b> Lemo koc	✓
An ayëro nyigkop abër i lemo kocca.	
An akatto kede jami adek abëcö amë kelo nïaṅö i kom jami a nen amë obedo megí a danö, kabedo a ginörö.	

#### Day 4

##### Literacy 1

###### Sentence Structure — Answers

1. Aya wa pe bedo iwi köm.
2. Nero na pe bedo pacu wa.

###### Sentence Structure — Extra Practice

Köt tye acwee.

Kot pe tye acwee.

##### Literacy 2

###### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Tic kede anyut më cöc më agikki	
<b>I do</b>	An aliö daṅ kala na pe
<b>We do</b>	Akönyö më lwök, tedo kede biyö böṅö
<b>You Do</b>	1. Akönyö daṅ iyí oryö 2. An abedo ṅö

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

oyot oyot+ oyot oyotoyot

möö möö+ möö möömöö

pii pii+ pii piipii

##### Sentence Structure Assessment Test

1. Atin wa bedo mot ka tye acem.

Atin wa pe bedo mot ka tye acem.

2 Apolo Rebecca bedo mot ka apwony tye apwony.

Apolo Rebecca pe bedo mot ka apwony tye apwony.

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### Word Making Game

pö	wöl	ka	mö
o	dwo	mu	rë
ku	gö	bal	wöl
re	lë	pöl	go

##### Answers:

pöpöl

wöl-wöl

kumu

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: pages 27-28
- Oral Lit Competences: pages 53-54

###### *NPSCU Scope and Sequence*

- Pages 23-24

## 4 Kanorumo wa kede Alökalöka më piny

# Oral Literature

## Köt okelo para

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, liñ iwiny ite kobba kit amë köt obin ocwe kede.

### Dul cëkö më acël

Ininö mörö acël, yamö obin okodo arjic mëicël. Omïö pöl të lyero malu icuc. Pij obin owumere ni puk. Oyotoyot köt të cakkö cwee i lalalala. Ikarë amë köt obino atëk wökki, kom jö ducu të lyetto bedo amit i cökkö kal kede cem i dyekal. Otinö të ñwëc i lum gönnyö dyegi cwallö iyi anok. Megi gwen obin ocwalö otinö gi cön i öt amë danö tye ayelle nï. Jö amë köt onjökö iyo obin omakö arwiddi naka i paci gi.

Köt obin omëddë i cwee i gupu adwoj mëicël. Pëë ööny iwii abati amë pij amor amora. Köt mëny të mor bala ojijja nï buum, lübö gum. Man obin okelo twön lworö adwoj icuny otinö të miyö gi redo ni, aya wa do, aya wa doi, kötti amwönnyö piny okö.

### Story Outline

**Guti kop a kwakö cëkö:**

Köt ocwee i yamö kede pëë.

**Kop amë kelo nïarjö:**

Pii oponj i kulu akaö, atapara kede okölë.

**Kop amë kelo nïarjö:**

Pëë obalo aeme kede apapalo. Koti apita otöp pi adwoggi më ñicö.

## 4.2 Pii: Kite më cakërë a köt kede kit amë

# Oral Literature

### Dul cëkö më aryö

Kulu akaö, atapara kede okölë obin oporj i bïc amë piñ abeddi parapara. Winyi apol amë buto piñ opor malu kun owirë abonjo nwoñjo ka buto.

Aeme kede papalo ocëk onwoño oraddë piñ i rögö a nënnö lik. Icawa amë köt ocok, otinö obin odëpö aeme amë ka gwökkö të löyö gĩ okö. Otinö okënë të dëppö pëë më anöta piën onywal gĩ kobo nĩ miö atin pe laö i öt.

Dyekal kede poto obin olii anjicanjica amë të miyö opur bedo pacu abonjo wot i pur. Man obin obwot kello nyapö bot jö okënë piën bedo abeda nyök.

Koti apita obin otöp a piñ ñwee i tüüny. Köt bër ka ocwee jikijiki. Miö ginapita dönö abër ëntö ka ocwee i yamö adwoñ kede pëë, balö kanorumo wa okö.

Vocabulary Words	
arwiddi	ojinña jikijiki
In the Text Questions	In My Mind Questions
1. Otinö obin otimö nõ ikarë amë köt obino amë ayöm dëyë?	1. Pii köt kõnyö më timmö nõ?
2. Jami mënë amë pëë obin obalö atëk?	2. Itamö nĩ nõ omiö jö kobo nĩ köt obino ayöm dëyë?

Term 1 Week 11

## END-OF-TERM ASSESSMENT TERM 1

### Introduction

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

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

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

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

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

### Reading Assessments (administered individually)

#### Comprehension and Fluency Assessment

Select a text from the term for a learner to read aloud. Create three comprehension questions about the story. Have learners read the story and answer the comprehension questions.

**L3:** Reads the story and answers all questions correctly.

**L2:** Reads the story and answers 1-2 questions.

**L1:** Cannot read any sentence in the story.

#### Grammar and Vocabulary Assessment

Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask them 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.

### Spelling Assessment (administered as a group)

#### Listening Comprehension Assessment

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

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

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

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

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

### Creative Writing Assessment

Select a topic related to a sub-theme for the term. Tell learners to write a story about that sub-topic using a specific kind of writing (genre). Put the writing organizer for that genre on the chalkboard. Tell learners to use the writing organizer to plan and write their story. Make sure learners write their name. 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.

### Listening Comprehension Assessment

Select 10 words. Dictate the words one at a time and have learners write them in their exercise books. Collect and assess.

**L3:** Spells 8-10 words correctly.

**L2:** Spells 6-8 words correctly.

**L1:** Spells 5 or less words correctly.

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

### Public Speaking Assessment

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

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

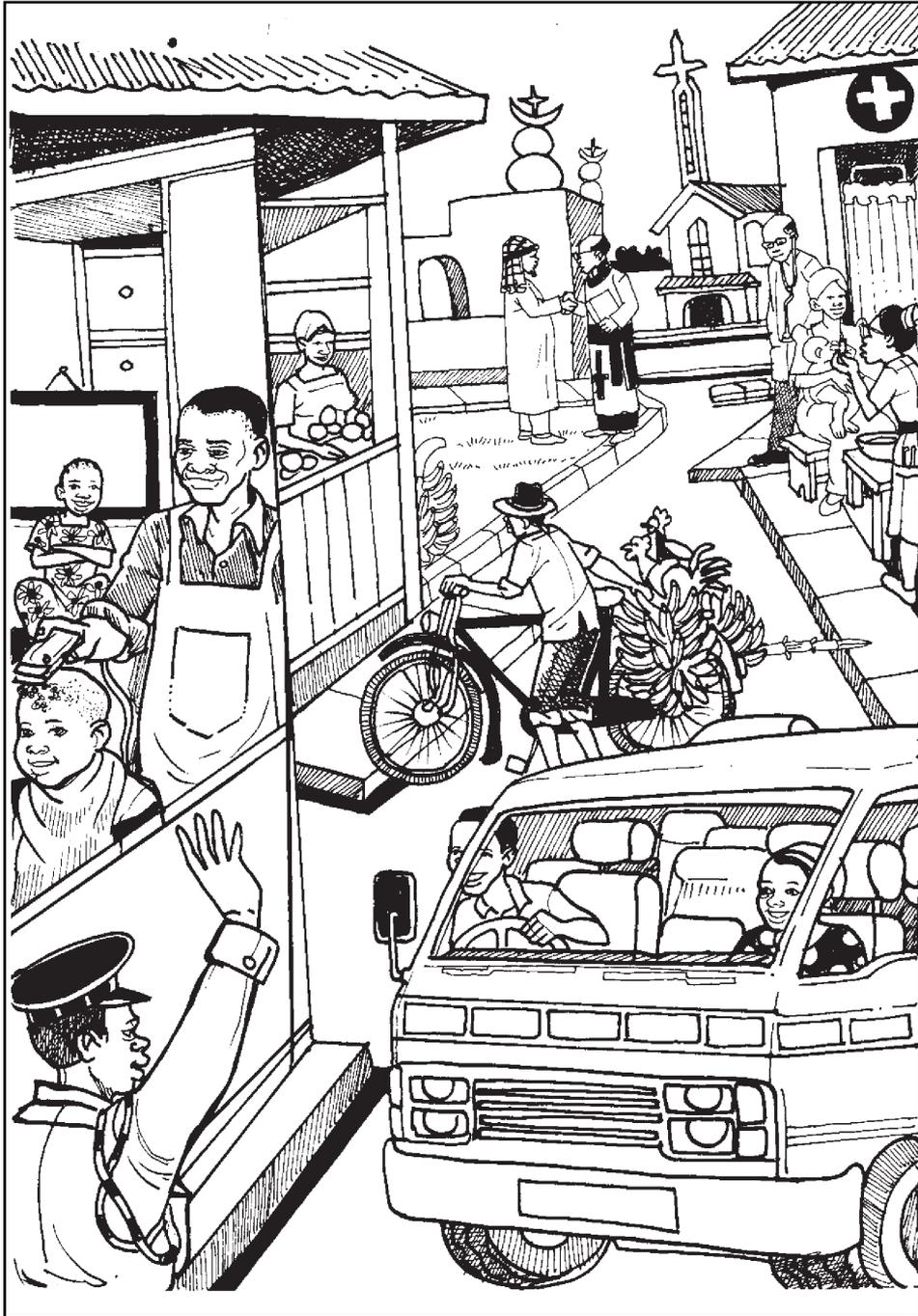
**L2:** Tells a meaningful story to the class with confidence.

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



# Weekly Lesson Support

## Term 2 Lessons



## 5 Jami a kwö: Ginapita i Gombola wa

# Literacy 1 & 2

**Awotta kütta waja**



rüye	dokoro	itwil
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Okok obin omakö dyere gin kede Awëno. Inönö möro acël, gin oyasa më wot gëllö nam dokoro löka okinë. Okok të rüye pye i nam më tëmmö dokoro. En të cakkö lwiny okö. Awëno të bolle obökö oyotoyot Okok të yitö iy obökö-cu. Awëno dan obin opye i nam. Gin ducu te kwargirë dokoro löka okinë. Jönö obin ocakö lit kun onëno jami apol. Gin obin ool i kide eka otë wot yënyyö ka butu kan amë otë ninö ubër naku odikko.

Tam 2 Cah 1

Ikarë amë gin onworo tye amattö cai më odikko i nyapö. Acëlagwëc dan onworo tye adwarö winyö möro më acama mëre.

Ikarë amë Acëlagwëc onëno Awëno, en obin opimo awëno kede abattida më nekkö okö. I gum abër Okok të nënnö okö. En obin oliak të wot naka iwaj Acëlagwëc të kayö itwil. Man obin omis Acëlagwëc të bolle abattida pin okö. Awëno dan obin obwöt i pit kit amë Okok dan obwöt kede i nam.

**Apeny amë kelo nitapö**

1. Ja amë obin obökö lwiny i nam?
2. Ja amë obin onjölo nam ginnä Okok?
3. Ka yin rik ibedo Okok onwëpö ikinyyö Awëno nitapö?

Tam 2 Cah 1

## Day 1

### Literacy 1

**Thematic Question:** Tuc nyin leyi apapat më pacu kede nyin kabutogï?

**Guiding Question:** Akwannö cëkö mörö kan, lin iwiny itë kobba kit amë Awëno kede Okok onjölo kede nam?

### Literacy 2

**Writing Process:** Rwöm më göyö

pulan

**Type of Text:** Cëkö ateta

**Sample Text:** Mënyyö njwën

Iwor acël odyekodyek owoto më mënyyö njwën ibye mëre. En të jöbbö njwën puku acël jengjo teje. Oyutu puku okënë kun awuru ni ee! njwën man tin ocwee ba!

Amë en okulu wie ijöbbö njwën, Apwö olibërë të wayo puku njwën kun amünjü ni nyënyë mëre man njwën aja?

Oyeo njwën të njwëc kede ni cëp, cëp, en ikup iyï öt. Oyotoyot won njwën inywiny i ap ipuku njwënërë awica naka ture.

<b>Writing Organizer: Cëkö ateta</b>	
Wii cëkö	Mënyyö njwën
Jö icëkö	Odyekodyek kede Apwö
Kan acëkö otimërë iyë	Iwor itë bye
Gin otimërë më acakï	Odyekodyek omënyo njwën.
Gin otimërë idyere	Apwö okwalö njwën puku acël.
Gin otimërë më agikkï	Odyekodyek owopo Apwö ture të gammo njwënnërë okö.

## 5.1 Kwone jami a kwö aporögö më leyi më pacu pacci

# Literacy 1 & 2

## Day 2

### Literacy 1

**In My Mind Question:** Ka yin rīk ibedo Okok onwoṅo ikōnyō Awēnō nīṅö?

### Literacy 2

**Writing Process:** Kite më cōc iyore-iyore

<b>Writing Organizer: Cëkö ateta</b>	
Wii cëkö	
Jö icëkö	
Kan acëkö otīmērē iyē	
Gin otīmērē më acakī	
Gin otīmērē idyere	
Gin otīmērē më agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Wer</b> Ogwalogwal.</p> <p>Ogwalogwal obutu ataro do! Köt cwee.</p> <p>Wan yam obutu alaṅet köt cwee.</p>

5 Jami a kwö: Ginapïta i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

rïŋö	rïŋ + ŋö	rïŋŋö
rego	reg + go	reggo
koko	kok + ko	kokko

##### Word Structures — Extra Practice

cël	cël + lö	cëllö
rub	rub + bo	rubbo

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cëkö ateta	✓
Wii cëkö na tye amwönya.	
Jö icëkö na tye amwönya.	
An akobo kan acëkö na otimëre iyë.	
An akobo pëkö amë myero tyek.	
Cëkö na nï tye kede acakkï mërë, dyere kede agikki mërë.	
Atio kede cöc cïŋ acilcillörö	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Kömma tye inec.
2. Taŋci tye inyim cukul wa.

##### Sentence Structure — Extra Practice

Aemme tye inyim kilaci wa.

Cangat tye inje opici aedi.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Tic kede anyut më cöc më agikki	
<b>I do</b>	1. Iwor acël Odyekodyek owoto më mënynyö ŋwën i bye mërë 2. Ën të jöbbö ŋwën pukku acël jeŋgo teje
<b>We do</b>	1. Oyutu puku okënë kun awuru nï ëë 2. Dwën man tin ocwee ba
<b>You Do</b>	Amë ën okulu wie ijöbbö ŋwën, Apwö olibërë të wayo puku ŋwën kun amuŋu nï, nyënyë mërë man ŋwën aŋa

Term 2 Week 1

## 5.1 Kwone jami a kwö aporögö më leyi më pacu pacci

# Literacy 1 & 2

## Day 5

### Literacy 1

#### Word Structure Assessment Test

cam cam + mö cammö  
tedo ted + do teddo  
odo od + do oddo

#### Sentence Structure Assessment Test

1. Apwony wa keto jö acego inyim.  
Olum cun inyim.
1. Apwony wa keto jö aboco injec.  
Alwedo cun injec.

#### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

### Literacy 2

#### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

#### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

#### Word Making Game

rü	pi	ro	nī
twīl	yë	yeny	ŋë
do	rë	ko	mo
i	nö	kwa	nyö

#### Answers:

rüyë  
dokoro  
itwīl

#### References

##### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 54

##### *NPSCU Scope and Sequence*

- Pages 26-27

## Oral Literature

### Dyere okët

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan lij i winy abër itë kobba kit amë limo a gwok obin owoto kede tuñ awotërë Ikwe.

#### Dul cëkö më acël

Ikwe gin kede Gwok onwoño omakö dyere. Ikwe onwoño gömö kwöö a Gwok më bedo pacu. Gwok dañ onwoño tamö nĩ bedo i lum yot dañ mīt. “Adyera Ikwe, bin i lima ba pacu.” Gwok olwoño adyërërë.

“Apwöyö awotta, abino.” Ikwe opwö kede yomcuny më mītto tuno pacu tuñ a Gwok gĩ. Ikwe odilo cön më wot lĩmmö awottërë Gwok. Icawa amë Ikwe onënö kit amë leyi më pacu ogürë kede i kabedo apapat, owuro kit amë onayë kede. Dyegi onwoño tye iyi anak, kan amë köt pe tunu ikom gĩ. Dok onwoño tye iyi awi amë otye onañjö kado iyomcuny amalo. Apwö onwoño tye akirë malu iyomcuny adit mëicël. “A a, a, Acan yibe! ene bin” won pacu olwoño. Gwok omukere kede yomcuny të riñö bot wonërë.

“Küra awota, akelli cem,” Won pacu onënö Gwok të yuyu cogo inoñ. Gwok otijo cogo të riñö kede pĩ mītto tunu bot welo mërë ëntö won pacu ogĩppörö Ikwe të redo, “Ee, e, e man ña? Kom Ikwe! Amītö gwënöna.”

#### Story Outline

##### Jö i cëkö

Won pacu, Gwok, Ikwe, Dok, Dyegi, Gwënö kede Apwö

##### Kakarë

Pacu tuña Gwok gĩ kede tuñ ikwe

##### Gin otimërë

Gwok gin awottërë Ikwe olimërë.

## 5.1 Kwone jami a kwö aporögö më leyí më pacu pacci

# Oral Literature

**Apeny agëca:** Yin itamö ni Ekwe alwojo Gwok ni danj wot limmë?

### Dul cëkö më aryö

Lworo obin omakö Ikwe, ën olilipa më rïjöö. Gwok orïjöö iyore më mittö ñutto cuny më mara nï welo mërë Ikwe myero cemi.

“Cunj awotta cunji, pe iwot amë pe i cemo.” Gwok okwaö welo mërë. Ikwe onwojo tæk cuny të cunj gammö cogo kayö ni paa, kurum kurum mwönyö nï bürüc kun mëddë i wot. “Awota Gwok, yin danj bin i lima pacu tura?” Ikwe ocikö Gwok. “Abino awotta”, Gwok odwökö kede mara më dök rwattë kede adyërerë.

Ikarë amë Gwok otunu tunj awottërë Ikwe, obin ogamë kede yomcuny. “Awotta bed kan, küra adwogo më oyot.” Ikwe ocikö welo mërë më kürë. Pe otero karë alac, Ikwe odwogo apua kede gwënö i dögë. Won gwënö onwojo tye akuku duru iyore ni, "u-lu-lu-lu, makka wunu lee nu, omakö gwënö-na, mak wunu Ikwe."

Gwok obin oyabö të kïka më nënnö danö amë tye iyoo Ikwe. Ën ogïppörö të nwojjo ni adwojërë ennö. Gwok olwiddë të ñwëc dök pacu oyotoyot.

Vocabulary Words		
olilipa	ojöga	olwiddë
In the Text Questions	In My Mind Questions	
1. Leyí mënë amë onwojo omakö dyere?	1. Dö omïö bër më bedo kede awotti?	
2. Da amë obalö dyere?	2. I tamö nï ka danö onwojo nwoj gwok tunj ikwe onwojo atimme ijo?	

Term 2 Week 1

## 5 Jami a kwö: Ginapita i Gombola wa

# Literacy 1 & 2

<p style="text-align: center;"><b>Twol obalö twö Anjwën</b></p>  <p style="text-align: center;"><b>laro      kanyakñö      kwakkö</b></p> <p>Inñö mörö acël, gwen onwojo ocwe adwoj a pe më tukutuku. Odiko méré Aya té tedda méré abär té wot moyo i laro iyí lum. Tutu cawa aboro më dyecen onwojo cen lyet aték.</p> <p>En té oora ní awot kün arüt kit amé gwen tye atwöö kede. Abin aya oyotoyot até makkö yoo naka i laro. Icawa amé gwod atunu-atuna, anéñö awéñö mörö tye okulu wie acammö gwen wa. Adoj kono onok acaggi më ryémö, twön twöllörö té dwallé i kom meñö-ca kwakkö awarjacé, té riädö doj i kün amé pe römö püt atwallé.</p> <p style="text-align: right;"><small>Ter 2 Cahé 2</small></p>	<p>Twol-ca wie onwojo dit té dadaa atas. Lworo obin omaka, a putte iywéc oyotoyot. Ijum arac, ginñörö té dik gidädö tyéna até rétté okö. Abin akanyakñö até yaa maku kun atye akukku duru ní, wu-lu-lu atöö okö, ojñö kënya wunu.</p> <p>Aya icawa ame owinyo duru na, opello iywéc adwír té penmya ní. "Mano dik nõ arac amé i kuku duru amanono ní?" Aköbbe ní amwojo Awéñö tye acammö gwen éntö twön twöllörö adit té rýjë okö ikome.</p> <p>Obin owoto wan kede Aya më wék én wot nín i warjé éntö pe doj oté nwojo gi. Aya obin ocökö gwéññéré té dwökkö okö pascu.</p> <p><b>Apény amé kelo nitajö</b></p> <ol style="list-style-type: none"> <li>1. Winyö méné amé onwojo tye acammö gwen?</li> <li>2. Njé amé obin otimö danö ní icawa amé tye arwéc?</li> <li>3. Ka onwojo yin én amé inwojo twol tye orýjë ikom awéñö no, onwojo Hímmö njé?</li> </ol> <p style="text-align: right;"><small>Ter 2 Cahé 2</small></p>
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## Day 1

### Literacy 1

**Thematic Question:** Tuc nyij winynyi kede kuddi apapat amé nwojere i gombola wa?

**Guiding Question:** Akwannö cökö mörö kan, lij iwiny ité kobba njö obin obalö twö Anjwën i laro?

### Literacy 2

**Writing Process:** Rwöm më göyö pülan

**Type of Text:** Cökö ateni

**Sample Text:** Ryémö gwen i kal

Aworo aya wa omo kal adwoj idye okalo. Té cikka an kede aminna atidi ni oryem gwen iyé. En té wot ikulu kede jérékén a lulum.

Gwénö mörö amé cöl té bino cakkö cammo kal.

Aryémö kede lüt abor. Gwénö té doj wot cammó aminjamiñ ité yat adwong.

<b>Writing Organizer: Cökö ateni</b>	
Wii cökö	Ryémö gwen ikal
Jö i cökö	An, aya kede aminna
Kan a cökö otimëré iye	Pacu
Gin otimëré më acakkí	Moyo kal
Gin otimëré i dyere	Gwénö ocamö kal
Gin otimëré më agikki	Oryémö gwénö i kal

## Literacy 1 &amp; 2

## Day 2

## Literacy 1

**In My Mind Question:** Ka onwoŋo yin ɛn amɛ inwoŋo twol tye oriyɛ i kom Awɛnɔ nɔ, onwoŋo itimmɔ ŋɔ?

## Literacy 2

**Writing Process:** Kite mɛ cɔc iyore-iyore

<b>Writing Organizer:</b> Cɛkɔ ateni	
Wii cɛkɔ	
Jɔ i cɛkɔ	
Kan acɛkɔ otimɛrɛ iyɛ	
Gin otimɛrɛ mɛ acakki	
Gin otimɛrɛ i dyere	
Gin otimɛrɛ mɛ agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Carokop</b>            Cɛt gwok ogeo alyet            Twɛrɔ gɔnynyɛrɛ nɛ,            Ka ballɔrɔ otimɛrɛ, myero tyek oyotoyot a pe otero karɛ.</p>

5 Jami a kwö: Ginapita i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

ocere	<u>ocere</u>	ocere
mola	<u>mola</u>	mola
oyo	<u>oyo</u>	oyo

##### Word Structures — Extra Practice

apwöö	<u>apwöö</u>	apwöö
pii	<u>pii</u>	pii

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cëkö ateni	✓
Wii cëkö na tye amwönya.	
An atye i cëkö.	
An akobo kan a cëkö na otimëre iyë.	
An akobo pëkö amë myero tyek.	
Cëkö na tye kede acakki mërë, dyere kede agikki mërë.	
Atio kede akanyiŋ "an" i cëkö na.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Winynyi tye itë yat.
2. Cuppi tye iwi kabat.

##### Sentence Structure — Extra Practice

Binika tye iwi mëja  
Binika tye itë mëja.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Nyigkop amë poro jami	
<b>I do</b>	Aworo aya wa omo kal adwoŋ idye okalo
<b>We do</b>	Ën të wot i kulu kede jërëkën a lulum
<b>You Do</b>	Aryëmö gwen kede lüt abor

Term 2 Week 2

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

rēc rēc rēc  
 riŋo riŋo riŋo  
 atura atura atura

## Sentence Structure Assessment Test

1. Puc tye iwi mēja.

Puc tye itē mēja

2. Odilo tye iwi kōm.

Odilo tye itē kōm.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

dö	kwak	tyenya	rö
kī	mö	nya	twö
göd	ka	cam	kö
a	la	röt	nö

## Answers:

laro

kwakkö

kanyakīnö

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 54

*NPSCU Scope and Sequence*

- Pages 27-28

## Oral Literature

### Obaṅa tēk iticērē

**Apeny mē yabbō ḡec:** Akwannō cēkō mōrō kan, līṅ iwiny itē kobba ḡin otīmērē i waṅ tic mē Agwēnō-onywal.

#### Dul cēkō mē acēl

Rik onwoṅo tye lonōrō amē nyiṅē Ariḡali ḡin kede dakō mērē Alimaci. Jōnī onwoṅo bedo iwaṅ tic amē olwoṅo nī Agwēnō-onywal. Inīnō mōrō acēl, Ariḡali obin odilo ibai tē wēkkō Alimmaci iōt pwod anīnō. Alimaci tē coo nwoṅṅo Ariḡali pe i ōt. Ēn oputte tē ḡwēc ōkō kun aredo nī, "okwoo okwalō Ariḡali okō joni."

IKarē amē ēn odonyo ōkō, ocop ikom Ariḡali obedo ikōm olīṅ iti tye atam atēk. Ēn tē penynye nī, "ḡō kara arac omiō idilo cōn itē bino kan amē tam ociri kitiē?" Ariḡali ogammē nī, "Obaṅa otio tic atēk pat, kōṅ itiy waṅi inēn malo itē kobba ḡin inēnō." Alimaci tē kobbe nī, "Anēnō winyi tye atware apol." Ariḡali tē kobbe nī ēn omiō etye eliṅ onwoṅo etye etammō kit erōmō ketto kede bwome etē tware bala awele. Alimaci dōk tē bollo waṅḡ nēnnō tuṅ ajirani tē kobbi Ariḡali nī aco yīn ikop-pi kōṅ inēn kaca. Jōnī tē nēnnō takī odēṅ itwōn awaka inyīm wonērē. Amē ḡin otye onēnnō awaka ataki, twōn ḡwēnō dōk tē rīṅḡo cuṅ itē ōt ajirani tēṅṅḡo bwome ipup pup pup tīrō dwōnē malu kun aredo nī, "kūkükü lūrükük, cawa orōmō." Alimaci tē kobbi Ariḡali nī wīl ḡwēnō mē coyo ḡī i kabuto atot ya ḡin daṅ oya cōn mē wot ipoto nīnō inīnō.

#### Story Outline

**Guti kop a kwakō cēkō:**

Obaṅa otio tic atēk mē cweyo winyi kede kuddi.

**Kop amē kelo nīaṅḡō:**

Ariḡali odilo ōkō odikko cōn.

**Kop amē kelo nīaṅḡō:**

Ariḡali ḡin imīn ōdē obedo ḡōmmō tic acwec. Ariḡali ḡī obedo ipakkō Rwoṅ Obaṅa.

## Oral Literature

### Dul cëkö më aryö

Alimaci dök të tinjo wajë malu nënnö apwöpwör të kobbi Arijali nī wil winyö-ca daŋ cīl tütwal ëntö Arijali të kobbe nī mano pe winyö ëntö obedo kuddi. Alimaci të pyem kun penyo nī kuddi daŋ por? Arijali të gammë nī tye ën apor kede ën alak bala oyoyo kede möri. Alimaci dök të cakkö tam atëk kun ocuŋ oliŋ iti ëka Arijali të poyo tipu kome iryak. Ën të kobbo nī onwoŋo etye eparö kit amë Obaŋa oyelle kede më cweyo winyi apor kede ën awoto ityën gī aryö kun obedo pacu, ëka dök të cweyo kuddi atye ibwom gī kede daŋ ën alakalaka.

Winyi kede kuddi magi ducu tye kede kite gī apapat naka kabedo gī daŋ papat. Arijali kede Alimaci obin obedo gīnī naka ityeno aboŋo tiyo ticöro kono ka pakkö Obaŋa këkën. Icenërë jöni obin ocakö gwökö kwone winyi apol kun opokki atin acël acël mëgë daŋ më agwöka. Winynyi doŋ të nya apol i dyekal gī.

Vocabulary Words	
dilo	cop iryak
In the Text Questions	In My Mind Questions
1. Arijali gīn Alimaci onwoŋo bedo iwaŋ tic cënë?	1. Ka onwoŋo i bedo Alimaci onwoŋo ikobbi Arijali ŋö?
2. Jöni obedo larö kop ikom ŋö?	2. Itamö nī pīŋö omiö winynyi kede kuddi tye kwone kwone?

Term 2 Week 2

## 5 Jami a kwö: Ginapita i Gombola wa

# Literacy 1 & 2

**Winyere kara bër**



bullu	täkkö	piyo
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Apwö: (kun abwönyö) Oloni yeyen, owot obul ba riyo wa-ca.  
 Yeyen: (ogamö oyotayot) Aco do, owot obul okö mä ocam.  
 Apwö: (idwön opye) Yin raa yen äka an atë bullu riyo.  
 Yeyen: (kun akwac) Wot ba doj i pii mac.  
 Apwö: (ibita adwon) Aaa yin doj pii mac äka an atë mokko.  
 Yeyen: (kun abakkö döge) An atyeko piyo mac okö, bin ba dong imok mac.

Tam 2 Cahé 3

Yeyen: (kun mwolle) Amoko mac okö, bin ba doj i bul riyo.  
 Apwö: (akop dfröfirö) Pe gite yin bul riyo okö äka an doj atë täkkö i cani.  
 Yeyen: (gerogero) Apwo we, bin ba doj itök cem.  
 Apwö: (kun a bwönyö) Yin tük an atë cammä.  
 Yeyen: (iwar mä mwolo) Aco do. Ka an atökö, pe icammö.  
 Apwö: (ibira adwon) Oloni yeyen wék tuku. Otök döng koracil. Aye doj, obino ribbö cñ wa otë tic kuncäli.  
 Yeyen: (kede mara) Eyö, man doj inñan nî nütte äñ tükö?

**Apnyen amë kelo nñayö**

1. Ña amë obin obulu riyo?
2. Ña amë ocamö riyo?
3. Ka onwopo yin rik ibedo Yeyen onwopo itimmö nñ?

Tam 2 Cahé 3

## Day 1

### Literacy 1

**Thematic Question:** Kobba nyin kuddi, winynyi kede leyi ogwökö i gombola wa amë kelo cente i caö.

**Guiding Question:** Akwannö cökö mörö kan, liñ iwiny itë kobba bër arëbbö cñ itic.

### Literacy 2

**Writing Process:** Rwöm më göyö pülan

**Type of Text:** Tuku acek

**Sample Text:** Apor më tuku acek

Dwarö winyö (*Ojwang kede Elük obedo otinkwan më kilacä adek, gin otye oleyo tam më wot idwar*)

Ojwang: (*kede mar*) owot ba odwar Atakara?

Elük: (*akwëro*) an pe aye.

Ojwang: (*kede mwolo*) pe iye piñö?

Elük: (*ogamö imwolo*) kic otoja woki i cawa a tye akwayo dok

Ojwang: (*kede cona*) wot iket

möötara iye më kwee okö.

Elük: (*kun abwönyö*) Apwoyo miya

tam wék doj abünyo ketto.

<b>Writing Organizer:</b> Tuku acek	
Wii cökö	Dwarö winyö
Jö icökö	Ojwang kede Elük
Kan acökö otimëre iyë	Pacu tunj i Elük gi
Pëkö	Kic otojo Elük i cawa më kwat
Gin otimëre më acakí	Elük okwëro wot idwar
Gin otimëre idyere	Kic otojo Elük
Gin otimëre më agikki	Elük oketo möötara i wang rettëre

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Ka onwoŋo yin rīk ibedo Yeyen onwoŋo itīmō nō?

#### Literacy 2

**Writing Process:** Kite mē cōc iyore-iyore

<b>Writing Organizer:</b> Tuku acek	
Wii cēkō	
Jō icēkō	
Kan acēkō otīmērē iyē	
Pēkō	
Gin otīmērē mē acakī	
Gin otīmērē idvere	
Gin otīmērē mē agikkī	

## Oral Literature

<b>Traditional Text</b>
<p><b>Lebadwala</b> Römō römō romo romo orömō ka mē romo piēn Römō romo romo ikome.</p>

5 Jami a kwö: Ginapita i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

yüb	yüb + ö	yübö
lüb	lüb + ö	lübö
wër	wër + ö	wërö

##### Word Structures — Extra Practice

tür	tür + ö	türö
kür	kür + ö	kürö

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cëkö ateta	✓
Wii cëkö na tye amwönya.	
Jo icëkö na tye amwönya.	
An akobo kan acëkö na otimëre iyë.	
An akobo pëkö amë myero tyek.	
Cëkö na nī tye kede acakkī, dyere kede agikki mere.	
Atio kede cöc cīj acilcillörö.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Atye amittö lwökkö böñö ëntö cabun pe.
2. Atin tye akok piën apidi orëtë piñ.

##### Sentence Structure — Extra Practice

Amittö rukku amük ëntö tyëna lit.  
Amatto pii piën oryö tye anekka.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cakkö kede nukta adwoj	
<b>I do</b>	1. Ojwang:(kede mar) owot ba odwar atakara? 2. Elük: an pe aye
<b>We do</b>	1. Ojwang:(kede mwolo) pe iye piñö? 2. Elük: kic otoja wokī icawa a tye a kwayo dok
<b>You Do</b>	1. Ojwang : (kede cona) wot i ket möötara iye më kwee okö 2. Elük. apwöyö miya tam wëk doj abüny ketto

Term 2 Week 3

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

cök cök + ö cökötüd tüd + ö tüdölüt lüt + ö lütö

## Sentence Structure Assessment Test

1. Amito cem ëntö dëk pe.  
Amitto willö bönjö anyen ëntö cente orem okö.
2. Atunu i cukul let piën ogal ömmö pii.  
Bin ilima ëntö tun cön.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

bul	o	ra	cël
ge	yo	mal	tök
pi	ro	lu	lë
ge	kö	ro	ka

## Answers:

bullu  
tökkö  
piyo

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 54

*NPSCU Scope and Sequence*

- Pages 28-30

## Oral Literature

### Lewic omakö Ayöm

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan winy itë kobba ñö otimëré ikom Ayöm.

#### Dul cëkö më acël

Abumente obin omiö tam bot opur ikin pacu më gwökkö winynyi, leyi kede kuddi apapat më kello cente icaö gi. Jö adek obin oyëro tic apapat.

Ayöm oyëro gwökkö gwen. Ameo oyëro gwökkö kic. Illec oyëro gwökkö Apwö. Tic a jöni obin ocakëré abër ëntö Ayöm pe obin olübu cik më gwökkö gwen abër të miyö gwënnëré pe bedo abëcö.

Ikarë më cattö jami naca, Ameo obin onwojo cente adwoj alöö piën ën olübü cik ducu akwakö gwökkö kic, Illec dañ pe otimö arac. Ën dañ onwojo cente abëbër alöö Ayöm. Nyeko obin omakö Ayöm ikom owote mëré atëk të cakkö yello Ameo okö. Karë okënë yabö dög bonjö kic, kic të yaa okö. Karë okënë toto kic Ameo okö. Ginni obin ocwero cuny Ameo atëk mëicël.

#### Story Outline

##### Jö i cëkö

Ayöm, Ameo, Illec

##### Kakarë

Idög böñö kic kede ipacu tunj Illec

##### Gin otimëré

Leyi ogwökö jami apapat ,Ayöm okwalö kic ote makkë iyë ëntö obin otimë kica.

## Oral Literature

**Apeny agëca:** Yin i tamö nĩ Ameo obin ojeo njat akwalö kiccëre?

### Dul cëkö më aryö

Ameo obin okobo ginni bot lwak i kin pacu ëntö gin ducu obin okwëro okö nĩ gin ope injec ikom njat atye ayello Ameo nono. Owote mëre okënë obin omië tam më wot cïkkö pawaka idög böñö kic idirö amë gin onyutte. Amëö danj obin otimö amanono.

Ayöm donj ninö acël të wot më kwallö kic Ameo. Icawa amë ecwalö ciñë më tutto kic, pawaka ikwak icïñë. Twön icöö obobola ipawaka icïñë ilökkĩ danö amyëlamyëla.

Gönnynyö pawaka obin olöö Ayöm okö të wot bot Ilëc nĩ wot könyë. Ilëc obin odönyö iöt nĩ ewot ömö gi gönnynyö pawaka kara onwoño awot göyö cim bot Ameo. Ameo otunu të nwoñño Ayöm ojül i pawaka icïñë, oñënyö lakë ataa i rem. Lac këkën donj onwoño ojötö böñö i nüdë. Icawa amë Ameo onënë, të nyëro kun ayerjo ka wie të kobbo nĩ, "Konj donj inën kit a cuny danö rac kede." Ayöm okulu wie piñ, pig wanjë iraat të kobbo nĩ, "Jönĩ könya wunu," Lak pawaka onwoño donj tye amëddë i lwinyalwinya icïñ Ayöm.

Ameo oyübbü dwöne anönök të kobbo nĩ, "Obaņa tæk dök dit." Ën obin oyelle i gönnynyö pawaka i ciñ Ayöm okö. Ën të kobbi Ayöm ka nĩ, "Yin wot giri, ëntö tim bër dönj iwëk kwallö kic-ca okö." Ayöm odök pacu itwön lewic adwoñ mëicël.

Vocabulary Words		
oyerö	cattö	cïkkö
In the Text Questions		In My Mind Questions
1. Jö mëné obin oyëro tic apapat më gwökkö winynyi, leyi kede kuddi?		1. Ka yin ën arik inwoño Ayöm omoko ipawaka pi kwallö kic-ci, rik itimë njö?
2. Na obin omoko i pawaka?		2. Nö amïö jö gwökö jami apapat?

Term 2 Week 3

# 6 Jami a kwö: Leyi i Gombola wa

## Literacy 1 & 2

**Kite më döngö a nywagi**



cacal	byëllö	otuu-otua
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Inñö mëru acël, apwony kilač adək apwony otinö mëre i kop ikam nywagi kede kite më kwöö mëre. En okobo nî nywagi tuu kun nwoŋo këny më lyeto ceŋ, pii, kede yamö. Nywagi otua-otua cacal kede abir onyo bël apwod adöŋö-adöŋa.

Nywagi tye kede dul kome apapat amë kënyë më kwöö. Nywagi wee i dul kome kun tio i kagimögö otwolo a piŋ gi tək kun kwanyö yamö ikan orume, tio daŋ kede lwitë më wayö kadakado libo.

Tam 2 Cahé 4

Nywagi nök tē byëllö otinëre iyone ika tē bedo döŋö momot.

Nywagi amë obyëllö a kome yot, dwongpëre kede borëre nwoŋo mihö rürömaröma kede cupa pii rwënyjori otinö.

En twöö i këny më lyeto ceŋ kede yamö.

Nywagi daŋ ka otwöö, okwanyö otë tero pacu kun amë otë bëttö otë mayo twöö ika daŋ otë tero icümma më areŋa otë cammöö.

Man obedo ŋec amë jirë tək i kite më döngö a nywagi naka itunu i rwöm më acama.

**Apeny amë kelo nitaŋ**

1. Nywagi wee tŋö?
2. Nywagi otimö i nŋ?
3. Yore anŋ apapat amë ogwëkö kede Nywagi otwöö i pacu?

Tam 2 Cahé 4

### Day 1

#### Literacy 1

**Thematic Question:** Bedo inəc ikom ginapita kede kabedo gi i gombola wa kënyi injö?

**Guiding Question:** Akwannö cëkö mörö kan, liŋ iwiny itë kobba kite më döngö a nywagi naka itunu irwöm më acama.

#### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Cëkö më amut

**Sample Text:** Puru kal

Kal obedo cam acël iyï akina cem amë jö puru i təkwarö më Laŋo. Ogwang marö puru kal ipoto më acama ëntö catö daŋ më nwoŋŋo cente. Kal ocamö më kwon kede onüdü më nyüka. Ën puru i kwërï dyaŋ kede tio daŋ i jö apol më kënynyë.

Ceŋ obin oryëny atək ëntö Ogwang pe obin owëkö puru kal.

<b>Writing Organizer: Cëkö më amut</b>	
Wii cëkö	Puru kal
Da	Ogwang
Kwene	Ipoto
Awene	Marö puru karë-ikarë.
Dö	Puru kal më acama kede më acata.
Niŋö	Puru i kwërï dyaŋ kede tio ijö apol më kënynyë.
Piŋö	Puru kal më acama kede më acata.
Agikki	Ceŋ obin oryëny ëntö Ogwang Pe obin owëkö puru kal.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Yore anjo apapat amē ogwōkō kede nywagi otwōō i pacu?

#### Literacy 2

**Writing Process:** Kite mē cōc iyore-iyore

<b>Writing Organizer: Cēkō mē amut</b>	
Wii cēkō	
Da	
Kwene	
Awene	
Ɖō	
Niṅō	
Piṅō	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Lemo</b>                      Cwec Obaṅa bër, cwec Obaṅa bër                      Ka inēnō yen amē ēn ocweo,                      Iwuruawura,                      Cwec Obaṅa bër.                      Obaṅa apwoi pī cweyi wa yen,                      Piēn kōnyō wa iyore apapat.                      Yen kiyi wa yamō abër,                      Ka mē tipo anjic, inwojo itē yen.</p>

6 Jami a kwö: Leyi i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

nyërö	<u>nyërö</u> + <u>nyërö</u>	nyërönyërö
gero	<u>gero</u> + <u>gero</u>	gerogero
lworö	<u>lworö</u> + <u>lworö</u>	lworölworö

##### Word Structures — Extra Practice

gupu	<u>gupu</u> + <u>gupu</u>	gupugupu
ryëkö	<u>ryëkö</u> + <u>ryëkö</u>	ryëköryëkö

#### Literacy 2

##### Writing Process: Loddö

<b>Assessment Tool:</b> Cëkö më amut	✓
Wii cëkö më amutta tye.	
Cëkö më amutta kobo jö a pîrgî ték kede kan a cëkö otîmërë iyë.	
Cëkö më amutta kobo iyore-iyore njö otîmërë.	
Cëkö më amutta kobo iyore-iyore piñö omiö ginnörö nono otîmërë.	
Cëkö më amutta kobo jami otîmërë ikarë mënë iyore-iyore.	
Cëkö më amutta kobo iyore-iyore karë a jami otîmërë iyë.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Ajükë pî yënyyö kolo.
2. Atwii owoto kunu akaka pappërë.

##### Sentence Structure — Extra Practice

Ën opwöa pî tic atek amë atîmö.

Aya owilla cikat akaka itetei.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b>	Kwanynyo cëntën okubere dwökkö i cëntën a yot opopoka
<b>I do</b>	1. Ogwanj marö puru kal i poto më acama ëntö catö danj më nwoŋŋo cente 2. Kal ocamö më kwon kede onüdü më nyüka
<b>We do</b>	Ën puru ikwëri dyanj kede tio danj ijö apol më kõnynyë
<b>You Do</b>	Ceŋ obin oryëny atëk ëntö Ogwanj pe obin owëkö puru kal

Term 2 Week 4

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

mërö mërö + mërö mërömërö  
 mwolo mwolo + mwolo mwolomwolo  
 atin atin + atin atinatin

## Sentence Structure Assessment Test

1. Atoke okok pi bukkëre amë oyëcö.  
Ën otimö pi yommo yi apwony gi.
2. An atye kan akaka aedi wa.  
Gin okelo dyegi akaka dyan.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

ca	lö	pat	tuu
byël	pa	o	kwa
a	dö	cal	nyö
byë	a	tu	ñö

## Answers:

cacal  
 byëllö  
 otuu-atua

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 55

*NPSCU Scope and Sequence*

- Page 31

## Oral Literature

### Kec oyikö nyom

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, liñ iwiny abër itë kobba leyi aryö amë jö obin odwaro amë kec opoto.

#### Dul cëkö më acël

Imwaka pyerabirö nono, kec obin opoto i gombola wa arac amë tē miyö jö dwarö oyo kede agwëdëgwëdë më amwoda piën cem më acama onwojo pe. Mano ituj bot omöita, acoo ituj bot otë nam, mon onwojo woto nyönö rëc kede cöö abonjo pokko ñat adit, tidi, onyo cek.

Ka otunu icawa më nyönnö awinö, inwojo jö ducu tye aredo nï, “Nywiny, nywiny, nywiny wan onyönnö awinö nywiny, nywiny maku ka odönyö iyï ijaña maku, maku, jö luñ ryep, ryep, ryep awii jö doñ irigirigi.” Dat abor ñat acek pe i poko.

Man obin omïö wonköm adek më gombola Namasale obin olwojo odirö më pur pï bino pwonyno lwak kede kite më pur, ñö më apura kede karë mënë amë opuro iyë. Lwak obin ocökërë më winyonyo pwony man kan amë odirö man obin opwonyo jöni ikite më pur apol apapat, Ikin gi tye iyë gwökkö leyi, winyi, rëc kede ginapita apapat.

#### Story Outline

**Guti kop a kwakö cëkö:**

Kec obin opoto i gombola Namasale.

**Kop amë kelo nïañö:**

Jö më gombola Namasale onyönö yi kulu më möyö rëc.

**Kop amë kelo nïañö:**

Jö më yi pacu man obin odyërë itiyö tic apapat. Pur Olum obin okönyë i pekki apapat më pacu.

## Oral Literature

### Dul ceko me aryö

Lwak obin oyer kede pwoy ikom pur kan amë odirö me pittö pünü të bino ye me miyö jo amë tye iyï iryonjet punni me apita. Jö obin ojölö daŋ otë bedo njiyö idirö ŋa amë myero gwök punni. Amëma acël obin otucu Odongo Abudala me tiyo tic me gwökö punni ëntö ën të bino kwërö okö. "Oming Atöö waŋ kono?" amëma acël otucu. Oming obin okwaö lwak ni wëkë pe erömö piën waŋë me nënö jwinya pe. Lwak dök të ŋuŋura i nyiŋ Mugge Onëŋ wot Atim Atanacio ni myero mi tic-ci. Ën obin ojölö daŋ të mëddë i kobbi lwak ni pünü camö ginörö këkën naka cem gi amë gin opuru daŋ nwoŋo akönyyë ipittö. Kopërë ni të miyö lwak mokko oyotoyot cik me gwökö leyi.

Wonköm obin okwaö lwak me mëddë i pitö jami apol acalö bala nywagi, oraŋŋa, dyegi, dok, apëna kede ën okënë apol ata. Olum piën ture onwoŋo cök kede döŋ kulu, obin opitö abolo. Man piën abolo mitö pii adwoŋ me miyë döŋö abër. Ën daŋ onwoŋo opitö jami okënë acalö, okönö, niŋa piën ture onwoŋo cök kede kulu. Oraŋŋa, nywagi, apëna, ën obin opitö iwi tëla. Cemmerë obin ocëk piën köt kede ceŋ obin olökërë abër.

Niya ikom jami apita nono, ën obin ogërö öt atëk, owilö gali kede redio. Redio obin okönyyë i jükü min ödë Konyci amë onwoŋo ka otunu otyeno woto okö tuŋa Pulicikira gi ni ewot winynyö amut. Man të miyö bedo gi të bino yubbërë atëk naka kec doŋ të ŋwëc atwalï ituŋ gi.

Vocabulary Words		
nywiny-nywiny	ryep-ryep	omöita
In the Text Questions		In My Mind Questions
1. I mwaka mënë amë kec obin opoto Namasale?		1. Dö amïö bër me apur ipuru kwone jami apapat?
2. Da amë obin oye me gwökkö punu?		2. Ka onwoŋo Olum pe pur, i tamö niŋö onwoŋo römö timërë?

Term 2 Week 4

## 6 Jami a kwö: Leyi i Gombola wa

### Literacy 1 & 2

**Tic a dulkom yat apapat**



putto      njyö      paccö

Ninö mörö Rukia oputo yattörö tē beäo njyö momot. Ēn tē lwonjo omīnērē Rajab tē kobbe nī kōn nēn kit a yattono tye kede. Rajab otītē nī. "Rukia, yat danj tye i dulkome amē tio tic apapat. Lwītē tye mē mājō yat cuj atēk kede mē mājō pii i lobo: kore tye mē cwallō cem malu i jagō kede ipotē. Potē tye mē wayō yamō a bēcō kede cwallō Ēn a raco ökö balu kit a danō wee kede."

Rajab omēddē tītē nī, pot-yen okēmē kede lwit gi wan ocamō, mājō obedo yen ame cujō lwo. Icwawo no Rajab tē putto moggo mörö acēl.

Term 2 Cah 5

Rukia ojakō acēl tē paccō tē nwanjuna kun akobbo nī. "Aaa... moggo no rēparīpa omēra."

Rajab dök tē pwōnnō pot yattörö tē kobbi Rukia nī. "Pot yen inīnō obedo balu yer wii gi nū ba, kōnyō yat." Ēn danj obedo kan amē yūbū cem pī yat. Pī wan danō danj mājō obedo mē acama. Aco ture, Rajab omēddē ikobbo nī obedo kan anyāpē yau tye.

Rukia opawō omīnērē kun kobo nī, "Rajab, yin cewājōrō idlākō apany bē." Acālō balu Rukia, wan danj obino nyo kit dulkom yat apapat kede bēn gi.

**Apany amē kelo nīnājō**

1. Ūa amē onwono obedo omīn a Rukia?
2. Tuc kit yore adek apapat amē yen kōnyō wa kede?
3. Yin itamō nīnō omō Rajab oputo moggo?

Term 2 Cah 5

### Day 1

#### Literacy 1

**Thematic Question:** Tuc dulkom ginapīta apapat amē turu kede tic gi?

**Guiding Question:** Akwannö cēkö mörö kan, liŋ iwiny itē kobba bēr a yen bot danō kede ginapīta i gombola wa?

#### Literacy 2

**Writing Process:** Rwöm mē göyö

pūlan

**Type of Text:** Cēkö mē amut

**Sample Text:** Yaō bēr

Yaō obedo yattörö acel i kin yen Laŋo apirē gi tēk tutwal. Ēn tye kede kōny apol bot jō. Yaō odēpō mwaka acēl i cēl.

Ēn ocamō kome kede nyige danj miō möö, oŋölō kore mē bao kede owanjō mē makar. Opaō kore mē apany kede janje kōnyō mē tēdo.

Jō wire i möö mere ěntō ocamō danj. Möö-yaō ka iyikkō, i cakō i cēllō nyige, itē oddo, itē teddo ěka donj itē liyō.

<b>Writing Organizer: Cēkö mē amut</b>	
Wii cēkö	Yaō bēr
Ūa	Jō
Kwene	I Laŋo
Awene	ka oteggō
Ūö	Ocamō, opaō mē apany, owanjō mē makar, owire i möö mērē dök otedo kede wite.
Nīnjō	Ocēlō nyige, otē oddo, teddo ěka donj otē liyō
Pīnjō	Yaō pīrē tēk pīēn kōnyō jō apol
Agikki	Yaō ka i yikkō icakō cēllō nyige, ite oddo, itē teddo itē donj liyō

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Yin i tamö niṅö omïö Rajab oputo moggo?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Cëkö më amut	
Wii cëkö	
Da	
Kwene	
Awene	
Dö	
Niṅö	
Piṅö	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Koc</b> Kocca wunu ba? Alittö</p> <p>Kara ka alittö nü, Jö Abakö myëlö awula i dög gi.</p> <p>Agam: Nywagi onyak i poto.</p>

6 Jami a kwö: Leyi i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

amīn	<u>amin + ni</u>	aminni
omīn	<u>omin + ni</u>	ominni
yēn	<u>y en + ni</u>	yenni

##### Word Structures — Extra Practice

kūn	<u>kūn + ni</u>	kūnni
gen	<u>gen + ni</u>	genni

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cëkö më amut	✓
Wii cëkö më amutta tye.	
Cëkö më amutta kobo jö apirgi tək kede kan a cëkö otimëre iyë.	
Cëkö më amutta kobo iyore-iyore njö otimëre.	
Cëkö më amutta kobo iyore-iyore Piñö omiö ginnörö nono otimëre.	
Cëkö më amutta kobo jami otimëre ikarë mërë iyore-iyore.	
Cëkö më amutta kobo iyore-iyore karë a jami otimëre iyë.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Ocünjwa kede aemme mīt meicēl.
2. Dwēn kede okok bedo i bye.

##### Sentence Structure — Extra Practice

Aya opünjü öt okö kun kec tye anekka.  
Amonj otwona pii okö kun oryö ocira.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cëntēn okubere-akuba	
<b>I do</b>	1. Ēn ocamö kome. Nyige dañ mïö möö 2. Oñölö kore më bao. Owarjö më makar
<b>We do</b>	Opao kore më apany. Wite könyö më tēdo
<b>You Do</b>	Jö wire i möö mërë. Ocama dañ.

Term 2 Week 5

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

atīn atīn + ni atīnni  
 aran aran + ni aranni  
 can can + ni canni

## Sentence Structure Assessment Test

1. Amolo kede Adoc obedo amege.  
Nyakö kede awobi twëro kwan arömaröma.
2. Atat tye otunu kun akömö adīj.  
Opio obürë i koko kun tye anënnë i moddo.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

put	wa	yö	pac
cö	ca	tīt	të
ñjī	dö	ñjö	
a	ö	to	ñjö

## Answers:

putto  
 ñjyö  
 paccö

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 55

*NPSCU Scope and Sequence*

- Page 32

## Oral Literature

### Nwoŋŋo dit omödö lyeto

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan liŋ iwiny itë gamö apeny ayaa iye.

#### Dul cëkö më acël

Ikarë mörö onwoŋŋo tye jagö mörö amë a nyiŋjë Yokoyakim Ebule. Ën onwoŋŋo obedo jagö amë jö marö atëk ika ticcërë ducu pïën onwoŋŋo tio tic abër mëicël daŋ onwoŋŋo löö wi jaggi ducu i Laŋo.

Yokoyakim onwoŋŋo tye kede otinö mërë adek aryëk daŋ atëk. Atin më acël nyiŋjë onwoŋŋo obedo Okelo Kuttawaŋa, më aryö Ogwaŋ lero ëka më agiki mërë Oryem Akuca. Adwoŋ man onwoŋŋo parö atëk atinnërë amë römö gwökkö pacu mërë ka ën doŋ kome pe.

Yokoyakim obin okatto kede tamörö giŋni imat Julayina. Tammï onwoŋŋo më miyö otinö adekki pyem kede makkö ikwic gulu cak amë opoŋ ibic aboŋo cibbo piŋy pi cawae abicël. Otinö magi obin otimö aboŋo ɲattörö i cibbo gulu mërë piŋ. Man obin owëkö onywal otinö ni kede tam atëk më möyö yore okënë më nwoŋŋo ɲat amyero le pacu-gi.

Imat Julayina obin okattö kede tam okënë ni myero omi gi kwany të kello bot gi gin amë atin acël acël tamö ni pirë tük alö-alöa ikom yat.

#### Story Outline

**Guti kop a kwakö cëkö:**

Nwoŋŋo ɲat aleyo pacu.

**Kop amë kelo niaŋö:**

Otinö otinö gulu cak.

**Kop amë kelo niaŋö:**

Otinö okelo dul kom yat apapat. Onywal otiti ottinö tic adul kom yat apapat.

## Oral Literature

### Dul cëkö më aryö

Gĩn onwoŋo otye omittö ŋat abino kwanynyö lwĩt yat piën pirë tøk amë katö dul kom yat okënë ducu. Jönĩ obin ocwalö otĩnö gĩ nĩ i lum më wot ömö dul kom yat apirë tækki-gĩ. Otĩnö oyutte oyotoyot otë dwogo kun Okelo Kuttawaŋa dwogo kede atura. Ogwang lero odwogo kede pot yat eka Oryem Aküca tē dwogo kede lwĩt yat. Man obin omiö onywal aryö nĩ ducu tē bedo kede otĩnö gĩ piŋ.

Gĩn otë kobbi otĩnö gĩ nĩ, ŋat amë okelo gĩn apire tøk amë gĩn onwoŋo omittö obedo Oryem Akuca. Man omiö gĩn otë kobbo nĩ ën ayë doŋ bino bedo atël wi pacu ka gĩn bibedo ape.

Yokoyakim gĩ obin okobo nĩ gĩn omiö omoko lwĩt yat piën könyö wayö pii, miö yat më canŋö twö mögö. Omega Oryem Akuca obin oniaŋ ëka otë ye awaŋacël kop onywal gĩ.

Vocabulary Words	
canŋö	ikwĩc
	ibĩc
In the Text Questions	In My Mind Questions
1. Yokoyakim gĩ oyërö atël wii pacu niŋö	1. Kono otĩnö nĩ ducu rik tē kello lwĩt yat, i tamö nĩ onywal gĩ onwoŋo atimmö ŋö?
2. Atinnënë amë obin otero bedo atël më pacu?	2. Ka yin ën amë rik omii dit më tällö pacu no, onwoŋo itimö ŋö?

Term 2 Week 5

## 6 Jami a kwö: Leyi i Gombola wa

# Literacy 1 & 2

**Kite më puru nîñö**



**gërö      päñjöö      wekko**

Nîñö tye lyi akîna kwone ginapîta apapat amë opuru i Lango. Oporu më acama kede acata ducu. Më miyi puru nîñö ni tē cëk obüp, jami a myero itii iyore-iyore ene:

**Më acil:** Myero inwoj poto anyen itë cakkö kede iwërö jay-yen adöjodöjöö kede obäkë mäjö atîñö

**Më aryö:** Iboto poto ni, iwëkö töp pi cabit aryö nyo ni kattö, ka dog inênö ni lum dog otwöö abër, icwînyö më lum adöjöö mono woy okö.

**Më adek:** Iweko yen adöjöö itë päñjöö iyet poto.

Termin 2 - Cahé 6

**Më anwên:** Ikkö poto ni okö, iwëkö töp dök pi cabit aryö.

**Më abic:** Icöö nîñö ni okö.

**Më abicil:** Icakö döjöö okö ka cabit adek orömö dan myero i döo acil.

**Më abirö:** Ka dog i dog i cabit aryö më cakkö nyarö nîñö ni, möb yen, atad, kede töi ite yikkö iyerëë okö. Inyarö kun owottö wekko më agëra. Jö gërö kun owottö camö iyore-iyore më miyö beko atöl.

**Më aboro:** Ka cej anyëny lyi abër i twöö töpöö okö cakërë i cabit më adakërë. Ka i tējö, pyët acil itë gwëkö kan abër.

**Apeny amë kelo nîñajö**

1. Jö omö jö i lango puru nîñö?
2. Myero icak döjöö nîñö ni iyone karë mënë?
3. Itamö nîñö omö jö camö nîñö iyore-iyore ka agërö?

Termin 2 - Cahé 6

## Day 1

### Literacy 1

**Thematic Question:** Kobba yore apapat amë opitö kede ginapîta amë yin i ñeo?

**Guiding Question:** Akwannö cëkö mörö nî, lij i winy abër itë kobba awene amë apur myero cak yikkö lyer nîñö iyë?

### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Yore më miyö ripot

**Sample Text:** Puru amaido

Jami më tic: Poto, kwërï, koti

Karë: Dwete adek.

Rwöm më 1: Yik poto abër kede kwërï

Rwöm më 2: Pît koti i karë abër

Rwöm më 3: Döö amaido abër.

Rwöm më 4: Kwany amaido i poto, ka oteggö, pwön itë tero pacu.

Rwöm më 5: Moo i cej më twöö,

kwor itë tic kede.

<b>Writing Organizer: Yore më miyö ripot</b>	
Wii cöc	Puru amaido.
Jami më tic	Poto, kwërï, koti.
Karë	Dwete adek.
Rwöm më 1	Yikkö poto abër kede kwërï.
Rwöm më 2	Pittö koti i karë abër.
Rwöm më 3	Döö amaido abër.
Rwöm më 4	Kwany amaido i poto ka oteggö, pwön itë tero pacu.
Agikki	Moo i cej më twöö, kwör itë tic kede

## Literacy 1 &amp; 2

## Day 2

## Literacy 1

**In My Mind Question:** Itamö nijnö omiö jö canö ninö iyore-iyore ka agërö i lyer?

## Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Yore më miyö ripot	
Wii cöc	
Jami më tic	
Karë	
Rwöm më 1	
Rwöm më 2	
Rwöm më 3	
Rwöm më 4	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Lemo</b></p> <p>Acuᅇ iwii bye otyeno,            Atë bollo waᅇa tuᅇ-ᅇi kede tuᅇ-ca,            Waᅇa të cop ikom wĩnyö,            Wia të cuᅇ irik bala cawa oballë.            Wĩnyö pwod doᅇ icuᅇu wia nadi!            Itware itë wakërë giri iwii yamö,            Idök malu aᅇit i dwogo pĩny,            Kun i jwatö giri wer ayomo cunyi keni,            Pwod doᅇ ibedo i kuc i lobo.</p>

6 Jami a kwö: Leyi i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

lon	lon + e	loŋe
köm	köm + e	kome
twol	twol + e	twole

##### Word Structures — Extra Practice

töl	töl + e	töle
pala	pala + e	pale

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Yore më miyö röpöt	✓
An amïö wii cöc më röpöt abër.	
An akobo iyore-iyore jami amïttë më tic.	
An akobo karë amë bino tero.	
An akobo kite më tiyo iyore-iyore.	
Cëntën na cegocego daŋ nïaŋjō yot.	
Atio kede cöc cïŋ acïcïllörö.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Bukka kede megi tye bote.
2. Iŋato kede Odyekodyek obedo leyi a ger.

##### Sentence Structure — Extra Practice

Awobe okënë pe ŋeo küllü icök kede pala.

Aya ömō pii kede jërëkën.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Tic kede agwël i piŋ	
<b>I do</b>	1. Jami më tic: Poto kwërï koti.
<b>We do</b>	1. Kwany amaido i poto ka oteggō pwon itë tero pacu.
<b>You Do</b>	1. Moo i ceŋ më twöö kwor itë tic kede.

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

amük amük + e amuke  
 awobi awobi + e awobe  
 agöny agöny + e agönye

## Sentence Structure Assessment Test

1 Apök mït kede moggo.

Römö tye kede yibe adwon.

2. Otöka obücü Omara gïni gwokërë.

Aedi wa gïnni opwonye mërë oryëk.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

gë	wek	ŋo	lye
o	rë	pat	ro
pa	a	pu	ŋö
tëŋ	rö	ko	rë

## Answers:

gërö  
 paŋŋo  
 wekko

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 28
- Oral Lit Competences: page 55

*NPSCU Scope and Sequence*

- Pages 32-33

## Oral Literature

### Otîno omarö pur

**Apeny më yabbö ñec:** Akwannö cêkö mörö kan, liñ iwiny abër itë kobba pwoony amë otîno onwojo ibot apwoony.

#### Dul cêkö më acël

Aedi më cukul Amüda amë tye i gombola Agwata obin omïö otîno kilacî adek tam më kõnnyö onywal gî kede pur kun bëö i pîtto koti apapat. Otîno ducu obin owinyo tam man. Ikarë amë aedi openye, Akelo Loi obin ogamö nî ën epîtto orañña. Aco Apio tē kobbo ni ën epîtto amaido. Aedi obin opwö anyira pî yero koti abër ëka tē pennyo awobe nî, “Wun kono?”

Ocen obin ogamö nî ën epîtto ocere piën kelo cente abüp icaö. Aco Orec obin okobo nî ën ekõnnyö papërë i pîtto nywagî. Otîno duc obin oye pîtto koti apapat më kõnnyö onywal gî.

Aedi yië obin obedo ayom ikom otîno kilacî adek. Okobbi gî nî apwoony më kilacî gî bino pwoonyo gî kede ñirö më pîtto koti apapat. Ën obin ooro otîno bot apwoony gî. Otîno tē riño bote kun kobo nî, “Apwoony, pwoony wa kede kite më pîtto koti apapat ba.”

#### Story Outline

**Guti kop a kwakö cêkö:**

Ñirö më pîtto koti apapat.

**Kop amë kelo niañö:**

Otîno ocikërë më kõnnyö onywal gî.

**Kop amë kelo niañö:**

Pîtto koti apapat. Aedi kede otîno oñutu yomcuny gî.

## Oral Literature

### Dul cëkö më aryö

Apwony obin ogammī gī nī, "Èe yöö, kilacī adek döny wunu i kilacī, wun otinö abëcö ba!" "Aman doḡ wun imittö pittä kit koti mënë?" Otinö obin ogamö a waḡacël nī, "Wan opittä oraḡḡa, amaidö, ocere, nywagi..."

Apwony të kobbi gī nī "Aco, doḡ cīk yit wu i winy wunu acël acël. Ka i pittä koti, yüb poto abër kun i puro itë kīiyö acil kede kwërī adīma. Man nwoḡo köt odwogo. Pe ibal wunu koti ba. Oraḡḡa, amaidö, kede nywagi opittä apitta. Aco ocere ocöö acoa. Ka itīmö wunu amanono, ibino bedo wunu otinö abëcö."

Apwony obin omädö nī," ka pittä koti doḡ otum, myero döö tēr gī bed acil. Man më wëk ginapita nyak onyo cëk abup iḡe dwete mörö anök."

Yī otinö obin obedo ayom nadi ikom apwony gī, man obin omiö gīn obapö cīḡ gī a waḡ acël pī dwökkö pwoc olöbakinö bot apwony gī. Apwony obin ojölö iyomcuny ëka të kobbi gī nī gīn daḡ obap cīḡ gī opwöyë kën gī. Otinö obin obapo cīḡ gī karacël kun opwöyë.

Vocabulary Words	
kīiyö	abüp olöbakinö
In the Text Questions	In My Mind Questions
1. Aedi obin omiö otinö ḡö?	1. Tam aḡö abër amë irömö miyö onywal wëk nwoḡ cente abüp kun yaa i pur?
2. Kit koti mënë amë otinö kilacī adek ocikërë më pittä?	2. Ka onwoḡo i bedo atīn kilacī adek onwoḡo i pittä koti mënë, dök pīḡö?

# 7 Gwökkö jami amë otye kede i Gombola wa

## Literacy 1 & 2

**Iryonjet omëdö ñec**



iryonjet	oboto	lyer
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Jenici Akulo obedo dakö tōö. Ën bedo Aninlilal i Inzimö. Onywalë i mwaka 1969 ãntö pe obedo i gum më kwan. Ën tye kede wode amë onwojo ni Olum dan obedo agërö.

Olum onwojo mītö kwan ãntö tottërë onwojo pe kede cente acale obedo dakö tōö. Jenici obedo butu i wor kun tamö kit amë onwojo kede cente më cüllü wode kwan.

Tam 2 Cahö 7

Ën obin omoko tammërë të dönyö lyi iryonjet a mon tōö amë onwojo pwoyo jü kede dirö më pur. ñec amë Ën obedo nwojo obin omë oboto pōtö nino mërë të yūbbö abër. Ën obin ocōö nino mërë ikarë ikome,odüü acil abër. Nino të cëk aganulam.

Ogërö i lyer a bor i lul. Otëjö të römmö pukki apar. Jenici obin ocatö nino-ni të bedo kede cente orömö. Yie obedo yom tütwal piën udwoji më tic man omü ãn të bedo kede karë më cüllü atinërë Olum kwan bala jü okärë.

**Apeny amë kelo nitajö**

1. Toto Olum nyijö nya?
2. Jenici obin otimö nyö më ryëmmö can?
3. Itamö ninyö okärë amë jü timö më onwojo cente më cüllü kwan?

Tam 2 Cahö 7

### Day 1

#### Literacy 1

**Thematic Question:** Piñö omiö myero iti kede jami iyore abër?

**Guiding Question:** Akwannö cëkö mörö ni lij i winy itë kobba kwene a Jenici onwojo ñec abër më pur iyë?

#### Literacy 2

**Writing Process:** Rwöm më göyö pūlan

**Type of Text:** Cöc i kom kwö a danö

**Sample Text:** Ayik otöka oywek

Nero na onwojo okwanö dwöyö kede yikkö otöka. Ën obin onywalë mwakki mögö okatö ajeç i Lira dicitrik. Ën onwojo dan ñeo lijñjö otöka abër. Ën obedo kannö cente mërë të gërö ka yikkö otöka kede ka piikkö möö. Ën obin owannë ika yikkö otöka ëka otë ñwëc larë kede dakatal. Dakatal të kwöyö cijnë.

Nero na onwojo kite bër dan okönyö otinö kic apol i pwoynyö yikkö otöka.

<b>Writing Organizer: Cöc i kom kwö a danö</b>	
Wii cöc	Ayik otöka oywek
Da	Nero na
Kwene	Onywalë të dojo i Lira dicitrik.
Awene	Imwakki okato ajeç.
Dö	Awano
Nijö	Olarë kede dakatal ëka otë kwöyö cijnë
Piñö	Ën opwoyo otinökic apol dwöyö kede yikkö otöka
Agikki	Nero na onwojo kite bër dan okönyö otinökic i pwoynyö kede yikkö otöka

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Itamö nĩjō okēnē amē jō tĩmō mē nwoŋjo cente mē cüllü kwan?

#### Literacy 2

**Writing Process:** Kite mē cōc iyore-iyore

<b>Writing Organizer:</b> Cōc i kom kwō a danō	
Wii cōc	
Ɖa	
Kwene	
Awene	
Ɖō	
Nĩjō	
Pĩjō	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Peny wii</b>                      An acōrō icawa mōrō kēkēn, kede nĩco onyo lyeto. Amyēlō kom danō nĩ, kūdū...kūdū...kūdū. Atwōö remo ka pe olari i dakatalörō, aledo njuti okō.</p> <p>Apeny: An abedo njō?</p> <p>Agam: Atipa.</p>

7 Gwökkö jami amë otye kede i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

gulu	<u>gulu + i</u>	guli
bönjō	<u>bönjō + nj</u>	bönjni
mēja	<u>mēja + ji</u>	mejji

##### Word Structures — Extra Practice

römō	<u>römō + mi</u>	rommi
pali	<u>pali + li</u>	palli

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cöc ikom kwö a danö	✓
Cöcca i kom kwö adanö tye kede wii cöc.	
Cöcca i kom kwö adanö nyutu danö amë pīrē tēk.	
Cöcca i kom kwö adanö kobo jami amë pīr gi tēk i kwö adanö, awene kede kwene amë otīmērē iyē.	
Cöcca i kom kwö adanö kobo pekki mögō amë danö nono obēō iyē kede kit amë ěn otyeko kede.	
Cöcca i kom kwö adanö nī, kobo iyore iyore bērērē ikwō ajō.	
Cöcca i kom kwö adanö nī, kobo iyore- iyore jami amë otīmērē.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Gīn ocem ka cem ocēk.
2. Gīn ogōyō ijira.

##### Sentence Structure — Extra Practice

Wan otye obīyō bonjni pīēn cōl.  
Gīn obīyō bonjni acōl.

#### Literacy 2

##### Writing Process: Kēbbörō

<b>Mini-Lesson:</b> Cīmmō tīm	
<b>I do</b>	Nero na onwojo okwanö dwöyö kede yīkkō otōka
<b>We do</b>	Ěn onwojo daŋ ŋeo līŋjō otōka abēr
<b>You Do</b>	Ěn obedo kannō cente mērē tē gērō ka yīkkō otōka kede ka pīkkō möō

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

cupa cupa + pi cuppi  
 debe debe + bi debbi  
 cani can + ni canni

## Sentence Structure Assessment Test

1. Wan otye obino piën otyeko tic wa okö.  
Wan obino ka otyeko tic wa.
2. Gïn otye obino piën jö owee okö.  
Gïn obino ka jö owee.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

to	e	ŋet	rë
nywa	ryo	më	o
lyer	lwo	bo	nwoŋ
ŋo	i	lë	ta

## Answers:

iryŋet  
 oboto  
 lyer

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: pages 55-56

*NPSCU Scope and Sequence*

- Pages 35-36

## Oral Literature

### Bañö moggo ogik atura

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, winy abër ite kobba gin otimëre.

#### Dul cëkö më acël

Ojök gïn Odyek onwoŋo obedo awobe ape parö tic kede gwökkö jami iyo abër. Jöni onwoŋo obedo owan makar. Gïn doŋ onwoŋo obwöt tyeko yen adöŋö okö iwan tic gï. Jö onwoŋo oero daggö gï okö nï gïn atyekko yen okö amë bino kello pëkö i anyim. Awobe nï ka oyaa odikko odwogo doŋ iwor piën gïn onwoŋo owoto i möggö adwoŋ amë obañö gigi otë mattö pii iyore yen ikij. Ën cente amë ocatö imakar daŋ rik omatö amata iköŋö aboŋo gwökkö mörö pi anyim. Tim ajöni onwoŋo waŋö yii jö atëk, pollëre wök tyekko yen adöŋö okö. Obin odoto jöni bot jö alöo kop ikom buŋ. Olöo buŋ obedo libbö jöni më amaka ëntö onwoŋo oryëk daŋ odwir ape makëre. Ginni obin omiö olöo buŋ ocöo awobe mögö adwir më könynyö gï makkö Ojök gï. Ninö acël jöni obin olibö Ojök gï idirö otë nwoŋo kan a gïn tye atic iyë. Jö-ca omulu mot otë nwoŋo Odyek tye okulu wie ayübbö moggo i keno. Ojök onwoŋo tye obutu ataa abañö moggo amë okwöŋö cëk. Odyek oyübü moggo të tirë më dök bot Ojök më wot njanjuna ën ocëk. Jö kara onwoŋo ogürö gï okö. Odyek olyattë, i gum abër, të kallo wii makar akala, tyënë iye.

#### Story Outline

**Guti kop a kwakö cëkö:**

Bal atic kede jami iyo arac.

**Kop amë kelo niaŋö:**

Ojök ginni Odyek obedo waŋö makar.

**Kop amë kelo niaŋö:**

Onwoŋö jö më libbö Ojök gï. Ocikari oryëmö të makkö Ojök gï.

## Oral Literature

### Dul cëkö më aryö

Jö obin omëddë iryëmmö Ojök gĩ naka ote makkö gĩ okö. Obin otero Ojök bot olöc otë kwenyoro gĩ atëk ikom tonjo yen. Obin omiö Ojök gĩn awottërë Odyek makatal më pittä yen arömö tyënë tutumia acël kun icabīt icabīt owoto ogöö ripot igony nĩ tic më pittä yen tye awot anyim. Jagö obedo pwonynyo gĩ ibër ayen. Aman Odyek gĩn Ojök opītö gĩnĩ yen abëcö matëk i paci gĩ. Jö dan don tye wĩlö më gedo. Jönĩ dan ocakö gwökkö cente më döñjö pacci gĩ. Otye dan don otic i jami ducu iyore abër.

Vocabulary Words	
gwökkö	tonjo                      wajjö
In the Text Questions	In My Mind Questions
1. Tic anjö amë Ojök gĩ rik tio?	1. Yin itamö nĩ bër apittä yen obedo njö?
2. Awobe nĩ onwojo ocamö njö ika wajjö makar gĩ?	2. Itamö nĩ ka Ojök gĩ rik kwër göyö ripot icabīt icabīt jagö rik atimmö gĩ injö?

Term 2 Week 7

# 7 Gwökkö jami amë otye kede i Gombola wa

## Literacy 1 & 2

**Göyö matapali**



biyü	cannö	cwïnynyö
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Matapali obedo lobo amë ogöö otë wanjjo më gïrö öt. Jami amë miltë më yikkö obedo lobo, pii, lum kede atube më göyö. Okelo obin ogöö pïlan më göyö matapali më otot-ya enwoj cente më cïllü kwannërë. Ën obin oysa të cakkö ticcërë nï iyore iyore nï amanë. Më acël okïnyü lobo të yiddo karacël kun öönyö pii të rurubu yitë të doj biyü karacël wëkkö kwok pi karë mörö.

Iyore miyö kwok, ën obin ocakö piädü anönök andinök, kun wetti ïnynyö pii orëmo, Ogöö kede atube të cannö iëkürëk.

Term 2 - Cahé B

Më adekkörë, ën obin owumu wii lobo kede lum më gïrjö cïj i barö.

Iyore nïne aryö, ën të kwanynyö lum cakkö lökkö lobo më miyö twöö abër i kïj pi karë acicök dwe acël.

Amë doj otwöö, ën të cannö i tanur të cwïnynyö a doj owaj arëma. Yi Okelo obin obedo a yom kun pye, onattë malo ni pilap, pilap: "Anwïjjo gi cïllü kwanna okü, mun doj akwan naka obedo anjïkrop." Ën të miikkö tamërë më kwannö bedo anjïkrop.

**Apeny amë kelo nitajj**

1. Okelo obin ogöö pïlan më timmü nã?
2. Ijõ omï Okelo ocannö lobo adyaka të wummu okö?
3. Ijõ okinë amë jö tio më nwïjjo cente?

Term 2 - Cahé B

### Day 1

#### Literacy 1

**Thematic Question:** Pïnjö myero jö ket i tic jami anwojere kan a gin bedo iyë?

**Guiding Question:** Akwannö cëkö mörö kan, winy abër itë kobba gin omïo Okelo ogöö pïlan më goyö matapali?

#### Literacy 2

**Writing Process:** Rwöm më göyö pïlan

**Type of Text:** Yore më miyö ripot

**Sample Text:** Wanjjo Makar

Jami më tic: Lëë, Panja, yen, lum, lobo, mac, pii, becen

Karë: Lubu dwoj a makar

Ka iwanjjo makar, i cakö tonjo yen itë totojo atitïnö. Icanö itë wummu kede lum. I mwönö kede lobo adyaka kun itio kede pii i becen. Iyonye itë cwïnynyö mac iyë itë bedo röttö naka wan abër.

Më agikki itë doj gollo, nekkö mac iyë itë doj tic kede.

<b>Writing Organizer: Yore më miyö ripot</b>	
Wii cöc	Wanjjo makar
Jami më tic	Lëë panja, yen, lum, lobo, mac, pii, becen.
Karë	Lubu dwoj a makar.
Rwöm më 1	Ka iwanjjo makar, icakö tonjo yen itë totojo atitïnö.
Rwöm më 2	Imwönö kede lobo adyaka kun itio kede pii i becen.
Rwöm më 3	Iyonye itë cwïnynyö mac iyë, itë bedo röttö naka wan abër.
Agikki	Më agikki itë doj gollo, nekkö mac itë doj tic kede.

## Literacy 1 &amp; 2

## Day 2

## Literacy 1

**In My Mind Question:** Dö okënë amë jö tio më nwoŋŋo cente?

## Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Yore më miyö ripot	
Wii cöc	
Jami më tic	
Kakarë	
Rwöm më 1	
Rwöm më 2	
Rwöm më 3	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Lebadwala</b>            Ocwe cörö ocörö cuk cëgërë i ceŋ cuk.            Cöö të cweyo cörö më cente, gīn të            Cīcīma Kun ococoka otë cocora kun ocēcëra            Pi larö cente.</p>

7 Gwökkö jami amë otye kede i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

pala	<u>pala + e</u>	palle
atambala	<u>atambala + e</u>	atamballe
warö	<u>warö + e</u>	ware

##### Word Structures — Extra Practice

awobi	<u>awobi + e</u>	awobe
gīlacī	<u>gīlacī + e</u>	gīlace

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Yore më miyö ripot	✓
An amïö wii cöc më ripot abër.	
An akobo iyore-iyore jami amittë më tic.	
An akobo karë amë bino tero.	
An akobo kite më tiyo iyore-iyore.	
Cëntën na cegocego daŋ niãnjö yot.	
Atio kede cöc cīŋ acīlcīllörö.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Aya owilö mola apol cīlīŋ tuttu miacël.
2. Aworo oneko oyo apol i wudi wa.

##### Sentence Structure — Extra Practice

Akwat dok wa tye acirö cak.

Okwat wa tye ocirö cak.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Tic kede anyut më cöc më agikki	
<b>I do</b>	Ka i waŋŋö makar, i cakö tonjo yen itë totoŋo atītīnö
<b>We do</b>	Icanö itë wummu kede lum
<b>You Do</b>	Imwönö kede lobo adyaka kun itio kede pii i becen

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

tara tara + e tare  
 dërö dërö + e dere  
 yoo yoo + e yoë

## Sentence Structure Assessment Test

1. Öt wa tye odeo kede atura.  
Wudi wa tye odeo kede atura
2. Odyek omakö rëc.  
Odyek gīnī Muge omakö rëc.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

bü	öny	cwīny	a
wëk	nö	ru	nyö
ru	yü	nö	nyö
can	nök	bu	kö

## Answers:

büyü  
 cannö  
 cwīnynyö

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: page 56

*NPSCU Scope and Sequence*

- Page 36

## Oral Literature

### Tic atëk dönö danö

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, liñ iwiny itë kobba gin amë jöni obin otio.

#### Dul cëkö më acël

Rik onwojo tye lonöro i wañtic më Abëridwogo igombola Abia iyi Alebtöj amë nyiñë Amunon. Ën onwojo tye otinö mërë aryö Okelo ginni Apio. Jöni obin obedo piñ otë cakkö möyö dirö më yübbü kwö gi pi karë më anyim. Tuñ ajöni onwojo jö wöro tam a ñat acëlacël okatto kede. Gin obin okatto kede tam më tic kede jami anwojere kan orumogi acalö pii, lobo kede ën okënë apol. Amunon obin oya të kobbi jö ture ni köñ onjiñö piñ më nënnö jami amë römö tic ka tye amë römö kello cente icaö gi.

Miñ ödë amë nyiñë Jepüla të katto kede tam ni potti tye adek amë orömö puro iyë ninö, orañña, kede nywagi më acama kun nwojo acattö tuñ okënë më cüllü kwan Okelo kede Apio gi. Adwoj Amunon të donynyo kede kopërë ni ebino püddü but lobo nö anönök më agöa wëk egër iöt atëk më apana wëk jog lim adwoj ëka tuñ okënë otë cattö. Onywal man obin oketo kop itic otë cakö tiyo tic atëk kun ogöö pülan më pur i kwëri dyañ kede göyö lobo më öt.

#### Story Outline

##### **Guti kop a kwakö cëkö:**

Amunon kede jö ture oketo jami orumu gi më kelo cente icij gi.

##### **Kop amë kelo niañö:**

Gin opuro ninö, orañña, kede nywagi poti adek

##### **Kop amë kelo niañö:**

Gin ogöö lobo ote gëro iöt, tuñ okënë otë cattö. Amunon ocülö kwan otinö mërë mëdö imë okeo mërë.

## Oral Literature

### Dul cëkö më aryö

Jöni obin oreno cente ikom jami apapat i kanorumo gi ëka otë tic kede më cüllö kwan, wot iöt yat kede willö gülawëra. Amunon dök obin oömö okeo mërë obedo agörö te cakkö cüllë kwan. Atinnî daŋ tē kwan aröm aröma kede otinö okënë nî naka irwöm amalu daŋ nwoŋŋo tic abër mëicël.

Pacu tuŋŋa Amunon obin obedo aloŋŋo kan amë atëkërë mërë tē mīyë rwöm më bedo adwoŋ otēm amë owörö. Amunon obin oyee tëllö lwakërë kun pwonyo gi ikite më tic kede jammi amë tye kanorumo gi acalö lobo, yen, pii kede ën apol më möyö cente wëk obed ginî kede karë më tiyo jami mögö pi bër bedo gi.

Atëkërë kede jö luŋ amë tye kanorumo tuŋŋa Amunon tē cakkö tic kede tam amë adwoŋŋi omiö gi. Gin obedo imyëka eka otë ketto jami amë tye kanorumo gi itic kun otio kede cente amë gin onwoŋŋo iyore abër.

Vocabulary Words	
pūlan	reno myëka
In the Text Questions	In My Mind Questions
1. Amunon onwoŋŋo bedo i gombola mënë?	1. Itamö nî njö omiö Amunon obin obedo ŋat ajö wörö tütwal?
2. Jö tuŋŋa Amunon obedo ginî timö njö?	2. Ka onwoŋŋo yin ibedo atina Amunon onwoŋŋo itimmo njö?

# 7 Gwökkö jami amë otye kede i Gombola wa

## Literacy 1 & 2

**Pürüjék okelo lîm**



**këkö                    joggio                    minnô**

Wun otye i tic cîŋ apapat më otla amë rîmî kello lîm i caŋ wa. Otîno kîlacî adek më Tëokölê Püramari amë nwojere i gombola Ayer obin omoko tam gî a wapaçêl kede apwony gî më bedo i pürüjék më minnô tîl kede kwâyô obaya më acata kun yaa i oladu.

I ceŋabicêl ducu, otîno woto i puttu oladu i kulu okâlê amë pako gombola Ayer kede Abake. Gin këkö oladu i yîê aryô tê moyo i ceŋ më miyô ner anônök. Man ominô tê dokô tîl më gërô ô t onyo ninô. Aco ên amë akwâô obaya omîto twê abêr êka otê kwâyô kukubu karacêl kede tîl ewîê.

Term 2 Cahê 9

Otinô kîlacî adek marô kwâô obaya ininô më tic cîŋ amë bedo i ceŋabic. Gin kwâô êka otê joggio apol kun otweo i dôgê-îdîgê, ketto awuu-awuu kîrû ninô më cattô.

Ka ninô më cattô erômô, apwony më gî ocôô balu më otto onywal më wot i caukal wîlî tîc cîŋ otîno man. Cattô tîl ominô kede obaya okwâô obin odökô pürüjék amwónya mîcêl i kîlacî adek.

Otinô obin onwojo lîm abîŋ tîl caŋ gî. Man lîm yore opore abêr më tic kede jami amë nwojere kun orumo wa.

**Apwony amë kelo nîayô**

1. Otîno kîlacî adek tîmô gî i ceŋabicêl?
2. Onywal ŋeo ninô më cattô tic cîŋ otîno gî nîngê?
3. Ka onwojo yîn itye ikin otîno naca, onwojo itîmô cente-no îgô?

Term 2 Cahê 9

### Day 1

#### Literacy 1

**Thematic Question:** Pîŋô bër më danô ibedo i pürüjék?

**Guiding Question:** Akwannô cêkö nî, winy abêr itê kobba gin otîno kîlacî adek më Tëokölê Püramari tîo i Ceŋabicel ducu?

#### Literacy 2

**Writing Process:** Rwöm më göyô

pûlan

**Type of Text:** Ripot amë yaa i pênkop

**Sample Text:** Apor a cöc miyô ŋec pîttô gwen

Gwen obedo winynyi ogwökô pacu. Ogwökô gî pi kõnynyô jô iyore apapat. Gwênô miö wa riŋo. Tõŋ gî daŋ kõnyô më acama. Gwênô deo pacu. Gwen daŋ ocatô më miyô wa cente.

Yer gwen kõnyô i myêl têkwarô. Yer gî daŋ oyîkô atura më deyo pacu. Gwen obedo winynyi amë ogwökô pacu pi kõnynyô jô

<b>Writing Organizer:</b> Ripot amë yaa i pênkop	
Wii cöc	Pîttô gwen
Acakî kop amë kelo nîañô	Gweno obedo winynyi amë jô gwökô pacu. Ogwökô gî pi kõnynyô jô iyore apapat.
Kop amë kelo nîañô 1	Gwen miö wa riŋo kede tõŋ gî daŋ kõnyô wa më acama.
Kop amë kelo nîañô 2	Gwen deo pacu kede daŋ ocatô më miyô wa cente.
Kop amë kelo nîañô 3	Yer gwen kõnyô i myêl têkwarô kede yer gî daŋ oyîko atura më deyo pacu.
Agikki	Gwen obedo winynyi amë ogwökô pacu pi kõnynyô jô.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Ka onwojo yin itye ikin otino naca, onwojo itimmö cente-no injö?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Ripot amë yaa i pënkop	
Wii cöc	
Acakki kop amë kelo nianö	
Kop amë kelo nianö 1	
Kop amë kelo nianö 2	
Kop amë kelo nianö 3	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Carokop</b>                      Ka yori rac, icök anjic daŋ waŋi.                      Twërö gönnyërë nī:                      Otwërö kobbo nī itimö ginnörö ëntö nwojo pe yin itimö.</p>

7 Gwökkö jami amë otye kede i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

pol	<u>pol + lërë</u>	pollërë
wal	<u>wal + lërë</u>	wallërë
bul	<u>bul + lërë</u>	bullërë

##### Word Structures — Extra Practice

myël	<u>myël + lërë</u>	myëllërë
cïl	<u>cïl + lërë</u>	cïllërë

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Ripot amë yaa i pënkop	✓
Ripotta tye kede wii cöc.	
Akobo gin a pîrë tək i yī acakkī.	
Akobo jami amë römö aryö nyo aṅwën amë cwakö gin a pîrë tək i ripotta.	
Agikki më ripotta onwöö kobbo gin a pîrë tək i ripotta iyore anyen.	
Atio kede anyut më cöc i yī agikki më cëntën.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Alëlë omölö canni Odiṅ okö.
2. Öt orëttë tē tütürü mëjji wa.

##### Sentence Structure — Extra Practice

Alëlë köt omölö canni wa okö.

Alëlë köt omölö canni wa okö.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b>	Kwanynyo cëntën ayot opopoka dwökkö i cëntën okubere
<b>I do</b>	Gwen mïö wa riṅo. Töṅ gī daṅ könyö më acama
<b>We do</b>	Gwen deo pacu. Gwen daṅ ocato më mïyö wa cente
<b>You Do</b>	1. Yer gwen könyö imyël təkwarö. 2. Yer gī daṅ oyikö atura më deyo pacu

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

töl töl + ërë töllërëcal cal + ërë callërëdul dul + lërë dullërë

## Sentence Structure Assessment Test

1. Mac owanjō kopi wa odikko nī.  
Mac owanjō koppi wa odikko nī.
2. Yamō okölō cati awotta.  
Yamō okölō catti awotta.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallō bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

jog	kö	ca	ka
pü	ra	nö	jëk
kë	tö	rü	go
oo	mīn	cël	to

## Answers:

këkö  
joggo  
mīnnö

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: page 56

*NPSCU Scope and Sequence*

- Page 37

7 Gwökkö jami amë otye kede i Gombola wa

## Oral Literature

### Carö balö nyaa alim

**Apeny më yabbö ηec:** Akwannö cëkö mörö nī, cīk yiti iwiny itë kobba gīn amë otīmērë icökērë më wilobo iyi Adyeda.

#### Dul cëkö më acël

Imwaka okatö, cökērë më wilobo ducu obedo i Adyeda. Cökērë man onwoŋo olwoŋo pī larö kop i kom kite më gwökkö kede wörö twērö ajami lūŋ amë döŋö rwöm më lönyö. Wonkōm më cökērë man obedo Imat Lyec, alübbë tē bedo adwoŋ Jobi. Aran adwoŋ onwoŋo obedo Kwac ëka akanlim tē bedo Nam Opoŋ. Ikin ën apol ata omëma magi daŋ onwoŋo tye; Imir, Buŋ, leyī më pacu kede më tim. Cökērë obin ocakērë itë tipo adwoŋ i döŋ nam. Imat Lyec obin ojölö lwak lūŋ tē pwoyo gī pī jallö karë më bino nöttö tam i kwëddö tyen kop amë mïö danö pe wörö twērö ajami lūŋ amë kelo lönyö.

#### Story Outline

##### Jö i cëkö

Imat Lyec, Adwoŋ Imir, Kwac, Nam Opoŋ, Buŋ, kede Jobi

##### Kakarë

I yi Adyeda cawa abīrö më idyecen

##### Gin otīmērë

Cökkērë

Term 2 Week 9

## Oral Literature

**Apeny agëca:** Itamo nĩ nõ obin otimërë icokërë man?

### Dul cëkö më aryö

Wonköm obin onĩaŋö lwak nĩ kop më alara apirë tæk i cokërë naca onwoŋo kwakö ginapita, leyi, winynyi, buŋ, nam kede doŋ jami duc i kanorumo wa. Imat man obin okwaö kwac më kwanynyö danö amë otiŋo ciŋë më miyö tamërë. Nam Opoŋ obin otwagere nĩ pwa, pwa, pwa tẽ kobbo nĩ gin atön i cunye tütwal obedo kop më camöcana. Ën omëddë nĩ lĩm onwoŋo dwoŋ i ciŋë aporërë rëc apapat bala apök, lut, twaŋ, püta kede awinö. Nyanyaŋ, Imir kede ën apol ata. Tĩm më woro lĩm, omiö danö tye atic ked gĩ iyore arac.

Adwoŋ Buŋ obin okok ikom danö nĩ tye a toŋŋo yen bala mĩt tyekko atyeka. Man omiö leyi apir gĩ tæk orwenyo okö piën ka gwökërë gĩ pe. Köt ayam cwee nĩ orwenyo i myany. Lum itërë daŋ owaŋö okö ikarë ikarë.

Iyoŋe jö apol i donynyo ökö kan alër kede koko apapat, cökërë obin omoko nĩ myero kwenyoro danö pe më tic kede jami akelo lönyö iyore arac. Adoŋ pirë tæk wök, danö myero wëk bedo i cunye më woro lĩm.

Vocabulary Words	
kwëddö	jallö
	otwagere
In the Text Questions	In My Mind Questions
1. Cokërë man obin obedo kwene?	1. Ka inwoŋo lĩm abup iya i lönyö më lobo itio kede niŋö?
2. Piŋö obin olwoŋo cökërë man?	2. Itamö nĩ woro lĩm, myero jwik niŋö?

## 8 Gwökkö kuc i Gombola wa

### Literacy 1 & 2

**Lëbadwala**



mwoddo	marö	myënnö
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Ka i cüyö lëbadwala, yër nukta acël amë i wältö nï dwönë bed nwöyë tyën apol i cëc-cl. Aporëré " m." ite cüyö lëbadwala nï kun nukta-nono cakö kede nyigkop a pol amë cakëré kede. Yer dan nyigkop amë cakëré kede nukta a pol itë güürö teje kun i keto "nyin", kede " acimtic"

nütö	acimtic
Muca	myënnö
mama	mwoddo
moggo	myëllö

Termin 2, Cakö 10

Ka dan ipoko nyigkop acalö ün i malu-no, cöbö muca cëntën nono aniarjërë.  
Aporëré: mama, marö, Muca.  
Lëb amë odwalö kun oyaa i nukta " m."  
Muca marö mwoddo moggo.  
Mwoddo moggo a mwoda mit.  
Ma ma marö myënnö moggo.  
Moggo a myëna mit mëicël.

**Apeny amë keto nitajö**

1. Jä a marö mwoddo moggo?
2. Jä a marö myënnö moggo?
3. Jö okinë amë a myënnö-a myëna a pat i moggo?

Termin 2, Cakö 10

### Day 1

#### Literacy 1

**Thematic Question:** Jami mëné amë myero iti më miyi bedo i kuc kede jö okënë?

**Guiding Question:** Lij i winy kwanna nï itë kobba dwön amë obedo nwöyë?

#### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Lemo i dwön onwöyë pï tyënkop

**Sample Text:** Eboṅ iyï bac

Eboṅ obedo aber iyï bac.

Obedo aboṅo bobola iyï bac.

Pe obalö bedo ajö iyï bac.

<b>Writing Organizer:</b> Lemo i dwön onwöyë pï tyënkop	
Wii kop	Eboṅ iyï bac
Dwön owinyere tyën apol	B
Nyigkop amë tye i dwön owinyere tyën apol	Eboṅ, obedo, bac, aboṅo, bedo, bobola, obalo
Layin më 1	Eboṅ obedo abër iyï bac.
Layin më 2	Obedo aboṅo bobola iyï bac.
Layin më 3	Pe obalö bedo ajö iyï bac.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Dö okënë amë omyënö amyëna apat ïmoggo?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Lemo i dwon onwoye pï tyënkop	
Wii kop	
Dwön owinyere tyën apol	
Nyigkop amë tye i dwon owinyere tyën apol	
Layin më 1	
Layin më 2	
Layin më 3	

## Oral Literature

<b>Traditional Text</b>
<p><b>Peny wii</b></p> <p>Ogwanj obin owilö ogati aryö këkën kun ën tye otinö adek. Ën onwojo marö atin acël katö jö aryö okënëca okö. Otinö adek-kï ducu myero banj ogati nü. Ën myero tim njö më miyö atin a ën marö ca banjjo adidit akatö owote mëre abonjo wanjo cuny gi.</p> <p>Agam: Ën myero pe mii ogati bot atin amë ën marö ca ëntö mii bot jö aryö okënë ca të kobbi gi nï nat acël acël pokki atin ca ogati aröröm.</p> <p>Gin obino doj inucu ogati ëntö atin-ca arïbbö mëre të bino ogati acël.</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

wëk	wëk + ì	wëkì
cël	cël + ì	cëli
mat	mat + ì	matì

##### Word Structures — Extra Practice

bīl	bīl + ì	bīlì
byël	byël + ì	byëlì

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment</b>	Lemo i dwön onwöyë pī	✓
<b>Tool:</b>	tyënkop	
	An ayëro wii kop amwönya më lemo i dwön onwöyë pī tyënkop.	
	An ayëro nyigkop amë tye kede dwön amë otio kede.	
	An ayëro nyigkop abëcö më kobbo wii cöc.	
	An acöö nyigkop abër.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Okwir odwogo aworo i bot awottere
2. Ën abino ban apwony gi diki.

##### Sentence Structure — Extra Practice

Jö larö bot LC ka koppörö arac tye.

Ën ocöö balo ban pappërë.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Gimmö nyin	
<b>I do</b>	Eboŋ obedo abër iyī bac
<b>We do</b>	Obedo aboŋo bobobla iyī bac
<b>You Do</b>	Pe obalo bedo ajö iyī bac

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

nën nën + ĩ nĕnĩ  
 nam nam + ĩ namĩ  
 lĩŋ lĩŋ + ĩ lĩŋĩ

## Sentence Structure Assessment Test

- Okelo owoto Dokolo bot aminnĕrĕ adwoŋ.  
Atĩn dyaŋ tye bot tottĕrĕ.
- Atero Alum baŋ dokta mĕ wĕk ĕn wot nwoŋ  
caŋö.  
Yuu böŋö-no idwök bot wonnĕrĕ.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

mwod	po	rö	mĕ
ca	myĕn	rĕ	dwa
ma	i	do	rĕ
cĕl	a	lö	nö

## Answers:

mwoddo  
 marö  
 myĕnnö

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: page 56

*NPSCU Scope and Sequence*

- Page 40

## Oral Literature

### Bino anero Ocen okelo bwönyö

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan,liɲ iwiny itë kobba kop iyë.

#### Dul cëkö më acël

Ocen Topa onwoɲo obedo atin më kilaci adek i cukul Okërëmomkok Adwari, Otuke dicitrik. Ën onwoɲo marö kwan atëk mëicël, wie onwoɲo yot, kome daɲ mīt. Ën onwoɲo tye kede onywalërë aryö ducu. Jönī onwoɲo marö mattö köñö atëk pe otë pur onyo cattö wīl më yënynyö cente më könynyö pacu gī.

Karë ikarë Ocen obedo penynyo pappërë i cente më cüllö kwan, willö böñö kwan, buk, alam. Ka odikko, en kobo nī Ocen pe myero peny cente odikko, peny otyeno. Otyeno ka openyo kobbe nī, "Akobbi nī pe ipeny otyeno, peny tu cawa abic onyo abicël," acoo cawa nono nwoɲo Ocen pwod tye i kilaci.

Ninö acël doɲ Ocen tē penynye, ën tē kobbo nī, "Oloni, Ocen yin ipenya i cente ilökö nī opwönö apwöna onyo tye onyönö poɲ dëro, atīnī ioola...onwoɲo myero anwoɲ kanörö ajoki iye më wëk wia wee icël."

#### Story Outline

**Guti kop a kwakö cëkö:**

Gwökkö atīn kede twërö mërë.

**Kop amë kelo nīaɲö:**

Papö Ocen okwërö cüllī wode kwan.

**Kop amë kelo nīaɲö:**

Nero Ocen obin oculī Ocen kwan abër. Kwan Ocen Topa okelo alökalöka iyi pacu gī.

## Oral Literature

### Dul cëkö më aryö

Ikarë amë Ocen owinyo kop-pi oyutte iöt buto të döllë ikünj. Owumo wie ipuk kun tamö tam atat. Ën obin oya të wot nekkö lëla më acata gïn i jö mögö më pacu kunu. Ën obin ogürü lëla mërë ëntö të ya më wot willö yat abarwic i cënta mörö abobor të dwogo nwoŋjo jönö ocatö lëla nī okö. Ocen obin openyo cente mërë nī, pe onwoŋjo yore atwalli.

Awobi nī obin okün odök pacu gī kun gen më kwannërë doŋ owoŋjo pe icunye. Oyotoyot omīn atatërë amë obedo dokta irēm. Ocen, ikarë onënë, opye malu itwön lëlö adwoŋ mëicël. Dokta obin okelo cente më willö jami kwannërë ducu. Man të miyö Ocen dilo icukul gī cön ayië yom më mëddë ikwannërë.

Ocen obin obedo mëddë ikwannërë kun lübü cīk më cukul karë-ikarë. Man omiö kwan Ocen obin owoto abër mëicël. Nero mërë obin omëddë icüllë kwan. Ocen obin okwanö të bedo dokta bala nero mërë, papö Ocen obin oyübö karama më tyekko kwan Ocen. Arama obin opoŋ atëk naka jö amë rik okwalö lëla Ocen-ca daŋ obin owoto iyë. Icawa më miyö ŋec apapat, ŋat acël ikin okwo lëla-ca obin obalö wi jö icawa amë ën oya të kwayö kīca pī lëla Ocen amë rik ekwalö. Kwac man obin oyomo yi Dokta Ocen të miyë cīkkërë më cullī atīn adanö okwaö kīca-ca kwan naka kan amë ën römö kwan tunu iyë.

Tim man obin oyomö yi lwak opoŋ mëicël. Papö Ocen kede lwak okënë obin ocīkkërë më cullī otinö gī kwan naka kan amë gīn orömö kwan tunu iyë.

Vocabulary Words	
döllë	ikünj
	irēm
In the Text Questions	In My Mind Questions
1. Ocen onwoŋjo kwanö kīlacī adī?	1. Ka onwoŋjo ibedo Ocen, onwoŋjo itīmö ŋö amë jö okwalö lëla nī?
2. Ŋa obin ocüllī Ocen kwan?	2. Kono anywali kwër cullī kwan itīmö ŋö më nwöŋö cente?

## 8 Gwökkö kuc i Gombola wa

### Literacy 1 & 2

<p style="text-align: center;"><b>Atim oparö kwan</b></p>  <p style="text-align: center;"><b>teddo      kwat      kwan</b></p> <p>Wer obedo gin a püre tük tütwal i tükwarö. Wer könyü wa mä: niyü pec, yomo yif jö, gwökkö tükwarö, kede ün okéni a pol ata. Man wer ikom kwan</p> <p>Kwanna do kwanna do, wék a wot anén kwanna do. Kwanna do, wék awot anén kwanna do. Tota yin ibodo wia i teddo dik, teddo dik wék a wot anén kwanna do.</p> <p style="text-align: right;"><small>Term 2 Cahé 11</small></p>	<p>Päpa yin ibodo wia i kwat ma, kwat ma, wék awot anén kwanna do. Amina yin ibodo wia i hwökkö jami, hwökkö jami, wék awot anén kwanna do. Awotta yin ibodo wia i tuku odiko, tuku odikko, wék awot a nén kwanna do.</p> <p><b>Apeny amé kelo nitayö</b></p> <ol style="list-style-type: none"> <li>1. Ña amé myero pe bod wii Atim iteddo dik?</li> <li>2. Ña amé myero pe bod wie kede tuku alübré kede wer man?</li> <li>3. Piyö itamö ni otinö myero wot ikwan?</li> </ol> <p style="text-align: right;"><small>Term 2 Cahé 11</small></p>
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#### Day 1

#### Literacy 1

**Thematic Question:** Jami mënë amé ka otimmí otinö njutu ni ogwökö twerö gí?

**Guiding Question:** Awerö wera mörö ni, liñ i winy itë kobba njö amé amín awer weri onwoño balö i wie?

#### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Wer

**Sample Text:** Cawa orömö

Cawa orömö abicël

Awoto iyo pacu.

Kec oneka, awot abarj kwon (x2)

<b>Writing Organizer: Wer</b>	
Wii wer	Cawa orömö abicël
Cöö wer	Cawa orömö abicël. Awoto iyo pacu. Kec oneka, awot abarj kwon. (x2)
Nyut njö më atima	Wer, yeñere, nyuttu cawa, makkö Yic, cimmö pacu,poro cem.
Göyö cal i wer	Cal otinökwon amé tye adok pacu cawa abicël.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Pīñö itamö nī otinö myero wot ikwan?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

Writing Organizer: Wer	
Wii wer	
Cöö wer	
Nyut ñö më atīma	
Göyö cal i wer	

## Oral Literature

Traditional Text
<p><b>Koc</b> Kocca wunu ba? Alittö</p> <p>Kara ka alittö nü, Adwoŋ okulu wie ikwannö buk,</p> <p>Agam: abir.</p>

8 Gwökkö kuc i Gombola wa

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

aran	<u>aran + n̄r̄ē</u>	arann̄r̄ē
j̄r̄r̄k̄n̄	<u>j̄r̄r̄k̄n̄</u> <u>+ n̄r̄ē</u>	j̄r̄r̄k̄n̄n̄r̄ē
kwon	<u>kwon + n̄r̄ē</u>	kwonn̄r̄ē

##### Word Structures — Extra Practice

pyen	<u>pyen + n̄r̄ē</u>	pyenn̄r̄ē
yen	<u>yen + n̄r̄ē</u>	yenn̄r̄ē

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool: Wer</b>	✓
Wii c̄oc m̄ē wera tye.	
An ac̄ōō nyigkop ducu am̄ē nwojere i wera.	
An acan̄ō nyigkop i layin, kan owero alwak kede i tyerj layin.	
An aḡōō cal am̄ē nyutu nj̄ō am̄ē wera tye i kome.	
An atio kede anyut m̄ē c̄oc i ȳi agikki iyore ab̄r.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Atin a dwir wökki oyaa i tu kwene?
2. Pagi m̄ē jokon wa tye idyere m̄r̄ē.

##### Sentence Structure — Extra Practice

Apap owoto odök tu cuk.

An abedo idyere ka atye i kilaci.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson: Tic kede anyut m̄ē c̄oc m̄ē agikki</b>	
<b>I do</b>	Cawa orömö abic̄el
<b>We do</b>	Awoto iyo pacu
<b>You Do</b>	Kec oneka, awot aban̄ kwon

Term 2 Week 11

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

twön twön + nërë twönnërëamīn amīn + nërë amīnnërëatīn atīn + nërë atīnnërë

## Sentence Structure Assessment Test

1. Dyegi oṅwëcö odök tu kulu.

Ceṅ poto tu töö.

2. Otöka ogöö won gali-ca idyere më gudu.

Aemme tye idyere më poto.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

te	i	kwa	lwö
na	mi	wëk	kwan
kwat	ba	do	kö
ja	yö	lö	na

## Answers:

tedo

kwat

kwan

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: pages 56-57

*NPSCU Scope and Sequence*

- Pages 40-41

## Oral Literature

### Awitöŋ daŋ kara lwor

**Apeny më yabbö ɲec:** Awot kwannö cëkö mörö kan, lij iwiny itë kobba ɲö obin omiö leyɪ lworö.

#### Dul cëkö më acël

Ininö mörö acël, awitöŋ a leyɪ amë obedo Iŋato obin olwoŋo cökërë pi leyɪ duc. Cökërë man obin obedo itë owak adwoŋ amë tye acegi kede döŋ kulu. Adwoŋ-ɲi onwoŋo ryëk daŋ jö wörö tamërë. Ën obin oyërö ka cökërë më bedo aceggi kede pii piën ka i cökö lwak apol myero pii më amata bed tye piën pii obedo kwö.

Ikarë amë lwak leyɪ i cipan doŋ ocökërë karacël, awitöŋ obin okwaö römö më tällö lëgö më yabbö cökërë piën ën mwol daŋ wör acalö atic Obaŋa. Wonköm obin opwö lwak ëka tē yarö kan alër tyënkop omiö elwoŋo cokërë. Ën obin omiö pwoŋy apol kun acël iyë obedo kite më gwökkö twërö otinö kede miyö gi jami amittë kede ën abër pi gi. Iyoŋe lökkërë, wonköm obin okwaö Kwac amë obedo alübbë ni, ën daŋ köŋ med pwoŋy a cëgö- cëgö.

Kwac obin omiö akwenyakin bot Ayöm kede Oŋer më tēmmö gwökërë i owic a danö piën jöni woto karacël kede otinö gi i poto a danö më mwoddo nywagi. Ën obin omëdö ni ka danö aryëmö gi, jö adöŋö myero pe rüyë i ɲwëc okö ëntö myero gin doŋ cen më gwökkö otinö wëk danö pe mak onyo nëk gi. Ën obin ogiko tamërë kun kobo ni awitöŋ daŋ myero pe lwor danö më wëk kwö gi bed ayot. Leyɪ obin opwö tam man ëka otë kët döŋ pacci gi.

#### Story Outline

##### Jö i cëkö

Iŋato, Kwac, Ayöm, Oŋer, Kwörö, danö kede leyɪ okënë.

##### Kakarë

Ibuŋ

##### Gin otimërë

Leyɪ obin okët i ɲwëc pi lworö apoa a danö.

## Oral Literature

**Apeny agëca:** Itamo ni Ijato obin otimö nõ ikare amë leyi otugo njwëc pi Iworo dano?

### Dul cëkö më aryö

Ininö mörö acël, apoa a danö amë onwojo tye onoro obin oyabö njwëc adwir bala ajürü të kemmo buj. Amë ën tye ajoyllö kulu akaö, Ayöm onwojo tye iwi yat anënnö. Ijato dan onwojo pe bor i net Ayöm-ca. Ayöm obin olyattë pï Iworo kun gamoro jan yen kede redo adwoj. Ën obin onjwëcö abonojo parö pï otinö mërë. Man obin omiö Ijato amë onwojo oninö okö puttë i twön cür nï wüü, wüü, wüü, të yabbö njwëc agwaö.

Leyi i buj duc obin okët i njwëc i capcap kun orïjõ ata abonojo njeyo gin otimërë. Jönï obin obuto i njwëc otë ool i kädë. Ijato dan pe obin oparö pï gwökkö Iwak amë ën tëlö.

Amë njwëc doj otany, Kwörö, piën ën pe nïanj i ol, obin openyo Ijato nï, “Adwoj, yin i njwëccö nõ kun ibedo awitõj a leyi ducu nïë?” Ijato ogamö nï, “Wan kõj onjwecu. Ginno pat, tyënë tye aryö, bor të cöl i cuc. Ginno twërö bedo arac okö bot wa duc.” Ën të mëddë ka i njwëcërë.

Kwörö amë görö wokki, ën aye obin odorj cen të cökkö otinö ikörë, gwökkö gï piën ën kede otinö onwojo pe otwërö mëddë i njwëc.

Vocabulary Words	
icipan	akwenyakin kemmo
In the Text Questions	In My Mind Questions
1. Wonkõm obin olwojo cokërë piñö?	1. Ka onwojo ibedo awitõj, onwojo i tïmmö nõ ikarë amë apoa opello ijwëc?
2. Na amë obin ogwökö otinö ikarë amë jö onjwëcö owëkö gï okö?	2. Cëkö man pwojyo wa nï nõ?

Term 2 Week 11

## END-OF-TERM ASSESSMENT TERM 2

### Introduction

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

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

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

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

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

### Reading Assessments (administered individually)

#### Comprehension and Fluency Assessment

Select a text from the term for a learner to read aloud. Create three comprehension questions about the story. Have learners read the story and answer the comprehension questions.

**L3:** Reads the story and answers all questions correctly.

**L2:** Reads the story and answers 1-2 questions.

**L1:** Cannot read any sentence in the story.

#### Grammar and Vocabulary Assessment

Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask them 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.

### Spelling Assessment (administered as a group)

#### Listening Comprehension Assessment

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

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

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

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

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

### Creative Writing Assessment

Select a topic related to a sub-theme for the term. Tell learners to write a story about that sub-topic using a specific kind of writing (genre). Put the writing organizer for that genre on the chalkboard. Tell learners to use the writing organizer to plan and write their story. Make sure learners write their name. 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.

### Listening Comprehension Assessment

Select 10 words. Dictate the words one at a time and have learners write them in their exercise books. Collect and assess.

**L3:** Spells 8-10 words correctly.

**L2:** Spells 6-8 words correctly.

**L1:** Spells 5 or less words correctly.

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

### Public Speaking Assessment

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

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

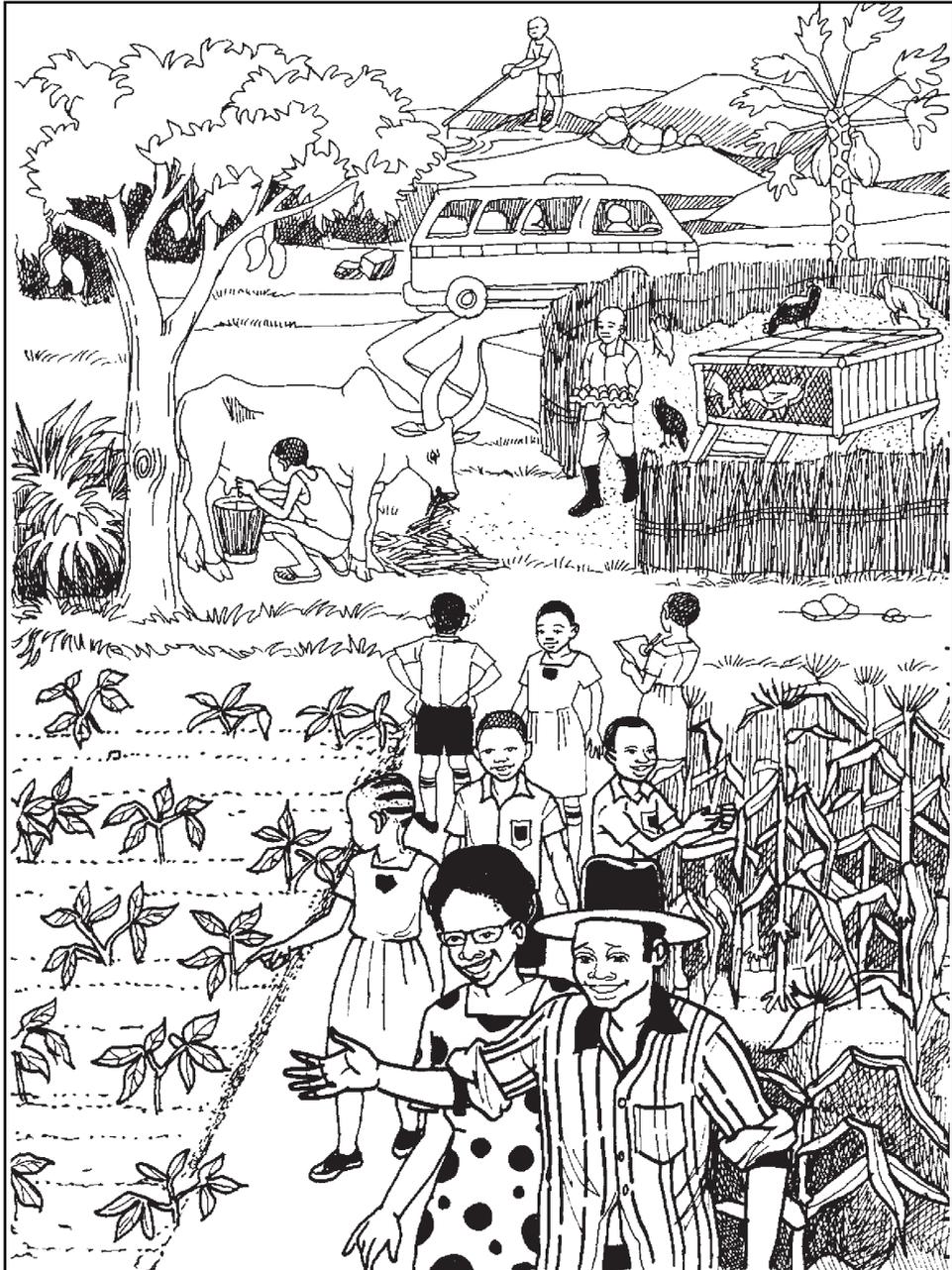
**L2:** Tells a meaningful story to the class with confidence.

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



# Weekly Lesson Support

## Term 3 Lessons



## 9 Tëkwarö kede Jenda i Gombola wa

# Literacy 1 & 2

**Yeŋ kede gin omii**



aweo	myenomiyeno	otökö
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Adwoŋ Okelo John giŋeŋ mĩn ðĩdĩ onwoŋo tĩmũ itĩk ġĩ ducu mĩ nĩnĩnũ nĩ otĩnũ ġĩ adek ducu otĩbũ cik mĩ tĩkwarö a Laro idĩŋ cem. Inĩnũ acĩl, adwoŋ Okelo onwoŋo tye aweo itĩ yat. Amĩ cem ocĩk, mĩn ðĩdĩ otero cem bote mĩ acama.

**Mĩn ðĩ Okelo:** (oketo cem imwelo) Otĩno nĩ tye kwene?

**Adwoŋ Okelo:** (olwoŋo otĩnũ mĩrĩ) Amolo, bin icem wunu.

**Amolo:** (okubu ŋec) Okao wunnĩ Aŋom, nĩ obin ocem wunu.

Tam 3 Cahĩ 1

**Amolo:** (myenomiyeno) Apap, Okao dũk otökö canĩ dũkka cĩk.

**Adwoŋ Okelo:** (ojũkũ Okao) Dwok amĩnĩ dũkkĩrĩ loni.

**Aŋom:** (otĩo cuny Okao) Dũk ducu rĩmarĩma, dwokkĩ Amolo mĩrĩ.

**Okao:** (omĩdĩdĩ ibwĩnũ) Mĩŋu piŋe nũk.

**Mĩn ðĩ Okelo:** (ocĩkũ cuny wode) Kel amedĩ piŋe do.

**Okao:** (otolo amege mĩrĩ) E e e...e, aya omĩdĩda piŋe na do..o.

**Amolo:** (oredo idĩk i dũŋĩ) Oĩ do...o! Aco mĩna dwoŋ lĩũ meŋwu.

**Apĩny amĩ kelo nĩŋũ**

1. Anyĩra adwoŋ Okelo ġĩ onwoŋo nĩŋ-ġĩ ŋa?
2. Ŋa amĩ obĩn okwanyũ canĩ dũk awotĩrĩ?
3. Ka onwoŋo yĩn ġĩn amĩ okwanyũ dũkkĩ no, onwoŋo itĩmũ ŋũ?

Tam 3 Cahĩ 1

## Day 1

### Literacy 1

**Thematic Question:** Kwone kwer mēnē mē tēkwarēmne e amē jō i gombola wu lūbū amē yin iŋeo?

**Guiding Question:** Akwannö cēkö mörö nĩ, winy abēr itē kobba ŋō obin otīmērē amē Amolo onwoŋo tye alēgō?

### Literacy 2

**Writing Process:** Rwöm mē göyö pūlan

**Type of Text:** Tuku acek

**Sample Text:** Rukku loŋ

(Aya kede Awili tye alarö kop i kom rukku loŋ pacu.)

Aya: (iwaŋ-yic) Göny böŋö ni no okö tye alanna.

Awili: (amē apyem) An amarö rukku loŋ piēn mia anen acil.

Aya: (kede gero) Ka pe igönynyö wot okö teŋe pe amittö nenni.

Awili: (ilworo) Wëk doŋ awot agöny okö piēn yii tye awaŋ iyē.

Aya: (kede yom-yic) Apwöyö atĩnna gin omĩö amari piēn i winyo koppa.

<b>Writing Organizer: Tuku acek</b>	
Wii cēkö	Rukku loŋ
Jö i cēkö	Aya kede Awili
Kan a cēkö otīmērē iyē	Pacu
Pēkö	Awili oruku loŋ
Gin otīmērē mē acakkĩ	Aya ojũkũ Awili pi rukku loŋ
Gin otīmērē idyere	Aya omĩö Awili öda mē gönynyö loŋ okö
Gin otīmērē mē agikkĩ	Awili ogönyö loŋ

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Ka onwoŋo yin ën amë okwanyö dekki-no, onwoŋo i tïmö njo?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Tuku acek	
Wii cëkö	
Jö i cëkö	
Kan a cëkö otïmëre iyë	
Pëkö	
Gin otïmëre më acakki	
Gin otïmëre idvere	
Gin otïmëre më agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Wer</b>                      Ogwarj oyelo Abeja do; Cabina të kok,                      Twara adök iyo kwanna. (x2)</p> <p>Ogwarj oyelo Abeja do, Cabina të kok,                      Twara adök iyo kwanna. (x2)</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

ɲwëc	a + <u>ɲwëc</u>	aɲwëc
tet	a + <u>tet</u>	atet
cīk	a + <u>cīk</u>	acīk

##### Word Structures — Extra Practice

dwar	a + <u>dwar</u>	adwar
pur	a + <u>pur</u>	apur

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Tuku acek	✓
Wii tuku na tye amwönya pī okwan.	
Jö i tuku na tye amwönya.	
An akobo kan a cëkö na otimëre iyë.	
An akobo pëkö amë myero tyek.	
Cëkö na tye kede acakkī mërë, dyere kede agikki mërë.	
Ocakö cöyö nyīj jö i cëkö otë lübbü kede tön imalu i pīj.	
Oketo anyut më gin atye atimëre.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Cül danö-ca okö, ën akönynya i tic-cī?
2. Cül danö-ca okö, ën tye akönynye i tic-cī?

##### Sentence Structure — Extra Practice

Tud tannarwa, ober tye acammö atwo.  
Tud tannarwa, ober acammë.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cëntën okubere-akuba	
<b>I do</b>	1. Göny böjō ni no okö alanna. Göny böjō ni no okö piën tye alanna 2. An amarö rukku loj, mīa anen acil An amarö rukku loj piën mīa anen acil.
<b>We do</b>	Wëk awot agöny okö, yii tye awaṅ iyë. Wëk doṅ awot agöny okö piën yii tye awaṅ iyë.
<b>You Do</b>	1. Apwöyö atinna gin omiö amari, winyo koppa. <span style="float: right;">Term 3 Week 1</span> Apwöyö atinna gin omiö amari piën i winyo koppa.

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

myël a + myël amyëltuku a + tuku atukutedo a + tedo atedo

## Sentence Structure Assessment Test

1. Tud tannarwa, ober tye acammö atwo.

Tud tannarwa, ober tye acammö atwo.

2. Tud tannarwa, ober acamma.

Tud tannarwa, ober tye acammë.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

a	kö	mye	lu
kü	no	lo	cü
lö	mye	we	mwo
no	bö	i	o

## Answers:

aweo

myenomyeno

olökö

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: page 57

*NPSCU Scope and Sequence*

- Page 43

## Oral Literature

### Dee twërö atin

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, liñ iwiny itë kobba ñö amë Jepula obin otimö apidi.

#### Dul cëkö më acël

Rik cön i gombola wa jö onwoño pe ñeo kop ikom twërö otinö. Man të miyö rwöm më türü twërö mëddë malu atëk mëicël. Atin anyakö rik omiö bot ñatörö këkën amë okwaö wëk wot köny i pidido atin aboño parö kop i kom kwannërë. Awobi ën arik omiö kwayö dok onyo dyegi.

Ikarë mörö cön, ginörö obin otimërë të yabbö wañ lwak i kom kop më twërö otinö. Dakö mörö amë nyiñë Jepula obin okwaö Nekobwam Odiã më gombola Icëmë nĩ mĩë nyarë më wot könyë kede pidido atin kun dañ nwoño ecwallö i cukul. Odiã obin oyee, ën të wot kede atin nyakö naca. Iñe karë mörö anönök këkën Jepula të cakkö wünü atini irwöm amalü mëicël kun twono cem okö, miö yeo jami apëk kun nwoño obyëlö atin. Jalö tic më pacu ducu iwie, dañ ka onwoño pe otio tic omië, opwodo otë wannö okö. Aco ka më kwan, pe doñ oyeye, ka ën otëmö nĩ ewot i cukul oömë kede lyeto kun nwoño otye akobbe nĩ tic aën obino iye pe enno.

#### Story Outline

**Guti kop a kwakö cëkö:**

Gwökkö twërö otinö.

**Kop amë kelo niaño:**

Jepula okwaö atin më pidi.

**Kop amë kelo niaño:**

Jepula owünü atin. Wañ lwak oyabbërë më gwökkö otinö.

## Oral Literature

### Dul cëkö më aryö

Tim man të miyö atin nyakö ni lwii okö, ñatörö obin onwoje iyo të makkë tere i redio citëcen. Ën të kobbo pëkö mërë bot otic më redio. Gïn të miyö ñec bot onywallërë wëk obin oömë kede kel dañ cente më kwëna.

Kop man ocwero cuny lwak amë owinyo redio naka jö amë löö kop ikom twërö otinö, të miyö gï katto kede tam më pwonyo lwak ikom kop më twërö otinö. Gïn obin opwonyo lwak iyore më gwökkö twërö otinö kun okobo ni, "Onywal myero mi otinö ducu kwan. Mi gï kabutu abër, cem abëcö, ter gï i dakatal kede miyö gï jami apol ata amë gïn mitö i kwöö gï."

Vocabulary Words	
lwii	katto
	wünü
In the Text Questions	In My Mind Questions
1. Da okwaö atin më pidi?	1. Ka onwojo yin ibedo apidi no onwojo itimmö ñö?
2. Danö amë onwojo atini iyo obin otere kwene?	2. Itamö ni onywal atinni obin otimö ñö?

Term 3 Week 1

# Literacy 1 & 2

**Mii atin nyakö kwan**



**pokko      dorö      kuba**

Ban akwede:öc më Ripäny.

Amiö mëyö iwak peyo nê kwan atin anyakö pirê tük a pe më tukutaku. Atin anyakö ka okwanö, më acil, bedo twön gum tätwal iyä paku gi pirên bedo onen obër pi jö ducu kede dan jö paku alitü. Anen obëcö amë én bedo nyattu cükirü cuny anyira atinö okiné më maakkö kwan atük.

Atin anyakö ka okwanö abër, kwannirê kom pirê tük bot jö ducu. En twërö bedo danö a peo pokko gin a rucu kede mën a bicö ducu. Kobo aborjo hworo, bedo i dwön ikom jami apapat irwim apapat.

Tem 3 Cahé 2

Mako tamirê aborjo diccöwö. Pe majinono këkën, én dan twërö tyo jami mëyö adöngödyö më awura acalö, pwony ika pwonyere më rwöm amulu. Bedo Dokta, bedo awitbye oywek bola iyäffi Betty Okwir amë rik bin bed alitb danö amë dorö öt Pafiamën më lobo Uganda kun dan onwojo kuba lobo wa nê kede mën okiné kede dan mën okiné ape arömö kwannö ducu.

Pf manno, akwayö wu më tero koppa nê acalö gin a pirê tük itë cillü atinö anyira kwan.

Apia atin kwan më kilacI adek.

**Apeny amë kelo nianj**

1. Ija a rik obedo alitb ador wii Pafiamën?
2. Nyakö ka okwanö twërö tyo tic anj?
3. Yin ka dikä maca ityeko kwanni itamö nê ibino tyo tic anj?

Tem 3 Cahé 2

## Day 1

### Literacy 1

**Thematic Question:** Pijö atin anyakö kede awobi myero ter arömaröma?

**Guiding Question:** Akwannö cëkö mörö kan, winy abër itë kobba jami apapat amë atin nyakö okwanö römö timmö?

### Literacy 2

**Writing Process:** Rwöm më göyö pülan

**Type of Text:** Cöc amiö tam i kop apirê tük iyä amut

**Sample Text:** Ballë a cipinij mël

Lira dicitrik onwojo tye i cüma yikkö pama. Cüma man onwojo könyö jö më cattö pama. Jö apol onwojo tio i cüma man tic më yërö pama. Cüma man obin oballë okö jö apol të wëkkö puru pama.

Ka oyikö cüma man jö apol bino puru pama.

<b>Writing Organizer:</b>	Cöc amiö tam i kop a pirê tük iyä amut
Wii cöc	Ballë a cipinij mël
Acakki kop amë kelo nianj	Lira dicitrik onwojo tye icüma yikkö pama.
Kop amë kelo nianj më 1	Cüma man onwojo könyö jö më cattö pama.
Kop amë kelo nianj më 2	Jö apol onwojo tio icüma man.
Kop amë kelo nianj më 3	Cüma man obin oballë okö jö apol të wëkkö puru pama.
Agikki	Ka oyikö cüma man, jö a pol bino puru pama.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Yin ka diki maca ityeko kwanni itamö nĩ i bino tiyo tic aṅö?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b>	Cöc amiö tam i kop a pĩrë tøk iyĩ amut
Wii cöc	
Acakkĩ kop amë kelo nĩanö	
Kop amë kelo nĩanö më 1	
Kop amë kelo nĩanö më 2	
Kop amë kelo nĩanö më 3	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Lemo</b>                      Köt, köt, köt                      Irwenyo piṅö?                      Bin ba i cwee,</p> <p>Köt, köt,köt                      Jami duc mari,                      Bin ba i cwee,                      Köt, köt,köt                      Wan omari pat                      Köt, pwod doṅ i bër.</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

gedo	<u>o + gedo</u>	ogedo
kwanj	<u>o + kwanj</u>	okwanj
wot	<u>o + wot</u>	owot

##### Word Structures — Extra Practice

tuku	<u>o + tuku</u>	otuku
pwony	<u>o + pwonye</u>	opwonye

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cöc më wayö tam	✓
Wii cöcca më wayö tam tye amwönya.	
Kop a pîrë tēk i cöcca më wayö tam nen kan alēr, anyutu abēr i nyigkop kede i cale.	
Cale na tye anyuttu ñec a pîrë tēk amē cwakö kop a pîrë tēk kede könyö imiyö ñec kede wayö tam	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Gwoggi gī amwoddo cogo.
2. Gwoggi wu amwoddo cogo.

##### Sentence Structure — Extra Practice

Awotta tye abino lîmma.

Awotta alîmma.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cöyö Cëntën otum abēr	
<b>I do</b>	<ol style="list-style-type: none"> <li>1. Lîra dicitrik onwoño tye i cüma-yïkkö pama</li> <li>2. Cüma man onwoño könyö jö më cattö pama</li> </ol>
<b>We do</b>	<ol style="list-style-type: none"> <li>1. Jö apol onwoño tio icüma man, tic më yërö pama</li> <li>2. Cüma man obin oballë oko, jö apol tē wëkkö puru pama</li> </ol>
<b>You Do</b>	Ka oyikö cüma man jö apol bino puru pama

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

cat    o + cat    ocat  
 dwar   o + dwar   odwar  
 pidi   o + pidi   opidi

## Sentence Structure Assessment Test

- Rommi tye acammö nywagĩ gĩ.  
Rommi acammö nywagĩ gĩ.
- Ikwee tye alıbbö mın gwönö wu.  
Ikwee alıbbö mın gweno wu.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

pok	ro	re	bu
ro	kü	rü	nye
cü	ko	o	ywek
do	lwo	ku	pwo

## Answers:

pokko  
doro  
kubu

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: page 57

*NPSCU Scope and Sequence*

- Page 44

## Oral Literature

### Nywakkö tic kara bër

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, liñ iwiny abër itë kobba bër anywakkö tic ikin cöö kede mon.

#### Dul cëkö më acël

Ikarë okatö, cöö onwoño wëkö tic apol atëk iwi mon. Ëntö Culuman gïn kede dakö mërë Jasinta onwoño obedo onywal abëcö piën gïn onwoño omarö nywakkö tic iyi akina gï këngikëngï karacël kede otinö gï. Culuman gïnni dakö mërë Jasinta onwoño tye kede otinö abic. Awobe adek kede anyira aryö. Ikin otinö ni, rudë onwoño onywallë më nama agiki. Musa onwoño obedo atin kaö, Denis më aryö, Anna më adek, Ocen gïn Apio amë obedo rudë ni, onwoño obedo otinö cogo.

Onywal otinö ni onwoño marö otinö gï atëk amë karë ducu oyelle karacël më nënnö ni otinö gï ocemo abër, orukere abër, kom gï tye ayot kede danj otye owot i kwan. Jöni onwoño danj opwonyo otinö gï ni i tic më wëk obed gïni jö abëcö iyi anyim. Culuman onwoño pwonyo otinö awobe kede tic amyero gïn oti acalö bala: wëyö dyekal, tweyo dyegi, gërö ninö, öt kede tic okënë mëgë danj. Aco Jasinta acalö toto onwoño danj pwonyo anyira mërë kede tic më gwökkö pacu acalö bala: puyu öt, tedo, lwökkö jami, mwöddö yen, wörö jö adonjo kede danj ën okënë mëgë.

#### Story Outline

**Guti kop a kwakö cëkö:**

Nywakkö tic bër.

**Kop amë kelo nïañö:**

Culuman gï ocülü kwan.

**Kop amë kelo nïañö:**

Otinö a Culuman okönyë i cülü kwan. Otinö a Culuman onwongo tic adöngö.

## Oral Literature

### Dul cëkö më aryö

Onywalli obin oyelle otë cüllü otinö gĩ nĩ kwan kan amë otinö aryö, Musa gĩnĩ Denis tē nwoŋo tic okö, piēn daŋ onwoŋo oryëk atëk. Otinö nĩ obin obedo kede miti më kõnynyö onywal gĩ kede cüllü kwan Ocen kede Apio. Otinö rude nĩ onwöŋo marë gĩnĩ man omiö pe obin oye nĩ opok yi akina gĩ. Musa acalö awobi adwoŋ okwanyö otinö rude aryö nĩ tē tero ture ducu kun ominërë Denis cwalö cente më cüllü kwan Apio. Anna daŋ obin omëddë kede kwanërë daŋ tē tyekko abër irwöm më diguri inec më bedo Dokta kan amë obin ogamë tē ero tic i dakatal Mulago Kampala.

Man obin omiö Culuman kede imatërë Jasinta obedo kede yomyic adwoŋ. Gĩn otë pwöyö Obaŋa atëk pi gin amë ën otio i kom pacu gĩ. Man ducu obin otimërë acalö adwoggi më nywakkö tic karacël ikin icö, dakö kede otinö aboŋo ŋatörö i jalli awotërë.

Vocabulary Words		
nywakkö	mwöddö	puyu
In the Text Questions		In My Mind Questions
1. Culuman onwoŋo tye kede otinö adii?		1. Tic aŋö amë yin itio karacël kede onywalli më kõnynyö i cüllü kwan?
2. Denis onwoŋo obedo atin nama adii?		2. Itamö nĩ ka onwoŋo opoko yi otinö rude-nĩ ŋö onwoŋo twërö timërë?

Term 3 Week 2

## 9 Tëkwarö kede Jenda i Gombola wa

# Literacy 1 & 2

**Görö pe two**



**myél      ofillö      mwönynyö**

Ogürö më gombola Afirö oyikö yika më myélö myél më tëkwarö kede miti më nwojo cente ité caö gí.

Görö pe two! Görö pe two! Görö pe two.

Ogürö më gombola Afirö

Ower oté myélö myél më tekwarö apusa itau Ité cuk. Can pe ibedde-obeda.

Cakërë odikko naka iyul.

Ajönü! Ajönü! Ajönü!

Kit bul amé pwoö perü iwinyo.

Akak itij-tij-tij, bum, bum, bum.

Term 3 Cahé 3

Imat Milyeri allilö wer ilökö nî otérö dwöné i gitta Oduj Abudoni agyö bu lökké ögö i kompluta Ojak Olepu omýel ac'ön, anüddü kore imýel té mýö obéü parö bedo ögürö.

Imat Jenö odlüwalö tyéné bola nyallo amittö mwönynyö lee.

An! jóni görö pe two! Bin inén i wanj.

**Apeny amé kelo nianö**

1. Ija gí amé tye olwojjo jö i myél më tëkwarö nî?
2. Acak wer olwojo nî nja?
3. Pijö myél tëkwarö pe myero rweny?

Term 3 Cahé 3

## Day 1

### Literacy 1

**Thematic Question:** Yore mënë apapat amé i tamö nî orömö döngjö kede gwökö tëkwarö wa?

**Guiding Question:** Akwannö cökö mörö kan, winy abër ité kobba cawa amé yika më myél acakërë iyë.

### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Cöc më wayö tam

**Sample Text:** Dwarö Lee

Dwarö lee, dwarö lee, dwarö lee

Awene? I cejabic

Kwene? I burj Atim

Da gí? Cöö

Kede njö? Töñ, bwöö, pala, pañña

abiru kede gwoggi

Cawa adi? Aborjwën më otyeno

Apwöyö,

An, adwoj tim.

**Writing Organizer:** Cöc më wayö tam

Kop amé kelo nianö Wii cöc amé kelo nianö	Dwarö lee
Kop amé kelo nianö 1	Icejabic
Kop amé kelo nianö 2	I burj Atim
Kop amé kelo nianö 3	Cöö ën abino wot i dwar man.
Kop amé kelo nianö 4	Töñ, bwöö, Pala, pañña, abiru kede gwoggi.
Kop amé kelo nianö 5	Cawa aborjwën më otyeno.

Term 3 Week 3

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Pīñō myël më tēkwarō pe myero rweny?

#### Literacy 2

**Writing Process:** Kite më cōc iyore-iyore

<b>Writing Organizer:</b> Cōc më wayō tam	
Kop amë kelo nīañō Wii cōc amë kelo nīañō	
Kop amë kelo nīañō më 1	
Kop amë kelo nīañō më 2	
Kop amë kelo nīañō më 3	
Kop amë kelo nīañō më 4	
Kop amë kelo nīañō më 5	

## Oral Literature

<b>Traditional Text</b>
<p><b>Carokop</b>                      Wañ-yic a dyañ ën ayë yom-yic a gwok                      Tërë nī,                      Ka ginörö arac otimërë ikom danö mörö, jö okënë kumu, jö okënë lëlö.                      Aporërë, ka atīn a dyañ otöö, yi dyañ nwoño tye awañ ëntö gwok nwoño tye alëlö nī riño tye.</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

lök	<u>lök + ö</u>	lökö
cam	<u>cam + ö</u>	camö
cöm	<u>cöm + ö</u>	cömö

##### Word Structures — Extra Practice

cël	<u>cël + ö</u>	cëlö
lël	<u>lël + ö</u>	lëlö

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cöc më wayö tam	✓
Wii cöcca më wayö tam tye amwönya.	
Kop a pîrë tæk i cöcca më wayö tam nen kan alër, anyuttu abër i nyigkop kede i cale.	
Cale na tye anyuttu ñec a pîrë tæk amë cwakö kop a pîrë tæk kede könyö imiyö ñec kede wayö tam.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. An aworo apuu öt acil.
2. Wan aworo oyikö pacu wa.

##### Sentence Structure — Extra Practice

Wan otye odöyö ninö.

Wan aworo odöö ninö.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cakkö kede nukta adwoj	
<b>I do</b>	1. Dwarö lee! dwarö lee! dwarö lee! 2. Awene? i ceñabic.
<b>We do</b>	1. Kwene? I buñ Atim. 2. Ña gî? cöö.
<b>You Do</b>	1. Kede ñö? Tönj, bwöö, pala pañña abiru ked gwoggi. 2. Cawa adi? Aboñwën më otyeno.

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

līŋ    līŋ + ö    līŋö  
 kwan   kwan + ö   kwanö  
 tam    tam + ö    tamö

##### Sentence Structure Assessment Test

1. An atye atiyo cūra më akwany.  
An aworo atio cūra më akwany.
2. Wan otye omwöddö yen.  
Wan aworo omwödö yen adwon.

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### Word Making Game

o	rö	lö	yul
mwö	myël	nüu	ö
a	i	nyö	gö
ny	lī	dü	ö

##### Answers:

myël  
 olilö  
 mwönynyö

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 29
- Oral Lit Competences: page 58

###### *NPSCU Scope and Sequence*

- Pages 45-46

## Oral Literature

### Myël ikoce

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan, winy wunu abër itë kobba kit amyël i koce obin otum kede.

#### Dul cëkö më acël

Myël bo! Ka më myël ikoce, Amwöma ën alöö-alöa i Dokolo. Iyï Amwöma tye kampuni adek alyet mac apöka. Amwöma Atar, adwoj kampuni mërë obedo Alican, dakö mörö akite tæk. Amwöma Acöl, awie obedo Okelo Agwit. Okelo obedo danö acek. Dirö mërë më myëllö ikoce tittö tæk mitö inën i waji. Amwöma Arema atela mërë obedo Alicandoro Ojede Akwiri.

Obin ocikö myël ikoce i lek Ogwal Ebwol. Jö onwojo amittö ɲeyo ɲa alanynyö i kampuni adekki. Pyem myël man obin opoɲ ayuke, aka bollo lüt pe. Ikarë amë pirin okok i twiit, pyem të ere agwaö. Lek myël onwojo oyikö abër. Ogëö kede gëgërö layin abicël aboco amë tye atir. Inje, opwörö buru atar i tyaj anën acil. Layin maggi onwojo pe ogom.

“Amwöma Atar!” Lwojo owinyere. Alican onwojo tye acikkö yite i keo. Adwoj kampuni të yutte i lek i wii tyënë ni cëny, cëny. Awulla icinjë abeddï iwula-iwula. Olökërë anök të nënnö kampuni mërë tye alillö wer amë awinyere i kan abor ata.

#### Story Outline

**Guti kop a kwakö cëkö:**

Myël i koce.

**Kop amë kelo nïaɲö:**

Kampuni adek opyem i myël.

**Kop amë kelo nïaɲö:**

Yubërë mitte con. Mic më myël odojo kede adoja.

## Oral Literature

### Dul cēkō më aryō

Ötīnō awobe obin odōnyō i lek i bul apararyō amē tē kok idwōn apapat. Jō ducu oyej itic cij Alican. Icawa amē Amwōma Acōl odōnyō i lek, olak lek ocaō adwoj kampuni ēntō Okelo Agwit obin otuno i lek kede dīrō. Ēn obin oriņō tē lūbbō layin atīr i cipid tē dwogo cen amē apyepyea kun dōk tu bot awobe mērē. Awobe obin odōnyō ilek imīt a kom. Bul obin okok ilēb apapat amē iwuru awura. Wi jō obin oballē otē doj kobbo ka kēkēn nī wi Agwit kara tēk ateni.

Koyo obin oōny i kom Amwōma Arēma ēntō anyira mērē obin odōnyō kun otweo adinna kede itambara i wi gī. Aco awobe onwojo otweye i boņji arēma tē dōnyō ilek amē kwok olwōrō jō i kwēc. Bul apararyō obin okok tē winyērē i piņ aluru. “Ayīta a twōn jō nēnō i mac” Lanjo rik okobo. Oņōl tuku obin okobo nī “Gwok a dakō daņ makō.” Man doj cīmō kan alēr nī Alican obin olanyō Alicandoro okō kede makici acēl i űe Agwit.

Vocabulary Words	
opwōrō	i tyaņ iwula-iwula
In the Text Questions	In My Mind Questions
1. Da onwojo tye atēllō wi kampuni më Amwōma Atar?	1. Itamō nī nō onwojo a timērē ka kampuni a Alican onwojo olanyō pyem?
2. Amwōma mēnē obin olanyō i pyem myēl?	2. Myēl ikoce kōnyō wa kede nō?

Term 3 Week 3

# Literacy 1 & 2

**Ober rac**



**nattë      jwiyö      gjällü**

Ohaña doŋ pwoed tük i ticcëñé jö-wa, më cweyo kuddi ikwone-ikwone. Kuddi okëñé kënyö wa abër mëicëñé äntö ën okëñé obedo twön abarwic bot wa. Ober obedo kuddi acëñ lyii akina ën a pol amë köbö two. Ën köbö two atipa.

Ën bedo kan a pii tye iyë balla i cuny kulu kede huge mögi a jööl pii. Naka jami otöö otë bollo iyet pacu calö jirëkëñ, capa kede tako gulu. Gin doŋ nywalö tön gi iyë kan amë të bëkkö apol. Ober doŋ nywal iyet pacu kan oburere, i coron kede bur-yugi.

Tem 3 Cahë 4

Ën äinyö i öt të nattë kagi mögi acëñ künü cem kun akok i gjiü, gjiü, gjiü. Ober tye kede dögë a bor amë tio kede më jwiyö remo i kom jö. Ën cun i kom danö kede tyëñé abicëñ atitëñö, a boco të tirö dade malu kun keto dögë i komi, ka okai i twil, nwoŋo ojwio remo të gjällü kuddi akelo two atipa wëkö ikomi kano. Tëkki pe ibatu tte tamarwa amë okirö yat ober i kome, nwoŋo gite imil cem më nuno. Pe mano këkëñ nwoŋo iyabëñ dögjoku më gjällü tuu më atipa amë noko jö wëkkë. Atamö ni jö onŋar abër kop ikom ober. Man mü wa otwëñö gwököñé atëk ikom ober më wëk pe onwoŋ two atipa të mÿö wa tšö alabalaba kun nwoŋo orpo raccëñé pi kwö wa.

**Apeny amë kelo nŋayö**

1. Ober köbö two anŋö?
2. Ober murö bedo kwene?
3. Kuddi mëñé okëñé a dök köbö two?

Tem 3 Cahë 4

## Day 1

### Literacy 1

**Thematic Question:** Kuddi a köbö two apapat nwoŋere kwene?

**Guiding Question:** Akwannö cëkö mörö kan, lij i winy itë kobba kan apapat amë ober twëro bedo iyë.

### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Cëkö më amut

**Sample Text:** Lwaŋji poko two

Aworomaca Aceŋ odwogo i bailo ëka të tökkö dëk anjic. Dëk onwoŋo pe owumu wie äntö Lwaŋji onwoŋo otuku iyë.

Aceŋ ocamö dëk a pe ologo cŋjë ëka yïë të cakkö rammë. Tottërë olarë idakatal ëka Dokta të mÿë yat. Yïë okwe ëka tottërë të dwökkë pacu.

Cakkö ininö naca, Aceŋ pe camö dëk anjic, ën doŋ logo cŋjë të cem.

<b>Writing Organizer: Cëkö më amut</b>	
Wii cëkö	Lwaŋji poko two
Da	Lwaŋji kede Aceŋ
Kwene	Pacu
Awene	Aworomaca
Dö	Yï Aceŋ oramö
Nirjö	Ën odwogo i bailo të tökkö dëk anjic të cammö kun pe ologo cŋjë.
Piŋö	Pïen Aceŋ ocamö dëk anjic akun pe olwökö cŋjë.
Agikki	Cakkö ninnö naca, Aceŋ doŋ pe camö dëk anjic, ën doŋ logo cŋjë të cem.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Kuddi mënë okënë a dök köbö two?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Cëkö më amut	
Wii cëkö	
Da	
Kwene	
Awene?	
Dö?	
Niṅö?	
Piṅö?	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Lebadwala</b>                      Oryang origo arigrigi nĩ rigi, rigi, rigi kit amë arig arigrigi rigo kede arigrigi nĩ rigi rigi rigi...</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

dik	<u>di + dik</u>	didik
cīl	<u>cī + cīl</u>	cīcīl
lik	<u>li + lik</u>	lilik

##### Word Structures — Extra Practice

n̄j̄c	<u>n̄j̄ + n̄j̄c</u>	n̄j̄n̄j̄c
mwol	<u>mwo + mwol</u>	mwomwol

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cëkö më amut	✓
Wii cëkö më amutta tye.	
Cëkö më amutta kobo jö apirgi tək kede kan a cëkö otimërë iyë.	
Cëkö më amutta kobo iyore-iyore njö atimërë.	
Cëkö më amutta kobo iyore-iyore piñö omiö ginnörö nono otimërë.	
Cëkö më amutta kobo jami otimërë i karë mërë iyore-iyore.	
Cëkö më amutta kobo iyore-iyore karë a jami otimërë iyë.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Yin aworo ilwökö jami?
2. Wun aworo imyëlö wunu?

##### Sentence Structure — Extra Practice

Yin itye iwot kwene?

Yin aworo iwoto kwene?

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b>	Kwanynyö cëntën ayot opopoka dwökkö i ën okubere
<b>I do</b>	Aworo Acej odwogo i bailo të tökkö dëk an̄j̄c.
<b>We do</b>	Dëk onwoŋo pe owumu wie. Lwan̄ŋi onwoŋo otuku iyë.
<b>You Do</b>	Acej ocamö dëk a pe ologo c̄inj̄ë. Yïë të cakkö rammë.

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

wac    wa + wac    wawac

kīr    kī + kīr    kīkīr

taŋ    ta + taŋ    tataŋ

## Sentence Structure Assessment Test

1. Yin itye iwīllö ogati?

Yin aworo iwīllö ogati?

2. Wun itye itīmō wunu ŋö?

Wun aworo itīmō wunu ŋö?

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

nat	jwī	lü	lö
rac	lo	kë	cë
ŋül	jö	të	rë
gwö	yö	rë	bol

## Answers:

nattë

jwiyö

ŋüllü

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: pages 29-30
- Oral Lit Competences: page 58

*NPSCU Scope and Sequence*

- Page 47

## Oral Literature

### Yika më pokko two oran i yo.

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan, winy abër itë kobba kit amë obin otürö kede yika Ober gĩ më köbbö two.

#### Dul cëkö më acël

Ikarë acön onwoŋo tye atëkërë abic apapat i Aŋwecetüüny dicitrik. Atëkërë magi gĩn ene; Ober, Jwinya, Cwarĩ, Onyogo kede Ololo. Atëkërë abic-ci ducu onwoŋo obedo karacël daŋ onywakö jami apol apapat bala: jwiyö remo adanö, miyö danö kwöö atëk kede nyayö twoe apapat. Gallö waŋ onwoŋo obedo gin apĩrë tëk ikwö a jönĩ. Kamanda Ober ka oyeŋ nwoŋo abëö i yit danö nĩ ɲjöö, ɲjöö, ɲjöö. Onyogo gĩn Ololo nwoŋo amöl ikom danö nĩ jwĩĩ. Aco Cwarĩ nwoŋo abedo i ɲwëc nĩ geŋgeŋ i kor apama öt. I tuŋ bot Jwinya, nwoŋo olĩŋ i tii i tyën danö, a tönjë abeddi pürëpürë.

Jö obin oyikö pyem tuku amë onwoŋo bedo karë-ikarë idwe më apararyö amë Laŋo lwoŋo nĩ Ecüban. Ikarë amë oköbtwoe ogipörö, gĩn obedo i pora më ballö pyem tuku i kin jö okö.

#### Story Outline

##### Jö i cëkö

Kamanda Ober, Jwinya, Cwarĩ, Onyogo, Ololo, danö kede dakatal cĩlpacu.

##### Kakarë

I Gombola Aŋwecetüüny

##### Gin otimërë

Danö oyikö pyem tuku. Ober kede gamente mërë oporo tam më ballö pyem tuku. Danö olwënyö ikom ober tē löyö okö. Pyem tuku otum apwöt.

## Oral Literature

**Apeny agëca:** Itamö nī pyem tuku ikin danö obin otum nīñö?

### Dul cëkö më aryö

Kamanda Ober obin olwoŋo cökëre më nënnö kit amë jö mërë oyikëre kede më ballö pyem tuku a danö odöcö. Jwīnya obin okobo nī ën ebaö cabacaba i tyën danö amë miö ŋwëc löë okö. Cwarī, Onyogo kede Ololo gīn okobo nī omiyö kom danö abedo akukuc. Jönī obin omëddë nī Cwarī ën amë amakkö kabuto te ballö nīnö a danö okö. Onyogo të makkö wie kede pyërë. Ololo të bëbëa ikom danö duc kun miö bedo gwënyërë i cawa ducu. Kamanda Ober obin opwö owitonge magi te kobbi gī nī ën eköbbö two atipa të miyö danö nyöyë amë pe römö timmö ginnörö.

Ikarë amë danö ogipörö i muŋŋi, gīn obin okuku duru bot abumente më larö gī i kom pekki amë okemo gī nī. Dakatal cīlpacü obin opwonyo danö i kite më gëŋŋö onyo jwikkö oköbtwoe magi. I pokko twoe apapat amë onwoŋo myero bal gwëc gī. Danö obin olwënyö atëK të türö gamente Ober gī okö. Pyem tuku obin otum apwot pīën oköbtwöë onwoŋo donj pe njölö ŋet danö atwalli.

Vocabulary Words	
nyöyë	okemo jwikkö
In the Text Questions	In My Mind Questions
1. Da amë obin oyikëre më balö tyen danö?	1. Itamö nī pwony anjö amë dakatal cīlpacu obin omiö danö?
2. Gamente Ober gī obin otur nīñö?	2. Kit yore anjö amë yin itwërö jwikkö kede twoe apapat i pacu wu?

# Literacy 1 & 2

**Cökärë otim aranyi**



**acilaclia      omoko      riddë**

Onyogo, Jwinya, Ober kede Lwajnji obin obedo i cökärë gi më nënō kit amë myero opok kede twoe apapat. Ober adwojkom më cökärë man obin obedo nyuttu cwer cunye pi kit amë aman danō don odikō aryëk kede pe mihō nī ekai. Èn oméddë i kobbo nī tim a danō më bedo tuddu të butu itë tunnarwa omō aman pokko two atipa odikō tëkkë tütwal. Jö obin ocwalō koko gi apapat a lübhërë i pekkī a gin okobo nī otye onwono i bot danō. Lwajnji okok nī danō don aman yihūi ture acilaclia. Bur yugi bor i kan a cem bedo iyë, cem ogwëkkō aber.

Tem 3 Cahé 5

Onyogo të kobbo nī danō ññi wie acilaclia, biññ gi lwëkkō të göyö. Man don möö kit cilo mëro pe bedo i biññ më miyë bedo iyë naka yer ayuggu më pono mëré ducu pe. Më ujikkī, Jwinya okobo nī danō owëkkō butu i leyfi it a konō mii ka nywal. Ka butu a leyfi ayëkkō ikarë-ikarë.

Lwët danō kikëñ cil amë epe ika dōnyō. Cökärë obin omoko nī. Ober myero riddë okad kan oyë: i kom tunnarwa më wëk pok two atipa. Onyogo myero riddë kan a cilo mëro kikëñ woyere iyë. Lwajnji don amanono myero mar cacupa kan a yugi otip tye iyë wëk kwany kudi mëro të cun kede icem a danō nyo iwarjë.

**Apeny amë kelo nitajj**

1. Adwoj kōm më cökärë nī onwono obedo na?
2. Jjō amë danō timō amë pe mii Onyogo ka bedo nī?
3. Jjō okëñ amë danō rēmō timmō amë të miyō twoe apapat pe të makkë?

Tem 3 Cahé 5

## Day 1

### Literacy 1

**Thematic Question:** Twoe mëñë apapat amë kuddi aköbö two köbbi danö?

**Guiding Question:** Akwannö cëkö mörö kan, winy abër itë kobba pëkö amë jwinya okobo nī danö tye amiyë?

### Literacy 2

**Writing Process:** Rwöm më göyö

pūlan

**Type of Text:** Cëkö ateta

**Sample Text:** Apor më cëkö

Pokko two

Jö obin olwono cökärë odikko i gombola më möyö ña atye apokki jö two aninö. Mon, cöö, kede bulu obin ocirö icökärë. Adonj cökärë cök cakärë, Lwajnji omëlë obin okakaö jö, jö të ninina okö.

Dakatal Ober obin otunu let, onwono jö ducu oninina okö. Oyotoyot, Ober të wuru ni Aa..! man dok njö? Èn opimo jö, të makkö two aninö ëka të miyö gi yen.

<b>Writing Organizer: Cëkö ateta</b>	
Wii cëkö	Pokko two
Jö icëkö	Lwajnji omëlë, Ober, mon, cöö kede bulu
Kan a cëkö otimërë iyë	Odikko i gombola
Gin otimërë më acakkī	Jö owoto icökärë i gombola.
Gin otimërë më 2	Lwajnji omëlë opoko two.
Gin otimërë më 3	Opimo otwo otë miyö gi yen.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Dö okënë amë danö römö tïmmö amë tē mīyö twoe apapat pe tē makkë?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer: Cëkö ateta</b>	
Wii cëkö	
Jö i cëkö	
Kan a cëkö otïmërë iyë	
Gin otïmërë më acakkï	
Gin otïmërë më 2	
Gin otïmërë më 3	

## Oral Literature

<b>Traditional Text</b>
<p><b>Peny wii</b> Adwoj Okelo onwojo tye kede twoni mërë aryö.</p> <p>Imat Maria onwojo tye ikwëri dyañjërë. Jöni aryö ni onwojo oleo wañ pur alea. Pol karë ka köt odwogo-adwoga, ñat acël i kin gi nwojo alarö ni kwöj puru poto mërë piën gi purërë pïrë tæk.</p> <p>Apeny: Yin itamö ni ikin kwëri dyañ kede twoni mënë apïrë tæk?</p> <p>Agam: Gin ducu pïr gi tæk piën më mīyö pur pure, myero ti kedgi ducu awañj acël.</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

cek	<u>ce + cek</u>	cecek
cöl	<u>cö + cöl</u>	cöcöl
lum	<u>lu + lum</u>	lulum

##### Word Structures — Extra Practice

bot	<u>bo + bot</u>	bobot
kur	<u>ku + kur</u>	kukur

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cëkö ateta	✓
Wii cëkö na tye amwönya.	
Jö i cëkö na tye amwönya.	
An akobo kan a cëkö na otimëre iyë.	
An akobo pëkö amë myero tyek.	
Cëkö na nī tye kede acakkī mërë, dyere kede agikki mërë.	
Atio kede cöc cīŋ acilcillörö	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Wan \odino kal i dyeokalo.
2. Gīn \otoŋo aladu më cweyo opar

##### Sentence Structure — Extra Practice

1. Wan /owoto tunŋa atat wa iweo.
2. Wan \owoto tunŋa atat wa iweo.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Tic kede agwël i piŋ	
<b>I do</b>	<ol style="list-style-type: none"> <li>1. Jö obin olwoŋo cökëre odikko i gombola më möyö ŋa atye apokki jö two aninö</li> <li>2. Jö obin olwoŋo cökëre odikko i gombola, më möyö ŋa atye apokki jö two.</li> </ol>
<b>We do</b>	<ol style="list-style-type: none"> <li>1. Adoŋ cökëre cök cakëre, Lwanŋi omëlë obin okakaö jö, tē ninina okö.</li> <li>2. Adoŋ cökëre cök cakëre lwanŋi omëlë obin okakao jö, te ninina okö.</li> </ol>
<b>You Do</b>	Kede myelkom, Ober tē wuru ni aa! Man dök ŋö? <span style="float: right;">Term 3 Week 5</span>

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

tar ta + tar tatarlīm lī + līm līlīmkēc kē+kēc kēkēc

## Sentence Structure Assessment Test

1. Wan /olögö odikko cön.  
Gīn /obulu nywagī i cuk mē ceṅ abicēl.
2. Wan \olögö odikko cön.  
Gīn \obulu nywagī i cuk mē ceṅ abicēl.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

a	ko	o	po
dī	cī	no	rīd
la	mo	a	cī
dē	bö	la	mo

## Answers:

acilacīla  
omoko  
rīddē

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: pages 29-30
- Oral Lit Competences: page 58

*NPSCU Scope and Sequence*

- Page 48

## Oral Literature

### Oköb twoe olëlö

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan. Cik yiti abër itë kobba ɲö amë obin otimërë i Alyëc.

#### Dul cëkö më acël

Luciano Ober gïn kede aranërë Abenego Nyënyë obin olwoŋo cökërë oköbtwoe më nënnö kite më köbbö twoe apapat. Alimaci Onyogo, Pilipo Cwari kede Jucupanti Jwinya obin obedo i cökërë man.

Cökërë man obedo i Kamdīni taun amë tye iyī Abër. Jö obin ogürë cawa adek këkën më odikko. Abenego Nyënyë obin orīŋö amë tyënë agīrö piŋ tē tunu cōn alübërë i ticcërë. Jucupanti Jwinya obin ocörö i ka cökërë iŋe aran. Aco Pilipo Cwari obin ojürakīnö mot i ka cökërë. Alimaci Onyogo obin otuno amë otweye i gomici a wayë awa piŋ.

Amë cökërë doŋ cök cakërë, dwonörö obin owīikīnö i malo iwi öt ëka Abenego Nyënyë tē golo oda nī jö yaa malu. Man kara onwoŋo wonkom Luciano Ober en otunu no. Adwoŋ-ŋi obin obedo kede wörö naka iwi kömërë. Cökërë onwoŋo doŋ tye let kede cawa acël twal.

#### Story Outline

##### Jö i cëkö

Luciano Ober, Alimaci Onyogo, Jucupanti Jwinya, Pilipo Cwari, Abenego Nyënyë kede jö më Alyëc

##### Kakarë

Itaun Kamdīni kede Alyëc.

##### Gin otimërë

Oköbtweo obin obedo i cökërë gī. Gīn obin opoko twoe apapat Alyëc. Omīö pwöny bot jö Alyëc, opokkī gī tannarwa.

## Oral Literature

**Apeny agëca:** Itamö ni jö obin olarö lok ikom njö i cökëre man?

### Dul cëkö më aryö

Wonkôm obin oyabö cökëre kun kobo nî bedo itaun Kamdini dorj odökö atëk okö piën jö wumo otinö gî okö i tannarwa. Ikarë okënë danj okirö wudi gî kede yat amë neko wa okö.

Ën obin openyo tam a lwak nî myero otim njö. Alimaci Onyogo obin omiö tam nî jö wot Alyëc piën punni tye kunö. Jö obin oye nî man obedo tam abër më alüba.

Ikarë amë oköbtwoe obin otuno Alyëc cuny gî obedo ayom piën jö Alyëc pe onwojo buto i tannarwa. Pe mannö këkën, wudi gî danj onwojo pe okirö i yat. Punni, dyegi kede rommi onwojo butu i wudi a wegî gî.

Iyonjë karë mörö anök tic a wele obin owook iyî Alyëc abër mëicël. Atipa obin onyaa të nekkö otinö iwel. Luciano Ober kede lwakkëre obin onöttë i dög tic apapat më tic i kom jö Alyëc. Pî adwoggi më tic oköbtwoe magi, tyën otinö më Alyëc onwojo obedo acanyacany, kom gî oduguga i gwënyö a nënnö lik. Abumente obin owinyo pëkö më Alyëc ëka të cwallö dakatal cilkom më miyö pwony i kom bër a cilkom iyî Alyëc. Obin danj opokkî gî tannarwa më gwökkëre gî iwor ka oninö. Wudi duc danj obin okirö.

Vocabulary Words	
atipa	ojurakinö acanyacany
In the Text Questions	In My Mind Questions
1. Da obin obedo wonkôm oköbtwoe i ka cökëre?	1. Ka onwojo ibedo dakatal cilkom, onwojo imiyö jö Alyëc tam a njö?
2. Oköbtwoe obin odak të köbö kwene?	2. Itamö ni jö Alyëc twërö kello alökalöka i paccî gî iyore mëne?

Term 3 Week 5

# Literacy 1 & 2

**Nywal owok**



**ryék      pimmere      kwírí**

Kwan obedo twín gutí amé dájó lobo a píré hík bot wa. Otínó myéris mak kwan aték mé obed gíní bola Dokta Jane Aceng Otero amé obedo atín Lajo amé ryék tutwal. En obin owinyo kop onywalléni té makkó kwan aték kwan amé té bedo atéka iyí akina mon anóník íkin cóó a pol amé okwanó tic mé dakatal i Lajo. Dokta Aceng obin onywaló ímwaka 1988 i gombola Abér iyí Oyam díctrik. En okwanó cíná méré Nabuansa té kató iwón a mala té daj wot kwanó tíccíré ní Makenere. En obin otio i dakatal Lira kan amé oté míyé rwóm iyé.

Tam 3 Cahé 6

Dokta Aceng obin obedo a kwírí i lwény ikom two jónyó kun otto lwak mé wot pimmere, mwónnyó yat kede dan gínjó two i yaa i bot toto kóbó bot otínó amé onywalló.

Dokta Aceng dan kede kwírí méré ní obin oyúbú ót-yat ací amé ka Itano iyé. Hókki polo atáá: Pí tic aték amé én otio, amí abumente té méúúde rwóm naka ítélló tic mé yotkom i Ugando alítú kun bedo Kampala.

Man obin obedo psony aték bot otínó dan amí aman otínó tye apyemayema kede kwan, mé atotya gín dan onwoj kodi rwóm a dí amanní.

**Apeny amé kelo níajó**

1. Jane Aceng Otero okwanó tic anjó?
2. Obin onywaló Aceng ímwaka ménié?
3. I tamó ní two jónyó twínó kóbó iyore ménié?

Tam 3 Cahé 6

## Day 1

### Literacy 1

**Thematic Question:** Rac atwo jónyó obedo njó bot wa?

**Guiding Question:** Akwannó cékó mörö kan, lij i winy abér ité kobba kit lwény apapat amé Dokta Aceng obin oketo i kom two jónyó.

### Literacy 2

**Writing Process:** Rwóm mé göyó

pülan

**Type of Text:** Cóc i kom kwö a danö

**Sample Text:** Nyakö naci a cunye ték

Aduli Regina onwojo obedo nyakö naci amwol a kite bér. Obin onywalé iyí Aboko, i gombola Aduku té döngö atín nyakö a wör.

I mwaka 1994, én onwojo tye atuccu atwo jónyó a kome lítlittörö. I gum arac, pícü obin océr té cöbbö nyakö cíné atídi té köbbé two jónyó okö.

En pe obin obedo lworolworo i kin jö, ocuj kan alér té kobbi jö ní etye kede kudi mé two jónyó, én té cakkó mwónnyó yat abojo lworo.

<b>Writing Organizer: Cóc i kom kwö a danö</b>	
Wii cök	Nyakö naci a cunye ték
Da	Aduli Regina
Kwene	Aboko i gombola Aduku
Awene	Ikaré amé én onwojo tye atuccu atwo.
Dö	Kwö kede kuddi mé two jónyó. Mwónnyó yat nínö-íninö.
Nínjö	Onwojo two jónyó i pícü amé én ocöbö kede atwo jónyó té cér cöbbö nyakö cíné.
Pínjö	En okobo kan alér ní etye kede two jónyó. Obedo mwónnyó yattéré abojo lworo.
Agikki	En onwojo obedo nyakö naci amwol, a kite bér dan a cunye ték.

## Literacy 1 &amp; 2

## Day 2

## Literacy 1

**In My Mind Question:** Itamö nĩ two jönyö twërö köbö i yore mënë?

## Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Cöc i kom kwö a danö	
Wii cöc	
Da?	
Kwene?	
Awene?	
Dö?	
Niṅö?	
Piṅö?	
Agikki	

## Oral Literature

<b>Traditional Text</b>
<p><b>Koc</b> Kocca wunu ba? Alittö.</p> <p>Kara ka alittö nü, acirikali më tuṅ a rwot gi ger amom twërë</p> <p>Agam: Okok.</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

tīm	<u>tīm + mögö</u>	tīmmögö
taŋo	<u>taŋo + mögö</u>	taŋomögö
lum	<u>lum + mögö</u>	lummögö

##### Word Structures — Extra Practice

goba	<u>goba+mögö</u>	gobamögö
awaka	<u>awaka+mögö</u>	awakamögö

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Cöc i kom kwö a danö	✓
Cöcca i kom kwö adanö tye kede wii cöc.	
Cöcca i kom kwö adanö nyutu danö amë pīrē tēk.	
Cöcca i kom kwö adanö kobo jami amë pīr gi tēk i kwö adanö, awene kede kwene amë otīmērē iyē.	
Cöcca i kom kwö adanö kobo pekki mögö amë danö nono obēö iyē kede kit amë ēn otyeko kede.	
Cöcca i kom kwö adanö nī, kobo iyore-iyore bērērē ikwö adanö.	
Cöcca i kom kwö adanö nī, kobo iyore-iyore jami amë otīmērē.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Wan \olibere i möö wir.
2. Gīn \ocelo wīnyö iyī amēl.

##### Sentence Structure — Extra Practice

Wan /olwökö otīnō wa.

Wan \olwökö otīnō wa.

#### Literacy 2

##### Writing Process: Kēbbörö

<b>Mini-Lesson:</b> Tic kede apor jami kede amedtīm	
<b>I do</b>	Aduli Regina onwoŋo obedo nyakö naci amwol akite bērbērörö.
<b>We do</b>	Obin onywalē iyī Aboko i gombola Aduku tē döŋö atīn nyakö awörwörörö.
<b>You Do</b>	Imwaka 1994, ēn onwoŋo tye atuccu atwo jönyö akome lītītörö.

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

cem cem + mögö cemmögö  
 tam tam + mögö tammögö  
 gum gum + mögö gummögö

## Sentence Structure Assessment Test

1. Wan /omwödö yen i buŋ.  
Wan \omwödö yen i buŋ.

1. Gīn /omwodo aemme a töcö.  
Gīn \omwodo aemme a töcö.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

kwī	më	ryëk	bü
da	ti	ŋö	ŋo
pim	yü	rī	ka
gëŋ	re	tal	o

## Answers:

ryëk  
 pimmere  
 kwīrī

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: pages 29-30
- Oral Lit Competences: pages 58-59

*NPSCU Scope and Sequence*

- Page 49

## Oral Literature

### Gwök kwö ni

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan, liɲ iwiny itë kobba kit amë danö twërö ɲeyo nĩ ety kede two jönyö.

#### Dul cëkö më acël

I gombola Etam, amë tye iyi Amolatar Dicitrik, tye iyë cukul Chakwara püramari. Ininö mörö acël, apwony më kilacī adek opwonyo otinö kede kop i kom two jönyö. Ën okobbi otinö nĩ, two jönyö pe caɲ piën yattërë pe. Two jönyö köbö ëntö daɲ itwërö gëɲɲö pe tã makki.

Ën omëddë nĩ two nĩ köbö ka imitö danö amë tye kede kuddi mërë, ileleo jami abit, otio tic më tãkwarö arac calö tãyö jö apol kede lyedi acël, köbö kun yaa i kom toto tã makkö atin icawa më nywallö.

Omiö daɲ otinö oɲeö anyut më two jönyö. Two man jönyö danö atëk, miö acöra kom apol, aöla kede abürü pi karë alac, cadö danö atëk, abar-wic alit kede daɲ tyeko gupu i kom danö momot. Omëddë nĩ, tye yore apol më gëɲɲö two jönyö acalo; pe mittö danö atye i two jönyö, pe leyo jami abit, mon ayac myero pim remo gĩ ëka otë nywal gini idakatal.

#### Story Outline

**Guti kop a kwakö cëkö:**

Apwony opwonyo otinö kede kop i kom two jönyö.

**Kop amë kelo niaɲö:**

Two jönyö pe caɲ.

**Kop amë kelo niaɲö:**

Two jönyö köbö iyore apol. Two jönyö twërö gëɲërë.

## Oral Literature

### Dul cëkö më aryö

Nyakö acël të penynyo apeny nī, "Danö twërö ñeyo nī etye kede two jönyö niñö?"

"Twërö ñeyo ka opimo remo mërë, " Apwony ogamö.

Awobi acël dañ obin openyo apwony nī, "Ën kuddi më two jönyö röm i jwinya onyo oyo bo?" Apwony obin okobo nī pe röm oyo ëntö kuddi mërë tītīnō amë wañ wa pe römö nënnö. Ën obin ogiko pwonyërë kun cükürü cuny otīnō i kom jö a tye kede two jönyö. Dök dañ pe më yetto gī ëntö më nyutti gī mara.

Vocabulary Words	
penynyo	gëñjö ñeyo
In the Text Questions	In My Mind Questions
1. Cukul Chakwara püramari tye iyī gombola mënë?	1. Itamö nī, ñö omīö apwony okobbi otīnō ni pe oyet gini jö a tye kede kuddi më two jönyö?
2. Otīnō adii amë openyo apwony?	2. Kono yin iñe nī atīn kwan wad wu tye kede two jönyö, ibedo kede niñö?

Term 3 Week 6

# Literacy 1 & 2

**Tetto nyanyjolo**



nyarö	gommo	rëma
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Nyanyjolo tye ikin jami më tic i pacu amë pîr gî tîk tîdwal. Ikarë amë rîk peri oteto nyanyjolo, jö onwopo tîrö apëna atîra i potö. Aco obia më wii öt jö onwopo torpo kede kwëri orök, amë tero cawa adwoj mëicël. Naka raö dan onwopo rîk otoro-otora i kwëri. Ikarë nî donj nyanyjolo omiü tic odökö yot pîren ên kënyö më nyarö jami apol calö nîno, apëna, raö kede lum. Nyanyjolo më ilio oyotoyot pîren jîso gin amë nyarö abaja ëka itë njöllö onwopo-ël. Omüö karë man, danö mërci këkin twëri nyarö lum adwoj pî cawa andönök ëka tî catt'ogedo.

Tam 3 Cah 7

Nyanyjolo kom oteto-ateta yaa i nyonyo. Ka imittö tetto nyanyjolo, më acël, myero ibed kede nyonyo a borëre rëmö puti acël, lacëre rëmmi pany cîg. Jami amë mîhë okëné më tetto nyanyjolo obedo bur amë okinyö obërë abëra tur-gj kede tur-ca. Mac: a lyet atëk më twakkö nyonyo. Bao apada më bukko mac, lum otwö kede kîpîrit më mokko makar. Bura andönök kede mëötara më mokko makar. Ka donj mac omoko i makar abër, më acël twakkö nyonyo i mac itë bukku naka ka donj rëma i pac, më anyö i golo ö kö ëka itë paddö, gommo naka gîllë calö nyanyjolo i cal-lü. Man kit amë oteto i nyanyjolo.

**Apeny amë kelo nîtajö**

1. Pjô amë oyökö kede nyanyjolo?
2. Nyanyjolo kënyö jö i njo?
3. Pjô okëné amë oteto-ateta?

Tam 3 Cah 7

## Day 1

### Literacy 1

**Thematic Question:** Jami ateta mëné amë otio kede pacu wu?

**Guiding Question:** Akwannö cëkö nî, winy abër itë kobba jami amittë më tetto nyanyjolo.

### Literacy 2

**Writing Process:** Rwöm më göyö pülan

**Type of Text:** Yore më miyö ripot

**Sample Text:** Tetto tara aput

Jami më tic: Kebe, makac, kede odok.

Karë: cawa acël.

Ka iyikkö tara aput, i cakö injöllö kebe kede makac më njöllö kebe. Ipiru gi wumu wie abër ëka itë mwönnö kede odok iwi kebe amë ipiru. I dölö kebe mörö atitidi ëka itë mwönnö kede odok iwi kebe pi rwakkö wuci.

<b>Writing Organizer:</b> Yore më miyö ripot	
Wii cöc	Tetto tara aput
Jami më tic	Kebe, makac kede odok
Kare	Cawa acël
Rwöm më 1	Döllö kebe kede makac më njöllö kebe.
Rwöm më 2	Piru gi wummu wie abër ëka itë mwönnö kede odok iwi kebe amë opiru.
Rwöm më 3	Döllö kebe mörö atitidi ëka itë mwönnö kede odok iwi kebe pi rwakkö wuci.

## Literacy 1 &amp; 2

## Day 2

## Literacy 1

**In My Mind Question:** Dö okënë amë oteto ateta?

## Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Yore më miyö ripot	
Wii cöc	
Jami më tic	
Karë	
Rwöm më 1	
Rwöm më 2	
Rwöm më 3	

## Oral Literature

<b>Traditional Text</b>
<p><b>Peny wii</b></p> <p>Lonöro rik tye amapëra mërë a lim a daŋ miit matëk. Loni onwoŋo pe yee ni ŋattöro pit köti amapëra mërë ni. Ka iwoto ture, ën pwonni orömö acama. Ka icawa iyaa, möö komi ducu më nënnö ni pe ikanö nyige möro iwoto kede.</p> <p>Ëntö loni obin opoo të nwoŋo ni koti amapera ni otuu orömö yi pacci okö kun daŋ ŋattöro pe owoto i nyige nyo kome ture.</p> <p>Yin itamö ni amapëra alono onyaa niŋö?</p> <p>Agöny: Jö, olik, winynyi kede alälë köt obedo gin onyao koti man.</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

dīl	<u>dīl + lö</u>	dīllö
gwël	<u>gwël + lö</u>	gwëllö
kül	<u>kül + lö</u>	küllö

##### Word Structures — Extra Practice

yīl	<u>yīl + lö</u>	yīllö
cül	<u>cül + lö</u>	cüllö

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Yore më miyö ripot	✓
An amïö wii cöc më ripot abër.	
An akobo iyore-iyore jami amittë më tic.	
An akobo karë amë bino tero.	
An akobo kite më tiyo iyore-iyore.	
Cëntën na cegocego daŋ nïaŋŋö yot.	
Atio kede cöc cïŋ acilcillörö.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Ēn owaŋö lummögö amë okëtö iwï öt.
2. Gïn owilö cimmögö adöŋödöŋö.

##### Sentence Structure — Extra Practice

Ayo tye atiyö ticcögö atitïnö.

Ayo otio ticcögö atitïnö.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b>	Kwanynyö cëntën okubere dwökkö i ěn ayot opopoka
<b>I do</b>	Ka iyikkö tara aput i cakö i ŋöllö kebe kede makac më ŋöllö kebe.
<b>We do</b>	Ipiru gi wummu wie abër ěka itë mwönnö kede odok iwii kebe amë opiru.
<b>You Do</b>	Idölö kebe mörö atitidï ěka itë mwönnö kede odok iwii kebe pï rwakkö wuci.

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

dwal dwal + lö dwallö  
 tël tël + lö tëllö  
 pïl pïl + lö pïllö

## Sentence Structure Assessment Test

1. Adërö tye acammö cemmögö abëcö mëicël.  
Adero ocamö cemmögö abëcö mëicël.
2. Apap tye amiyö tammögö më ryëkö tütwal.  
Apap omiö tammögö më ryëkö tütwal.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

nya	a	gom	o
tü	kö	pa	rë
rö	ma	nyo	te
da	mo	rö	to

## Answers:

nyarö  
gommo  
rëma

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: page 59

*NPSCU Scope and Sequence*

- Page 51

## Oral Literature

### Tet okelo bwönyö

**Apeny më yabbö ɲec:** Akwannö cëkö mörö kan, liŋ i winy ite kobba ɲat obin ojalo but lobo mërë.

#### Dul cëkö më acël

Obin onwojere ni tic më tet twëro kello lönyö icij lwak kede jami më tic apol apapat. Jami acalö, paŋja, lëë, kwëri dyaŋ kede jami okënë apol ataa. Ininö mörö acël, adwoŋ Agustino Ilëc obin olwoŋo leyɪ iyɪ buŋ ducu më bino i cökërë. Icawa amë doŋ gɪn obino apol, obin ocökö gɪ itë yat ibule kan amë aran aleyɪ man obin olwoŋo gɪ iyɪ iryoŋet. Iryoŋet, mano më nënö leyɪ mënë obino onyo pe. Iyoŋe, adwoŋ Ilëc okobbi leyɪ ni ën elwoŋo gɪ kunu më obin onën gɪni karacël ɲö amyero gɪn otim alubërë kede jami më tic gɪ amë pe rüü otimö gɪni më wëk onwoŋ gɪni jami më tic oteto ateta. Lee mörö të gammö ni, "Adwoŋ myero otet jami magi ateta ëntö lobo mörö alac abër më tiyo ticcono pe."

#### Story Outline

##### Jö i cëkö

Adwoŋ Agustino ilëc, imat Goretɪ Oŋër, Jojepo Anarjlebo, Twöni

##### Kakarë

Otimmërë iyɪ buŋ

##### Gin otimërë

Cökërë obin obedo atye, leyɪ ote gërö ka tet, oteto kwone jami amë obin okönyö gi iyore apapat.

## Oral Literature

**Apeny agëca:** Itamö nī jōnī obin onwojo lobo alac më tetto tet gī nī?

### Dul cëkö më aryö

Iyöje tam a lee-nü, imat Goreti Onjër oya malu të cwakkö kop man kun kobo nī, ën ecwakkö kop ikom jami më tic atëk kun bëö ikom tetto-ateta, jami calö: kwërī dyan, pala, panja, nyollo kede ën okënë pe tye arömö gi. Doḡ ën të kobbi leyi nī, “An imat Goreti Onjër aye miyö but lobo na wëk ogër wunu tipu më tet kede citowa më gwökkö jami okënë wëk atot ya onwoj jami tic.” Kop man obin oyomo yī leyi më gombola Owanj atëk mëicël të miyö oryëkö mögö adönj bino gërö tipu më tet kede citowa më gwökö jami amë oyikö. Tet kede yikkö jami apapat danj të cakërë agwaa iyī burj më bed idirö.

A pe otero karë abor, Jojepo Ananlebo obin okatto kede dul kom kwërī, ën apapat danj të tweyo miyö bedo abër më pur. Iyöje të nwoḡḡo ni mitö awaa, nwoḡḡo omakö të miyö lëbë dönyö i lobo kun kikiö yī onyo ello ipunyipuny. Twoni dok obin odyërë më wayö kwërī man më wëk pur kun nwoḡḡo orwakö ḡut gi iyī yok otë twëyo kubbu kweri iyë kede jëgëlë.

Dok-kī obin olwoḡḡo gī nī Twoni pur, gīn obin owaö kwërī naka piḡj të cakö pure idalu dalu dalu. Man obin okelo yom cuny adwoḡḡ bot lwak danj otë wöö, göyö ijira kede lëlö pi gin otimërë, piën jami më tic calö kwëridyan, gi wot onwoḡḡo onwoḡḡere, cem ocëkkī gī abër.

Vocabulary Words	
yok	kikiö
	citowa
In the Text Questions	In My Mind Questions
1. Cökërë man obedo kwene?	1. Itamö nī ka onwoḡḡo yin itye i dirö më tet onwoḡḡo i tetto ḡö?
2. Titta jami amë otwërö tetto ateta apat imën okobo i cëkö?	2. Itamö nī ka rik imat Onjër pe miī lobo më gërö ka tet, leyi rik atimö ḡö?

Term 3 Week 7

# Literacy 1 & 2

**Kite më cweyo okëkë**



**alyabo      gijjōō      gērē**

Jami a miltë më cweyo okëkë ene, pot ofit, tili owis atfînō, paŋpa më tonjo ofit, tira amë oteto bola piçû, ranji apapat më firjō pot ofit, pii kede mac më teddo ranji.

Pot ofit nwojere iyaa i kom yat amë dorjo i bad bye i kulu. Myero itii kede paŋpa më tonjo en alyabo mērē. Man nwojere i cuny ofit. Ka doj itoŋo, moo itë wëkkō twōō abër amë kōt pe guo.

I gijjōō pote okō ikom cojo eka itë yērō en a biçû mērē, tweyo idōjōdōgē, Man mīō pe kēt utata ikarē më cweyo.

Ter 3 Cah 8

Rub ranji i pii eka itë teddo olyet kun ibolo iboc acel më pot ofit iyē ranji apapat. Man mīō gērē amë nēnō mīt ka ocweo okëkë.

Myero i wī tōl atfînō a bocō. Man kōnyō më kubbu kin okëkë. Cok doj cweyo okëkë ni kun i dwalō pot ofit itë kadūō kin gī adip.

Kub kun ikwōō bala kwōyō bōŋō. Tim kīttono naka dōkō a lac amë rōmō butu onyo bedo a jō a pol. Man en kīt amë ocweo kede okëkë. Cweyo okëkë bër piñ ka ocatō, kelo cente itë caō.

**Apeny amë kelo nīaŋj**

1. Fjō amë otio kede më kubbu kin okëkë?
2. Otīmō nō më miyō pot ofit bedo ikala apapat?
3. Fjō okānē a jō cweyo i kin pacu amë kelo cente?

Ter 3 Cah 8

## Day 1

### Literacy 1

**Thematic Question:** Jami cweccënë ocweye kën gī amë otio kede më yikkō jami?

**Guiding Question:** Akwannō cëkō mörō kan, winy abër itë kobba jami apapat amë otio kede më cweyo okëkë?

### Literacy 2

**Writing Process:** Rwöm më göyō pūlan

**Type of Text:** Yore më miyō ripot

**Sample Text:** Yikkō odero

Jami më tic: Itele, opobo kede pala

Karē: cabīt aryō

Ka imittō cweyo odero, icakō jakkō, itele kede opobo. Iyonye itë moyo itele i ceŋ pī nine adek. Ka otwō itë cakkō cweyo. Ka i cweyo i canō pīñ itë kaddō kede opobo kun irikō akina mērē atëk.

Ka orömō itë dollo lakë itë tonjo piro acil.

<b>Writing Organizer: Yore më miyō ripot</b>	
Wii cōc	Yikkō odero
Jami më tic	Itele, opobo kede pala
Karē	Cabīt aryō
Rwöm më 1	Icakō jakkō itele kede opobo.
Rwöm më 2	Itë moyo itele i ceŋ pī nine adek më twōō.
Rwöm më 3	Icakō cweyo.
Rwöm më 4	Ikadō.
Agikki	Idolo itë tonjo lakë piro acil.

## 11.2 Yikkö jami kun itio kede jamicwec ocweye këngi

### Literacy 1 & 2

#### Day 2

#### Literacy 1

**In My Mind Question:** Dö okënë ajö cweo ikin pacu amë kelo cente?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Yore më miyö ripot	
Wii cöc	
Jami më tic	
Karë	
Rwöm më 1	
Rwöm më 2	
Rwöm më 3	
Rwöm më 4	
Agikki	

### Oral Literature

<b>Traditional Text</b>
<b>Lebadwala</b> Can cente ocanö, Ocen të bëdo cëcëö cente amë Acen ocatö kede ocënnë acëa.

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

ted	<u>/o + tedo</u>	/otedo
lwök	<u>/o + lwökö</u>	/olwökö
lëgö	<u>/o + lëgö</u>	/olëgö

##### Word Structures — Extra Practice

wilö	<u>/o + wilö</u>	/owilö
cülü	<u>/o + cülü</u>	/ocülü

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Yore më miyö ripot	✓
An amïö wii cöc më ripöt abër.	
An akobo iyore-iyore jami amittë më tic.	
An akobo karë amë bino tero.	
An akobo kite më tiyo iyore-iyore.	
Cëntën na cegocego daŋ niaŋŋö yot.	
Atio kede cöc cïŋ acilcillörö.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Atat orüdü wallërë.
2. Ën ogöö callörö acil.

##### Sentence Structure — Extra Practice

Apapadwoŋ tye awiyö töllörö abor.

Apapadwoŋ owiö töllörö abor.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cimmö tïm	
<b>I do</b>	Ka imittö cweyo odero, icakö jakkö itele kede opobo.
<b>We do</b>	Iyoŋeye itë moyo itele i ceŋ pï nine adek.
<b>You Do</b>	Ka otwö itë cakkö cweyo.

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

cam /o + camö /ocamö  
 mwod /o + mwodo /omwodo  
 bulu /o + bulu /obulu

##### Sentence Structure Assessment Test

1. Acikrëc tye akwanjö yea kede pollërë.  
Acikrëc okwanjö yea kede pollërë.
2. Dyellörö tye obutu itë öt wa.  
Dyellörö aworo obutu itë öt wa.

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

##### Word Making Game

twe	rë	bu	liŋ
gĩ	do	lya	to
ted	tö	yo	bo
a	ŋö	gĩ	gë

##### Answers:

alyabo  
 gīgītö  
 gërë

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: page 5

###### *NPSCU Scope and Sequence*

- Pages 52-53

## Oral Literature

### Leyi ojöbö līm

**Apeny më yabbö ηec:** Akwannö cëkö mörö kan, winy abër itë kobba kit amë leyi obin ojöbö kede līm.

#### Dul cëkö më acël

Ininö mörö acël, Agwëdëgwëdë Rose amë onwoŋo obedo wonkôm adek më gombola Mëddakwon, obin ocöö balo të lwoŋjo jö aŋwën i cökëre. Ën olwoŋo Agögö, Oyo, Opuk Ketty kede Opio-Opiogör.

Odikko mërë, gïn ducu të bino i cökëre. Amë doŋ cökëre ocakëre, Agwëdëgwëdë Rose ojölö jö, ën të kobbi gï ni, ën elwoŋo cökëre naca më nënnö ηö amë gïn orömö tïmmö më ryëmmö can iyi pacci gï. Ën omïö jö i cökëre oŋeö nï, ën elimö owote gï i gombola Aboke iyi Kölë dicitrik etë nwoŋjo nï gïn oyikö jami apol otë cattö, otio gïni kede jamicwec amë ocweye ken gï, daŋ jö të willö irwöm amalu, amë daŋ gïn të nwoŋjo cente adöŋdöŋö. Agögö obin omïö tammërë nï ën ecwakö nï myero otii tic atëk më ryëmmö can i yï pacci gï. Ën të mëddë nï, ën ecweyo otero Laŋö kun etic kede itele kede opobo. Oyo të döppö. Ën daŋ të kobbo nï, ecweyo otero kumam.

#### Story Outline

##### Jö i cëkö

Agwëdëgwëdë Rose, Oyo, Opuk Ketty, Agögö kede Opio-Opiogör

##### Kakarë

I gombola Mëddakwön

##### Gin otimërë

Leyi oyikö jami apol apapat kun otio kede jamicwec ocweye ken gï, gïn otë catto nwoŋjo cente adwoŋ.

## 11.2 Yikkö jami kun itio kede jamicwec ocweye këngi

# Oral Literature

**Apeny agëca:** Itamö nī jö okënë-ca nī obin omiö tam gī nījō?

### Dul cëkö më aryö

Opuk Ketty të miyö tammëre nī, ën ecweyo ohero piën wel owilö kede ohero dworj. Opio-Opiogör obin okobo nī, ën edyëre më cattö jami amë jö ocweo etë düttü jö ocweo kede cente mörö atitidi.

Oyo kede Opuk të wöö nī öööö... Agögö të rönnyö neno ikom Opio-Opiogör. Wonköm Agwëdëgwëdë Rose të kobbo nī, danö acëlacël bino cattö jami amë ën ocweo dañ cente mërë ën ayë bino tic kede.

Agögö, Oyo, kede Opuk Ketty të bappö cīñ gī më pwöyö kop a wonköm. Opio-Opiogör të cīddö kwok tēñjō tēñj, të dorj kobbo nī, ka dorj tye amanno, ën ecweyo dworjo etë goyo tana dañ. Agwëdëgwëdë Rose të kobbo nī, ën epayö apany.

Gīn të tic atëk pi cabit aryö, kun ocweo jami kede jamicwec amë ocweye kën gī. Amë gīn otyeko tic, ohero jami gī i cuk Aboke amë bedo i ceñabicël, otë cattö dañ jö të willö oyotoyot kun olarö alara. Gīn onwoño cente amë të poñ caö loñe kede alide gī okö. Gīn të jöbbö cente okënë ajöba ikor gī dök kede pacu amë jö i cuk tye awuru awura. Magi ën ayë yore abër më tic kede jamicwec më kello līm i caö.

Vocabulary Words		
döppö	düttü	cīddö
In the Text Questions		In My Mind Questions
1. Da obin orönyö neno i kom Opio-Opiogör?		1. Kit tam añö amë irömö miyö bot danö amë pe mītö tiyo ticcīñ?
2. Amë cente opoñ caö loñe kede yī alide ajö ocatö jami ni, gīn obin oketo cente okënë kwene?		2. Ka onwoño yin ën a cente opoñ iyī caö nī no, onwoño itimmö kede ñö?

Term 3 Week 8

# Literacy 1 & 2

**Kite më cweyo kopi i papara**



woo	jebbo	nyükanyüka
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Tye jami apapat amë otio kede më cweyo kopi. Acël iyë obedo papara-okwana. Ka icweyo kopi i papara, lub chtëp magi.

**Më acël:** Cök papara amut apol amë jö otyeko kwannö okö. Yk gulu onyo citac më moggo bed adwoj. Ket becen bed a cök më cökkö papara amë onjijüdü. Wii pe wil i ketto bedo a cök kede purem më cwec amë calli kopi.

**Më aryö:** Tjijidö papara atilünö amë römö pon becen.

Tam 3 Cah 9

Öny pii amë römö nucu becen äka itë wëkkö butu naka odikko.

**Më adek:** Lÿ pii i papara okö äka itë jebbo i cinj naka dökö nyükanyüka .

**Më arwëw:** Rub ün odökö nyükanyüka nï kede gulu onyo citac më moggo amë ipimo i cinj tyën aryö äka itë jebbo abër naka dökö arwoj bala lobo më cweyo gulu.

**Më abic:** Wad itë mwöwö ilom purem äka itë lillo apawit. Mzo i it itë wëkkö woo pi römö aryö.

**Më abicël:** Ka don owoo abër, wëit okö i purem itë ketto i cenj më twö abër. Man ayë kite më cweyo kopi kede papara.

**Apeny amë kelo nitajö**

1. Papara minë amë otwëtrö cweyo i kopi?
2. Ka icweo kopi kede papara myero i cak moyo kwene?
3. Kopi amë ocweo i papara römö könynyö më timmö pö?

Tam 3 Cah 9

## Day 1

### Literacy 1

**Thematic Question:** Tuc bër a yikkö jami amë otio kede jamicwec a nwojere i kabedo wa?

**Guiding Question:** Akwannö cëkö mörö kan, lij iwiny itë kobbo iyore-iyore kit amë ocweo kede kopi i papara.

### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Yore më miyö ripot

**Sample Text:** Yikkö gin acal otöka i bökcï

Jami më tic: Lyedi, bökcï, candöl, nyonyo, del

Karë: Cawa cël

Rwöm më 1: Injölö bökcï itë piro acal otöka.

Rwöm më 2: Irwakö nyonyo itë ketto pimere ityën otöka.

Rwöm më 3: Ipiro candöl itë ketto më tyën otöka.

Rwöm më 4: Idölö nyonyo itë ketto më tuje.

<b>Writing Organizer: Yore më miyö ripot</b>	
Wii cöc	Yikkö gin acal otöka i bökcï.
Jami më tic	Lyedi, candöl, nyonyo, del, bokcï.
Kare	Cawa acël.
Rwöm më 1	Döllö bökcï itë piro acal otöka.
Rwöm më 2	Rwakkö nyonyo itë ketto opimere ika tyën otöka.
Rwöm më 3	Piro candöl itë ketto më tyën otöka.
Rwöm më 4	Döllö nyonyo itë ketto më tuje.

11.3 Yikkö jami kun itio kede jamicwec a nwojere i kabedo wa

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Kope amë ocweo ipapara römö könyö mē tīmō ŋö?

#### Literacy 2

**Writing Process:** Kite mē cöc iyore-iyore

<b>Writing Organizer:</b> Yore mē miyö ripot	
Wii cöc	
Jami mē tic	
Karë	
Rwöm mē 1	
Rwöm mē 2	
Rwöm mē 3	
Rwöm mē 4	

## Oral Literature

<b>Traditional Text</b>
<p><b>Peny wii</b>            An abedo pacu. Pollërë amarö kan a cilo tye iyë.            Abëbëa kan aŋwece ŋwe atë dwogo dan            i öt. Ka acun i dëk, awëkö pojön iyë.</p> <p>An kara aŋa?</p> <p>Agam: Lwanŋi</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

bul	<u>\o + bulo</u>	\obulo
mwod	<u>\o + mwodo</u>	\omwodo
cam	<u>\o + camö</u>	\ocamö

##### Word Structures — Extra Practice

wilö	<u>\o + wilö</u>	\owilö
cülü	<u>\o + cülü</u>	\ocülü

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Yore më miyö ripot	✓
An amïö wii cöc më ripot abër.	
An akobo iyore-iyore jami amittë më tic.	
An akobo karë amë bino tero.	
An akobo kite më tiyo iyore-iyore.	
Cëntën na cegocego daŋ nïaŋjö yot.	
Atio kede cöc cïŋ acilcillörö.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Dakatal okobo, “Mat wunu pii acil.”
2. DEO okobo, “Cwal wunu anyira i kwan.”

##### Sentence Structure — Extra Practice

Apwony dini okobo, “Mar wunu lëgö.”  
Apwony dini okobo nï jö myero mar lëgö

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cöyö cëntën otum aber	
<b>I do</b>	1. Injölö bökcí itë piro acal otöka 2. Irwakö nyonyo itë ketto opimere ityen otöka
<b>We do</b>	Ipiro candöl itë ketto më tyën otöka
<b>You Do</b>	Idölö nyonyo itë ketto më tujë

## Literacy 1 & 2

### Day 5

#### Literacy 1

##### Word Structure Assessment Test

lëgö \o + lëgö olëgö  
 lwök \o + lwökërë olwökërë  
 tedo \o + tedo otedo

##### Sentence Structure Assessment Test

1. Apwony okobo nī, icöö acil.  
Apwony okobo, "Cöö cöc acil."
2. Polici okobo nī pe myero injöl yoo ataa.  
Polici okobo, "Pe injöl yoo ataa."

##### Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

#### Literacy 2

##### Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

##### Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

##### Word Making Game

woo	njī	nyü	kö
njī	bo	dö	pa
o	ka	jeb	pa
nyü	wëk	ra	ka

##### Answers:

woo  
 jebbo  
 nyükanyüka

##### References

###### *NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: page 59

###### *NPSCU Scope and Sequence*

- Pages 53-54

## Oral Literature

### Nimayoci apwony abër

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, liñ iwiny itë kobba kit a tet obin owoto kede.

#### Dul cëkö më acël

Tic më tet onwoño obedo gin apirë tæk amë kelo cente i ciñ jö dan onwoño könyö jö iyore apol apapat.

Cwany tye adwoñjörö amë olwoño ni Kwac Nimayoci. Ën onwoño ñeye atëk i kop më tet. Ën onwoño ka më tet, ñattörö atwërë pe. Adit man görö më tio onwoño tye abinne, omiö ën të bedo kede tam ni myero epwony ikwaë ñec më tet kede kobbi gi kana amë jami më tet nwoñere iye. Ën obin olwoño ikwaë të pwonyonyo gi kede jami ducu aboño wëkkö mörö kadi acël.

Acinaci Pipinö obin omakö ñec më cweyo okëka gin kede awottërë Dolika Otityam. Dolika onwoño tye i ñec adwoñ më wiyö töl. Jurubabel Itotok obin omakö tic më bao kun yikö jami apol ayaa ibao acalö bala: köm, mëja, tana, kabat kede jami okënë apapat.

Citapwanö Ogwalogwal, Nikanori Ilëc, Yubentino Lut kede Enoci Dëdëk gi obin omakö tic më cwec kede lobo oyaa iyi kulu acalö bala cweyo: gulu, bakuli, kopi, cani kede jami më yübü kede deyo öt. Jami-ni ducu gin onwoño ocweo, omoo otë wanjö. Ikin jö opwoñyere, Jabulon Pünü dan onwoño tye iye.

#### Story Outline

##### Jö i cëkö

Pipinö, Otityam, Itotok, Ogwalogwal, Ogörö, Lut, Dëdëk, Pünü, Kic kede Otit

##### Kakarë

Pacu tuña Nimayoci kede i cuk

##### Gin otimërë

Kwac Nimayoci obin opwoñyonyo ikwaë itic apapat, ikwaë omakö tic apapat, pünü otero jami mërë amë eteto, mola a pünü orweny iyo të yënyö pe të nwoñere.

### 11.3 Yikkö jami kun itio kede jamicwec a nwojere i kabedo wa

## Oral Literature

**Apeny agëca:** Itamö nī ikwaë a Nimayoci obin omakö dirö më tet kede cwec abër?

#### Dul cëkö më aryö

Aco Jabulon Pünü obin omakö tet më nyonyo kun teto: mola, kwëri, tönj, roko, pala kede jami apol apapat. Yaa ikom pwoyere, ën obin oteto jami apol më acata kan amë ën obin otero jami mërë ni icuk më acata. Igum arac ikarë amë ën otunu i cuk, oero cannö jami magi piñ iyore-iyore më acata, obin onwojo ni mola acël acil opoto okö pe tye iyï ikina jami. Man obin omiö Jabulon owëkö jami mërë i cñj acikari më yï cuk tē yutte dök cen më wot möyö mola naca. Ën obin omöö mola naca naka a piñ iribiribi kun möö këlö piñ iwume ëntö pe tē onwojo.

Imat Otit obin onwojo Jabulon Pünü tye oketo cñjë itike akumu kun aparö kwene amola mërë twërö bedo iyë. Openye nī, “Jabulon, ñö kara adonj ikumu iyë atëk wökki?” Ën ogamö kun tanö cñjë nī, “Kom molana, kono nen atwërö nwojjo kite më nënnö molana! Piñ donj odökö acöl okö”. Otit ka owinyo oyotoyot mac ilyaa pünü nī wic cakkö möyö mola mërë okö ëntö pe obin onwojo atwal. Man ën omiö Jabulon Pünü naka tin golo piñ më möyö mola mërë amë rīk orwenyo.

Vocabulary Words		
ilyaa	iribiribi	cweyo
In the Text Questions	In My Mind Questions	
1. Ða amë obin omakö tic më bao?	1. Itamö nī ña obin ocökö jami a Jabulon Pünü i cuk?	
2. Ða obin omënyï Jabulon Pünü piñy?	2. Ðö onwojo Pünü atimö ka imat Otit pe onwojo onjöllë?	

Term 3 Week 9

# 12 Gupu mac i Gombola wa

## Literacy 1 & 2



**përëc      lyaa      jwif**

Lemo ame nyigokoppigü nyo c'etënnögi iyë nwöyë dan dwönnë winyere acacal.  
Acej oyaa odikko të bedo oyo nyangë.  
Ën omëddë i oyo nyangë.  
Ëntö lyeto të bëllö kwok i kome i jwif.  
Wanjë të menyimyi lyaa, pinyi i puk.  
Yamö të kättë anjic, ën i përëc.  
Ocej oyaa odikko të bedo pur i cej.  
Ën omëddë i pur i cej.  
Ëntö lyeto të bëllö kwok i kome i jwif.  
Gupu të tum i kome, ën i nyöë.

Tam 3. Cahë 10

Yamö të kättë anjic, ën i përëc.  
Apio oyaa odikko të bedo buta i cej.  
Ën omëddë i buta i cej.  
Ëntö lyeto të bëllö kwok i kome i jwif.  
Kome të myël i kwëkwë, ën i luje.  
Yamö të kättë anjic, ën i përëc.  
Opio oyaa odikko të bedo nyëw i cej.  
Ën omëddë i nyëw i cej.  
Ëntö lyeto të bëllö kwok i kome i jwif.  
Oryö pii të dyë atëk, dögi i mëk.  
Ën të mattö pii anjic, ën i përëc.

**Apeny amë kelo nitajö**

1. Djö oryemö lyeto i kom Acej?
2. Ocej obedo timmö nyë odikko?
3. Itamö nitajö omö Apio obedo buta i cej?

Tam 3. Cahë 10

### Day 1

#### Literacy 1

**Thematic Question:** Kob kan apapat amë gupu mac i gombola wa yaa iyë?

**Guiding Question:** Akwannö lemo mörö kan, lij iwiny itë kobba kwene a mac olyël iyë.

#### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Lemo amë nwöö dwön orwatte

**Sample Text:** Mac

Mac olyël iwii göt oo,oo

Mac olyël iwii göt oo,oo

Cök tö, cök tö, oo,oo

Cök tö, cok tö, oo,oo

otö okö ooo.

Mac olyël iyë keno oo,oo (x2)

Cök tö, cök tö, oo oo (x2)

otö okö ooo.

Mac olyël iyë öt oo,oo

Cök tö, cök tö, oo,oo

otö okö ooo.

<b>Writing Organizer:</b> Lemo amë nwöö dwön orwattë	
Pënkop	Gupu mac i gombola wa.
Nwöyë a dwön	Mac olyël i wii göt oo oo
Nwoye a dwön orwattë	Cök tö oo oo
Dulcöc onwöyë	Mac olyël iwii göt oo oo Cök tö cök tö oo oo Mac olyël i yë keno oo oo Mac olyël i yë öt oo oo

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Itamö nījō omīō Apio obedo buto i ceŋ?

#### Literacy 2

**Writing Process:** Kite më cōc iyore-iyore

<b>Writing Organizer:</b> Lemo a nwöö dwön orwattë	
Pënkop	
Nwöyë a dwön	
Nwöyë a dwön orwattë	
Dulcōc onwöyë	

## Oral Literature

<b>Traditional Text</b>
<p><b>Carokop</b>                      Iwor yite tye.                      Tere nī,                      Ka itye ikobbo nyīj danö iwor, ikarë okënë                      nwojo danö tye opannë awinyo.</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

luny	<u>luny + nyo</u>	lunynyo
duny	<u>duny + nyo</u>	dunynyo
winy	<u>winy + nyo</u>	winynyo

##### Word Structures — Extra Practice

gany	<u>gany + nyo</u>	ganynyo
yiny	<u>yiny + nyo</u>	yinynyo

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment</b>	Lemo amë nwöö dwön	✓
<b>Tool:</b>	orwattë	
Lemo na amë nwöö dwön orwattë tye kede pënkop amwönya.		
An atio kede nwöyë a dwön i lemo amë nwöö dwön orwattë më mïyö kobere malu amit.		
An atio kede nwöyë a dwön orwattë i lemo amë nwöö dwön orwattë më mïyö kobere malu amit.		
An atio kede dulcöc onwöyë i lemo amë nwöö dwön më mïyö kobere malu amit.		
An atio kede cöc ciŋ acilcillörö.		

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Apap okobbi Ojok nï wëë otögö gwen acil.
2. Nero mërë ojükkë nï wëk gali mërë bedi.

##### Sentence Structure — Extra Practice

“Cül banya na ducu” omïnnërë okobbe.

Omïnnërë okobbe nï ën myero cul banya mërë ducu.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Cïmmö nyir	
<b>I do</b>	1. Mac olyël iwi got, oo, oo 2. Mac olyël iwi got, oo, oo
<b>We do</b>	1. Mac olyël iyï keno, oo, oo 2. Mac olyël iyï keno, oo, oo
<b>You Do</b>	1. Mac olyël iyï öt, oo, oo 2. Mac olyël iyï öt, oo, oo

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

peny peny + nyo penynyoyiny yiny + nyo yinynyowany wany + nyo wanynyo

## Sentence Structure Assessment Test

1 "Bin icem wunu," Aya okobo.

Aya okobo ni jö wot cem.

2. "Liñ pe ikoki." Tota atin ojökü atinnëre

Tota atin ojökü atinnëre ni liñ pe koki.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

lya	ë	pë	bël
ñic	ï	lö	mëk
jwï	a	lu	të
nyö	je	küt	rëc

## Answers:

përec

lyaa

jwï

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: pages 56-60

*NPSCU Scope and Sequence*

- Page 56

## Oral Literature

### Apeny kara bër

**Apeny më yabbö ɲec:** An akwannö cëkö mörö kan, winy abër itë tittö kwone gupu mac amë apwony omiö otinö ojeo.

#### Dul cëkö më acël

Ninö mörö acël, Acen obin openyo pappërë nī, "Apap mac ilijtwic alyël i öt wa nī kara yaa ikwene?" Papa Acen ogamö ka acecek nī, "Yaa i kanörö olwoŋo nī Jinja." Ën omëddë kobbe nī wot kõŋ i peny apwony gī më nīaŋë iyë abër. Acen dök omëddë nī. "Apap we, kara kodi mörö alyël iöt Atim gī nu daŋ yaa ikunu?" Pappërë dök odökkë iyë nī, "Aaa, mono yaa ikom gupu a ceŋ. Acen kõŋ oliŋ anönök tē dök kobbi pappërë nī, "Apap an kom ginnö pe nīaŋa abër." Papa Acen dök okobbë nī, "Acen, atinna ŋat adonj twërö nīaŋŋi abër obedo apwony wu, diki wot kom imiī apwony nīaŋi iyë iyore abër."

Odikko mërë Acen tēkki tunu icukul aman, okato atir tē wot penynyo apwony gī kit apeny aworo epenyo i pappërë.

Apwony opwö Acen tē kobbe nī kit gupu mac aryö-nü yaa ikabedo apapat. Apwony omëddë kobbe ni ininö alübü mano, ebino miyö otinö ducu ŋeyo abër kit a gupu më kwone mac aryö nu yaa kede.

#### Story Outline

**Guti kop a kwakö cëkö:**

Deyo kan agupu mac yaa iyë.

**Kop amë kelo nīaŋö:**

Deyo kit amac cöla kede ilijtwic kelo imac.

**Kop amë kelo nīaŋö:**

Deyo ŋö otio kede më miyö mac lyël. Deyo gin alyëlö mac ipaci wa. Nēnnö ŋö otio kede më miyö mac lyël.



# 12 Gupu mac i Gombola wa

## Literacy 1 & 2

**Leo olimö pwony**



otedo	abitte	wukku
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Leo obedo owobi më mwaka aparuhic. En bedo i gombola Aboke. Tottéré marö pwonyne i kite më tic i mac iyore abër. Nindo mörö acél, tota a Leo odwogo i potö döös të nwojjo Leo otedo abër. En onwojjo owëkö mac tye alyél abitte i keno nono aboro ginörö ocibo iyë. Tottéré olwojje të kobbe ni. "Leo, ineko döj yen okö ka ityeko tede. Nwojjo yen aman odökö aték pat." "Aya we, wia onwojjo owilawila." Leo okobo. "Tjo obedo twii?" Tota a Leo opwonye. "Ginörö kam pe. Alamö ni jwani pe ameyo döj yen të dik lyél." Leo ogamö. "Leo atfina, pe imarö mäyö ..."

Term 3 Cahé 11

Tota a Leo okobo. Nindo okéni Leo otedo i makar éntö të wukku én odog ité öt. Mac të kur i lököt mac abuk. Tottéré obin opwonye ni ka tede otum, myero öny pii i makar okö pi könyö gí i tede ininö okéni.

"Ka pe itimö amannono, cepörö owaj i öt ka yamö okökö mac i makar." Tota a Leo okobo. Aco aman wék anyutti yore okéni abër me tede kun i tio kede nyij makar amörök.

"Man cijji amé atio i nyonyo éntö yji lobo. Ka imako makar, lobo ni mëdö ljeta dag të gwökö maka dik cik aboro mëdö makar. Ininö abër?" Tota a Leo opwonye. "Aya, man dog amakö abër pwony ducu amé imä. Pe dog otic i mac iyore a rac."

**Apeny amé kelo nianö**

1. Leo bedo kwene?
2. Tota a Leo onwojjo marö pwonyne i timmöö ni?
3. Pijö myero tii i makar kede yen iyore abër?

Term 3 Cahé 11

### Day 1

#### Literacy 1

**Thematic Question:** Kobba gupu mac apapat amé nwojere i gombola wa?

**Guiding Question:** Akwannö cökö mörö kan, lij iwiny ité kobba yore opore më tic igupu mac i gombola wa?

#### Literacy 2

**Writing Process:** Rwöm më göyö

pülan

**Type of Text:** Ripot amé yaa i

pënkop

**Sample Text:** Mac ilijtwic

Mac ilijtwic obedo mac amé gupu mere pii én abuku dök könyö jö tiyo tic apol. Én könyö Jö më mënyö pij kede cajij cim. Mac ilijtwic könyö më rego kede dan kweo jami i purij.

Mac ilijtwic myero otii kede iyore abër më wék jö gwök cente më tiyo tic okéni.

<b>Writing Organizer: Ripot amé yaa i pënkop</b>	
Wii cöc	Mac ilijtwic
Acakkí: Kop amé kelo nianö	Mac ilijtwic obedo mac amé pii én abuku dök könyö jö tiyo tic apol.
Kop amé kelo nianö 1	En könyö jö më tede kede göyö böñö.
Kop amé kelo nianö 2	Könyö dan jö më mënyö pij kede cajij cim.
Kop amé kelo nianö 3	Mac ilijtwic könyö më rego kede dan kweo jami i purij.
Kop amé kelo nianö 4	Mac ilijtwic myero otii kede iyore abër më wék jö gwök cente më tiyo tic okéni.

## Literacy 1 & 2

### Day 2

#### Literacy 1

**In My Mind Question:** Pīñö myero tii i makar kede yen iyore abër?

#### Literacy 2

**Writing Process:** Kite më cöc iyore-iyore

<b>Writing Organizer:</b> Ripot amë yaa i pënkop	
Wii cöc	
Acakkī: Kop amë kelo nīañö	
Kop amë kelo nīañö 1	
Kop amë kelo nīañö 2	
Kop amë kelo nīañö 3	
Kop amë kelo nīañö 4	

## Oral Literature

<b>Traditional Text</b>
<p><b>Lemo</b></p> <p>Dö kara i dyekal wa nī?                      Da kara okeli kan?                      Da oyikki tok iwi nö?                      Yin igwökkī wa jami apol.                      Yin i gwökkī wa cem apapat.                      I gwökkī wa abolo kede apapalo.                      Yin kara ibedo ñö?                      Amë pe dañ iwanynyë?                      Dërö, kiti doñ pwod bër.</p>

## Literacy 1 & 2

### Day 3

#### Literacy 1

##### Word Structures — Answers

dod	<u>dod + do</u>	doddo
lod	<u>lod + do</u>	loddo
wad	<u>wad + do</u>	waddo

##### Word Structures — Extra Practice

tud	<u>tud + do</u>	tuddo
mad	<u>mad + dö</u>	maddö

#### Literacy 2

##### Writing Process: Loddo

<b>Assessment Tool:</b> Ripot am ë yaa i pënkop	✓
Ripotta tye kede wii cöc.	
Akobo gin a pîrë tēk i yī acakkī.	
Akobo jami amë römö aryö nyo aṅwën amë cwakö gin a pîrë tēk i ripotta.	
Agikki më ripotta onwöö kobbo gin a pîrë tēk i ripotta iyore anyen.	
Atio kede anyut më cöc iyī agikki më cëntën.	

### Day 4

#### Literacy 1

##### Sentence Structure — Answers

1. Wan ojwaö öt nîñö-inîñö.
2. Wan owot gwëyö odilo kede owote wa.

##### Sentence Structure — Extra Practice

Wan/ojwaö öt nîñö-inîñö.

Wan owoto i cukul dīdik.

#### Literacy 2

##### Writing Process: Këbbörö

<b>Mini-Lesson:</b> Tic kede anyut më cöc më agikki	
<b>I do</b>	<ol style="list-style-type: none"> <li>1. Mac ilīṅtwīc obedo mac amë gupu mërë pii ën abuku dök könyö jö më tiyo tic apol</li> <li>2. Ën könyö jö më tēdo kede göyö böṅö</li> </ol>
<b>We do</b>	<ol style="list-style-type: none"> <li>1. Könyö daṅ jö më mënynyö pīṅ kede cajīṅ cim</li> <li>2. Mac ilīṅtwīc könyö më rego kede daṅ kweo jami ipurij</li> </ol>
<b>You Do</b>	Mac ilīṅtwīc myero otii kede iyore abër më wëk jö gwök cente më tiyo tic okënnë

## Literacy 1 &amp; 2

## Day 5

## Literacy 1

## Word Structure Assessment Test

dyed dyed + do dyeddogud gud + do guddolud lud + do luddo

## Sentence Structure Assessment Test

1. An amarö bino diki.

Wan omarö bino diki.

2. An aworo acamö dëk oranña.

Wan aworo ocamö dëk oranña.

## Mini-lesson Assessment Test

Create 2-3 questions to assess learners using the competencies in the mini-lesson.

## Literacy 2

## Writing Process: Cwallö bot lwak

Learners complete a final draft of their writing for the week and share their stories in small and large groups.

## Handwriting

Learners form sentences from the Word Making Game and write them with their best handwriting. Collect and assess.

## Word Making Game

o	wuk	do	yö
ceŋ	më	ko	dö
bit	te	ŋö	lye
a	rö	më	

## Answers:

tedo

abitte

wukko

## References

*NPSCU Teacher's Guide*

- Lit 1 and 2 Competences: page 30
- Oral Lit Competences: page 60

*NPSCU Scope and Sequence*

- Pages 57-59

## Oral Literature

### Ayöm owaö arwiddi

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lij iwiny itë kobba ña obin onwojo tye ayikko mac ilijtwic?

#### Dul cëkö më acël

Otyeno mörö acël, amë yamö tye akodo mot abër, Ayöm okwanyö tabo gulu mërë të cakkö wot kede i kulu më ömmö pii. Ën otunu i gudu të nënnö llëc tye ayittö yat adit acöl amë oguru ilak gudu kun waya mögö tye obëbëa iyë.

Ayöm të bollo tabo gulu pñj nï tac, të wayö arwiddi naka pacu gi. Otunu të redo nï, "Aya..., apap...llëc tye ayittö yat kede amük amë nyonyo abit tye iyë. Apap, kono inën llëc-ca ba, böñö mërë, apap, kono inen!"

#### Story Outline

##### Jö i cëkö

Ayöm, Apap, Aya, llëc

##### Kakarë

Iyoo gudu, otyeno amë yamö tye akodo mot abër.

##### Gin otimërë

Ayöm ocop kede llëc tye ayittö pöl më mac, orëtö gulu të wayö arwiddi naka pacu gi pappërë të dök kede naka idög gudu.

## 12.2 Kite më tic kede gupu mac iyore opore

# Oral Literature

**Apeny agëca:** Itamö nî pappërë obin otimö nõ?

### Dul cëkö më aryö

Pappërë të dök kede naka igudu, të nennö llëc-ca tye otweo pyërë idel të köddö i kor yat. Ën oyitö kun tye amamakö waya mögö.

Pappërë të nyërö, të kobbe nî llëc-cono tye ayübbö mac ilijtwic. Mac ilijtwic danj bër. Gupu mërë yaa i pii dam. Pii dam ayë buku. Mac cöla danj bër, gupu mërë yaa i cej. Mac amë jö tedo kede gupu mërë yaa iyen otwöö kede i makar.

Ayöm të penynyo pappërë nî, "Apap, kara waya amë obëbëa-ca, më nõ?"

Pappërë të gammë nî, "Waya nono më cwallö mac ilijtwic."

Ayöm të ye nî o o...të bwönyö. Ën dök të penynyo pappërë nî, "Kara ña opwonyo llëc kede tic më yikkö mac?"

Pappërë ogammë nî, "Opwonye mërë. Ën okwanö ticcönö akwana."

Ayöm të makkö cîj pappërë të kobbe nî, "Apap, an danj akwannö tic më yikko mac."

Pappërë të tinje malo, të kobbe ni, Atinna, mak kwan atëk, kwan bër danj mii injeo tiyo tic apol ata."

Vocabulary Words	
arwiddi	redo                      bwönyö
In the Text Questions	In My Mind Questions
1. Da obin odwökö Ayöm naka i dög gudu.	1. Itamö niñö omiö papa Ayöm obin otijö Ayöm malo?
2. Gupu më mac cöla yaa ikwene?	2. Itamö niñö omiö Ayöm obin okobbi pappërë nî ën danj ekwannö tic më yikkö mac?

Term 3 Week 11

## END-OF-TERM ASSESSMENT TERM 3

### Introduction

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

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

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

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

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

### Reading Assessments (administered individually)

#### Comprehension and Fluency Assessment

Select a text from the term for a learner to read aloud. Create three comprehension questions about the story. Have learners read the story and answer the comprehension questions.

**L3:** Reads the story and answers all questions correctly.

**L2:** Reads the story and answers 1-2 questions.

**L1:** Cannot read any sentence in the story.

#### Grammar and Vocabulary Assessment

Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask them 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.

### Spelling Assessment (administered as a group)

#### Listening Comprehension Assessment

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

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

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

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

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

### Creative Writing Assessment

Select a topic related to a sub-theme for the term. Tell learners to write a story about that sub-topic using a specific kind of writing (genre). Put the writing organizer for that genre on the chalkboard. Tell learners to use the writing organizer to plan and write their story. Make sure learners write their name. 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.

### Listening Comprehension Assessment

Select 10 words. Dictate the words one at a time and have learners write them in their exercise books. Collect and assess.

**L3:** Spells 8-10 words correctly.

**L2:** Spells 6-8 words correctly.

**L1:** Spells 5 or less words correctly.

## **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.

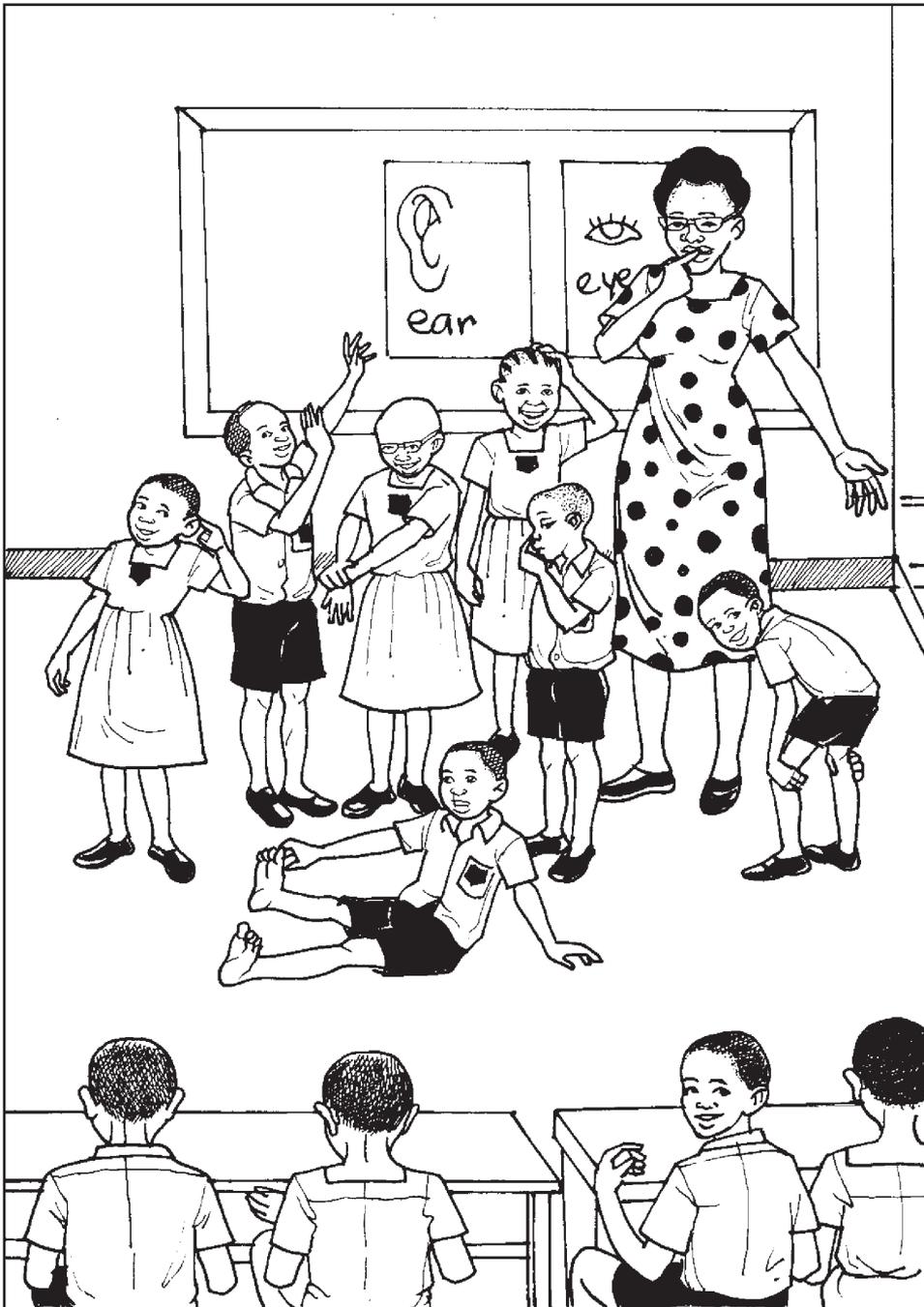
**L3:** Tells a meaningful, engaging story with excellent confidence and good expression.

**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



## Lëblaŋo Grammar Scope and Sequence

### Word Structures

<b>Term 1</b>	<b>Lesson Topic</b>
Week 1	Adding <i>ërë-</i> prefix to the given words to form possessive pronouns.
Week 2	Adding <i>-kërë</i> suffix to nouns to form possessive pronouns.
Week 3	Adding <i>-ca</i> suffix to common nouns to form possessive pronouns in singular.
Week 4	Adding <i>-e</i> suffix to common nouns to form possessive pronouns.
Week 5	Adding <i>-na</i> suffix to common nouns to form possessive pronouns.
Week 6	Adding <i>-o</i> suffix to verbs to form everyday tense.
Week 7	Adding <i>o-</i> prefix to verbs to form the past tense.
Week 8	Adding <i>a-</i> prefix to verbs to change the verb to future tense.
Week 9	Adding <i>o-</i> prefix to the verbs to form subjective pronouns.
Week 10	Adding <i>-ca</i> suffix to common nouns to form demonstrative pronouns.
Week 11	Reduplicating the root of the word words to form adverbs.
<b>Term 2</b>	<b>Lesson Topic</b>
week 1	Changing transitive verbs to intransitive reduplicating consonants.
Week 2	Collective nouns-plural is formed with no changes.
Week 3	Adding <i>-o</i> suffix to words to form verbs.
Week 4	Forming adverbs from common nouns.
Week 5	Forming possessives using <i>-ni</i> suffix.
Week 6	Adding <i>-e</i> suffix to verbs to form common nouns in plural.
Week 7	Adding <i>-i</i> suffix to form common nouns in plural form.
Week 8	Adding <i>-e</i> suffix to form common nouns plural form.
Week 9	Adding <i>-ërë</i> suffix to nouns to form possessives.
Week 10	Adding <i>-i</i> suffix to verb stem to form simple verbs.
Week 11	Adding <i>-nërë</i> suffix to nouns to form possessives.
<b>Term 3</b>	<b>Lesson Topic</b>
Week 1	Adding <i>a-</i> prefix to form subjective pronouns.
Week 2	Adding <i>o-</i> prefix to form plurals.
Week 3	Adding <i>-o</i> suffix to form verbs from nouns.
Week 4	Forming adverbs from adjectives.
Week 5	Forming adverbs from adjectives.
Week 6	Adding <i>-mögö</i> suffix to form words in an infinitive form.
Week 7	Adding <i>-lö</i> suffix to form present continuous tense.
Week 8	Using a forward slash (/) before <i>o-</i> prefix for verbs in everyday tense.
Week 9	Using a forward slash (\) and adding it to <i>o-</i> prefix for verbs in past tense.
Week 10	Adding <i>-nyo</i> suffix to simple verbs to form present continuous verbs.
Week 11	Adding suffix <i>-do</i> to simple verbs to form present continuous verbs.

## Lëblaŋo Grammar Scope and Sequence Sentence Structures

<b>Term 1</b>	<b>Lesson Topic</b>
Week 1	Using a capital at the beginning and full stop at the end of a sentence.
Week 2	Using a capital letter and an exclamation at the end of a sentence.
Week 3	Using a capital letter and question mark at the end of a sentence.
Week 4	Using <i>an</i> and <i>wan</i> first person pronouns to change from present continuous to past tense.
Week 5	Using <i>yin</i> singular and <i>wun</i> plural to change from present continuous to past tense.
Week 6	Using <i>ën</i> third person pronoun to change from present continuous to past tense.
Week 7	Using <i>gïn</i> third person pronoun present continuous to past tense.
Week 8	Adding <i>e</i> suffix to change common nouns from singular and plural.
Week 9	Changing from singular to plural by doubling the consonant on the last syllable of the object (common noun).
Week 10	Substituting <i>a</i> -prefix with <i>o</i> - prefix to change from singular to plural form.
Week 11	Changing sentences from positive to negative form using <i>bedo</i> and <i>pe bedo</i> .
<b>Term 2</b>	<b>Lesson Topic</b>
Week 1	Forming sentences using <i>inyim</i> and <i>iŋec</i> prepositions to show position.
Week 2	Forming sentences using <i>iwi</i> and <i>ite</i> prepositions to show position.
Week 3	Forming compound sentences using <i>ëntö</i> and <i>piën</i> conjunctions.
Week 4	Forming compound sentences using <i>pī</i> and <i>akaka</i> conjunctions.
Week 5	Forming compound sentences using <i>kede</i> and <i>kun</i> conjunctions.
Week 6	Forming simple sentences using <i>kede</i> and <i>gini</i> conjunctions.
Week 7	Using <i>gïn</i> and <i>wan</i> to change sentences from present continuous to future tense.
Week 8	Forming sentences using nouns whose plural forms do not change.
Week 9	Changing from singular to plural by doubling the consonant on the last syllable of the object (common noun).
Week 10	Forming sentences using either <i>bot</i> or <i>baŋ</i> preposition.
Week 11	Forming sentences using <i>tu</i> and <i>idyere</i> preposition.
<b>Term 3</b>	<b>Lesson Topic</b>
Week 1	Substituting <i>-i</i> suffix on the verb stem with <i>-e</i> to change from present to future tense.
Week 2	Adding <i>-gi</i> suffix, <i>-wu</i> to the verb stem to change from present to future tense.
Week 3	Using <i>an</i> and <i>wan</i> personal pronouns to change sentences from present to past tense.
Week 4	Using <i>yin</i> pronoun (singular and plural) to change the tense from present to past.
Week 5	Using forward and backward slashes to show a change from everyday tense to past tense.
Week 6	Using forward and backward slashes to show a change from everyday tense to past tense.
Week 7	Using <i>-mögö</i> suffix for plural nouns to show a change from present to past tense.
Week 8	Using <i>-lërë</i> and <i>-lörö</i> for plural nouns to show a change from present to past tense.
Week 9	Changing from direct to indirect speech (with quotation marks).
Week 10	Changing from indirect speech (with quotation marks) to direct speech.
Week 11	Using <i>an</i> and <i>wan</i> independent pronouns for singular and plural.

## Mini-lesson Overview

<b>Mini-lesson #1: Capitalisation</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• The first word in a sentence is always capitalized.</li> <li>• Proper nouns are always capitalized.</li> <li>• Proper nouns are the names of people and places.</li> <li>• Proper nouns can also be the names of a business or organisation.</li> </ul>
<b><i>Practice:</i></b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. my family went to the wedding.</li> <li>2. he can't wait to go swimming in masaka.</li> <li>3. riding a bike to arua city park is great fun!</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. the school is next to the wakiso justice centre.</li> <li>2. kampala parents' grammar school is really beautiful.</li> <li>3. the mukasa family has a toyota truck.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. my family is going to uchumi supermarket.</li> <li>2. it takes a lot of money to buy shoes from bata.</li> <li>3. his sister's name is martha.</li> </ol>
<b><i>Answers:</i></b>	
<b><i>I do.</i></b>	<ol style="list-style-type: none"> <li>1. <i>My family went to the wedding.</i></li> <li>2. <i>He can't wait to go swimming in Masaka.</i></li> <li>3. <i>Riding a bike to Arua City Park is great fun!</i></li> </ol>
<b><i>We do.</i></b>	<ol style="list-style-type: none"> <li>1. <i>The school is next to the Wakiso Justice Centre.</i></li> <li>2. <i>Kampala Parents' Grammar School is really beautiful.</i></li> <li>3. <i>the Mukasa Family has a Toyota truck.</i></li> </ol>
<b><i>You do.</i></b>	<ol style="list-style-type: none"> <li>1. <i>My family is going to Uchumi Supermarket.</i></li> <li>2. <i>It takes a lot of money to buy shoes from Bata.</i></li> <li>3. <i>His sister's name is Martha.</i></li> </ol>

## Mini-lesson Overview

<b>Mini-lesson #2: Using Commas</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Use a comma to separate items in a series of three or more items. (Do NOT put a comma before or after “and” or “or”.)</li> <li>• Use a comma to separate a direct quotation from the rest of a sentence.</li> <li>• The comma goes <i>outside the quotes</i> when the quote is at the end of the sentence.</li> <li>• The comma goes <i>inside the quotes</i> when the quote starts the sentence.</li> </ul>
<b>Practice:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. Joseph Jane Mary and James went to the park.</li> <li>2. Mary said “I am tired and I want to go home.”</li> <li>3. “That is my hat” said Paul.</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. The teacher said “Take out your books.”</li> <li>2. There were apples bananas mangos and pineapples for sale.</li> <li>3. “Let’s go to the market” suggested Martha.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. Dogs cats chickens and ducks were near the house.</li> <li>2. “I like bananas” said Tom.</li> <li>3. Mother said to Mary “Time to wash your clothes.”</li> </ol>
<b>Answers:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. <i>Joseph, Jane, Mary and James went to the park.</i></li> <li>2. <i>Mary said, “I am tired and I want to go home.”</i></li> <li>3. <i>“That is my hat,” said Paul.</i></li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. <i>The teacher said, “Take out your books.”</i></li> <li>2. <i>There were apples, bananas, mangos and pineapples for sale.</i></li> <li>3. <i>Let’s go to the market,” suggested Martha.</i></li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. <i>Dogs, cats, chickens and ducks were near the house.</i></li> <li>2. <i>“I like bananas,” said Tom.</i></li> <li>3. <i>Mother said to Mary, “Time to wash your clothes.”</i></li> </ol>

## Mini-lesson Overview

<b>Mini-lesson #3: End Punctuation</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• A <b>full stop</b> is used at the end of most sentences. It tells the reader to make a long pause.</li> <li>• An <b>exclamation mark</b> is used to show a command: “STOP!” It is also used to show surprise or excitement: “Oh no!”</li> <li>• A <b>question mark</b> is used to show that a person is asking a question: “Are you feeling okay?”</li> </ul>
<b>Practice:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. Today is the first day of the week</li> <li>2. What did you do yesterday</li> <li>3. Wow, seeing a real lion is exciting</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. Where did you find your book</li> <li>2. It was raining all day</li> <li>3. Stop running in the classroom</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. The children played all afternoon</li> <li>2. The fire is coming nearer</li> <li>3. Where were you this morning</li> </ol>
<b>Answers:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. <i>Today is the first day of the week.</i></li> <li>2. <i>What did you do yesterday?</i></li> <li>3. <i>Wow, seeing a real lion is exciting!</i></li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. <i>Where did you find your book?</i></li> <li>2. <i>It was raining all day.</i></li> <li>3. <i>Stop running in the classroom!</i></li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. <i>The children played all afternoon.</i></li> <li>2. <i>The fire is coming nearer!</i></li> <li>3. <i>Where were you this morning?</i></li> </ol>

## Mini-lesson Overview

Mini-lesson #4: Using Quotation Marks	
<b>Content</b>	<ul style="list-style-type: none"> <li>Put quotation marks around a speaker's exact words.</li> </ul>
	<b>Practice:</b>
<b>I do.</b>	<ol style="list-style-type: none"> <li>James said, I don't want to go.</li> <li>I am selling mangos, said the girl.</li> <li>Who ate my banana? asked Mary.</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>Where is my money? demanded the shopkeeper.</li> <li>The people cried, Let us in! Let us in!</li> <li>Here is my homework, Martin said to his teacher.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>John asked, Where is the fruit?</li> <li>That is a beautiful dress! exclaimed Mother.</li> <li>Let's go visit Grandmother, said Betty.</li> </ol>
	<b>Answers:</b>
<b>I do.</b>	<ol style="list-style-type: none"> <li>James said, "I don't want to go."</li> <li>"I am selling mangos," said the girl.</li> <li>"Who ate my banana?" asked Mary.</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>"Where is my money?" demanded the shopkeeper.</li> <li>The people cried, "Let us in! Let us in!"</li> <li>"Here is my homework," Martin said to his teacher.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>John asked, "Where is the fruit?"</li> <li>"That is a beautiful dress!" exclaimed Mother.</li> <li>"Let's go visit Grandmother," said Betty.</li> </ol>

## Mini-lesson Overview

<b>Mini-lesson #5: Writing Complete Sentences</b> (modify according to the rules in your language)	
<b>Content</b>	<ul style="list-style-type: none"> <li>• A sentence has to tell a whole thought. It has to make sense.</li> <li>• Every sentence has two main parts: the <b>subject</b> and the <b>predicate</b>.</li> <li>• The <b>subject</b> is the person, place or thing that is doing something or being described. The subject has a noun.</li> <li>• The <b>predicate</b> tells what happens in the sentence. It has a verb.</li> </ul>
<b>Practice:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. My friend Rosa came to my house.</li> <li>2. The football player scored a goal.</li> <li>3. My cat caught a mouse.</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. My brother eats ice cream.</li> <li>2. My grandmother lives with us.</li> <li>3. Dust falls from the sky.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. Your dog barked all night.</li> <li>2. The school was closed yesterday.</li> <li>3. The screaming children scared the dog.</li> </ol>
<b>Answers:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. My <u>friend Rosa</u> - <u>came to my house</u>.</li> <li>2. The <u>football player</u> - <u>scored a goal</u>.</li> <li>3. My <u>cat</u> - <u>caught a mouse</u>.</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. My <u>brother</u> - <u>eats ice cream</u>.</li> <li>2. My <u>grandmother</u> - <u>lives with us</u>.</li> <li>3. <u>Dust</u> - <u>falls from the sky</u>.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. Your <u>dog</u> - <u>barked all night</u>.</li> <li>2. The <u>school</u> - <u>was closed yesterday</u>.</li> <li>3. The <u>screaming children</u> - <u>scared the dog</u>.</li> </ol>

## Mini-lesson Overview

Mini-lesson #6: Simple & Compound Sentences	
<b>Content</b>	<ul style="list-style-type: none"> <li>• A simple sentence tells one complete thought.</li> <li>• A compound sentence is made up of two simple sentences whose ideas are related.</li> <li>• They are joined by a conjunction (and, or, but, etc.).</li> <li>• Sometimes it is better to write two simple sentences. Sometimes a compound sentence is better.</li> <li>• The exercises below give learners the opportunity to combine two simple sentences into one compound sentence AND to take one compound sentence and make two simple sentences.</li> </ul>
	<b><i>From simple to compound:</i></b>
<b>I do.</b>	1a. The rain lasted for days. There was little flooding. 1b. <i>The rain lasted for days <u>but</u> there was little flooding.</i>
<b>We do.</b>	2a. The food was left on the table. An animal took it. 2b. <i>The food was left on the table <u>and</u> an animal took it.</i>
<b>You do.</b>	3a. The dog barked at the girl. The girl was not afraid. 3b. <i>The dog barked at the girl <u>but</u> she was not afraid.</i>
	<b><i>From compound to simple:</i></b>
<b>I do.</b>	1a. Sam wants to visit Nairobi <u>and</u> Tom wants to visit Kigali. 1b. <i>Sam wants to visit Nairobi. Tom wants to visit Kigali.</i>
<b>We do.</b>	2a. I like to play football <u>and</u> I like to sing in the choir. 2b. <i>I like to play football. I like to sing in the choir.</i>
<b>You do.</b>	3a. Fred took a photograph <u>but</u> it was too dark. 3b. <i>Fred took a photograph. It was too dark.</i>

## Mini-lesson Overview

<b>Mini-lesson #7: Run-on Sentences</b>	
<b>Content</b>	<p>A <b>run-on sentence</b> is a sentence with two or more complete thoughts which are not joined together properly.</p> <p>To correct these sentences, you can:</p> <p>A. Separate the thoughts using punctuation.</p> <p>B. Separate the thoughts using a conjunction.</p>
<b>Practice:</b>	
<b>I do.</b>	<p>Run-on: I don't like learning English it makes me tired.</p> <p>A. <i>I don't like learning English. It makes me tired.</i></p> <p>B. <i>I don't like learning English because it makes me tired.</i></p>
<b>We do.</b>	<p>Run-on: Don't run in the house it's too dangerous.</p> <p>A. <i>Don't run in the house. It's too dangerous.</i></p> <p>B. <i>Don't run in the house because it's too dangerous.</i></p>
<b>You do.</b>	<p>Run-on: I wrote a letter it didn't get there.</p> <p>A. <i>I wrote a letter. It didn't get there.</i></p> <p>B. <i>I wrote a letter but it didn't get there.</i></p>
<b>More Practice:</b>	
<b>I do.</b>	<p>Run-on: My mother is coming to visit she will arrive next week.</p> <p>A. <i>My mother is coming to visit. She will arrive next week.</i></p> <p>B. <i>My mother is coming to visit and she will arrive next week.</i></p>
<b>We do.</b>	<p>Run-on: I'm going to college I want to be a doctor.</p> <p>A. <i>I'm going to college. I want to be a doctor.</i></p> <p>B. <i>I'm going to college because I want to be a doctor.</i></p>
<b>You do.</b>	<p>Run-on: My car got a puncture I won't make it to the wedding.</p> <p>A. <i>My car got a puncture. I won't make it to the wedding.</i></p> <p>B. <i>My car got a puncture so I won't make it to the wedding.</i></p>

## Mini-lesson Overview

<b>Mini-lesson #8: Identifying Nouns</b>	
<b>Content</b>	<p><b>Nouns:</b> are words that name a person, place or thing. <u>Examples:</u> girl, Aunt Mary, carpenter, ocean, Kampala, home, hat, cow, broom.</p> <p>There are two main types of nouns:</p> <ul style="list-style-type: none"> <li>• <b>Proper Nouns:</b> are names of specific people or places. They begin with a capital letter. <u>Examples:</u> Kampala, Aunt Mary.</li> <li>• <b>Common Nouns:</b> begin with lower case letters (unless at the beginning of a sentence). <u>Examples:</u> girl, ocean, hat.</li> </ul>
<b>Practice:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. John likes to play football.</li> <li>2. Joe eats an apple.</li> <li>3. The flowers are in the vase.</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. The team has won three games.</li> <li>2. The dog sleeps in the house.</li> <li>3. The doctor lives in my village.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. Sarah lost her book.</li> <li>2. The fish swims in the Lake Victoria.</li> <li>3. The car is driving to Kampala.</li> </ol>
<b>Answers:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. <u>John</u> likes to play <u>football</u>.</li> <li>2. <u>Joe</u> eats an <u>apple</u>.</li> <li>3. The <u>flowers</u> are in the <u>vase</u>.</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. The <u>team</u> has won three <u>games</u>.</li> <li>2. The <u>dog</u> sleeps in the <u>house</u>.</li> <li>3. The <u>doctor</u> lives in my <u>village</u>.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. <u>Sarah</u> lost her <u>book</u>.</li> <li>2. The <u>fish</u> swims in the <u>Lake Victoria</u>.</li> <li>3. The <u>car</u> is driving to <u>Kampala</u>.</li> </ol>

## Mini-lesson Overview

<b>Mini-lesson #9: Identifying Verbs</b>	
<b>Content</b>	<p><b>Verbs</b> are action words. A verb tells what the subject does, is, or what happens to it. (Ask: What is subject doing? Answer: A verb.)</p> <ul style="list-style-type: none"> <li>• Kayla smiled at the teacher. <i>What did Kayla do? Kayla <u>smiled</u>.</i></li> <li>• The car raced to the hospital. <i>What did the car do? The car <u>raced</u>.</i></li> <li>• Maria was lost in the woods. <i>What happened to Maria? Maria <u>was lost</u>.</i></li> </ul>
<b>Practice:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. The dog barked at the car.</li> <li>2. The student studied for the test.</li> <li>3. The bicycle crashed into the wall.</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. Sally read the book for 30 minutes</li> <li>2. The teacher taught a math lesson.</li> <li>3. I sing in the choir with my friends.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. The cat ran up the tree.</li> <li>2. The dog sat on the rug.</li> <li>3. The baby cries when Mary teases him.</li> </ol>
<b>Answers:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>1. <i>The dog <u>barked</u> at the car.</i></li> <li>2. <i>The student <u>studied</u> for the test.</i></li> <li>3. <i>The bicycle <u>crashed</u> into the wall.</i></li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>1. <i>Sally <u>read</u> the book for 30 minutes</i></li> <li>2. <i>The teacher <u>taught</u> a math lesson.</i></li> <li>3. <i>I <u>sing</u> in the choir with my friends.</i></li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>1. <i>The cat <u>ran</u> up the tree.</i></li> <li>2. <i>The dog <u>sat</u> on the rug.</i></li> <li>3. <i>The baby <u>cries</u> when Mary teases him.</i></li> </ol>

## Mini-lesson Overview

<b>Mini-lesson #10 – Using Describing Words</b>	
<b>Content</b>	<p>One way to improve your writing is to include more describing words. Describing words help the reader understand the characters and setting better. They can make the action of the story more interesting, exciting or suspenseful.</p> <p>Tell learners to look for the nouns and verbs in their stories. Ask them to think of describing words that can be added to the noun or verb to give a clearer picture of what is happening. Here is an example:</p> <ul style="list-style-type: none"> <li>The <u>dog</u> <u>barked</u> at the <u>girl</u>. (Nouns underlined once. Verb underlined twice.)</li> </ul> <p>Here is a new sentences with describing words added:</p> <ul style="list-style-type: none"> <li>The <b>angry</b> dog barked <b>loudly</b> at the <b>frightened, little</b> girl.</li> </ul>
<b>Practice:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li>The boy rode his bike to school.</li> <li>The police officer ran to the accident.</li> <li>The clouds moved through the sky.</li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li>The house is on a street.</li> <li>The family ate dinner.</li> <li>The cat walked through the grass.</li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li>The winner celebrated his victory.</li> <li>A thief took the woman’s purse.</li> <li>The book fell off the table.</li> </ol>
<b>Possible Answers:</b>	
<b>I do.</b>	<ol style="list-style-type: none"> <li><i>The teen-aged boy rode his old, rusty bike to school as slowly as possible.</i></li> <li><i>The brave police officer ran hastily to the terrible, life-threatening accident.</i></li> <li><i>The puffy, white clouds moved leisurely through the pink, evening sky.</i></li> </ol>
<b>We do.</b>	<ol style="list-style-type: none"> <li><i>The old, brick house is on a quiet, isolated street.</i></li> <li><i>The big, bustling family noisily ate their hot, tasty dinner with joy.</i></li> <li><i>The silent, stalking cat walked noiselessly through the tall, brown grass.</i></li> </ol>
<b>You do.</b>	<ol style="list-style-type: none"> <li><i>The exhausted winner joyously celebrated his hard-won victory.</i></li> <li><i>A small, wily thief stealthily took the old woman’s moth-eaten purse.</i></li> <li><i>The large, ancient book fell off the marble table with a loud bang.</i></li> </ol>

## Handwriting Guidelines for Primary 3

What are the handwriting competences in P3?

P3 learners should be able to demonstrate two competences.

- sit properly and holds the pencil correctly when writing.
- write letters with correct starting point, formation and direction (left to right).

These two competences can be translated into 6 observable handwriting behaviours to assess:

1. Sitting posture (This may not be possible to assess if learners don't sit at desks.)
2. Pencil grip
3. Starting point
4. Letter formation
5. Direction (left to right)
6. Spacing between letters and words

The literacy component addressed during handwriting is primarily handwriting **fluency**. Regular practice of letter formation will also support learners' knowledge of **alphabetic principle**.

### What instructional methods do we use to teach handwriting in P3?

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

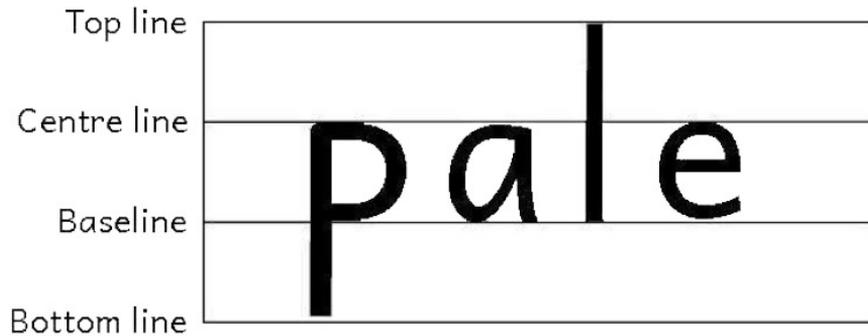
Tracing: After air writing and before writing in their exercise books, learners trace the letters in the pupil book.

The Letter Formation Phrase: When forming the letter in the air or on the chalkboard the teacher uses a simple phrase to help learners remember the correct formation.

I Do-We Do-You Do: Handwriting instruction follows this standard model of 1) teacher demonstration; 2) whole class practice; 3) individual assessment.

The Four Guidelines: These lines correspond to the lines in the exercise book. Pupils use the guidelines to support correct letter formation. The four guidelines are illustrated on the following page.

# The 4 Handwriting Guidelines



The names for these four lines have been translated into your local language. They can be found in the glossary of this teacher's guide.

Don't expect learners to master using the guidelines until the middle of Term 2. Be patient. Learning good handwriting takes daily practice over many, many months.

## **What about left-handed writers and other special needs learners?**

Learners who favour their left-hand for writing should not be forced to use their right hand. Special considerations for left-handed learners include:

- Identify left-handed writers as early as possible so that appropriate interventions can begin.
- Seat left-handed learners at the left end of a desk so they have enough space to write and do not interfere with right-handed learners.
- Demonstrate air writing for both right- and left-handed learners.

Modifications for learners with physical disabilities or visual challenges should be considered on an individual basis.

## P3 Writing Approach

Primary 3 is a very important year for our learners. It marks the transition from 'learning to read' to 'reading to learn'. This year also means preparing the pupils for Primary 4 where the content will be subject-based and presented in English textbooks.

In P3, pupils will be exposed to a wide variety of different types of texts, also known as 'genres'. Literacy 1 and Literacy 2 are integrated through the stories, reports and poems in the pupil book. Each week the Literacy 1 text provides a model of the pupils' writing task for the week. Primary 3 introduces four major types of writing learners will interact with. Each of these types has several sub-types, all of which will help P3 pupils 'read to learn'. Here is an outline of the types of writing P3 learners will address in both Literacy 1 and 2:

### 1. Narrative Writing

- Fiction Story
- Real Life Story
- Play writing/drama

### 2. Informative Writing

- Thematic Report
- News Story
- 'How To' Report
- Biography

### 3. Persuasive Writing

- Opinion Letter
- Persuasive Poster
- Editorial

### 4. Poetic Writing

- Acrostic Poem
- Alliteration Poem
- Riddle Poem
- Song
- Rhyme Poem

The Primary 2 writing process used on Days 1 and 3 had three steps (plan, draft, revise). In P3 this process is extended to include two more steps (plan, draft, revise, edit and publish). By using a five-step process (one step for each day of the week) the learners experience taking a piece of writing through all the steps in the writing process. Each week pupils will receive a writing organiser, an assessment tool and a mini-lesson to ensure they understand and can implement the writing assignment for the week.

A brief description of the activities on each day of the Literacy 2 writing process, as well as a description of the writing organisers, assessment tools and mini-lessons teachers will use with their pupils is found on the pages that follow.

## Outline of the Weekly Writing Process

### **Day 1: Planning**

- Teacher defines and describes the type of writing for the week.
- Teacher models the use of the writing organiser.
- Teacher and learners brainstorm possible topic ideas.
- Learners use the writing organiser to plan their writing topic.

### **Day 2: Drafting**

- Teacher reviews the writing organiser for the week.
- Learners write their first draft, also known as the 'sloppy copy'.
- Learners focus on getting as many creative ideas down on paper as possible and do NOT focus on writing conventions like handwriting or spelling which will be addressed later in the week.

### **Day 3: Revising**

- Teacher introduces the assessment tool.
- Learners read and review their first draft individually and with a partner using the assessment tool.
- Learners make changes to improve the content of their writing.

### **Day 4: Editing**

- Teacher presents a mini-lesson to the class on a topic determined by the teacher.
- Learners check their writing for spelling, Capitalisation and punctuation.
- Learners begin writing a final copy. This is when they focus more on spelling and handwriting.

### **Day 5: Publishing**

- Teacher helps learners prepare their final writing and illustrations.
- Learners prepare a final draft for the 'class book'.
- Learners illustrate their final text when appropriate.
- Learners share their writing in small and large groups.
- Teacher displays classroom writing.
- Everyone celebrates the creation of a new story, text or report in their local language!

## Other Teacher Support Tools for Literacy 2

### Writing Organisers

Writing organisers (also known as graphic organisers) are tools that help writers plan their writing for the week. The writing organiser is introduced on Day 1. Teachers will find a complete list of writing organisers in this appendix along with a brief definition of the type of writing and a model text. Each week the specific writing organiser used is found in the Weekly Lesson Support section of the teacher's guide along with a sample text.

Teachers may be inclined to fill in the writing organiser from top to bottom, starting with the title and working down. This is not how the writing organiser is intended to be used. In fact, the title is often the *last* line to be filled in, even though it is on the first line of the organiser. Instead, the writing organiser should be filled in as ideas for a topic develop. For example, you may have a specific problem you want to address in your fiction story, so this is the first row you fill in. Another week, you may know that you want to write a story that takes place in a certain setting so you begin from that row. Ultimately, the writing organiser is just a tool to help the learners outline their ideas. Once a first draft is completed on Tuesday there should no longer be a need to focus on the writing organiser. Instead, the focus turns to the draft itself and the assessment tool.

### Assessment Tools

Assessment tools (also known as rubrics) help the teacher and learners identify and evaluate key elements in the writing for the week. Each writing organiser has a corresponding assessment tool, which is included in this appendix. The assessment tools make it possible for pupils to identify how to improve their writing. They also help the teacher to assess learners' work. The teacher presents the assessment tool to learners on Day 3. As the pupils do their revising and editing they check their writing against the assessment tool as they develop their final draft.

### Mini-lessons

A mini-lesson is a 15 minute whole class activity presented on Day 4 as part of the editing process. The mini-lesson provides direct instruction on a variety of conventions related to good writing. Teachers can also develop their own mini-lessons on other topics. Here is a list of the ten mini-lesson topics provided in this teacher's guide.

Mini-lesson topics:

1. Capitalisation
2. Using Commas
3. Using End Punctuation
4. Using Quotation Marks
5. Writing Complete Sentences
6. Simple and Compound Sentences
7. Run-on Sentences
8. Identifying Nouns
9. Identifying Verbs
10. Using Describing Words

## **TYPE OF WRITING #1: NARRATIVE WRITING**

Learners create original stories from their imaginations, retell familiar cultural stories and write stories about events in their own lives. Narrative writing can be fiction or non-fiction. The learners' writing should have a beginning, middle and ending. It should have well-developed characters, setting and action (or plot).

**Fiction Story:** A made-up story that is created from the writer's imagination.

<b>Writing Organiser: Fiction Story</b>	
<b>Title</b>	<ul style="list-style-type: none"><li>• Can you summarise the story in a few attention-grabbing words?</li></ul>
<b>Character(s)</b>	<ul style="list-style-type: none"><li>• Who are the actors in the story?</li></ul>
<b>Setting</b>	<ul style="list-style-type: none"><li>• When and where does story take place?</li></ul>
<b>Problem</b>	<ul style="list-style-type: none"><li>• What problem does the main character face?</li></ul>
<b>Action: <i>Beginning</i></b>	<ul style="list-style-type: none"><li>• Introduce the characters and setting.</li></ul>
<b>Action: <i>Middle</i></b>	<ul style="list-style-type: none"><li>• Describe the problem the characters face.</li></ul>
<b>Action: <i>Ending</i></b>	<ul style="list-style-type: none"><li>• Find a solution to the problem and conclude the story.</li></ul>

<b>Assessment Tool: Fiction Story</b>	✓
My story has an eye-catching title.	
My story has interesting characters.	
I identify the setting of my story.	
I introduce a problem to be solved.	
My story has a beginning, middle and an ending.	
I use my best handwriting.*	

\* The teacher can substitute another assessment criterion in the last box.

### **Sample Fiction Story: Mary's Tears**

Mary is six years old. She is usually happy, but today she is crying. Tomorrow is her first day of school. She is scared.

Mary's friend Faridah comes to visit. Faridah says she will walk with Mary to school. Mary dries her tears. She is happy to walk to school with her friend.

**Real Life Story:** A story that relates an experience that has happened to the writer in his or her real life. A real life story is told in the first person, i.e. uses the pronouns 'I' and 'me'.

Writing Organiser: Real Life Story	
<b>Title</b>	• Can you summarise the story in a few words?
<b>Character(s)</b>	• Who are the actors in the story?
<b>Setting</b>	• When and where does story take place?
<b>Problem</b>	• What problem does the main character face?
<b>Action: Beginning</b>	• Introduce the characters and setting.
<b>Action: Middle</b>	• Describe the problem the characters face.
<b>Action: Ending</b>	• Describe the solution to the problem.

Assessment Tool: Real Life Story	✓
My story has an interesting title.	
I am a character in the story.	
I describe the setting of my story.	
I introduce a problem to be solved.	
My story has a beginning, middle and an ending.	
My story uses the pronouns 'I' and 'me'.*	

\* The teacher can substitute another assessment criterion in the last box.

**Sample Real Life Story: A Great Rainy Day!**

One day it rained like crazy! My friend Susan and I decided to slide down a muddy hill on banana leaves. Susan went first. I followed behind her. We slid down the hill fast. Susan slid into a tree! Then I slid into Susan.

'Are you hurt?' I asked.

'No,' she said. 'Let's do it again!'

Susan and I had a lot of fun sliding down the hill that day.

**Play writing/drama:** A short play. A play is made up of dialogue between characters. The characters' names are indicated along the left-hand margin. Directions for the characters should be written inside brackets.

Writing Organiser: Play	
<b>Title</b>	• Can you summarise the play in a few words?
<b>Character(s)</b>	• Who are the characters in the play?
<b>Setting</b>	• When and where does the play take place?
<b>Problem</b>	• What problem does the main character face?
<b>Action: Beginning</b>	• Introduce the characters and setting.
<b>Action: Middle</b>	• Describe the problem the characters face.
<b>Action: Ending</b>	• Describe the solution to the problem.

Assessment Tool: Play	✓
My play has a title that will interest the reader.	
My play has interesting characters.	
I describe the setting of my play.	
I introduce a problem to be solved.	
My play has a beginning, middle and an ending.	
The character names are written first, followed by a colon. Directions are in brackets.	
I use a colon after the character's name.*	

\* The teacher can substitute another assessment criterion in the last box.

### Sample Play: A True Friend

(Betty and Mary are in P3. They are at school. It is break time.)

**MARY:** (sounding worried) Oh, no!

**BETTY:** What's the matter?

**MARY:** (frantically searching her pockets) I can't find my money! I will have nothing to eat!

**BETTY:** Calm down. It will be okay. How much money did you lose?

**MARY:** (relaxing) 200 shillings.

**BETTY:** I found 200 shillings at the school gate this morning. It must be yours.

## **TYPE OF WRITING #2: INFORMATIVE WRITING**

Learners write texts that inform, instruct or explain something to the reader. P3 learners will write thematic reports, news stories, biographies and 'how to' reports.

**Thematic Report:** A thematic report provides the reader with factual information about a topic. It usually relates to the theme or sub-theme for the week.

<b>Writing Organiser: Thematic Report</b>	
<b>Title</b>	<ul style="list-style-type: none"><li>• Summarise the report in a few words.</li></ul>
<b>Introduction: Main Idea</b>	<ul style="list-style-type: none"><li>• Introduce the main idea of the report.</li></ul>
<b>Supporting Idea 1</b>	<ul style="list-style-type: none"><li>• Provide a supporting idea or fact.</li></ul>
<b>Supporting Idea 2</b>	<ul style="list-style-type: none"><li>• Provide a supporting idea or fact.</li></ul>
<b>Supporting Idea 3</b>	<ul style="list-style-type: none"><li>• Provide a supporting idea or fact.</li></ul>
<b>Conclusion: Main Idea</b>	<ul style="list-style-type: none"><li>• Restate the main idea.</li></ul>

<b>Assessment Tool: Thematic Report</b>	✓
My report has a title.	
I state the main idea in the introduction.	
I provide 2-4 ideas that support the main idea.	
My conclusion restates the main idea in a new way.	
I use correct punctuation at the end of a sentence.*	

*\* The teacher can substitute another assessment criterion in the last box.*

### **Sample Thematic Report: Parts of an Elephant**

The body of an elephant has many interesting features. Each body part helps the elephant in a different way.

An elephant's ears are very large. They help the elephant stay cool. The elephant's tusks can be used for defence. They are made of ivory. The trunk is probably the elephant's most famous feature. Elephants use their trunk like we use our hands. With their trunks elephants eat food, greet friends and caress their babies.

Elephants are amazing animals with body parts that each have a special job to do.

**News Story:** A news story provides a factual report about something the learner has seen and heard. News stories usually focus on current events in the community.

<b>Writing Organiser: News Story</b>	
<b>Title</b>	• Summarise the news story in a few words.
<b>Who?</b>	• Who are the main characters?
<b>Where?</b>	• Where did the event happen?
<b>When?</b>	• When did it happen?
<b>What?</b>	• What interesting things happened?
<b>How?</b>	• How did the event unfold, step-by-step?
<b>Why?</b>	• Why did the event take place?
<b>Conclusion</b>	• Summarise or restate the main ideas in the story.

<b>Assessment Tool: News Story</b>	✓
My news story has a title.	
My news story tells the main characters and setting.	
My news story explains what happens.	
My news story explains why it happened.	
My news story tells the events in time order.	
My news story has a conclusion.	
I have spelled all the words correctly in my news story.*	

\* The teacher can substitute another assessment criterion in the last box.

### **Sample News Story: Making Bricks for Profit**

Mr Mudondo is a successful brick maker. His brick-making business is next to the swamp near the main road into town.

Every day except Sunday you can find Mr. Mudondo making bricks for sale. He begins by mixing the clay with water using his feet. Then he puts the soft clay into the wooden frame. He lays the new bricks on grass to dry them. When they are dried, he fires them in a kiln.

Mr. Mudondo sells his finished bricks for 300 shillings each. With this money he has built a house and sent his children to good schools. Making bricks is hard work but it is profitable.

**Biography:** The true story of a person’s life. It describes the important events in a person’s life and shows how the person influenced the lives of others.

<b>Writing Organiser: Biography</b>	
<b>Title</b>	• Summarise the person’s life in a few words.
<b>Who?</b>	• Who is this biography about?
<b>Where?</b>	• Where was the person born and raised?
<b>When?</b>	• When did the main events in the person’s life happen?
<b>What?</b>	• What challenges did the person face in his/her life?
<b>How?</b>	• How did the person meet challenges in his/her life?
<b>Why?</b>	• Why is this person’s life important?
<b>Conclusion</b>	• Summarise and restate the main ideas in the biography.

<b>Assessment Tool: Biography</b>	✓
My biography has a title.	
My biography describes the main characters.	
My biography tells the main events in the person’s life and when and where they happened.	
My biography includes some challenges the person faced and how he or she solved them.	
My biography explains why the person was important in the lives of others.	
My biography tells the events in time order.*	

\* The teacher can substitute another assessment criterion in the last box.

**Sample Biography: My Grandmother the Leader**

My grandmother’s name is Akello Martha. She is a strong woman. She has been a leader all her life.

My grandmother was born about 50 years ago in Apac District. She was the first girl in her village to go to school. She trained to be a primary school teacher. Then she became a head mistress. Now she runs her own nursery school in Lira.

My grandmother has helped to educate many people in her lifetime, including me. I am grateful to have such a strong and educated woman as my grandmother.

**‘How To’ Report:** A step-by-step description of how to do or make something. It is usually written using short, imperative sentences. Learners write two forms. The ‘step-by-step’ form uses numbered steps. The ‘paragraph form’ is written like a report.

Writing Organiser: ‘How To’ Report	
<b>Title</b>	<ul style="list-style-type: none"> <li>The title usually begins, ‘How to...’</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Describe the materials needed to do the task.</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>Describe the amount of time it will take.</li> </ul>
<b>Steps</b>	<ul style="list-style-type: none"> <li>Describe the first step.</li> <li>Continue with the other steps in order.</li> <li>The final step should include a summary statement.</li> </ul>

Assessment Tool: ‘How To’ Report	✓
I have given the report a good title.	
I have described the materials needed to do the task.	
I have described how long it will take.	
I give the instructions in the right order.	
My sentences are short and easy-to-understand.	
I used my best handwriting.*	

\* The teacher can substitute another assessment criterion in the last box.

**Sample ‘How To’ Report (step-by-step): How to Boil Eggs**

**Materials:** saucepan, water, eggs, cooking source      **Time:** 30 minutes

**Step 1:** Put the eggs in the saucepan. Pour enough water to cover the eggs.

**Step 2:** Put the pan on the cooking source and let the water boil.

**Step 3:** After the water has boiled for 10 minutes take the saucepan off the heat.

**Step 4:** Add cold water. Let the eggs cool for 5-10 minutes.

**Step 5:** Peel the eggshells and eat the eggs with salt. Enjoy your delicious eggs!

**Sample ‘How To’ Report (paragraph form): Traveling to St Mary’s Primary School**

**Cost:** UGX 1,200

**Time:** About 1 hour

If you are in Arua and you want to visit St Mary’s P/S you first need to go to the taxi park. Ask for the Yumbe Road Taxi. Tell the conductor you want to get off at the village called Owiny. The taxi will cost UGX 700. When you reach Owiny, find a boda-boda. Tell him you want to go to St Mary’s. He will charge you UGX 500. Good luck and enjoy the trip!

### **TYPE OF WRITING #3: PERSUASIVE WRITING**

In persuasive writing the author tries to convince the reader to support his/her point of view using logic, values and emotion. Posters are also considered a form of persuasive writing that use strong visual images as well as words to convince the viewer of something.

**Opinion Letter:** A letter addressed to someone whose opinion you want to influence.

<b>Writing Organiser: Opinion Letter</b>	
<b>Greeting</b>	<ul style="list-style-type: none"><li>• The letter begins by addressing the recipient of the letter.</li></ul>
<b>Introduction: Main Idea/Opinion</b>	<ul style="list-style-type: none"><li>• Introduce the main idea/opinion.</li></ul>
<b>Supporting Idea 1</b>	<ul style="list-style-type: none"><li>• Provide a supporting idea or fact.</li></ul>
<b>Supporting Idea 2</b>	<ul style="list-style-type: none"><li>• Provide a supporting idea or fact.</li></ul>
<b>Supporting Idea 3</b>	<ul style="list-style-type: none"><li>• Provide a supporting idea or fact.</li></ul>
<b>Conclusion: Main Idea</b>	<ul style="list-style-type: none"><li>• Restate the main idea.</li></ul>

<b>Assessment Tool: Opinion Letter</b>	✓
My opinion letter starts with the proper greeting.	
I state the main idea in the introduction.	
I provide 2-4 ideas that support the main idea.	
My conclusion restates the main idea in a new way.	
I use correct punctuation at the end of a sentence.*	

\* The teacher can substitute another assessment criterion in the last box.

#### **Sample Opinion Letter: School Feeding at Alule Primary School**

Dear Head Teacher,

RE: School Feeding at Alule Primary School

I believe that Alule Primary School should provide porridge for the pupils at break time. Good feeding is an important part of education. Without food, children's brains aren't able to work well. Food gives us the energy to study hard at school. Therefore, I suggest that the school make a plan to provide children with porridge during break time.

Sincerely,  
Otim Bob, P3 pupil

**Persuasive Poster:** A persuasive poster encourages the viewer to change a behaviour or try something new. A poster can also encourage people to attend an event. Posters need to use eye-catching visual information and brief, simple text to capture the viewers attention.

Writing Organiser: Persuasive Poster	
<b>Main Idea Title/Heading</b>	<ul style="list-style-type: none"> <li>• What is it you want the viewer to do, try or attend?</li> <li>• Can you capture this idea in a short title?</li> <li>• How can you represent this idea visually?</li> </ul>
<b>Supporting Ideas Sub-headings</b>	<ul style="list-style-type: none"> <li>• What are the supporting ideas that support the main idea? How do you represent them with pictures?</li> <li>• For an event poster, can you answer the who, what, when, where and how much questions?</li> </ul>

Assessment Tool: Persuasive Poster	✓
My poster has an attention-grabbing title.	
The main idea of my poster is clear and well-represented in words and pictures.	
My poster has powerful visual information that supports the main message and helps to inform and persuade the viewer.	

\* The teacher can substitute another assessment criterion in the last box.

**Sample Persuasive Poster: Plant a Tree Today!**

**Plant a Tree Today!**

Trees make oxygen.

Trees control soil erosion.

Trees clean the air.

Trees recycle water.

*The best time to plant a tree was 20 years ago.  
The next best time is today!*

**Editorial:** An article in a newspaper that gives an opinion on an important issue in the news.

<b>Writing Organiser: Editorial</b>	
<b>Title</b>	<ul style="list-style-type: none"> <li>• The title summarises the idea/opinion.</li> </ul>
<b>Introduction: Main Idea/Opinion</b>	<ul style="list-style-type: none"> <li>• Introduce the main idea/opinion.</li> </ul>
<b>Supporting Idea 1</b>	<ul style="list-style-type: none"> <li>• Provide a supporting idea or fact.</li> </ul>
<b>Supporting Idea 2</b>	<ul style="list-style-type: none"> <li>• Provide a supporting idea or fact.</li> </ul>
<b>Supporting Idea 3</b>	<ul style="list-style-type: none"> <li>• Provide a supporting idea or fact.</li> </ul>
<b>Conclusion: Main Idea</b>	<ul style="list-style-type: none"> <li>• Restate the main idea.</li> </ul>

<b>Assessment Tool: Editorial</b>	
My editorial has a good title.	✓
I state the main idea in the introduction.	
I provide 2-4 ideas that support the main idea.	
My conclusion restates the main idea in a new way.	
I capitalised the first word in every sentence.*	

\* The teacher can substitute another assessment criterion in the last box.

**Sample Editorial: We Need Our Trains Back**

Uganda used to have a good rail system, but it has broken down. The government needs to invest in fixing our trains and railways.

Trains are a cheap and safe way to move bulky goods from place to place. They reduce the number of trucks on our busy roads. A country with a good rail system can attract new industries.

It will take a lot of work and a lot of money to bring our trains back, but the effort will reward our country with improved movement of goods, safer highways and new business. Our leaders need to act now to improve our rail system for a brighter future.

## **TYPE OF WRITING #4: POETIC WRITING**

Poetry is a form of writing that uses word pictures and plays with rhythm, rhyme, alliteration and other stylistic devices to express a feeling or emotion.

**Acrostic Poem:** A poem that spells out a featured word when read vertically.

<b>Writing Organiser: Acrostic Poem</b>	
<b>Featured word</b>	<ul style="list-style-type: none"> <li>Select a word to use for the acrostic poem. It can be a name or a thematic vocabulary word.</li> </ul>
<b>Letter 1</b>	<ul style="list-style-type: none"> <li>List all the words you can think of that start with this letter.</li> </ul>
<b>Letter 2</b>	<ul style="list-style-type: none"> <li>List all the words you can think of that start with this letter.</li> </ul>
<b>Letters 3, 4, 5, etc.</b>	<ul style="list-style-type: none"> <li>List all the words you can think of that start with the remaining letters.</li> </ul>
<b>Select words</b>	<ul style="list-style-type: none"> <li>Select the most appropriate word for each letter of your featured word from the list and complete the poem.</li> </ul>

<b>Assessment Tool: Acrostic Poem</b>	✓
I have selected a good featured word for my acrostic poem.	
I have selected appropriate words to describe the featured word.	
The acrostic poem spells out the featured word when read vertically.	
I have used my best handwriting.*	

\* The teacher can substitute another assessment criterion in the last box.

<b><u>Sample Acrostic Poem #1: CAT</u></b>
<b>C</b> urious
<b>A</b> ggressive
<b>T</b> emperamental

<b><u>Sample Acrostic Poem #2: CAT</u></b>
<b>C</b> atches mice.
<b>StA</b> lks the mouse quietly.
<b>AT</b> tacks the mouse quickly.

**Alliteration Poem:** A poem that plays with repeated sounds to convey an idea or emotion.

Writing Organiser: Alliteration Poem	
<b>Topic</b>	<ul style="list-style-type: none"> <li>• What will the poem describe (person, place, thing)?</li> </ul>
<b>Featured Sound</b>	<ul style="list-style-type: none"> <li>• What sound do you want to feature in the poem?</li> </ul>
<b>Words with the Sound</b>	<ul style="list-style-type: none"> <li>• List all the words you can think of that have the featured sound.</li> </ul>
<b>Line 1</b>	<ul style="list-style-type: none"> <li>• Compose a sentence that uses some of the selected words in a complete, descriptive sentence.</li> </ul>
<b>Line 2</b>	<ul style="list-style-type: none"> <li>• Compose a sentence that uses some of the selected words in a complete, descriptive sentence.</li> </ul>
<b>Line 3</b>	<ul style="list-style-type: none"> <li>• Compose a sentence that uses some of the selected words in a complete, descriptive sentence.</li> </ul>

Assessment Tool: Alliteration Poem	✓
I have selected a good topic for my alliteration poem.	
I have selected descriptive words that use the featured sound.	
I have selected appropriate words to describe the topic.	
I have spelled the words correctly.*	

\* The teacher can substitute another assessment criterion in the last box.

**Sample Alliteration Poem #1: River (featuring the sound /R/)**

Rough, roiling rapids.

Restless water, rushing downstream.

The river rises and rises with the relentless rain.

**Sample Alliteration Poem #2: Sand (featuring the sound /S/)**

My feet slip softly across the silky sand.

My toes caress the sandy grains.

Slowly, slowly my mind goes silent.

**Riddle Poem:** A poem that uses word pictures to describe a mystery object. The standard riddle poem has three clues and then the question, ‘What am I?’

Writing Organiser: Riddle Poem	
<b>Featured word</b>	<ul style="list-style-type: none"> <li>Select a word to use for the riddle. It can be a person, place or thing related to the theme for the week.</li> </ul>
<b>Clue 1</b>	<ul style="list-style-type: none"> <li>Identify a recognisable property of the person, place or thing that is the subject of your poem. Use it to make a clue.</li> </ul>
<b>Clues 2 and 3</b>	<ul style="list-style-type: none"> <li>Identify a second and third property of the person, place or thing that is the subject of your poem. Use them to make clues.</li> </ul>
<b>Question</b>	<ul style="list-style-type: none"> <li>End your poem with the question, ‘Who am I?’ or ‘What am I?’</li> </ul>

Assessment Tool: Riddle Poem	✓
I have selected a good featured word for my riddle poem.	
I have created three good clues that describe recognisable properties that belong to my person, place or thing.	
I have used end punctuation correctly.*	

\* The teacher can substitute another assessment criterion in the last box.

**Sample Riddle Poem #1 (person): Politician**

I work in Parliament House in Kampala.  
 I make laws and govern the country.  
 Every five years I want your vote.  
 Who am I?

**Sample Riddle Poem #2 (place): Kampala**

I am noisy, dirty and sometimes smelly.  
 You can find me on a map.  
 I sit beside Lake Victoria.  
 What am I?

**Sample Riddle Poem #3 (thing): Cat**

I keep your household free of rats.  
 I like to purr and meow.  
 My favourite treat is a bowl of fresh milk.  
 What am I?

**Song:** A poem that is set to music. Each word or syllable in a song corresponds to a different note. These notes when sung together create a melody that is enjoyable to listen to.

Writing Organiser: Song	
<b>Song Title</b>	<ul style="list-style-type: none"> <li>• What is the title of the song you have selected?</li> </ul>
<b>Write down the song</b>	<ul style="list-style-type: none"> <li>• Transcribe the song word-for-word from your memory or make up your own song.</li> <li>• Can you organize the song into lines?</li> <li>• Can you identify if there are verses and a chorus?</li> </ul>
<b>Identify actions</b>	<ul style="list-style-type: none"> <li>• Does your song have actions or movement that go along with the song?</li> </ul>
<b>Illustrate the song</b>	<ul style="list-style-type: none"> <li>• Create an illustration for your song.</li> </ul>

Assessment Tool: Song	✓
My song has a title.	
I have written down all the words to the song.	
I have organized the words into lines, chorus and verses.	
I have illustrated my song.	
I have used end punctuation correctly.*	

\* The teacher can substitute another assessment criterion in the last box.

**Sample Song #1: Are you Sleeping? (with lines only and actions included)**

Are you sleeping, (x2) *Hold your hands next to your face to mime sleeping.*  
 Brother John? (x2)

Morning bells are ringing! (x2) *Pretend to ring a bell.*  
 Ding, dong, ding! (x2)

**Sample Song #1: Twinkle, Twinkle Little Star (with chorus and verses)**

Verse 1

Twinkle, twinkle little star,  
 How I wonder what you are!  
 Up above the world so high,  
 Like a diamond in the sky.

Verse 2

When the blazing sun is gone,  
 When he nothing shines upon,  
 Then you show your little light,  
 Twinkle, twinkle all the night!

Chorus

Twinkle, twinkle little star,  
 How I wonder what you are!

Chorus

Twinkle, twinkle little star,  
 How I wonder what you are!

**Rhyme Poem:** A very old form of poetry that uses rhythm, rhyme and repetition to create a fun poem to say ( or shout!) aloud. A rhyme poem is like a song but without a melody. A good rhyme poem will have a strong, easily recognisable beat. Children sometimes use rhyme poems when skipping rope or playing other games.

<b>Writing Organiser: Rhyme Poem</b>	
<b>Theme</b>	<ul style="list-style-type: none"> <li>Identify the theme of your rhyme poem.</li> </ul>
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>Experiment with words or phrases that make a good rhythm when said together.</li> </ul>
<b>Rhyme</b>	<ul style="list-style-type: none"> <li>Decide if you want your rhyme poem to use rhyme. Think about rhyming words you want to use.</li> </ul>
<b>Repetition</b>	<ul style="list-style-type: none"> <li>Identify the phrases or sentences you want to repeat and where in the poem they should be repeated.</li> </ul>

<b>Assessment Tool: Rhyme Poem</b>		✓
My rhyme poem has an interesting or fun theme.		
I have used rhythm in my rhyme to make it interesting and fun to say aloud.		
I have used rhyme in my rhyme to make it interesting and fun to say aloud. (optional)		
I have used repeated text in my rhyme to make it interesting and fun to say aloud.		
I have used my best handwriting.*		

\* The teacher can substitute another assessment criterion in the last box.

**Sample Rhyme Poem #1: Going to the Market**

Mary went to the market to buy a loaf of bread,  
 But on the way home she fell, and broke her little head.  
 She fell and broke her head, oh yes, she fell and broke her head!

**Sample Rhyme Poem #2: Bounce the Ball**

Bounce the ball, bounce the ball, bounce the ball high!  
 Bounce the ball, bounce the ball, let the ball fly!

**Sample Rhyme Poem #3: Down by the River**

Down by the river, down by the sea,  
 Johnny broke a bottle and blamed it on me.  
 I told Ma and Ma told Pa.  
 Johnny got a spanking so ha ha ha!

## Lëblaŋo Letter-Sound Chart

Letter	Lëblaŋo Word	English Word
Aa	yat	tablet - medicine
AA aa	daa	to quarrel - someone quarrelling
Bb	bul	drum
Cc	cem	food/to eat - someone eating
Dd	dëro	granary
Ee	cem	food/to eat - someone eating
EE ee	lee	animal - any kind
Ĕ ĕ	cël	fence - a homestead with a fence
Ě ě	lëë	axe
Gg	gali	bicycle
li	yit/yib/otit	ear/tail/firefly
ll ii	otii	elder older person
ĭ ĭ	otĭt	palm tree
i	ĭtĭi-ĭtĭi	small bird - of any kind
Jj	jokon	kitchen
Kk	kopi	cup
Ll	lëë	axe
Mm	moggo	cassava
Nn	nätĭ	screw
Ŋ ŋ	Ŋwën	white ant
Ny ny	nyanyaŋ	crocodile
Oo	odilo	ball - any kind
OO oo	owoo	palm leaves
Ö ö	öt	hut
ÖÖ öö	möö/cöö	oil/men
Pp	puc	cat
Rr	rio	giraffe
Tt	tana	bed
Uu	lut	mud fish
Uu uu	tuu	germinating a sprouting plant
Üü	lüt	stick- any kind
üü	onüü	person carrying heavy luggage and walking with difficulty
Ww	waŋ	eye
Yy	yat	tree

# Glossary of Lëblanjo Literacy Terms

English	Lëblanjo
LITERACY 1 (Reading)	
blending	nöttö
consonant	conconan
context clues	gin a kelo nïanjö
guiding question	apeny me yabbo ñec
In my Mind Question	apeny atama
In the Text Question	apeny i cëkö
informative writing	cöc me miyö ñec
narrative writing	cöc me cëkö iyore-iyore
persuasive writing	cöc me wayö tam
poetic writing	cöc
segmenting	popoko
sentence structure	centen ame pe otyeko
spelling (noun)	gatto
spelling (verb)	gatto
sub-theme	janj pënkop
syllable	cīlabul
thematic question	ripöt ame yaa i pënkop
theme	pënkop
vocabulary word	nyig widikop
vowel	buwel
word	nyigkop
word making game	tuku me gërö nyigkop
word structure	nyigkop ame pe otum
LITERACY 2 (Writing)	
acrostic poem	lemo ogërö inyigkop acël
action (plot)	tīm
adjective	acīm tīm
adverb	amëd tīm
alliteration poem	lemo idwon onwöyë pī tyënkop
assessment tool	gi pimmo nïanjö
baseline	layin iwie
biography	cöc ikom kwö adanö
bottom line	lyin itërë
brainstorm (verb)	yennyö i wii
chant poem	lemo amen wöö dwon orwatte

character (in a story)	jö i cëkö
chorus	nwöc alwak
clue	gin akelo nianjö
colon	tön imalu kede pin
comma	gwel
complete sentence	centen otum aber
compound sentence	centen önöttë
conclusion	agiki
describing words	nyigkop akobo jami iyore-iyore
drafting	coyo imalu-imalu
editing	kwëddö
agwel ma	agwel imalu kede tön ipin
fiction story	cëkö ateta
full stop	tön
handwriting (noun)	cöc cīŋ
handwriting (verb)	coc
handwriting guidelines	gin a telo i coc cīŋ
how	ŋiŋo
“how to” report	yore me miyö ŋec
introduction	acaki
letter	balu (waraga)
letter formation	gero nukta
main idea	pënkop
mini-lesson	pwony acek
news story	cëkö me amut
opinion letter	balo me miyö tam
pencil grip	makko alamkalo
planning	göyö pulan
publishing	miyö buk ŋeye okö
question mark	nyanyjölö
real life story	cëkö me ateteni
revising	loddo
rhyme	mwöyë adwon orwatë
rhythm	göyë adwön
riddle poem	lemo koc
run-on sentence	cëntën okobere-akuba
sentence	centen
setting (time and place)	kakare

LITERACY 2 (Writing)	
English	Lëblajo
simple sentence	centen a yot
skit	tuku acek
song	wer
step (1, 2, 3...)	rwom (1,2,3)
supporting idea	kop a kelo nianjö
thematic report	rïpot ame oya i pënkop
title	wii kop
top line	layin imalu
verse	tyerj
what	ŋo
when	awene
where	kwene
who	ŋa
why	pinjö
writing exercise book	buk me cöc
writing organizer	yore oyubu me cöc
ORAL LITERATURE AND LIBRARY	
fiction story	cëkö ateta
In my Mind Question	apeny atama
In the Text Question	apeny iyi cëkö
informative story	cëkö me miyö ŋec
library	dero buke
oral literature	cëkö okobo i dög
poem	lemo
predicting	gëcö
prediction	gëcö
prediction question	apeny agëca
proverb	carokop
retelling	nwöykobbo
riddle	koc
tongue twister	lëbadwala
traditional text	cëkö me kare acon
vocabulary word	widikop

