Teacher’s Guide
Lëbłanɔ

An atwërô kwan kede cöc
Primary 1 Teacher’s Guide
Lëblaño

An atwërö kwan
kede cöc
# Primary 1 Teacher’s Guide

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Acknowledgements

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

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

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

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

Connie Kateeba

DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE
Foreword

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

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

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

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

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

Hon. Maj. (Rtd) Alupo Jessica Rose Epel (MP)
Minister of Education, Science, Technology and Sports
The *Introduction* section to the teacher’s guide provides you with an overview of the Ministry of Education and Sports’ early grade reading model.

It includes information on the following:

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

The Ministry of Education and Sports' Early Grade Reading Model

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

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

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

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

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

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

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

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

The Foundation: The Five Components of Literacy Instruction

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

Explicit means that you model.

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

The five components are:

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

Phonemic Awareness

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

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

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

Alphabetic Principle (Phonics)

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

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

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

Fluency

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

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

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

| **Echo Reading:** Used when a new text is first introduced. The teacher reads first and then the class reads. |
| **Choral Reading:** Everyone reads the text together. The teacher’s voice helps the learners. |
| **Partner Reading:** Several learners read the text together. |
| **Whisper Reading:** Beginning readers are not ready to read silently. But they can ‘whisper read’ (quietly and softly read) the text. |

Vocabulary

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

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

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

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

Why: It is the main goal of reading.

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

Major Methods in the 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 is it increases learner’s chances to practice new information with others. It also helps manage the reality of large class sizes.
Introduction

Continuous Assessment

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

I Do, We Do, You Do

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

Multisensory Instruction

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

Oral Language: Phonological Awareness and Vocabulary

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

Print Awareness

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

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

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

The Thematic Curriculum

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

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

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

Model Weekly Timetable

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

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

The Assessment Model

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

For every literacy lesson the model provides a list of literacy competences to be taught. The step in the lesson where that competence is taught or assessed is listed in parentheses behind the competence. This information is found on the first page of each How to Teach lesson template. On the following page is a sample page from the How to Teach section of this teacher’s guide with the literacy competences circled:
The MoES organizes literacy competences into four areas: reading, writing, listening and speaking. Literacy 1 focuses on reading competences. Literacy 2 lessons are devoted to writing competences. Oral Literature is for developing listening competences, while the News lesson is for practicing speaking competences.

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

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

![Matthew Effect in Reading](image-url)

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

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

It is also important for teachers to keep records of the continuous assessment data they gather every day. A Continuous Assessment Monitoring Form, or CAM Form for short, has been designed to help you with this. On the opposite page is an overview of the CAM Form with some of the features explained. On the next page is a large format version of the CAM Form for easier reading.
This column is for assigning a number to your learners. You will need to photocopy several pages of this document to accommodate all your learners.

This is the column for writing your learners’ names.

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

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

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

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

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

<table>
<thead>
<tr>
<th>LITERACY 1</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads texts with increasing fluency.</td>
<td>Identifies letters by name and sound.</td>
<td>Reads known syllables with fluency.</td>
<td>Segments words into syllables.</td>
</tr>
<tr>
<td>LITERACY 2</td>
<td>Reading</td>
<td>Writing</td>
<td>Listening</td>
</tr>
<tr>
<td>Sit properly and holds the pencil correctly when writing.</td>
<td>Writes letters with correct starting point, direction of movement and formation.</td>
<td>Spells words with increasing accuracy.</td>
<td>Writes a creative, meaningful story using pictures and words.</td>
</tr>
<tr>
<td>ORAL LITERATURE</td>
<td>READING</td>
<td>WRITING</td>
<td>LISTENING</td>
</tr>
<tr>
<td>Recites a traditional text from memory.</td>
<td>Retells a story from memory.</td>
<td>Uses vocabulary in meaningful sentences.</td>
<td></td>
</tr>
<tr>
<td>NEWS</td>
<td>READING</td>
<td>WRITING</td>
<td>LISTENING</td>
</tr>
<tr>
<td>Greets and introduces oneself using culturally appropriate norms.</td>
<td>Tells a meaningful story to the class with expression and confidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
<td>READING</td>
<td>WRITING</td>
<td>LISTENING</td>
</tr>
<tr>
<td>Segments individual words into syllables.</td>
<td>Identifies the vocabulary words using the picture cards and big picture.</td>
<td>Recites a rhyme correctly according to its beat while performing the actions.</td>
<td></td>
</tr>
<tr>
<td>Uses finger pointing (on pictures and words) to demonstrate directionality.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction

Using the CAM Form

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

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

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

Level 3: The learner’s performance exceeds the competence. Symbol: \△\nLevel 2: The learner’s performance meets the competence. Symbol: \\nLevel 1: The learner’s performance does not yet meet the competence. Symbol: /

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

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

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

End-of-Term Assessment

Continuous assessment is the most important form of classroom assessment. But teachers can also benefit from end-of-term assessment of their learners. End-of-term assessment 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.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
</table>

### LITERACY 1
- Reads texts with increasing fluency.
- Identifies letters by name and sound.
- Reads known syllables with fluency.
- Segments words into syllables.

### LITERACY 2
- Sits properly and holds the pencil correctly when writing.
- Writes letters with correct starting point, direction of movement and formation.
- Spells words with increasing accuracy.
- Writes a creative, meaningful story using pictures and words.
- Writes one’s name with correct spelling and letter formation.

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

### NEWS
- Greets and introduces one’s self using culturally appropriate norms.
- Tells a meaningful story to the class with expression and confidence.

### ENGLISH
- Segments individual words into syllables.
- Identifies the vocabulary words using the picture cards and big picture.
- Recites a rhyme correctly according to its beat while performing the actions.
- Uses finger-pointing (on pictures and words) to demonstrate directionality.
Primary 1 Local Language Literacy Competences: Scope and Sequence

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

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

*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.*

<table>
<thead>
<tr>
<th>F-1.</th>
<th>Reads known syllables with fluency. (Literacy 1)</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-2.</td>
<td>Practices reading simple sentences. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>F-3.</td>
<td>Reads texts with increasing fluency. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>F-4.</td>
<td>Forms letters in the air. (Literacy 2)</td>
<td>Writing</td>
</tr>
<tr>
<td>F-5.</td>
<td>Writes letters in the exercise book with increasing accuracy. (Literacy 2)</td>
<td>Writing</td>
</tr>
<tr>
<td>F-6.</td>
<td>Writes his/her name with correct spelling and letter formation. (Literacy 2 and News)</td>
<td>Writing</td>
</tr>
<tr>
<td>F-7.</td>
<td>Introduces one’s self and greets the class using the appropriate cultural norms, including stating one’s full name. (News)</td>
<td>Speaking</td>
</tr>
<tr>
<td>F-8.</td>
<td>Tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence. (News)</td>
<td>Speaking</td>
</tr>
</tbody>
</table>

**VOCABULARY COMPETENCES**

*The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.*

<table>
<thead>
<tr>
<th>V-1.</th>
<th>Uses thematic vocabulary and concepts when describing a thematic illustration. (Literacy 1)</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>V-2.</td>
<td>Identifies vocabulary words from the OL story and uses them in a meaningful sentence. (Oral Literature)</td>
<td>Speaking</td>
</tr>
</tbody>
</table>

| | Writing |
**COMPREHENSION COMPETENCES**

*In reading, it is the ability to understand text. In writing, the focus is on composing a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.*

<table>
<thead>
<tr>
<th><strong>Before Reading or Writing</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C-1.</strong> Uses the title, context and prior knowledge to make predictions when reading a story. (Literacy 1 and Oral Literature)</td>
<td>Reading</td>
</tr>
<tr>
<td><strong>C-2.</strong> Retells a story from memory. (Literacy 1)</td>
<td>Listening</td>
</tr>
<tr>
<td><strong>C-3.</strong> Plans a story that has a beginning, middle and ending together with the teacher. (Literacy 2)</td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-4.</strong> Re-tells a fiction story that has been read aloud and demonstrates comprehension by identifying the main characters, setting and action. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td><strong>C-5.</strong> Re-tells an informative story that has been read aloud and demonstrates comprehension by identifying the main idea of the story. (Oral Literature)</td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-6.</strong> Listens to the teacher model a news story. (News)</td>
<td>Listening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>During Reading or Writing</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C-7.</strong> Composes a story together with the teacher. (Literacy 2)</td>
<td>Writing</td>
</tr>
<tr>
<td><strong>C-8.</strong> Assists the teacher in making corrections in the story’s spelling, grammar and meaning. (Literacy 2)</td>
<td>Writing</td>
</tr>
<tr>
<td><strong>C-9.</strong> Reads the story with support from the teacher. (Literacy 2)</td>
<td>Reading</td>
</tr>
<tr>
<td><strong>C-10.</strong> Listens attentively to the teacher. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td><strong>C-11.</strong> Uses context to make predictions about what will happen next in the story. (Literacy 1 and Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td><strong>C-12.</strong> Uses pictures, words and sentences to represent a meaningful news story. (News)</td>
<td>Writing</td>
</tr>
</tbody>
</table>
### After Reading or Writing

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>C-13.</strong> Identifies whether his/her predictions were correct. (Literacy 1)</td>
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<td></td>
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<tr>
<td><strong>C-14.</strong> Responds correctly to In the Text Questions. (Literacy 1)</td>
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<tr>
<td><strong>C-15.</strong> Responds appropriately to In My Mind Questions. (Literacy 1)</td>
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<td></td>
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<td></td>
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<tr>
<td><strong>C-16.</strong> Answers a guiding question related to the Oral Literature story. (Oral Literature)</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>C-17.</strong> Identifies whether a story is a fiction or informative story. (Oral Literature)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>C-18.</strong> Demonstrates comprehension by identifying the main characters, setting and action in a fiction story. (Oral Literature)</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C-19.</strong> Demonstrates comprehension by identifying the main idea in an informative story. (Oral Literature)</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>C-20.</strong> Answers In the Text Questions about a story that has been read aloud. (Oral Literature)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C-21.</strong> Answers In My Mind Questions about a story that has been read aloud. (Oral Literature)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C-22.</strong> Listens attentively to peers and participates in small group activities appropriately. (News)</td>
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</tbody>
</table>
The Z 100 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.
Pre-Reading Activities: Visual Discrimination

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

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

For Free Activity lessons you can make jigsaw puzzles (See the Do More for Literacy 1 Day 5). Sorting activities using bottle tops, buttons or other locally available materials are also helpful. You can also make matching cards like the following:
Learners start by matching pictures of real objects. As they gain confidence and skill they can match abstract shapes, followed by letters, and finally by syllables or words.

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

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

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

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

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

Finally developing learners’ visual discrimination skills is challenging. Remember the importance of using clear, consistent handwriting on the chalkboard to help your learners.
Pre-Reading Activities: Auditory Discrimination

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

Animal Sounds
Objective: Learners identify and imitate common animal sounds.
Steps:
1. Make the sound of an animal, for example a chicken clucking.
2. Have learners guess what animal you are imitating.
3. The learner who guesses correctly gets to make their own animal sound.
   The game continues in this fashion.

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

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

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

**Odd One Out**

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

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

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

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

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

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

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

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

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

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

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

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

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

How to Teach: Literacy 1 - Days 2 & 4

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

Competences
The learners:
• uses the title, context and prior knowledge to make predictions when reading a story, (Step 2)
• retells a story from memory, (Step 2 - Day 2 only)
• reads texts with increasing fluency, (Step 3)
• uses sound, blending and context clues as word identification strategies, (Step 3)
• identifies whether number predictions were correct, (Step 3)
• responds correctly to in the Text Questions, (Step 4)
• responds appropriately to in My Mind Questions, (Step 4)

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>1</td>
<td>Getting Ready</td>
<td>Learners sing and distribute books.</td>
</tr>
<tr>
<td>5 min.</td>
<td>2</td>
<td>Before Reading: Make Predictions</td>
<td>Learners use the title, context and prior knowledge to make predictions when reading a story. Learners retell a story from memory on Day 2.</td>
</tr>
<tr>
<td>10 min.</td>
<td>3</td>
<td>Read the Story</td>
<td>Learners read texts with increasing fluency. Learners identify whether or not their predictions were correct.</td>
</tr>
<tr>
<td>30 min.</td>
<td>4</td>
<td>After Reading: Comprehension Questions</td>
<td>Learners respond correctly to in the Text Questions. Learners respond appropriately to in My Mind Questions.</td>
</tr>
</tbody>
</table>

How to Teach: Literacy 1 - Days 2 and 4

Step-by-Step Teacher’s Activity

Step 1: Getting Ready (5 minutes)
- Sing a song to signal the beginning of the Literacy Hour. Ask selected learners to help distribute the books.
- Prepare the book for the whole class input as pupils sing.

Step 2: Before Reading – Make Predictions (5 minutes)
- a. Read the title of the story: (On Day 2 have learners read what happened on Day 1.)
- b. Ask learners to look at the picture and share what they see.
- c. Tell learners to predict what the story might be about and share their predictions with their neighbours.
- d. Ask learners to share their predictions with the whole class. Summarize learners’ predictions for the whole class before reading.

Extra Guidance
- Teachers may use bookmarks with pieces of mansa to help learners find the correct page. Have the learners move the bookmark every day.
- Making predictions before reading helps learners improve their comprehension when they read. On Day 4, learners begin by re-reading the story from Day 2. Referring also helps learners improve their comprehension skills.
The Chalkboard shows you exactly what the chalkboard should look like at the end of the lesson.

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

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

**How to Teach: Overview**

When you see the heading WEEKLY LESSON SUPPORT in the Extra Guidance column, it indicates that more information is provided in the Weekly Lesson Support section of the teacher’s guide that will help you deliver this step.
How to Teach: Literacy 1 - Days 1 and 3

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

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

Teaching Procedure

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

The Chalkboard

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

Differentiated Learning

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

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

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

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

Do More: Phonics Centre

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

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

• Bottle top letters
• Alphabet letter flash cards
• Sound picture cards (cut out pictures of objects and animals and learners make their sounds)
• Matching cards with letter sounds and pictures
• Vowel sound picture cards (sort cards by the vowel sound they make)
• Musical instruments that make different sounds
How to Teach: Literacy 1 - Days 1 and 3

Step-by-Step Teacher’s Activity | Extra Guidance
--- | ---
**Step 1: Getting Ready (5 minutes)**
a. Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.  
b. Prepare the chalkboard and lesson inputs as learners sing.

**Train your learners to distribute the books quickly and quietly. Rotate the responsibility so all learners get a chance to pass out books.**

**Step 2: The New Letters (2 minutes)**
a. Point to the new capital letter on the chalkboard.  
Say, “My name is big __.” (letter name). “My sound is __.” (letter sound).
b. Ask learners to point to the letter in their books and say the My Name, My Sound phrase with you.
Point to the new lower-case letter on the chalkboard.
c. Say, “My name is small ___.” (letter name). “My sound is ___.” (letter sound).
d. Ask learners to point to the letter in their books and say the My Name, My Sound phrase with you.
e. Call on small groups and individuals to say the My Name, My Sound phrase independently.

**WEEKLY LESSON SUPPORT:**
The new letters for the week are found in the Weekly Lesson Support section.

**Name versus Sound?**
For vowels the name and the sound are the same. For consonants the name usually adds the sound “uh” after the consonant sound. The name for letter k is pronounced “kuh”. When you say the sound of the letter try to leave off the “uh” sound as much as possible. Say “k”, not “kuh”.

**Step 3: Review Chart (8 minutes)**
a. Say the top row of vowel sounds in the Review Chart as learners listen. Repeat twice.
b. Continue in the same way with each row.
c. Say the first column of sounds/syllables as learners listen. Repeat twice.
d. Continue in the same way with each column.
e. Point to random boxes. Ask learners to read aloud, first as a whole group then with small groups or individuals.

**WEEKLY LESSON SUPPORT:**
The Review Chart for this lesson can be found in the Weekly Lesson Support section.

Be sure to use your best handwriting when writing on the chalkboard. This may mean preparing the review chart and sentences on the chalkboard before the lesson begins.

**Step 4: Picture Discussion (4 minutes)**
a. Tell learners the theme and sub-theme for the week.
b. Tell them to discuss the picture in small groups. Ask them to identify what they see in the picture and how it relates to the theme and sub-themes.
c. Move around the classroom listening to their conversations while supporting and guiding learners as needed.
d. Ask learners to share what they discussed in the small group with the whole class. Discuss the Thematic Question as appropriate.

**WEEKLY LESSON SUPPORT:**
A Thematic Question is found in the Weekly Lesson Support section.

The pictures in the pupil book are meant to illustrate vocabulary and concepts related to the sub-theme. Review the illustration prior to class. Review the thematic concepts outlined in the Ministry of Education curriculum guide. Prepare yourself for a discussion on the thematic concepts.
# How to Teach: Literacy 1 - Days 1 and 3

## Step-by-Step Teacher’s Activity

### Step 5: Beat the Words (3 minutes)

- **a.** Say the first keyword. Ask learners to find it in the picture and point to it.
- **b.** Repeat the keyword word and say, “Listen while I beat the word.” Say the word again while clapping the syllables.
- **c.** Ask learners to say the word and clap the syllables with you.
- **d.** Ask learners to identify how many syllables are in the word. Repeat the word a final time.
- **e.** Use your fingers to count the number of syllables together with the class.
- **f.** Repeat Steps a. to e. with the other two keywords.

### Step 6: Read the Words (3 minutes)

- **a.** Write the first keyword on the chalkboard. Sound out the word as you write.
- **b.** For **one-syllable words**, point to each letter as you say each sound aloud slowly. Say the sounds again, but faster. Ask the learners to say the word in chorus. Repeat.
- **c.** For **multi-syllable words**, point to each syllable as you say it aloud slowly. Say the syllables again, but faster. Ask the learners to say the word in chorus. Repeat.
- **d.** Repeat the above steps with the other two keywords.
- **e.** Point to the three words in random order and ask learners to read the words aloud.
- **f.** Ask learners to read the words in their books in pairs or small groups. Move around assessing learners’ ability to read the words independently.

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

- **a.** Ask learners to watch you read the first sentence on the chalkboard. Point to each word as you read.
- **b.** Repeat 1-2 times.
- **c.** Ask learners to read the sentence with you while they point to each word in their books. Repeat 1-2 times.
- **d.** Repeat Steps a. and b. with the other two sentences.
- **e.** Ask learners to read the sentences in their books in pairs or small groups. Move around assessing learners’ ability to read the sentences independently.

## Extra Guidance

### WEEKLY LESSON SUPPORT:

The keywords are broken into syllables for you in the Weekly Lesson Support section.

Another way to identify the number of syllables in a word is to hold your hand under your chin as you say a word. Each time your jaw pushes your hand down it is a syllable.

In this step learners practice blending letters or syllables to form words. The lesson uses a technique called **Say it slow-Say it fast** to help learners develop their blending skills. Here are the steps:

1. Say the individual sounds or syllables slowly and distinctly (mmm---aaa---t).
2. Say the sounds again, but faster (m-a-t).
3. Give learners time to connect the sounds together in their mind to form the word and then say the word aloud together with them in chorus (mat).

As you read the sentences at the chalkboard, model for learners how to use their finger when reading in the pupil book. Touch each word as you read it aloud. Try to maintain a smooth, flowing movement.

There may not be time, especially in Term 1, to read all three sentences. Do as many as time permits.
How to Teach: Literacy 1 - Days 2 and 4

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

The learner:

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

Teaching Procedure

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

The Chalkboard

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

Literacy 1

Time to clean

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

Differentiated Learning

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

• **Who** is the story about? (This will help them identify the characters.)

• **Where** and **when** is the story taking place? (This will help them identify the setting.)

• **What** is happening in the story? (This will help them identify the action of the story.)

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

Do More: Role Plays

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

1. Ask learners to identify a story they’ve learned in class that they want to act out in a role play.

2. Ask learners to identify the characters and setting of the story. Then ask them to retell the actions in the story from beginning to end in the correct order.

3. Have learners get into small groups based on the number of participants required to do the role play. Give groups a chance to practice the role play together.

4. Later in the same class, or in the following CAPE 1 lesson for the week, ask selected groups to act out the story in front of the class.
# How to Teach: Literacy 1 - Days 2 and 4

## Step-by-Step Teacher’s Activity

### Step 1: Getting Ready (5 minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.</td>
<td>Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day.</td>
</tr>
<tr>
<td>b. Prepare the chalkboard and other lesson inputs as learners sing.</td>
<td></td>
</tr>
</tbody>
</table>

### Step 2: Before Reading – Make Predictions (5 minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read the title of the story. (On Day 4 have learners retell what happened on Day 2.)</td>
<td>Making predictions before reading helps to improve learners’ comprehension when they read.</td>
</tr>
<tr>
<td>b. Ask learners to look at the picture and share what they see.</td>
<td>On Day 4, learners begin by retelling the story from Day 2. Retelling also helps learners improve their comprehension skills.</td>
</tr>
<tr>
<td>c. Tell learners to predict what the story might be about and share their predictions with their neighbours.</td>
<td></td>
</tr>
<tr>
<td>d. Ask learners to share their predictions with whole class. Summarise learners’ predictions for the class before reading.</td>
<td></td>
</tr>
</tbody>
</table>

### Step 3: Reading the Story (10 minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read the story from the chalkboard one time as learners watch and listen.</td>
<td>Use a pointer as you read the story aloud. Model how you want learners to use their finger when they read the story in the book. Move the pointer smoothly under the words as you read them. Read with fluency and expression.</td>
</tr>
<tr>
<td>b. Ask learners if their predictions about the story were correct.</td>
<td>Be sure to read along with the learners in step d. Your voice helps keep learners reading fluently in unison.</td>
</tr>
<tr>
<td>c. Read the story aloud a second time from the chalkboard as learners watch and listen.</td>
<td></td>
</tr>
<tr>
<td>d. Ask learners to find the story in their books and point to each word as they read the story with you. Repeat 1-2 times.</td>
<td></td>
</tr>
<tr>
<td>e. Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed.</td>
<td></td>
</tr>
<tr>
<td>f. Ask 3-5 learners to read the story aloud to the class. Assess their reading and mark in the CAM Form.</td>
<td>Step e. (whisper reading) may be difficult for learners in Term 1. Introduce this step as learners are ready, or by the middle of Term 2 at the latest.</td>
</tr>
</tbody>
</table>

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Step-by-Step Teacher’s Activity

**Step 4: After Reading - Comprehension Questions (10 minutes)**

| a. Ask learners one *In the Text Question* and one *In My Mind Question*. |
| b. Ask learners to predict what might happen next in the story. (You will use these predictions to compose a creative writing story in the Literacy 2 lesson that immediately follows this lesson, so be sure to remember them.) |

**Extra Guidance**

**WEEKLY LESSON SUPPORT:**
You can find suggested *In the Text Questions* and *In My Mind Questions* in the Weekly Lesson Support section.

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

*In My Mind Questions:* These questions are inferential and evaluative. Pupils must use their prior knowledge to answer these types of questions.

The predictions the learners make in step b. will become the basis for the creative writing story that learners write in the Literacy 2 lesson that follows.
How to Teach: Literacy 1 - Day 5

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

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
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<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>1</td>
<td>Getting Ready</td>
<td>• Learners sing a song and distribute books.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Review Chart Assessment</td>
<td>• Learners read letters and syllables with increasing fluency.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Beat the Words Assessment</td>
<td>• Learners segment words into syllables.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Read the Sentences Assessment</td>
<td>• Learners blend letters and syllables to read words. • Learners read words and simple sentences.</td>
</tr>
</tbody>
</table>
The Chalkboard

Review Chart (Step 2)

Sentence Assessment (Step 4)

Differentiated Learning

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

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

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

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

Do More: Matching Puzzles

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

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

Next, cut the cardboard into two pieces. Each card should be cut differently. Put all the pieces in a bag. The child’s job is to take all the pieces out of the bag, spread them out on a flat surface and find the pieces that fit together. This can be done during the weekly Free Activity lesson.
## How to Teach: Literacy 1 - Day 5

### Step-by-Step Teacher’s Activity | Extra Guidance
--- | ---
**Step 1: Getting Ready (3 minutes)**
a. Guide learners to sing a reading song to signal the beginning of the Literacy Hour.
b. Prepare the chalkboard and other lesson inputs as learners sing.
Always sing the same song to begin the Literacy 1 lesson. This routine will help learners mentally prepare for the lesson.
Pupil books do not need to be distributed for this lesson.

**Step 2: Review Chart Assessment (10 minutes)**
a. Drill the Review Chart with learners. Say one row alone as learners listen, then repeat in chorus with learners one time.
b. Select a learner to assess. Randomly point to a sound or syllable on the chart and have the learner read it aloud. Repeat for a total of 5 sounds/syllables per learner. Assess and mark in the CAM Form.
c. Repeat with as many learners as time permits.

**WEEKLY LESSON SUPPORT:**
The Review Chart for Day 5 is found in the Weekly Lesson Support section.

**Marking the CAM Form:**
- **Level 3:** Makes no mistakes on the Review Chart.
- **Level 2:** Makes 1-2 mistakes on the Review Chart.
- **Level 1:** Makes 3 or more mistakes on the Review Chart.

**Step 3: Beat the Words Assessment (5 minutes)**
a. Select a learner to assess. Say one of the keywords for the week aloud and have the learner beat the word for you. Continue with the other words so that each learner beats four words for you. Assess and mark in the CAM Form.
b. Repeat with as many learners as time permits.

**WEEKLY LESSON SUPPORT:**
The words for the Beat the Words Assessment can be found in the Weekly Lesson Support section.

**Marking the CAM Form:**
- **Level 3:** Beats all 4 words correctly.
- **Level 2:** Beats 3 words correctly.
- **Level 1:** Beats 2 or fewer words correctly.
### Step-by-Step Teacher’s Activity

**Step 4: Sentence Assessment (10 minutes)**

a. In pairs, ask learners to practice reading the three sentences on the chalkboard.

b. Select a learner to assess. Ask the learner to read one of the sentences from the chalkboard while tracking with the pointer. Assess and mark in the CAM Form.

c. Repeat with as many learners as time permits.

### Extra Guidance

**WEEKLY LESSON SUPPORT:**
The sentences for assessment are found in the Weekly Lesson Support section.

**Marking the CAM Form:**

- **Level 3:** Reads the sentence with no mistakes and excellent fluency and expression.
- **Level 2:** Reads the sentence with 1-2 mistakes and good fluency and expression.
- **Level 1:** Reads the sentence with many mistakes and poor fluency and expression.

**NOTE:** Many learners will receive Level 1 assessments in Terms 1 and 2. This is NOT an indication of insufficient reading growth. In Term 3 you should begin to see learners achieving a Level 2 and Level 3 in their assessments.
How to Teach: Literacy 2 - Days 1 and 3

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

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Transition Song</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>2 min.</td>
<td>2</td>
<td>Big Letter: In the Air</td>
<td>• Learners practice letter patterns in the air.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Big Letter: In the Book</td>
<td>• Learners write letter patterns in their exercise books with increasing accuracy.</td>
</tr>
<tr>
<td>2 min.</td>
<td>4</td>
<td>Small Letter: In the Air</td>
<td>• Learners practice letter patterns in the air.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td>Small Letter: In the Book</td>
<td>• Learners write letter patterns in their exercise books with increasing accuracy.</td>
</tr>
<tr>
<td>7 min.</td>
<td>6</td>
<td>Spelling Practice</td>
<td>• Learners spell letters, syllables or words with increasing accuracy.</td>
</tr>
<tr>
<td>8 min.</td>
<td>7</td>
<td>Writing My Name</td>
<td>• Learners write their name with correct spelling and letter formation.</td>
</tr>
</tbody>
</table>
**Differentiated Learning**

**Remedial**
How can you help learners who have handwriting problems?

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

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

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**Do More: Making Letters**

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

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

- banana fibre
- cardboard
- bottle tops
- sticks
- straws
- clay
- wire
- string
- inner tube material
### How to Teach: Literacy 2 - Days 1 and 3

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Transition Song (1 minute)</strong></td>
<td>Every learner should get out a pencil and exercise book in preparation for this lesson.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the writing portion of the Literacy Hour.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Big Letter: In the Air (2 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: The letter formation phrase is found in the Weekly Lesson Support section. Remember to demonstrate air writing with both your right and left hand.</td>
</tr>
<tr>
<td>a. Ask learners to watch and listen as you air write the big letter for the day. Say the letter formation phrase as you air write the letter.</td>
<td></td>
</tr>
<tr>
<td>b. Ask the learners to air write the big letter together with you while repeating the phrase.</td>
<td></td>
</tr>
<tr>
<td>c. Ask small groups and individuals to air write the letter and say the phrase as you observe and provide guidance.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Big Letter: In the Book (5 minutes)</strong></td>
<td>Have extra pencils and paper ready for learners who do not have their own. Set up a system so that these materials are quietly distributed and returned at the beginning and end of the lesson with minimal disturbance to the rest of the class. Remember that you need to translate the four handwriting guidelines into your local language and use them to describe how you form the letters on the chalkboard.</td>
</tr>
<tr>
<td>a. Ask learners to observe as you write the big letter on the chalkboard. Use the handwriting guidelines to describe where to start and how to form the letter correctly.</td>
<td></td>
</tr>
<tr>
<td>b. Ask learners to use their finger to trace the letter in the book while you write on the chalkboard. Say the letter formation phrase as you write.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to write the letter in their exercise books several times from left to right.</td>
<td></td>
</tr>
<tr>
<td>d. Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 4: Small Letter: In the Air (2 minutes)</strong></td>
<td>You can also vary Step c, by having learners write on their desk, on their arm or on their neighbour’s back.</td>
</tr>
<tr>
<td>a. Ask learners to watch and listen as you air write the small letter for the day. Say the letter formation phrase as you air write the pattern.</td>
<td></td>
</tr>
<tr>
<td>b. Ask learners to air write the small letter together with you while repeating the phrase.</td>
<td></td>
</tr>
<tr>
<td>c. Ask small groups and individuals to air write the letter and say the phrase as you observe and provide guidance.</td>
<td></td>
</tr>
<tr>
<td>Step-by-Step Teacher's Activity</td>
<td>Extra Guidance</td>
</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td><strong>Step 5: Small Letter: In the Book (5 minutes)</strong></td>
<td>For learners who are having difficulties forming letters correctly in their exercise books, try giving them slates and chalk instead. Let them write the letters as big as they want and don’t worry about the four guidelines. Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</td>
</tr>
<tr>
<td>a. Ask learners to observe as you write the small letter on the chalkboard. Use the handwriting guidelines to describe where to start and how to form the letter correctly.</td>
<td></td>
</tr>
<tr>
<td>b. Ask learners to use their finger to trace the letter in the book while you write on the chalkboard. Say the letter formation phrase as you write.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to write the letter in their exercise books several times from left to right.</td>
<td></td>
</tr>
<tr>
<td>d. Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 6: Spelling Practice (7 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: Suggested letters, syllables and words for spelling practice are provided in the Weekly Lesson Support section each week. Assess your learners’ spelling performance and modify your spelling practice assignment accordingly.</td>
</tr>
<tr>
<td>a. Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books.</td>
<td></td>
</tr>
<tr>
<td>b. After learners have finished, write the correct answer on the chalkboard. Tell learners to check their answers.</td>
<td></td>
</tr>
<tr>
<td>c. Continue with more letters, syllables or words as time permits.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 7: Writing My Name (8 minutes)</strong></td>
<td>How to make name cards:</td>
</tr>
<tr>
<td>a. Ask learners to get out their name cards.</td>
<td>- Cut manila into cards (at least 10x15 cm).</td>
</tr>
<tr>
<td>b. Tell learners to trace the letters of their name with their finger.</td>
<td>- Rule the card with the four handwriting guidelines.</td>
</tr>
<tr>
<td>c. Tell learners to write their name at least three times in their exercise books.</td>
<td>- Write the learner's name. Be sure to spell it correctly and use proper letter formation. (Begin with one name only in Term 1. Add the second name in Term 2.)</td>
</tr>
<tr>
<td>d. Learners who have mastered both their names (correct letter formation and correct spelling) can practice writing the name of the school, their village or other keywords from the lesson.</td>
<td></td>
</tr>
<tr>
<td>e. Move around the classroom assessing learners on letter formation and name writing. Mark in the CAM Form.</td>
<td></td>
</tr>
</tbody>
</table>
How to Teach: Literacy 2 - Days 2 and 4

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

Competences
The learner:

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

Teaching Procedure

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</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Transition Song</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Plan the Creative Writing Story</td>
<td>• Learners plan a story that has a beginning, middle and ending together with the teacher.</td>
</tr>
<tr>
<td>7 min.</td>
<td>3</td>
<td>Write the Story</td>
<td>• Learners compose a story that has a beginning, middle and ending together with the teacher.</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Make Corrections to the Story</td>
<td>• Learners assist the teacher in making corrections in spelling, grammar and meaning.</td>
</tr>
<tr>
<td>7 min.</td>
<td>5</td>
<td>Read the Story</td>
<td>• Learners read the story with support from the teacher.</td>
</tr>
</tbody>
</table>
The Chalkboard

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

Literacy 2

Time to clean

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

Differentiated Learning

Remedial

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

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

Accelerated

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

Do More: Book Making 1

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

Here are some different types of teacher-made books:

- Manila cover and stationery pages (glued together, stapled or tied)
- Binder with pages added each week
- Exercise books with special covers
- Photo albums with text and drawings inserted instead of photos
- Wall chart stories
## How to Teach: Literacy 2 - Days 2 and 4

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Transition Song (1 minute)</strong></td>
<td></td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the</td>
<td>Sing a different song to introduce Literacy 2. This will help learners quickly</td>
</tr>
<tr>
<td>writing part of the Literacy Hour.</td>
<td>make the transition to the second half of the Literacy Hour.</td>
</tr>
<tr>
<td>b. Sing a different song to introduce Literacy</td>
<td></td>
</tr>
<tr>
<td>2. This will help learners quickly make the</td>
<td></td>
</tr>
<tr>
<td>transition to the second half of the Literacy</td>
<td></td>
</tr>
<tr>
<td>Hour.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Plan the Creative Writing Story</strong></td>
<td>During the planning stage of writing the teacher and pupils tell their creative</td>
</tr>
<tr>
<td><strong>(10 minutes)</strong></td>
<td>writing story aloud without writing anything on the chalkboard.</td>
</tr>
<tr>
<td>a. Tell learners that they are going to write a</td>
<td></td>
</tr>
<tr>
<td>a creative writing story together as a class.</td>
<td></td>
</tr>
<tr>
<td>The story they write together will be based on</td>
<td></td>
</tr>
<tr>
<td>the predictions they just made in Literacy 1</td>
<td></td>
</tr>
<tr>
<td>about what will happen next in the pupil book</td>
<td></td>
</tr>
<tr>
<td>story.</td>
<td></td>
</tr>
<tr>
<td>b. Summarize the predictions they made about</td>
<td>It is helpful to have the outline of a possible story in your mind before you</td>
</tr>
<tr>
<td>the story during Literacy 1. Decide on the</td>
<td>begin the lesson, especially early in the year when this step is new to learners.</td>
</tr>
<tr>
<td>prediction they most want to write about as a</td>
<td>If learners are struggling, model the planning process for them. After a few</td>
</tr>
<tr>
<td>class.</td>
<td>weeks they will begin to understand what is required of them and start to take</td>
</tr>
<tr>
<td>c. Discuss and plan what will happen at the</td>
<td>over the planning process.</td>
</tr>
<tr>
<td>beginning of the story (one idea), in the</td>
<td></td>
</tr>
<tr>
<td>middle of the story (two ideas) and at the end</td>
<td></td>
</tr>
<tr>
<td>of the story (one idea).</td>
<td></td>
</tr>
<tr>
<td>d. When you have planned the creative writing</td>
<td></td>
</tr>
<tr>
<td>story to the learners’ satisfaction retell the</td>
<td></td>
</tr>
<tr>
<td>story in full, emphasizing the four main ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Write the Story (7 minutes)</strong></td>
<td>You should also use the Think Aloud method as you write the story on the chalkboard. Here are some examples of what you might think aloud:</td>
</tr>
<tr>
<td>a. Write the title of the creative writing story</td>
<td>```</td>
</tr>
<tr>
<td>on the chalkboard. Use the same title as in the</td>
<td>• “I am starting a new sentence. That means I need to capitalize the first letter.”</td>
</tr>
<tr>
<td>pupil book story.</td>
<td>• “Let me put a full stop here because it is the end of the sentence.”</td>
</tr>
<tr>
<td>b. Ask learners to suggest a good first</td>
<td></td>
</tr>
<tr>
<td>sentence. Pick the best and write it on the</td>
<td></td>
</tr>
<tr>
<td>chalkboard.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners, “What happens next?” Have</td>
<td></td>
</tr>
<tr>
<td>them suggest two sentences that summarize the</td>
<td></td>
</tr>
<tr>
<td>two middle of the story ideas you discussed.</td>
<td></td>
</tr>
<tr>
<td>Select the best sentences and write them on the</td>
<td></td>
</tr>
<tr>
<td>board.</td>
<td></td>
</tr>
<tr>
<td>d. Tell learners, “Now let’s wrap up our story</td>
<td></td>
</tr>
<tr>
<td>with a final sentence.” Write the final sentence</td>
<td></td>
</tr>
<tr>
<td>that you and the class like best.</td>
<td></td>
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</tbody>
</table>
# How to Teach: Literacy 2 - Days 2 and 4

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 4: Make Corrections to the Story (5 minutes)</strong></td>
<td>Here are some sample Think Alouds for Step 4:</td>
</tr>
</tbody>
</table>
| a. Tell learners you are going to read through the creative writing story to make corrections in spelling, grammar and meaning. | • “Let me check and see if I put all of my capital letters at the beginning of the sentences and full stops at the end of the sentences... Oh, I forgot one.”  
• “I don’t like this sentence. It is boring. What can I do to make it more exciting? Instead of just cow I am going to say big black cow with large horns.” |
| b. Read the story aloud slowly as you track with the pointer. Use the Think Aloud method to model for pupils how to make corrections in a story. | |
| **Step 5: Read the Story (7 minutes)** | Marking the CAM Form: |
| a. Ask learners to listen as you read the creative writing story aloud to them, tracking the text with a pointer. Read with meaning and fluency two times. | Level 3: Reads the story with no mistakes and excellent fluency and expression.  
Level 2: Reads the story with 1-2 mistakes and good fluency and expression.  
Level 1: Reads the story with many mistakes and poor fluency and expression. |
| b. Ask learners to read the story together with you. Repeat 1-2 times. | |
| c. Read the story together with small groups of learners. | |
| d. Select 3-5 learners to come up to the chalkboard and read the story independently. Assess these learners and mark in the CAM Form for Literacy 1 (reading fluency). | |
How to Teach: Literacy 2 - Day 5

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

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Transition Song</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>7 min.</td>
<td>2</td>
<td>Letter Formation Assessment</td>
<td>• Learners write letters in their exercise books with increasing accuracy.</td>
</tr>
<tr>
<td>8 min.</td>
<td>3</td>
<td>Spelling Assessment</td>
<td>• Learners spell letters, syllables or words with increasing accuracy.</td>
</tr>
<tr>
<td>14 min.</td>
<td>4</td>
<td>Creative Writing Assessment</td>
<td>• Learners write their names with correct spelling and letter formation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners write a story that is meaningful and well organised (has a beginning, middle and ending).</td>
</tr>
</tbody>
</table>
Differentiated Learning

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

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

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

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

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

**Step 4: Creative Writing Assessment (14 minutes)**

a. Ask learners to write a story of their own on a separate page of their exercise book. They can use both pictures and words to tell their story. *Be sure they include their name when they write their story.*

b. Move around to the learners selected for assessment this week and have them tell their stories to you as they write.

c. Collect the exercise books of at least 10 learners for assessment of handwriting, spelling, name writing and creative writing. Mark in the CAM Form.

### Extra Guidance

**Marking the CAM Form***:

- **Level 3**: Writes a meaningful, well-organised story using pictures and words.
- **Level 2**: Writes a meaningful, well-organised story using pictures only.
- **Level 1**: The story is poorly organised and difficult to understand the meaning.

*In Term 3 learners should also write at least one sentence to earn a Level 3 and use some words to earn a Level 2.
How to Teach: Oral Literature - Day 1

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

Competences
The learner:

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

Teaching Procedure

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

Remedial and Accelerated

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

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

Do More: Story Mapping

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

Begin by drawing 3 large boxes on the chalkboard. Label the boxes BEGINNING, MIDDLE and ENDING. Remind pupils of a recent story they have learned in class, either a story from the pupil book or from Oral Literature. Review the characters, setting and action. Tell learners to draw three pictures from the story in their exercise books. The first picture should illustrate something that happened at the beginning of the story; the second picture, something that happened in the middle of the story and the final picture, something that happened at the end of the story.
### How to Teach: Oral Literature - Day 1

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

<table>
<thead>
<tr>
<th>Step 5: After Listening to the Story (7 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Repeat the Guiding Question. Discuss the answer as a class.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> A story outline in the Weekly Lesson Support section of this teacher’s guide will tell you whether the story is a fiction or informative story and list the characters, setting and action or the main ideas.</td>
</tr>
<tr>
<td>b. Ask learners whether the story was a fiction story or an informative story. Confirm the correct answer.</td>
<td>The words in your language for characters, setting, action and main idea are provided in the glossary.</td>
</tr>
<tr>
<td>c. Tell learners you will read the story again. If they have identified the story as a fiction story they should listen to determine the characters, setting and plot. If it is an informative story they should listen to determine the main idea of the story.</td>
<td>The <strong>characters</strong> are the actors in a story. The setting is where and when the story is taking place. The <strong>action</strong> of a story is a summary of what happens in the story. Another word is <strong>plot</strong>. The main idea of an informative story is one sentence that summarises what the story is about.</td>
</tr>
<tr>
<td>d. Read the story aloud a second time without pausing.</td>
<td></td>
</tr>
<tr>
<td>e. For a fiction story, have learners identify the characters, setting and action after listening to the story a second time. For an informative story have learners identify the main idea and supporting ideas.</td>
<td></td>
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</table>

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

<table>
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<tr>
<th></th>
<th>Extra Guidance</th>
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<tbody>
<tr>
<td>a. Say the first vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Read the sentence with the word in it from the Oral Literature story. Discuss the meaning of the word. Then ask learners to use the word in a new sentence.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> The selected vocabulary words for the Oral Literature story are found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>b. Repeat the same process for the other two vocabulary words.</td>
<td>You can also create flashcards for the vocabulary words in the Oral Literature stories. Hang them on a <strong>story tree</strong> or make a <strong>word wall</strong> in your classroom.</td>
</tr>
</tbody>
</table>
How to Teach: Oral Literature - Day 3

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

Competences
The learner:

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Introductory Song</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>6 min.</td>
<td>2</td>
<td>Recite a Traditional Text</td>
<td>• Learners recite a traditional text from memory.</td>
</tr>
</tbody>
</table>
| 6 min. | 3    | Before Listening to the Story       | • Learners re-tell a fiction story and demonstrate comprehension by identifying the main characters, setting and action.  
• Learners re-tell an informative story and demonstrate comprehension by identifying the main idea of the story. |
| 5 min. | 4    | Reading the Story Aloud             | • Learners listen attentively to the teacher.                                      |
| 6 min. | 5    | After Listening to the Story        | • Learners answer In the Text Questions about a story that has been read aloud.  
• Learners answer In My Mind Questions about a story that has been read aloud. |
| 6 min. | 6    | Vocabulary Words                    | • Learners identify vocabulary words from the story and use them in meaningful sentences. |
Differentiated Learning

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

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

Do More: Book Making 2

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

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

- classroom cupboard
- nails and string, books hang from the spine
- cardboard box
- wall pockets
- improvised book shelf (e.g. bricks and timber)
# How to Teach: Oral Literature - Day 3

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Introductory Song (1 minute)</strong>&lt;br&gt;a. Sing a song to signal the beginning of the lesson.</td>
<td>The introductory song and traditional text are designed to focus learners’ attention so they are ready to listen to the story for the day.</td>
</tr>
<tr>
<td><strong>Step 2: Recite a Traditional Text (6 minutes)</strong>&lt;br&gt;a. Recite the same traditional text the learners were introduced to on Day 1. Learners first listen while you recite alone.&lt;br&gt;b. Recite the traditional text together with learners.&lt;br&gt;c. Ask individual learners to recite the traditional text. Assess and mark in the CAM Form.</td>
<td>Be sure to identify the type of traditional text you are learning each week. A variety of traditional texts should be represented each term: songs, riddles, proverbs, poems, tongue twisters, rhymes, etc. Learners should be able to identify the different types of traditional text in their language.</td>
</tr>
<tr>
<td><strong>Step 3: Before Listening to the Story (6 minutes)</strong>&lt;br&gt;a. Read the title of the week’s story aloud to learners.&lt;br&gt;b. If the text is a fiction story the learners should retell the story by identifying the main characters, setting and describing the action in the correct sequential order. Assess and mark in the CAM Form.&lt;br&gt;c. If the text is an informative story learners should retell the story by identifying the main idea and supporting ideas. Assess and mark in the CAM Form.&lt;br&gt;d. Read the two In the Text Questions for the week’s story to learners from the teacher’s guide. Tell learners to listen to the story and see if they can answer these questions when you finish reading.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The In the Text Questions can be found in the Weekly Lesson Support section of this teacher’s guide. Using the CAM Form to record assessments during the Oral Literature lesson may be awkward. If so, write the names of the learners you want to assess in the Oral Literature lesson on a small scrap of paper. Use the paper to record their performance. Later, you can transfer the information onto the CAM Form.</td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity | Extra Guidance
---|---
**Step 4: Reading the Story Aloud (5 minutes)**<br>a. Read the story aloud to learners as they listen attentively.<br>**On Day 3 you do not need to stop to ask the Prediction Question.**

**Step 5: After Listening to the Story (6 minutes)**<br>a. Have learners answer the two In the Text Questions.<br>b. Ask other In the Text Questions of your own.<br>c. Ask the two In My Mind Questions found in the teacher’s guide and have learners answer them.<br>**WEEKLY LESSON SUPPORT:**<br>The In the Text and In My Mind Questions can be found in the Weekly Lesson Support section of this teacher’s guide. Encourage learners to pose their own comprehension questions to the class as well. This can be a motivational activity for accelerated learners who want an extra challenge.

**Step 6: Vocabulary Words (6 minutes)**<br>a. Ask learners to identify any words that were new or unfamiliar to them in the story. Say the learner-identified vocabulary word aloud. Have learners repeat the word. Read the sentence with the word in it from the Oral Literature story. Discuss the meaning of the word. Then ask learners to use the word in a new sentence.<br>b. Review the 3 vocabulary words from Day 1. Say each word aloud and write it on the chalkboard. Ask individual learners to use the word in a meaningful sentence. Assess and mark in the CAM Form.<br>**Learners may find it difficult to identify new vocabulary words on their own, especially in Term 1. Encourage them to listen for new or confusing words as you read.**<br>Show your enthusiasm for talking about words and their meanings. This will develop learners’ love and appreciation for the words in their language.
Introduction
The News lesson is taught immediately after the morning break on Days 2, 4 and 5. The News lesson gives learners the opportunity to develop their speaking and writing competences. On Day 2, the teacher models how to compose and tell a news story for the whole class. Ideally, the news stories should reflect concepts related to the sub-theme for the week. Model news stories are provided in the Weekly Lesson Support section of this teacher’s guide.

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

Teaching Procedure

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

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

Differentiated Learning

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

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

Do More: Class Displays

Recognise the good literacy performance of your pupils by displaying a selection of the best news stories for the week. Seek opportunities for learners to share their new stories with the rest of the pupils in school, such as at the school’s general assembly or at a speech day. This will help learners develop their speaking, listening and other life skills. Learners whose work is selected feel proud about their good work, and their classmates are motivated to improve their work in the future.

Classroom displays also promote a “talking classroom”. Remember you need to change the display regularly, at least once a month. To accomplish this, you need to have an effective way to hang or mount your pupils’ writing. Here are some materials for creating a display:

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

Remember: Never glue pupils’ work directly on the wall!
## How to Teach: News - Day 2

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

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

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

<table>
<thead>
<tr>
<th>Extra Guidance</th>
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</thead>
<tbody>
<tr>
<td>Encourage learners to appreciate their friend’s contribution. Tell them to say thank you and good work. This is a good integration of life skills education.</td>
</tr>
</tbody>
</table>

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

a. Select 5 learners to come up and share their news stories with the whole class.
b. Ask learners to speak clearly and with expression.
c. Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the speaker.
d. The speaker should always begin their news story by greeting the class in a culturally appropriate manner and saying their full name.
e. After the speaker has completed the news story, the teacher and learners should ask questions or make comments.
f. Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class.

<table>
<thead>
<tr>
<th>Extra Guidance</th>
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</thead>
<tbody>
<tr>
<td>Create a supportive classroom environment so that sharing news stories is fun and engaging for your learners. The focus is on assessing individual learners’ speaking competences, but teaching learners how to be good listeners, especially when their peers are speaking, is important too. Establish a few basic rules for sharing news stories at the beginning of the school year and enforce them consistently.</td>
</tr>
</tbody>
</table>

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How to Teach: News - Day 2
How to Teach: News - Days 4 and 5

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

Competences
The learner:

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

Teaching Procedure

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

The chalkboard is not used in this lesson.

Differentiated Learning

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

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

Do More: Parent Involvement

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

- Provide simple, fun homework assignments that encourage pupils to seek information from their family. For example, if the theme is transport, tell pupils to ask their parents what transport was like in their village when they were children. Have them write about this during the News lesson.
- Send classroom books home for learners to read to their family.
- Be sure that parents receive regular samples of their child’s school work to review. At the end of the term, attach writing and spelling samples to the report card.
## How to Teach: News - Days 4 and 5

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
</table>
| **Step 1: Transition Song (1 minute)**  
  a. Sing a song to signal the beginning of the lesson as you distribute the writing materials and pupil name cards. | Always sing the same song to begin the News lesson. This routine will help learners mentally prepare for the lesson. |
| **Step 2: Learners Write News Stories (13 min.)**  
  a. Remind learners of the news story you wrote on Day 2. Ask a selected learner to retell your news story. Ask learners if they can retell any of the news stories told by their classmates on Day 2.  
  b. Tell learners to write another news story today.  
  c. Remind learners that they should write their names in their exercise books.  
  d. Move around the room observing learners as they write. Ask questions about their stories and provide support as needed.  
  e. When there are 3 minutes remaining, tell learners they have 3 minutes to complete their work, including writing their name. | Select 5 learners you want to talk to during this step and do the following:  
  Ask them to tell their story aloud to you.  
  - Is it a meaningful story?  
  - Can you interpret their drawings? Do their pictures match the story?  
  - Are the pictures well organised on the page?  
  - How are they progressing with writing their name?  
  - Are they labelling their stories with words? Are they writing sentences? |
### How to Teach: News - Days 4 and 5

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 4: Learners Share News Stories in Small Groups (5 minutes)</strong></td>
<td>Guide learners so that they are able to share their stories successfully in small groups.</td>
</tr>
<tr>
<td>a. Tell learners to take turns sharing their stories in small groups of 2-4 people.</td>
<td></td>
</tr>
<tr>
<td>b. Move around the room supporting learners who are having difficulty participating in the small groups.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step 5: Selected Learners Share News Stories (10 minutes)</strong></th>
<th>Here are the writing competences learners should demonstrate over the course of the year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Select 5 learners to come up and share their news stories with the whole class.</td>
<td><strong>Term 1:</strong> Learners draw pictures that illustrate a personal news story.</td>
</tr>
<tr>
<td>b. Ask learners to speak clearly and with expression.</td>
<td><strong>Term 2:</strong> Learners’ picture stories show an effort to organise information on the page. Learners begin to label their pictures with words.</td>
</tr>
<tr>
<td>c. Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the speaker.</td>
<td><strong>Term 3:</strong> Learners’ picture stories are well organised and labelled with words. Learners are able to compose a simple sentence about their story.</td>
</tr>
<tr>
<td>d. The speaker should always begin their news story by greeting the class in a culturally appropriate manner and saying their full name.</td>
<td></td>
</tr>
<tr>
<td>e. After the speaker has completed their news story, the teacher and learners should ask questions or make comments.</td>
<td></td>
</tr>
<tr>
<td>f. Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class.</td>
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</tr>
</tbody>
</table>
## Lëblaŋo Technical Literacy Terms

<table>
<thead>
<tr>
<th>English</th>
<th>Lëblaŋo</th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabetic principle (phonics)</td>
<td>ñec ikom nuktae</td>
</tr>
<tr>
<td>choral reading</td>
<td>kwan karacël kun dwon winyere</td>
</tr>
<tr>
<td>collaborative learning</td>
<td>pwonyere karacël</td>
</tr>
<tr>
<td>competency-based assessment</td>
<td>kwëddō ñec alübërë kede gin atîn myero tim</td>
</tr>
<tr>
<td>comprehension</td>
<td>nîaŋŋö</td>
</tr>
<tr>
<td>continuous assessment</td>
<td>kwëddō karë-ikarë</td>
</tr>
<tr>
<td>differentiated learning</td>
<td>yīka më köny yö oti êô amë tye kede pêkô onyo ñec atêk ikóm kwan kede cóc</td>
</tr>
<tr>
<td>echo reading</td>
<td>kwan idwon amalu</td>
</tr>
<tr>
<td>explicit instruction</td>
<td>mîyö ñec olîl</td>
</tr>
<tr>
<td>fluency</td>
<td>pwötö</td>
</tr>
<tr>
<td>multisensory</td>
<td>tic ìdulkom apol më ñeyo jami apapat</td>
</tr>
<tr>
<td>orthography</td>
<td>cîk amyero lüb i kwan kede cóc</td>
</tr>
<tr>
<td>partner reading</td>
<td>kwan kede awotti</td>
</tr>
<tr>
<td>phonemic awareness</td>
<td>ñec i dwon</td>
</tr>
<tr>
<td>phonological awareness</td>
<td>ñec ikom dwon apapat</td>
</tr>
<tr>
<td>print awareness</td>
<td>ñec ikom cóc</td>
</tr>
<tr>
<td>scaffolding</td>
<td>köñyn yö danô kun icakô i gin amë ën ñeo naka i gin amë ën pe ñeo, tê ñeyo</td>
</tr>
<tr>
<td>summative assessment</td>
<td>kwëddō më agikki</td>
</tr>
<tr>
<td>systematic instruction</td>
<td>mîyö ñec iyore-iyore</td>
</tr>
<tr>
<td>vocabulary</td>
<td>widikop</td>
</tr>
<tr>
<td>whisper reading</td>
<td>kwan mûşûmûşû</td>
</tr>
</tbody>
</table>
Weekly Lesson Support

Term 1 Lessons
Welcome to the new school year!

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

**Term 1 Materials Checklist**

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

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

**Orientation Week Overview**

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

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

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

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

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

**References:**

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

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>A</th>
<th>a</th>
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</table>

Thematic Question: Nyin cukul wa olwoŋo niŋo?

Beat the Words

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

Literacy 2

Letter Formation Phrase

A = Ka icöyö 'A' adwoŋ, icakö coyö i malu itë kello tyënlë piŋ itùŋcam itë dök ömmö tyënlë imalu tuŋcem kello piŋ eka itë gjöllö dyere mërë.

a = Ka icöyö 'a' atidë, ilüŋü not itë kettö tyënlë itu nyime.

Spelling Practice

a

Day 2

Wii Opio owil


Literacy 1

In the Text Question: Aworo wii Opio owil injo pacu?

In My Mind Question: Itamö ni Opio obin otiśmy ngi icawa amë wie owil kede bukkërë okö pacu?

Literacy 2

Story Idea: Tam i cëko atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tïmërë i cëko i buk otinökwan iyï agikki pwonyoyo kuw.
1.2 Jë kede tic i cukul wa

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

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<thead>
<tr>
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</tbody>
</table>

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

Beat the Words

a-cöc  a-kop  a-pwony

Literacy 2

Letter Formation Phrase

A = Ka icöyö ‘A’ adwoŋ, icakö cöyö i malu itë kello tyënë pín
ituçcam itë dök ömmö tyënë imalu tuŋcem kello pín
ëka itë njöllö dyere mërë.
a = Ka icöyö ‘a’ ațiđi, ilüŋü not itë ketto tyënë itu nyime.

Spelling Practice

a

Literacy 1

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

In My Mind Question: Ka onwoŋo yin en amë wii owil kede bukkö, onwoŋo itimmö nø?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca,
oṭińokwăn openyo ikom gin abino tìmërë i cëkö i buk
oṭińokwăn iyì ağiikki pwonynyo kwan.

Term 1 Week 2
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>A</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Beat the Words

- a-wo-be
- a-nyi-ra
- a-tu-ku
- a-cöc
- a-kop
- a-pwony

Sentence Assessment

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

Literacy 2

Letter Formation Assessment

A, a

Spelling Assessment

a

Term 1 Week 2
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

Drawing of pupils with their teacher visiting the head teacher’s office.

**Model News Story**

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

**References**

**NPSCU Teacher’s Guide**
- Competencies, pages 76-77
- Sample scheme of work, page 97
- Lesson Plan Guidelines, page 109

**NPSCU Curriculum**
- Pages 14-15

**Traditional Text**

**Koc**

Acung iwii bye atë redo në Opio.

Agam: Otwïnyö.

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

**Apeny më yabbö ńec:** Akwannö cěkō mörö kan, lîŋ iwîny ēka itē kobba jami anjö ame tye i cukul wa kede tic ġi.

**Dul cěkō më acēł**


**Story Outline**

<table>
<thead>
<tr>
<th>Gutî kop a kwakō cěkō:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cukul wa.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kop amē kelö nîajö:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wudî amē tye i cukul tic ġi pol.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kop amē kelö nîajö:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuku apapat amē otînō tuku i cukul wa.</td>
</tr>
</tbody>
</table>
1.2 Jö kede tic i cukul wa

Oral Literature

Dul cékō më aryō

Otinō i cukul wa tëmō jami apol iyī acembili. Gīn wero wer mē kwoggo lobo wa mē Uganda. Okwanō gīnī amut kede lemo ēka otē léggō lēgō mē cukul. Gīn donj tē dōnyō i kīlacci kede wer. Otinō, otinō, otinō wa dore, Nēn i wot, nēn i wot, Nēn i wot gī.

Iyoŋe otinō ducu tē dōnyō i kīlacci gī cakkō kwan. Cukul wa tye kede caïnpoc amē cīmō kan a cukul tye iyē. Baj kede nyırj cukul daŋ tye i caïnpoc.

Bēndēra mē dworo lobo wa kede mē cukul tye daŋ i cukul wa. Én ocibere inyim opici mē cukul. Ranji a cöl, yelo kede rēma tye i bēndēra i cukul wa.

Cukul wa bēr pien tye kan a lac otenne iwii tur amē nen i kan a bor. Onywal kede jō ilanjetë marō cukul atēk. Opwanye wa marō wa. Gīn pwonyo wa abēr meićēl. Piī tarçi daŋ nwoŋere i cukul wa.

Vocabulary Words

<table>
<thead>
<tr>
<th>gwōkkō</th>
<th>bēndēra</th>
<th>wēyō</th>
</tr>
</thead>
</table>

In the Text Questions

1. Jami mē tic cīŋ aŋō amē otinō yīkō i cukul?
2. Jō tímō nō i cawa mē acembili?

In My Mind questions

1. Piŋō omīō cukul ka ocēlō okō bēr?
2. Óō a rōmō tīmērē ka otinō pe tuku abēr?

Term 1 Week 2
1 Cukul wa

Literacy 1 and 2

Day 1

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th>N</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Nyïŋ cukul wa olwoŋo nïŋö?

Beat the Words
ca-in-poc bën-dë-ra yu-ni-pom

Literacy 2
Letter Formation Phrase
N= Ka icöyö 'N' adwoŋ. Iömö tyënë i malu naka piŋ kun idwoggo turçcam itë dök ömmö i malu dwökkö piŋ turçcem itë dorj ömmo i malu atir dwoggo piŋ.

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

Spelling Practice
N, n, na

Day 2

Literacy 1
In the Text Question: Jö mënë obin owoto i cukul Opio gi?

In My Mind Question: Piŋö omiö otïnökwan myero ruk yunipom?

Literacy 2
Story Idea: Tam i cëkö atìn, ayaa ikom apeny agëca, otïnökwan openyo ikom gin abino timërë i cëkö i buk otïnökwan iyï agikki pwonyoyo kwan.

Term 1 Week 3
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>na</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Beat the Words**

yen  pi-rin  be-cen

Literacy 2

**Letter Formation Phrase**

N= Ka icöyö 'N' adwoŋ, iömö tyënë i malu naka pïŋ kun idwoggo turçem itë dök ömmo i malu dwökkö pïŋ turçem itë doŋ ömmo i malu atîr dwoggo pïŋ.

n= Ka icöyö 'n' atidi, icöö acël itë gommo wie dwökkö turçem itë dwoggo pïŋ.

**Spelling Practice**

N, n, na

Literacy 1

**In the Text Question:** Dô amë wele obin omïö cukul?

**In My Mind Question:** Itamö nï cukul obin otîmö njö kede becen amë omïö gi?

Literacy 2

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

Term 1 Week 3
1 Cukul wa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>N</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

ca-ïn-poc  bën-dë-ra  yu-ni-pom
yen       pi-rin      be-cen

Sentence Assessment
1. Yunipom wa cïl.
2. Yen tye i cukul wa.
3. Pirin apwony wa cïl.

Literacy 2

Letter Formation Assessment
N, n

Spelling Assessment
N, n, na

Term 1 Week 3
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

Model News Drawing

Drawing of a father and child at the market buying exercise books and pencils.

Model News Story

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

References

NPSCU Teacher’s Guide
- Competencies, pages 76-77
- Sample scheme of work, pages 97-98
- Lesson Plan Guidelines, pages 116-122

NPSCU Curriculum
- Page 15

Traditional Text

Koc
Awoto ika welo anyira adek oteda.

Agam: Tuke.

Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.
Oral Literature
Ogwal gïnnï Akena i kwat

Apeny më yabbô nec: Akwannö cëkô mëro kan, lîn iwîny abër itë kobba gîn Ogwal gî obedo tîmmô omîô dok tê rweny.

Dul cëkô më acël
Inînö mërö acël, i dyeceñ Ogwal gîn kede Akena owoto më kwayô dok i lum. Gîn otero dok itë buŋ kan a bor. Ogwal gînnï Akena tê cakkô bayô wînyô kun dok tye acem këŋî aboŋo nañ amë anënnô.


Story Outline

Gutî kop a kwakô cëkô:
Wot i kwat.

Kop amë kele nianô:
Akena gî obedo i bayô wînyô.

Kop amë kele nianô:
Dok orweny éntô Akena gî obin onwoŋo okô.
1.3 Jami i cukul wa

Oral Literature

Dul cékö më aryö
Amë doŋ cer olëŋere, kët të bino i yamö adwoŋ amë tye akodo agwaa. Ogwal gin Akena të cakkö kollö dok më dwokkö pacu. Gin të nwoŋŋo dok atar ducu pe. Wi gë të ballë atëk kun oparö kan amë dok atar owoto iyë.


ën të něnö dok tye ocuŋ iyë awii mörö. Dok-ca onwoŋo ŋeo dwön akwat gë. Ogwal olwoŋo dyaŋ acel. Dok gë owinyo dwëne të rinjjo gënë bote. Én okölö dok të dwokkö pacu.

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

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jë adì amë onwoŋo owoto i kwat?</td>
<td>1. Pwony anjö amë inwoŋo i cékö man?</td>
</tr>
<tr>
<td>2. Dë amë obin owoto omöö dok amë orwenyo?</td>
<td>2. Ka Ogwal onwoŋo pe onwoŋo dok, itamö në eŋ onwoŋo atëmmö nö?</td>
</tr>
</tbody>
</table>

Term 1 Week 3
**Literacy 1 and 2**

**Day 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th>A</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>na</td>
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</tbody>
</table>

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

**Beat the Words**

a-ya  a-tat  a-tïn

**Literacy 2**

**Letter Formation Phrase**

A= Ka icöyö ‘A’ adwoŋ, icakö cöyö i malu itë kello tyënë piŋ itunjam, itë dön òmmö tyënë imalu tuŋcem kello piŋ eka itë njollö dyere mëre.

a= Ka icöyö ‘a’ atïdï, ilunjü not itë këtto tyënë itu nyime.

**Spelling Practice**

a, na

**Day 2**

**Literacy 1**

**In the Text Question:** Opio kede Acen tye atëmmö nö?

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

**Literacy 2**

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otiño kwan openyo ikom gin abino tîmëre i cëkö i buk otiño kwan iyï agikki pwonynyo kwan.
2.1 Jö i pacu wa

Literacy 1
New Letters and Review Chart

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Jö mënë amë bedo pacu wu?

Beat the Words

- a-pap
- a-mat-tö
- a-ne-no

Literacy 2
Letter Formation Phrase

A = Ka icöyö 'A' adwoŋ, icakö côyö i malu itë kello tyënë pîŋ ituçcam, itë dök ömmö tyënë imalu tuçcem kello pîŋ éka itë njollö dyere mërë.

a = Ka icöyö 'a' atiddi, ilürjü not itë ketto tyënë itu nyime.

Spelling Practice

- a, na

Literacy 1
In the Text Question: Opio ginnë Acen opye kede lëlö ikom ña?

In My Mind Question: Itamö nï atat obin otîmmë Opio gi ¡jö?

Literacy 2
Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otînökwan openyo ikom gin abino.timërë i cëkö i buk otînökwan iyï agikki pwonymyo kwan.
2 Pacu wa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

a-ya | a-tat | a-tīn
a-pap | a-mat-tō | a-ne-no

Sentence Assessment
1. Aya tye kede atīn.
2. Apap tye amattō caī.
3. Apap tye aneno.

Literacy 2

Letter Formation Assessment
A, a

Spelling Assessment
a, na
2.1 Jö i pacu wa

News

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

### Model News Drawing

Draw a homestead with people, young and adult.

### Model News Story

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

### References

- **NPSCU Teacher’s Guide**
  - Competencies, pages 77-78
  - Sample scheme of work, pages 123-124
  - Lesson Plan Guidelines, pages 127-134

- **NPSCU Curriculum**
  - Page 17

### Traditional Text

**Wer**

Wînyô man gwëgwëtô pîŋ agwëttô, (x2)
Yin Opio atîn gam meri en ba,
Eee eee agwëttô,
Yin apap daŋ...
Yin aya daŋ...
Yin apapadwoŋ...
Yin ayaadwong...

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

Term 1 Week 4
2 Pacu wa

Oral Literature
Lîmmô Atat

Apeny më yabbô ñec: Akwannô cëkô mûrô kan, lîŋ iwîny itë kobba njö omîô otiñô marô tatô gî.

Dul cëkô më acël

Story Outline

Guti kop a kwakô cëkô:
Atat ëyëk cem a mît.

Kop amë kelô nîaŋô:
Atat cëkô icîna a mît amë miö wa onyërô atêk.

Kop amë kelô nîaŋô:
Atat kweo cuny wa ka yî wa tye awaŋ.

Term 1 Week 4

94
Dul cëkô më aryô

Toto gî dañ të jëllô tatô gî êka tê gammô yec i wie tero i ôt. Èn obin otedo cem êka tê cëllô abanyjala a mëmittôrô. Otînô-ca tê cammô dék otê yeñ atêk. Tatô gî onwoñô marô gî atêk dañ onwoñô kweo cuny gî ka yî gî tye awañ.


---

**Vocabulary Words**

| njwêddô      | abanyjala | kwëttë |

**In the Text Questions**

1. Dô amê Atat okwaô Acen kede Opio nî tîmmë?
2. Dô amê Acen okwaô nî Atat tîmmë gî?

**In My Mind questions**

1. Apat kede Atat, jô mënê amê nwoñere pacu?
2. Bêr icîna obedo njô bot wa?
2 Pacu wa

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>N</th>
<th>n</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Kob wel wudi amë tye pacu wu.

Beat the Words

nï-nö a-nën-nö a-nüd-du

Literacy 2

Letter Formation Phrase

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

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

Spelling Practice

N, n, na

Day 2

Literacy 1

In the Text Question: Opio gï gwökö nïnö iyï ñö?

In My Mind Question: Apat iyï puku, ñö okënë amë yin
  irömö gwökkö nïnö iyë?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca,
  otinökwan openyo ikom gin abino tîmërë i cëkö i buk
  otinökwan iyï agikki pwonyoyo kwan.
2.2 Tic a jö i pacu wa

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td>na</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Beat the Words**

- nu-mu
- o-nür
- ni-a-yo

Literacy 2

**Letter Formation Phrase**

N= Ka icöyö ‘N’ adwoŋ, iömö tyënë i malu naka pïŋ kun
idwoggo tuŋcam itë dök ömmö i malu dwökkö pïŋ
tuŋcem itë doŋ ömmë i malu atîr dwoggo pïŋ.

n= Ka icöyö ‘n’ atîdî, icöö acël itë gommo wie dwökkö
tuŋcem itë dwoggo pïŋ.

**Spelling Practice**

N, n, na

Literacy 1

**In the Text Question:** Dô omïö Opio gînnï Acen olëlo?

**In My Mind Question:** Itamë nî rö okënë amë papa Acen
gi obin otîmë kede cente amë èn ocatö i nînö?

Literacy 2

**Story Idea:** Tam amë pîrë tëk i cëkö më tin myero yaa
ikom apeny agëca amë otînökwan odonynyo kede ikom gin
amë bino tîmërë iyî anyim i cëkö amë tye iyî buk otînökwan
iyî agikki më pwonymyo kwan.

Term 1 Week 5
2 Pacu wa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>N</th>
<th>n</th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>na</td>
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</tbody>
</table>

Beat the Words

- nî-nô
- a-nën-nô
- a-nüd–dü
- nu-mu
- o-nûr
- ni-a-yo

Sentence Assessment
1. Ajok tye anüddü nyûka.
2. Abonyo tye anënô ananaci.
3. Aemme nî numu.

Literacy 2

Letter Formation Assessment

N, n

Spelling Assessment

N,n, na

Term 1 Week 5
News

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

Model News Drawing

<table>
<thead>
<tr>
<th>Drawing of father doing his responsibilities at home.</th>
</tr>
</thead>
</table>

Model News Story

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

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competencies, pages 77-78</td>
</tr>
<tr>
<td>• Sample scheme of work, pages 124-125</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 135-144</td>
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<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page 18</td>
</tr>
</tbody>
</table>

Traditional Text

Lēb adwala
Atet tet ika tetto tet.

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

Apap obwöt i pït

Apeny më yabbö ǹec: Akwannö cèkō mörö kan, lîîn iwîny itë kobba bër a gwökkô lee pacu.

Dul cèkō më acël


Story Outline

Jô i cèkô:
Apap, Opio, jaraŋu, ogwalogwal

Ka cèkô:
I tim leyi otyenno

Gin otîmërë:
Apap kede Opio owoto dwar i tim leyi ëka otë rwattë kede jaraŋu amë onwoñö tye amîttö mwönyinyô gi okö.
2.2 Tic a jö i pacu wa

Oral Literature

Apeny agëca: Yin itamo nï Apap ginni Opio obin otimö njo pi Ogwalogwal?

Dul cëkö më aryö

Apap obin odwökö pwöc bot ogwalogwal tê cikkë nï ka obino nwoŋŋe i waŋ pii akön pe anekke piën ên olaŋo kwô gi. Ogwalogwal tê gammë nï, “Awpöyö matëk, Rwot Obanja meddi gum.”

Pwony a nwoŋere i cëkö: Ginnörö këkën a ger të dit bala jaraŋu daŋ lworo töö.

Vocabulary Words

| redo | ipît | mwönynyö |

In the Text Questions

<table>
<thead>
<tr>
<th>1. Jô adi a tye i cëkö nî?</th>
<th>1. Yin itamö nî njo omiŋ jaraŋu obin oŋwëcö?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apap gîn kede Opio obin owötö i dwar kwene?</td>
<td>2. Ka onwoŋo yin ibedo papo Opio, onwoŋo itimmi Ogwalogwal nô?</td>
</tr>
</tbody>
</table>

In My Mind questions

Term 1 Week 5
2 Pacu wa

Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>C</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>ca</td>
<td></td>
</tr>
<tr>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Kob wel wudi amë tye pacu wu.

Beat the Words

| cal  | ca-ti  | a-cem |

Literacy 2

Letter Formation Phrase

C = Ka acöyö ‘C’ adwoŋ, aömö i nyime atë güllü yie dwökkö turçcam atë dwökkö inyime turçcem.

C = Ka icöyö ‘c’ atïdï, iömö inyime itë güllü yïë dwökkö turçcam itë dwökkö iyïë turçcem.

Spelling Practice

ca

Day 2

Literacy 1

In the Text Question: Gwen apap onwoŋo buto kwene?

In My Mind Question: Itamö nï papö Opio gï obin otïmö njö iyoqe akwo kwallö gwennërë?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otïnökwan openyo ikom gin abino tîmëërë i cëkö i buk otïnökwan iyï agikki pwönyyo kwan.
2.3 Jami a nwoŋere i pacu wa kede tic gĩ

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>ca</td>
<td></td>
</tr>
<tr>
<td></td>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Jami anjō amē nwoŋere i pacci wa?

Beat the Words

cat  cu-kal  ca-ō

Literacy 2

Letter Formation Phrase

C= Ka acōyō 'C' adwoŋ, aōmō i nyime atē güllū yie dwökkö
 turčam atē dwökkö inyime tuŋcem.
c= Ka icōyō 'c' atidi, iōmō inyime itē güllū yīe dwökkö
 turčam itē dwökkö iyīe tuŋcem.

Spelling Practice

cā

Literacy 1

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

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

Literacy 2

Story Idea: Tam i cēkō atin, ayaa ikom apeny agēca,
otōnōkwan openyo ikom gin abino timērē i cēkō i buk
otōnōkwan iyī agīkki pwonynyō kwan.

Term 1 Week 6
Literacy 1 and 2

Day 5

**Literacy 1**

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>ca</td>
<td></td>
</tr>
<tr>
<td></td>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

**Beat the Words**

- cal
- cat
- ca-ti
- cu-kal
- a-cem
- ca-ö

**Sentence Assessment**

1. Acana tye agöyö cati.
3. Alic ci tye kede caö.

**Literacy 2**

**Letter Formation Assessment**

C, c

**Spelling Assessment**

ca, na
2.3 Jami a nwoŋere i pacu wa kede tic gi

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a kitchen with utensils.</td>
<td>In my home, we have cooking utensils such as saucepans, cups, plates and knives. When I go back home, I help my family with cleaning the utensils.</td>
</tr>
</tbody>
</table>

References

NPSCU Teacher's Guide
- Competencies, pages 77-78
- Sample scheme of work, pages 125-126
- Lesson Plan Guidelines, pages 145-153

NPSCU Curriculum
- Pages 18-19

Traditional Text

Wer
Dyaŋ, dyaŋ, dyaŋ ginni wode,
dyaŋ maro wode, (x2)
Ananaŋ ūn akome doŋ cīl,
dyaŋ maro wode. (x2)

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

Term 1 Week 6
2 Pacu wa

Oral Literature
Apap oparö mindyël

*Apeny më yabbö нек: Akwannö cëkö mörö kan, lîn iwîny itë kobba bër a gwökkö lee pacu.*

**Dul cëkö më acël**

**Story Outline**

**Guti kop a kwakö cëkö:**
Tîyo tik apapat më pacu.

**Kop amë kelo nianjö:**
Atat onwoŋo obwol i yoo kulu.

**Kop amë kelo nianjö:**
Apap omîô Atat dyël kede gwënö më pwöyë.
Dul cëkö më aryö

Apap obin olwoŋ Opio të kobbe nï, “Nën, kono mindyël wa-ca akwo pe okwalö, kono anekki Atat wu pi dwökkö pwöc bote i jamî apol abëcô amë ên otio pi wa.” Opio okobbi pappërë, “Pe i par. Kwany doŋ akale dyël a rêma kede bwöŋgwënö obedo olwîtolwît-ca imïë më wot pïtî.”


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>cüllô</td>
</tr>
<tr>
<td>bwöŋ</td>
</tr>
<tr>
<td>puttu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jô adii a tye i cëkö nï?</td>
<td>1. Yin itamö nî gwökkö lee pacu könyö wa kede njö?</td>
</tr>
<tr>
<td>2. Apap oparö mindyëllëre pirjö?</td>
<td>2. Apat kede dyël, leyi mënë amë ogwökö pacu?</td>
</tr>
</tbody>
</table>
3 Myere wa

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>o</td>
</tr>
<tr>
<td>na</td>
<td>no</td>
</tr>
<tr>
<td>ca</td>
<td>co</td>
</tr>
</tbody>
</table>

Thematic Question: Kob waŋtic amë myere wu nwooŋere iyë.

Beat the Words

o-kö-nö  o-kë-kë  o-no-ko

Literacy 2

Letter Formation Phrase

O = Ka icöyö 'O' adwoŋ, ilüŋü not adwoŋ.
o = Ka icöyö 'o' atïdï, ilüŋü not atïdï.

Spelling Practice
cu, co, can, con

Day 2

Literacy 1

In the Text Question: Naci okönyö Reburaŋ nïŋö?

In My Mind Question: Ka rïk naci pe okönyö Reburaŋ onwoŋo nõ amë römø tïmërë i tyëñë?

Literacy 2

Story Idea: Tam i cëkø atin, ayaa ikom apeny agëca,
oțiŋkwan openyo ikom gin abino tïmërë i cëkø i buk oțiŋkwan iyï agikki pwönyyo kwan.
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>ca</td>
<td>co</td>
<td></td>
</tr>
</tbody>
</table>

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

Beat the Words

- o-pur
- o-ma-kö
- o-yü-bü

Literacy 2

Letter Formation Phrase

O= Ka icöyö 'O' adwoŋ, ilüŋü not adwoŋ.
o= Ka icöyö 'O' adwoŋ, ilüŋü not adwoŋ.

Spelling Practice

ca, co, can, con

Literacy 1

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

In My Mind Question: Danö owannë okönyö nïnjö?

Literacy 2

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

Term 1 Week 7
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>ca</td>
<td>co</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

- o-kō-nō
- o-kē-kē
- o-no-ko
- o-pur
- o-ma-ko
- o-yū-bū

Sentence Assessment

1. Okōnō tye iwii okēkē.
2. Reburan tye onoko okōnō.
3. Opur tye i poto.

Literacy 2

Letter Formation Assessment

O, o

Spelling Assessment

ca, co, can, con

Term 1 Week 7
3.1 Jō i myere wa

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of clinic with a nurse, a doctor and a religious leader.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live with my children. When they get sick, we take them to the clinic for treatment. There is a nurse and a doctor at the clinic. Last week when we went to the clinic, we found our religious leader who had brought his elderly mother to the clinic, too.</td>
</tr>
</tbody>
</table>

References

<table>
<thead>
<tr>
<th>NPSCU Teacher's Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competencies, pages 78-79</td>
</tr>
<tr>
<td>• Sample scheme of work, pages 154-155</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 158-166</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page 21</td>
</tr>
</tbody>
</table>

Traditional Text

<table>
<thead>
<tr>
<th>Wer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oṭinō bin ba owot i kwan, Kwan gin a bēr. (x2)</td>
</tr>
<tr>
<td>Apwony yaa i kwan, kwan gin a bēr. (x2)</td>
</tr>
<tr>
<td>Dokta yaa i kwan, Kwan gin a bēr. (x2)</td>
</tr>
<tr>
<td>Naci yaa i kwan, Kwan gin a bēr. (x2)</td>
</tr>
</tbody>
</table>

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

Term 1 Week 7
3 Myere wa

Oral Literature

Opuk otiŋo ŋwën

**Apeny më yabbë ŋec:** Akwannö cékö mörö kan, lîŋ iwîny itë kobbo gin amë obin onwoŋo i laru.

**Dul céko më acël**

Îninö mörö acël Apwö owoto tê cop ikom apany amë tye ocibo i laru. Èn owoto naka ilaŋet apany tê ṭaddo rute nwoŋŋo ŋwën oodo tye iyë. Apwö otiŋo apany më wot cammö ŋwën i yië. Catan obin oryeoryeco dyeŋee Apwö kede opobo. Apwö tê cibbo apany ŋwën pîŋ tê cello ŋwëc adwîr wot nyöŋö i laru.


Èn tê cibbo apany pîŋ tê wawadö ŋwëc.

Apwö dök tê cop ikom Opuk. Èn dök tê oro Opuk më wot tiŋŋo apany ŋwën acël-li. Opuk tê wot okô. Catan dök tê lodolodo dye ŋee Opuk kede opobo ëntö èn pe obin obolo apany pîŋ. Èn tê kanynyö naka otuno kede bot Apwö.

**Story Outline**

<table>
<thead>
<tr>
<th>Jô i cékö:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opuk, Apwö, Catan, Agögö</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ka cékö:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I laru</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gin otîmërë:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apwö ocop ikom apany ŋwën i laru, tê têmmö tiŋŋo gînî Agögö, Catan tê ryëmmö gî okô ëntö Opuk tê bino tiŋŋo.</td>
</tr>
</tbody>
</table>
Apeny agêca: Itamö ni cammô ñwên a jôni obin obedo nîŋô?

Dul cêkô më aryô

Opuk pe obin obîlô atwallî. Ën pwod obin otîmô Apwô kîca. Opuk owoto të mênynyô ñwënnerë i bye të cammô.

Pwony a nwoŋere i cêkô: Mar tîmmô awotti kîca pî bal amë èn otîmô i komi.

Vocabulary Words
oryeco obîlô mênynyô

In the Text Questions

| 1. Apwô ocrop ikom apany nô i laru? | 1. Ka onworô ibedo Opuk, onworô itîmmô nô? |
| 2. Ïa oteri Apwô pany ñwên? | 2. Itamô nî jô owînyo okobo nô? |

In My Mind questions

Term 1 Week 7
3 Myere wa

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>k</td>
<td></td>
</tr>
<tr>
<td>ko</td>
<td>ka</td>
<td></td>
</tr>
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<td>co</td>
<td>ca</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Kob waŋtic amë myere wu nwoŋere iyë.

Beat the Words

köm  kü-lü  ko-ko

Literacy 2

Letter Formation Phrase

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

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

Spelling Practice

ko, ka, cok, kan

Day 2

Literacy 1

In the Text Question: Onywal Opio tye acattö ñö?

In My Mind Question: Itamö nïŋö obin otïmërë ikom akwo ananaci?

Literacy 2

Story Idea: Tam i cëkô atin, ayaa ikom apeny agëca, otïnökwan openyo ikom gin abino tîmërë i cëkô i buk otïnökwan iyï agikki pwonyyno kwan.
3.2 Tic i myere wa

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>ko</td>
<td>ka</td>
</tr>
<tr>
<td></td>
<td>co</td>
<td>ca</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>na</td>
</tr>
</tbody>
</table>

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

**Beat the Words**

ka-ö kal kac

---

**Literacy 2**

**Letter Formation Phrase**

K= Ka icöyö ‘K’ adwoŋ, icöö acël itë karö i nyime kun iömür imalu itë dwökkö piŋ.
k= Ka icöyö ‘k’ ațiđi, icöö acël itë karö inyime kun iömür imalu itë dwökkö piŋ.

**Spelling Practice**

ko, ka, cok, kan

---

**Literacy 1**

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

**In My Mind Question:** Ka onwoŋo yin ṣen imakö akwo, onwoŋo itimmö ṣo?

**Literacy 2**

**Story Idea:** Tam i cěkō atin, ayaa ikom apeny agēca, otinökwan openyo ikom gin abino tímërë i cěkō i buk otinökwan iyĩ agikki pwonomyo kwan.

---

Term 1 Week 8
3 Myere wa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>ko</td>
<td>ka</td>
<td></td>
</tr>
<tr>
<td>co</td>
<td>ca</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>na</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

kü-lü
ka-ö

Sentence Assessment

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

Literacy 2

Letter Formation Assessment

K, k

Spelling Assessment

ko, ka, cok, kan

Term 1 Week 8
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

Drawing of a market day.

**Model News Story**

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

**References**

- **NPSCU Teacher’s Guide**
  - Competencies, pages 78-79
  - Sample scheme of work, page 156
  - Lesson Plan Guidelines, pages 167-176

- **NPSCU Curriculum**
  - Page 22

**Traditional Text**

*Koc*

Anyïra tuŋ wa ñënyö lak gï Dwe me Apararyö.

Agam: Pamma

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

Term 1 Week 8
3 Myere wa

Oral Literature

Jaraŋu kede otïnö

Apeny më yabbö ńec: Akwannö cēkō mörō kan, lîŋ iwiny itē kobba kit a Jaraŋu obwölö kede otïnö.

Dul cēkō më acēł
Inïnö mörō acēł, kec oneko Jaraŋu atēk mēicēl. Ėn oyaa tē lalata mē mōyō lee mē amwoda. Amē ēn pwod pe owoto abor i ture, ēn owinyo dwōnnörō. Ocikō yite tē winynyo otïnö tye anyērō. Ėn tē libērē mot, tē nēnñō otïnō tye acōbbō okot i yoo, laō dogē tē öny i lyōō! Jaraŋu ocēcēpō ńwēc dōk ture wot rukko loŋ kede kanyu tē cūŋŋū yibe okō i caō loŋ. Owkanyō tōl tē tweyo i gwīccērē ryōryō pī mīyō wayō rījo bēdo a yōt.

Ēn owoto bot otïnō-ca kun tye abwônyō. I cawa amē ēn otunu”, openynyo otïnō nī, “Itye inēyaa wunu?


Story Outline

Jō i cēkō:
Jaraŋu, otïnō kede nero gī
Ka cēkō:
Iyoo
Gīn otîmërē:
Jaraŋu obwölō otïnō onwoŋo tye amīttō mwoddo ēntō nērō otïnō tē larō gī okō.

Term 1 Week 8

118
Apeny agēca: Itamo nįŋō a Jarangu onwoŋo awot tīmmō otīnō nį i ńo?

Dul cēkō mē aryō

Pwony a nwoŋere i cēkō: Pe myero eye wot kede njattörō amē yin pe ijeo.

Vocabulary Words

| cūŋŋü | lībērē | cēcēpō |

In the Text Questions

1. Jaranțu onwoŋo otīnō tye atuku kwene?
2. Ōn olarō otīnō i ciŋ Jaranțu?

In My Mind questions

1. Itamō nį otīnō adi onwoŋo tye iyoo?
2. Itamō nį otīnō-ca obin otīmmī i nero gī nō abēr?

Term 1 Week 8
3 Myere wa

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>a</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>ki</td>
<td>ka</td>
<td>ko</td>
</tr>
<tr>
<td>c</td>
<td>ca</td>
<td>co</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>na</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Question:** Kob waŋtic amë myere wu nwoŋere iyë.

**Beat the Words**

i-cök, i-cöö, i-ka-pu

Literacy 2

**Letter Formation Phrase**

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

*i= Ka icöyö 'I' atïdï, icöö acël ëka itë tönnö wie.*

**Spelling Practice**

ki, ka, kic, cani

Day 2

Literacy 1

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

**In My Mind Question:** Itamö nï ŋa omïö jö oŋeo nï Acen otür?

Literacy 2

**Story Idea:** Tam i cëkó atin, ayaa ikom apeny agëca, otïnökwan openyo ikom gin abino tïmërë i cëkó i buk otïnökwan iyï agikki pwonomyo kwan.

Term 1 Week 9
3.3 Kabede amë pîr gî têk i myere wa

Literacy 1

New Letters and Review Chart

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>a</td>
<td>o</td>
</tr>
<tr>
<td>ki</td>
<td>ka</td>
<td>ko</td>
</tr>
<tr>
<td>ci</td>
<td>ca</td>
<td>co</td>
</tr>
<tr>
<td>ni</td>
<td>na</td>
<td>no</td>
</tr>
</tbody>
</table>

Thematic Question: Kabede mënë amë pîr gî têk imyere wa?

Beat the Words

i-lëc  i-bu-le  i-ku-na

Literacy 2

Letter Formation Phrase

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

i = Ka icöyö 'i' atîdî, icöö acël ĕka itë tönnë wie.

Spelling Practice

ki, ka, kic, cani

Literacy 1

In the Text Question: Da opuu bad Acen?

In My Mind Question: Dô ame yin pe itwërë tîmmö ka badi otür?

Literacy 2

Story Idea: Tam i cëkô atin, ayaa ikom apeny agëca, otiñökwan openyo ikom gin abîno tîmërë i cëkô i buk otiñökwan iyî agikki pwonymyo kwan.

Term 1 Week 9
3 Myere wa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>a</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ki</td>
<td>ka</td>
<td>ko</td>
<td></td>
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<tr>
<td>ci</td>
<td>ca</td>
<td>co</td>
<td></td>
</tr>
<tr>
<td>ni</td>
<td>na</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

i-cök  i-cö-ö  i-ka-pu
i-lec  i-bu-le  i-ku-na

Sentence Assessment

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

Literacy 2

Letter Formation Assessment

I, i

Spelling Assessment

ki, ci, ni, kic, cani

Term 1 Week 9
3.3 Kabedo amë pîr gî têk i myere wa

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a church setting with the choir singing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>For me, one of the most important places in the community is the church. I especially like the singing. At the end of the service there are community announcements. I learn about what is going on in my community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competencies, pages 78-79</td>
</tr>
<tr>
<td>• Sample scheme of work, page 157</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 177-186</td>
</tr>
<tr>
<td>NPSCU Curriculum</td>
</tr>
<tr>
<td>• Pages 22-23</td>
</tr>
</tbody>
</table>

Traditional Text

Lëb adwala:
Obol obobolo balo abola i pwöp pwöp i polic tecen kede i pocta.

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

Term 1 Week 9
3 Myere wa

Oral Literature

Otïnö rude apap

Apeny mê yabbô ñec: Akwannô cëkö mörô kan, lîñ iwîny itë kobbo kagi mögô a pîr gî têk amë tye i myere wa.

Dul cëkö mê acël

Apwony gî marô gî dôk kweo cuny gî dañ. Ka kom Opio kede Acen lît, papô gî tero gî i dakatal Lira kede pikipiki èka Dokta kede naci tê pimmo two i kom gî tê miyô gî yên amwônya. I karê okêné, tucu gî kede pîcû. Èntô ka atuccu gî, Opio butu mot, dañ tê kok anônôk tê lîñ okô.


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guti kop a kwakô cëkö:</td>
</tr>
<tr>
<td>Kagi mögô a pîr gî têk i myere wa.</td>
</tr>
<tr>
<td>Kop amë kelo nînjô:</td>
</tr>
<tr>
<td>Opio gî onwoño obedo otînkwan.</td>
</tr>
<tr>
<td>Kop amë kelo nînjô:</td>
</tr>
<tr>
<td>Opio gî onwoño owoto kagimögô apir gî têk i myere wa.</td>
</tr>
</tbody>
</table>

Term 1 Week 9
3.3 Kabedo amë pîr gî tëk i myere wa

Oral Literature

Dul cêkô më aryô
Toto gî oro gî i duka icêlicel mê wot willô mîôtara kede mëôdêk. I Cëñabicêl ducu, papô gî tero moggo, toto gî tero ogati mê acata i cuk. Ikarê okênê, owîllî Opio kede Acen boñji i cuk. Gîn tê dôk pacu a yî gî yom.


Vocabulary Words

| onyërô | wok | ikiñ |

In the Text Questions

1. Opio kede Acen tye mwaka adii?
2. Ka Opio kede Acen kom gî lît, otero gî i dakatal kwene?

In My Mind questions

1. Kodi jô mênê amê otero i polic tecen?
2. Jami mênê amê jô marô willô i cuk?
4 Dul kom danö kede yotkom

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
<th>i</th>
</tr>
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<tbody>
<tr>
<td>D</td>
<td>do</td>
<td>da</td>
<td>di</td>
</tr>
<tr>
<td>d</td>
<td>co</td>
<td>ca</td>
<td>ci</td>
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<td></td>
<td>no</td>
<td>na</td>
<td>ni</td>
</tr>
</tbody>
</table>

Thematic Question: Tuc nyiŋ dul kom danö amë yin itamö nï pîrë têk amë lôô-alôa.

Beat the Words

da-kö
di-ta
di-ri-ja

Literacy 2

Letter Formation Phrase

D= Ka icöyö ‘D’ adwoŋ, icöö acêl itë küddü ituycem kun icakö imalu itë tyekko piŋ.
d= Ka icöyö ‘d’ atîdî, ilüŋü not ipîpîŋ itë cóyö acêl diïyo i nyïme.

Spelling Practice
di, da, do, dan, dak

Day 2

Literacy 1

In the Text Question: Dô omëô apap opye malu?

In My Mind Question: Itamö nï kwëna arjö a mît amë apap owinyo?

Literacy 2

Story Idea: Tam i cëkô atin, ayaa ikom apeny agëca, otînökwan openyo ikom gin abino tîmërë i cëkô i buk otînökwan ëyi agïkki pwonyno kwan.

Term 1 Week 10
4.1 Dul kom danö kede tic gi

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
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</tr>
</thead>
<tbody>
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<td>D</td>
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<td>da</td>
<td>di</td>
</tr>
<tr>
<td></td>
<td>co</td>
<td>ca</td>
<td>ci</td>
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<tr>
<td></td>
<td>ko</td>
<td>ka</td>
<td>ki</td>
</tr>
</tbody>
</table>

**Thematic Question:** Kob nyïn dul kom danö amë nen kede tic gi apapat.

**Beat the Words**

dok
dyäŋ
da-nö

Literacy 2

**Letter Formation Phrase**

D = Ka icöyö ’D’ adwoŋ, icöö acël itë küddü ituŋcem kun icakö imalu itë tyekko pïŋ.

d = Ka icöyö ’d’ atïdï, ilürjü not ipïpïŋ itë cöyö acël diyö i nyime.

**Spelling Practice**

di, da, do, dan, dak

---

Literacy 1

**In the Text Question:** Opio gïnnï Acen onwoŋo tye atïmmö njö?

**In My Mind Question:** Itamö nï papö Opio gï olanyo kodi otöka arjö?

Literacy 2

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

Term 1 Week 10
4 Dul kom danö kede yotkom

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
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</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>do</td>
<td>da</td>
<td>di</td>
</tr>
<tr>
<td></td>
<td>co</td>
<td>ca</td>
<td>ci</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>na</td>
<td>ni</td>
</tr>
</tbody>
</table>

Beat the Words

da-kö          dî-ta          di-ri-ja
dok             dyanq          da-nö

Sentence Assessment

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

Literacy 2

Letter Formation Assessment

D, d

Spelling Assessment

dî, da, do, dan, dak

Term 1 Week 10
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

### Model News Drawing

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

### Model News Story

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

### References

**NPSCU Teacher’s Guide**
- Competencies, pages 79-80
- Sample scheme of work, pages 187-188
- Lesson Plan Guidelines, pages 191-200

**NPSCU Curriculum**
- Page 25

### Traditional Text

**Wer**

Nyök dyēl mïa wii, wic
Wic yam owïlô bo, wic. (x2)
Nyök dyēl mïa waŋi
(yiti, dogi, kede ên okënë)

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*
4 Dul kom danö kede yotkom

Oral Literature

Adwoggi më anywar

| Apeny më yabboñe: | Akwanno cëkö mörö kan, lîn iwîny èka itë kobba pînö omîö Opuk obin okobbi Pïpinô kede wati mërë më wot ked gî ika nyom iwii polo. |

Dul cëkö më acël


Bedo obin omëdë naka iwor. Otit të cîwînyôyî maccërë më mënyynô pîñ. Myël obin ocëk atëk Opuk të bedo göyô okemme kun nywarô kede Pîpinô nî pyër Pîpinô lidilidi kara tëk, an alôkô nî cot okô kara tëk. Tim man obin owango yî Pîpînî kede wati mërë otë tware dwogo gînî piñy wekko Opuk gî iwii Polo.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jô i cëkö: Opuk, Twol, Olukutuc, Pïpinô, Oŋoŋo, Otìt kede jô i wii Polo</td>
</tr>
<tr>
<td>Ka cëkö: I wii Polo</td>
</tr>
<tr>
<td>Gin otîmërë: Opuk otero jô inyom a nyarê i wii Polo, jô tê tubere, otë dwogo wëkkô gî okô kunu.</td>
</tr>
</tbody>
</table>

Term 1 Week 10
4.1 Dul kom danö kede tic gî

Oral Literature

Apeny agêcha: Itamo nî Opuk gî obin odwogo piŋ niŋo?

Dul cêkö më aryô


Pwony amë nwoŋere i cêko man: Myero pe inywar danö (Anywar rac).

Vocabulary Words

<table>
<thead>
<tr>
<th>Ododo</th>
<th>Okünü</th>
<th>nywarô</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
</table>

Term 1 Week 10
Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>wo</td>
<td>wa</td>
<td>wi</td>
</tr>
<tr>
<td>w</td>
<td>do</td>
<td>da</td>
<td>di</td>
</tr>
<tr>
<td></td>
<td>ko</td>
<td>ka</td>
<td>ki</td>
</tr>
</tbody>
</table>

Thematic Question: Tuc nyiŋ dul kom danë amë yin itämö nì përë tëk amë lòò-alòa.

Beat the Words

wok, wic, wum

Literacy 2

Letter Formation Phrase

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

w= Ka icöyö 'w' atïdï, icöö acël itë gommo dwökkö malu itë dwoggo pën itë dök dwökkö malu.

Spelling Practice

wi, wa, wo, wad, wod

Day 2

Literacy 1

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

In My Mind Question: Itämö nìnjö omiö Ojok ocamö aemme a cöl?

Literacy 2

Story Idea: Tam i cëkë atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tïmërë i cëkë i buk otinökwan iyï agïkkì pwonymyo kwan.
4.2 Gwökkö cïlkom

Literacy 1 and 2

Day 3

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>wo</td>
<td>wa</td>
<td>wi</td>
</tr>
<tr>
<td>w</td>
<td>do</td>
<td>da</td>
<td>di</td>
</tr>
<tr>
<td></td>
<td>ko</td>
<td>ka</td>
<td>ki</td>
</tr>
</tbody>
</table>

**Thematic Question:** Yore mënë apapat amë yin igwökö kede cïlkomë.

**Beat the Words**

wa-rö  waŋ  wu-ci

**Literacy 2**

**Letter Formation Phrase**

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

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

**Spelling Practice**

wi, wa, wo, wad, wod

Day 4

**Literacy 1**

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

**In My Mind Question:** Ka onwoŋo ibedo Ojok, onwoŋo i tîmmö nö i cawa ame yi tye arammi?

**Literacy 2**

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otińökwan openyo ikom gin abino tîmërë i cëkö i buk otińökwan iyï agikki pwonomyo kwan.
4 Dul kom danö kede yot kom

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>W</th>
<th>o</th>
<th>a</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>wo</td>
<td>wa</td>
<td>wi</td>
</tr>
<tr>
<td></td>
<td>do</td>
<td>do</td>
<td>di</td>
</tr>
<tr>
<td></td>
<td>ko</td>
<td>ko</td>
<td>ki</td>
</tr>
</tbody>
</table>

Beat the Words

wok         wic         wum
wa-rö       warö        wu-ci

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

Literacy 2

Letter Formation Assessment
W, w

Spelling Assessment
wi, wa, wo, wad, wod
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

### Model News Drawing

| Drawing of a person holding a tooth brush and cleaning their teeth. |

### Model News Story

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

### References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competencies, pages 79-80</td>
</tr>
<tr>
<td>• Sample scheme of work, pages 188-189</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 201-210</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page 26</td>
</tr>
</tbody>
</table>

### Traditional Text

**Wer**

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

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

Term 1 Week 11
4 Dul kom danö kede yot kom

Oral Literature

Gwök cïlkomi

Apeny më yabbö ñec: Akwannö cëkö mörö kan, lîŋ iwiny abër itë kobba karë arom kwene amë danö obedo ñïyö kede tîm a winynyi kede leyi mërë.

Dul cëkö më acël


Jönï obin obedo têmmö i têkö gi kun ñat acêlacakël timö gin amë ên twërö. Ducu onwojo tye më miyö danö yeŋ kede nî ên etye egwökkö cîl pacu.

I gum arac, pol gi pe onwojo römö tîmmö kit amë danö onwojo tye amît tö kede. Gwënö kede Atudu obin obedo nyöŋö ginî iyi ot butu gi pî cabît acël twal. Gin daŋ obedo nyöŋö i dyekal kun Atudu kwar i pii mörö këkên amë danö owékö wie twolo.

Dyël këkên gînî Römö obedo nyöŋö kede lac i òt a doŋ ñwec òt ñwee kede kîr ataa. Twara Dyaŋ kòn onwojo nyöŋö teŋe i yi awii. Gwok keken obedo nyöŋö i ñet pacu. Tîm magi obin owaŋö yii danö atêk.

Story Outline

Jö i cëkö:

Gwok, Dyël, Dyaŋ, Römö, Gwënö kede Atudu

Ka cëkö:

Pacu tunjja danö

Gin oțîmërë:

Danö oketo pyem me cîlkom Puc tê lanynyo okö.

Term 1 Week 11
4.2 Gwökkö cïlkom

Oral Literature

Apeny agëca: Itamo nì, njö obin otîmërë ikarë amë danö oŋölö pyem?

Dul cëkö më aryö


Cakëré ikarë naca, danö dông obin opoko kabutu okö kede leyi naka wînynyi magi pî carö gî.

Pwony a nwongere i kom cëkö: Bër më gwökkö cïlkom ikarë ducu.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dô arac amë Gwênö kede Atudu obedo tîmmö omiö gi pe otë lanynyö pyem?</td>
<td>1. Bër a gwökkö cïlkom obedo njö?</td>
</tr>
<tr>
<td>2. Dô omiö Puc olanyö pyem?</td>
<td>2. Dô amë miö pacu cïl?</td>
</tr>
</tbody>
</table>

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

Reading Assessments (administered individually)

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

L3: Reads all 5 words correctly. L3: Uses all 5 words correctly in complete sentences.
L2: Reads 3-4 words correctly. L2: Uses 3-4 words correctly in mostly complete sentences.
L1: Reads 2 or less words correctly. L1: 2 or less words correct. Cannot form full sentences.

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

L3: Successfully completes the task for all 5 letters.
L2: Successfully completes the task for 3-4 letters.
L1: Completes the task for 2 or less letters.

Listening Assessment (administered as a group)

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

L3: Answers all 3 questions correctly.
L2: Answers 1-2 questions correctly.
L1: Does not answer any questions correctly.
Writing Assessments (administered as a group)

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

**L3:** Formation of the letters is excellent. All 6 letters formed correctly.
**L2:** Formation of the letters is good. 3-5 letters formed correctly.
**L1:** Formation of the letters is poor. 2 or less letters formed correctly.

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

**L3:** Spells all 5 correctly.
**L2:** Spells 3-4 correctly.
**L1:** Spells 2 or less correctly.

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

**L3:** Writes a meaningful, well organised story using pictures and words.
**L2:** Writes a meaningful, well organised story using pictures only.
**L1:** The story is poorly organised and difficult to understand the meaning.

**L3:** Writes both names with correct spelling and letter formation.
**L2:** Writes at least one name with correct spelling and letter formation.
**L1:** Cannot write name using correct spelling and letter formation.

Speaking Assessment (administered individually)

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

**L3:** Tells a meaningful, engaging story with excellent confidence and animated expression.
**L2:** Tells a meaningful story to the class with confidence.
**L1:** Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.
Weekly Lesson Support

Term 2 Lessons
Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
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<tr>
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<th>a</th>
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<th>ö</th>
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<tbody>
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<td>Ö</td>
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<tr>
<td>ca</td>
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<td>ci</td>
<td>cö</td>
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</tbody>
</table>

Thematic Question: Pïŋö omïö danö myero bed kede ñec ikom alökalöka më pïny?

Beat the Words

köt öny öt

Literacy 2

Letter Formation Phrase

Ö = Ka icöyö ‘Ö’ adwong, ilüŋü nöt adwoŋ itë tönnö tön aryö iwie.
ö = Ka icöyö ‘ö’ atïdï, ilüŋü not atïdï itë tönnö tön aryö iwie.

Spelling Practice

wö, dö, cö, cöc, cön

Day 2

Literacy 1

In the Text Question: Aya aworo otïmö nö?

In My Mind Question: Ka onwoŋo yin ibedo Aya, onwoŋo itïmmö nö amë köt omölö amaido?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otïnökwan openyo ikom gin abino ñëmëtë i cëkö i buk otïnökwan iyï agikkë pwonyënyo kwan.
5.1 Jami amë kelo alökalöka më pïny

**Literacy 1**

New Letters and Review Chart

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</tbody>
</table>

**Thematic Question:** Jami arjö amë kelo alökalöka më pïny?

**Beat the Words**

- a-ryëny
- a-kēc
- a-tēk

**Literacy 2**

Letter Formation Phrase

É = Ka icöyö 'É' adwoŋ, cōō acēl itē kubbu wie dwōkkō i nyime cīyō dyērē dwōkkō i nyime kede kubbu tyene dwōkkō inyime itē doŋ tönnō wie aryō.

ē = Ka icöyö 'ē' aṭīdī, icōō nukta 'c' itē gommo wie dwoggo cen.

**Spelling Practice**

we, dē, cē, wēc, ocēdō

**Literacy 1**

**In the Text Question:** Dō onwoŋo omiō pïny njć?

**In My Mind Question:** Dō onwoŋo rōmō tìmērē ka Aya rīk pe cōō amaido?

**Literacy 2**

**Story Idea:** Tam i cēkō atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tìmērē i cēkō i buk otinökwan iyī agikki pwonymyo kwan.

Term 2 Week 1
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

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<td>cô</td>
<td>cë</td>
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</tbody>
</table>

Beat the Words

köt  öny  öt
a-ryëny këc a-tëk

Sentence Assessment
1. Köt dök cök öny.
2. Pii kot ojöö öt.
3. Ceŋ tye aryëny akëc.

Literacy 2

Letter Formation Assessment
Öö, Ëë

Spelling Assessment
wö, cë, côö, wëc, ocëdö
wa wö wi wë
côć, con, wëc, ocëdö

Term 2 Week 1
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher walking behind an old woman with a basket of tomatoes on her head. Also include clouds and wind.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesterday when I was walking home from school I saw an old woman ahead of me. She was carrying a basket full of tomatoes on her head. A strong wind blew the basket from her head. I ran quickly and picked up the tomatoes for her. She was very happy and gave me some tomatoes to take home for my supper.</td>
</tr>
</tbody>
</table>

References

- **NPSCU Teacher’s Guide**
  - Competencies, page 81
  - Sample scheme of work, page 222
  - Lesson Plan Guidelines, pages 225-226

- **NPSCU Curriculum**
  - pages 29-31

Traditional Text

**Koc**

Pìpit itë oryang.
Agam: Pìcü

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

*Apeny më yabbö *ñec: Akwannö cëkö mörö kan, lîŋ iwiny itë kobba nö omïö otiño marö tatö gi.

Dul cëkö më acël


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<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guti kop a kwakö cëkö:</strong></td>
</tr>
<tr>
<td>Atat ëvik cem a mît.</td>
</tr>
<tr>
<td><strong>Kop amë kelo niànö:</strong></td>
</tr>
<tr>
<td>Atat cëkö icîna a mît amë miö wa onyërö atëk.</td>
</tr>
<tr>
<td><strong>Kop amë kelo niànö:</strong></td>
</tr>
<tr>
<td>Atat kweo cuny wa ka yî wa tye awaŋ.</td>
</tr>
</tbody>
</table>
Dul cékö më aryö
I nînö mörö acël, atat gî tê lîmmö pacu. Ėn otero wit cem apapat amë oyeo i dwoŋo. Otînö-ca têkki nênö tatô gî i tap orînçö kede lêlô më wot jollë.

Toto gî daŋ tê jollô tatô gî ëka tê gammô yec i wie tero i ôt. Ėn obin otedo cem ëka tê cêllô abanyjala amît-mîttörö. Otînö-ca tê cammô dék otê yên nadi. Tatô gî onwoŋo marô gî atêk daŋ onwoŋo kweo cuny gî ka yî gî tye awaŋ.

Aya, Apap, amin, omin kede Abadwoŋ duçu marô Atat. Yî Acen kede Opio obedo ayom ëka otê kobbo nî, "Omar wunu tatô wa piên gîn gwôkö yotkom kede yomoro yî wa.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
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<tbody>
<tr>
<td>odünğë</td>
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<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dô amë atat onwoŋo amîttö nî Acen kede Opio tîmmë?</td>
<td>1. Apat kede Atat, jô mënë amë nwoŋere pacu?</td>
</tr>
<tr>
<td>2. Dô amë Acen kede Opio amîttö nî Atat tîmmî gî?</td>
<td>2. Bër icîña obedo ñô bot wa?</td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
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<tr>
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<td></td>
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</tbody>
</table>

Thematic Question: Pïŋö omïö danö myero bed kede ŋec ikom alökalöka më pïny?

Beat the Words

kec  o-de-ro  o-we-ko

Literacy 2

Letter Formation Phrase

E = Ka icöyö 'E' adwoŋ, cöö acël itë kubbu wie dwökkö i nyime cïyö dyere dwökkö i nyime kede kubbu tyene dwökkö inyime.
e = Ka icöyö 'e' atïdï, icöö nukta c itë gommo wie dwoggo cen

Spelling Practice

Ke, ne, ce, nen, kec, nek

Day 2

Literacy 1

In the Text Question: Opio gï tye atïmmö þö?

In My Mind Question: Ka yec dwoŋ atēk, itîmö þö me miyro wekere?

Literacy 2

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

Term 2 Week 2
5.2 Tic otio i karë apapat

Literacy 1

New Letters and Review Chart

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</table>

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

**Beat the Words**

- o-ma-kō
- wu-mu
- wum-cōŋ

Literacy 2

**Letter Formation Phrase**

M = Ka icöyö 'M' adwoŋ, icōō acēl itē wayō dwoggo pîŋ i dyere, itē dwōkkö malu itē dök dwoggo pîŋ.

m = Ka icöyö 'm' atìdí, icōō acēl itē kullu wie dwoggo pîŋ, itē lübbü dwōkkö malu, itē kuddu dwōkkö türçem itē dwōkkö pîṅ.

**Spelling Practice**

Me, mē, mō, mēdō, mēd, cēd

Literacy 1

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

**In My Mind Question:** Ka rīk Atim pe könỳ Opio gī kede wekko kal, itamō nī gin rīk atîmmō nō?

Literacy 2

**Story Idea:** Tam i cēkō atin, ayaa ikom apeny agēcca, otīnökwan openyo ikom gin abūno tîmērē i cēkō i buk otīnökwan iyī agikki pwonymyo kwan.

Term 2 Week 2
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
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<tr>
<td>Cë</td>
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</table>

Beat the Words

- kec
- o-de-ro
- o-we-ko
- o-ma-kö
- wu-mu
- wum-cöŋ

Sentence Assessment

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

Literacy 2

Letter Formation Assessment

- E, e, M, m

Spelling Assessment

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

Term 2 Week 2
5.2 Tic otio i karë apapat

**News**

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

**Model News Drawing**

Drawing of people gardening.

**Model News Story**

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

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competencies, page 81</td>
</tr>
<tr>
<td>• Sample scheme of work, page 223</td>
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<tr>
<td>• Lesson Plan Guidelines, pages 235-243</td>
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</tbody>
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<tr>
<th>NPSCU Curriculum</th>
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<tbody>
<tr>
<td>• Pages 29-30</td>
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</tbody>
</table>

**Traditional Text**

Wer

Köt cwe me abaŋtïŋ oo,
Köt cwe me abaŋtïŋ oo.

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

Term 2 Week 2
Oral Literature
Kamadeña ool iyį aluka

Apeny mē yabbō ńec: Akwannō cēkō mōrō kan, līŋ iwiny wunu ēka itē kobba wunu rāt amē obedo acat dūkā.

Dul cēkō mē acēl


Story Outline

Jō i cēkō:
Kamadeña, Akanyarō, Mōrī, Owewek
Ka cēkō:
I dye-yoo a cōk i dōg nam
Gīn otīmērē:
Akanyarō gī obino coro otōka; oweko gīnī yec; ocoro gīnī otōka; otōka omwoc i nwięc;
Kamadeña odwogo tē cullū oticcerē.

Term 2 Week 2
5.2 Tic otio i karë apapat

Oral Literature

Apeny agëca: Itamë në kamadëŋa otëmë ngë pi kwanyö otëka mërë iyë aluka?

Dul cëkö më aryö


Pwony a nwoñere i cëkö: Mar könnyö jë amë okonyi i pëkë.

Vocabulary Words

| omwoc | gëdë | oŋwël |

In the Text Questions

1. Dë amë obin obalë yoo omë otëka të moko?
2. Acat dëka-në nyyërë nà?

In My Mind questions

1. Gën aŋjë okëné amë ñwëce ñwe?
2. Itamë në ën cato jami aŋjë?

Term 2 Week 2
5 Alökälöka më pïny

Literacy 1 and 2

Day 1

New Letters and Review Chart

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Thematic Question: Đö amë ṇutu nî pïny olökërë?

Beat the Words

yo-o ye-a yut-tu

Literacy 2

Letter Formation Phrase

Y = Ka icöyö Y, cëö aric i tuŋcam i malu itë cóyö ryac i malu naka pïŋ.

y = Ka icöyö 'y' atidì, icöö acël acék ituŋcam, itë cóyö acël olenjere ituŋcem itë rwattö kede acël acék, itë wayö tyënë abor.

Spelling Practice

ye, yë, yö, yi, vede, mëdö, vid

Day 2

In the Text Question: Đö arac iyoo cukul Opio gi?

In My Mind Question: Ka inwoŋo pii oopro oŋölö yoo, itîmö njö?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otînökwan openyo ikom gin abino tîmërë i cëko i buk otînökwan iyï agikki pwonyiyo kwan.

Term 2 Week 3
5.3 Adwoggi kede kite më gwökërë iyï alökalöka më pïny

**Literacy 1 and 2**

**Day 3**

**Literacy 1**

**New Letters and Review Chart**

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</table>

**Thematic Question:** Piŋö jö myero gwokërë iyï alökalöka më pïny?

**Beat the Words**

bor, ba-pö, bër

**Literacy 2**

**Letter Formation Phrase**

B = Ka i cöyö 'B' icöö acël, igülü i malu, igülü i piŋ.
b = Ka i cöyö 'b' atïdï, icöö acël ite güllü inyime ipïpïŋ.

**Spelling Practice**

be, bë, bô, bëkö, yibe, kebe

---

**Day 4**

**Literacy 1**

**In the Text Question:** Dô okönyö Opio gï njollö pii?

**In My Mind Question:** Ka papö Opio gï rïk pe köny gï, itamö nì gin rïk otïmmö nô?

**Literacy 2**

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otïnökwan openyo ikom gin abino tãoërë i cëkö i buk otïnökwan iyï agikki pwonomyo kwan.

Term 2 Week 3
5 Alökåloka më pïny

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

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<tr>
<td>ye</td>
<td>yë</td>
</tr>
<tr>
<td>yō</td>
<td>yi</td>
</tr>
<tr>
<td>ke</td>
<td>kë</td>
</tr>
<tr>
<td>kō</td>
<td>ki</td>
</tr>
</tbody>
</table>

Beat the Words

yo-o ye-a yut-tu
bor ba-pō bër

Sentence Assessment

1. Yoo oballë atëk.
2. Danö tye akwaŋŋö yea.

Literacy 2

Letter Formation Assessment

Y, y, B, b

Spelling Assessment

ye, yë, yö, yi, be, bë, bo, bi
yede, mëdö, yid, bëkö, yibe, kebe
5.3 Adwoggi kede kite më gwökërë iyï alökalöka më pïny

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a person irrigating crops and cows drinking from a reservoir.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my village, there was a terrible drought. The cattle did not have enough water to drink and many died. The village leaders decided to build rain reservoirs so that even if the rain didn't come, we would have enough water stored for irrigating the crops and for cows to drink.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competencies, page 81</td>
</tr>
<tr>
<td>• Sample scheme of work, page 223</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 235-243</td>
</tr>
<tr>
<td>NPSCU Curriculum</td>
</tr>
<tr>
<td>• Pages 29-30</td>
</tr>
</tbody>
</table>

Traditional Text

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

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

Term 2 Week 3
Oral Literature

Can pii opoto

Apeny më yabbö ŋec: Akwannö cěkô ikom kit amë leyi otucu i pii. Wîny abër itë kobba lee obin otuco pii?

Dul cěkô më acël


Akadi kono bed nî lyëc dit ën pěk, pii gite pe obin otuc. Leyi adorôcônö mëgö otêmë ëntö pe olarë. Opuk awoto momotti ën nyönnö pii kun wero nî, "An Opuk ka nyön pii, pii nî bwal."


---

Story Outline

Jô i cěkô:
Opuk, Agögö, Lyëc, Apwö kede leyi okënë

Ka cěkô:
Dög kulu

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

Term 2 Week 3
5.3 Adwoggi kede kite më gwökërë iyï alökalo ka më pïny

Oral Literature

**Apeny agëca:** Itamö nï Apwö otïmö një më twömmö pii-në?

**Dul cëkö më aryö**


Lyëc obilô tê nwoŋŋo lîm tê gammë dögë kun kwaô Apwö nï, “Körô dôk imëdda ba pii ni-no, mït tûtwall.” Apwö tê kobbe nï cîk më pii mërë-no tye nï ka imattô myero twee okô i kor-yat. Lyëc tê yee okô oyotoyot nï Apwö twee. Apwö tê tweyo Lyëc okô i kor-yat. Én tê buŋŋe a têk kun wëkë i kor-yat. Én otwömë pii tê wot alwöm.

Pwony a nwoŋere i cëkö: Abwönë rac.

**Vocabulary Words**

| modo | bwal | alwöm |

**In the Text Questions**

1. Lee mënë amë pe obin owoto i tuccu pii?
2. Êna amë obin otucu pii?

**In My Mind questions**

1. Ka onwoŋo ibedo Lyëc, onwoŋo i tîmmë njô?
2. Lee mënë imarô i cëkö-në? Piŋö omëô imarô lee-no?

Term 2 Week 3
6 Awano kede yore më gëŋŋö

Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
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<th>è</th>
<th>ō</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ny</td>
<td>nye</td>
<td>nyë</td>
<td>nyō</td>
<td>nyi</td>
</tr>
<tr>
<td>be</td>
<td>bë</td>
<td>bō</td>
<td>bi</td>
<td></td>
</tr>
<tr>
<td>ye</td>
<td>yë</td>
<td>yō</td>
<td>yi</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Danö ka owannë, okönyö nïŋö?

Beat the Words

nya-kö   nyö-nö   o-nyō-tö

Literacy 2

Letter Formation Phrase

Ny = Ka icöyö 'Ny' icakö cöyö 'N' onyo 'n' itë cöyö 'y' atidë injete më tuńcem.

Spelling Practice

nye, nyë, nyo, nyëbö, yënyö, nyöbö

Day 2

In the Text Question: Dö obin orëtö Opio?

In My Mind Question: Ka dyël oreti itūmö nö?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otiönkwān openyo ikom gin abino tîmërë i cëkö i buk otiönkwān iyî agikki pwɔnyö kwan.
6.1 Awano iyï pacu kede yore më gënñö

Literacy 1 and 2

Day 3

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>u</th>
<th>i</th>
<th>ë</th>
<th>ö</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>nyu</td>
<td>nyi</td>
<td>nyë</td>
<td>nyö</td>
</tr>
<tr>
<td></td>
<td>bu</td>
<td>bi</td>
<td>bë</td>
<td>bo</td>
</tr>
<tr>
<td></td>
<td>yu</td>
<td>yi</td>
<td>yë</td>
<td>be</td>
</tr>
</tbody>
</table>

Thematic Question: Awano arjö amë danö römö nwoño iyï pacu?

Beat the Words
- a-tu-ku
- pa-cu
- a-tu-ra

Literacy 2
Letter Formation Phrase

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

Spelling Practice
- nyu, nyi, nye, nyöyë, nyöyö, buyu

Day 4

Literacy 1
In the Text Question: Da obin okönyö Opio?

In My Mind Question: Köny arjö amë omïö danö amë owannë?

Literacy 2
Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, oṭinökwan openyo ikom gin abino tîmërë i cëkö i buk oṭinökwan iyï agikki pwonymyo kwan.

Term 2 Week 4
6 Awano kede yore më gëŋŋö

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Ny</th>
<th>ny</th>
<th>U</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>nyu</td>
<td>nyi</td>
<td>nyë</td>
<td>nyö</td>
</tr>
<tr>
<td>bu</td>
<td>bi</td>
<td>bé</td>
<td>bō</td>
</tr>
<tr>
<td>yu</td>
<td>yi</td>
<td>yë</td>
<td>yō</td>
</tr>
</tbody>
</table>

Beat the Words

ny-a-kö                  nyö-nö                  o-nyö-tö
a-tu-ku                  pa-cu                    a-tu-ra

Sentence Assessment

1. Awura owaŋo cïŋ nyakö.
2. Okelo nyönö gali adwïr.
3. Pe ituk kede atura.

Literacy 2

Letter Formation Assessment
Ny, ny, U, u

Spelling Assessment
nye, nyë, nyi, nyö, nyu, nyëbō, nyënyö, nyöbō, nyöyë, buyu, nyöyö
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**
- Drawing of a mother and child with a candle burning.

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

**References**
- NPSCU Teacher’s Guide
  - Competencies, page 81
  - Sample scheme of work, page 224
  - Lesson Plan Guidelines, pages 244-253
- NPSCU Curriculum
  - Pages 30-31

**Traditional Text**
*Lemo*
Mac yin i ger.
Iwanjö danö iwanö.
Pala yin ibit.
Iŋölö danö iwanö.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*
6 Awano kede yore më gëŋŋö

Oral Literature
Gëŋŋö lëö caŋŋö

Apeny më yabbö Ṉec: Akwannö cëkö mörö kan, lîŋ iwîny itë kobba awano më yî pacu kede kite më gëŋŋö gi.

Dul cëkö më acël


Story Outline

Gutî kop a kwakô cëkö:
Yore apapat me gwokërë ikom awano iyî pacu.

Kop amë kelo nianjô:
Onywal Opio gi ñeo gwökô jami amë kelo wano.

Kop amë kelo nianjô:
Opio gi dañ ñeo gwokërë ikom awano më yî pacu.

Term 2 Week 4

164
Dul cékö më aryö


Pwony a nwoñërë i cékö: Gwökëre iyë awano bër.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>gwökëre</td>
<td>gëŋŋo</td>
<td>wënnö</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bër onywal Opio gënnë Acen tye niñëö?</td>
<td>1. Piŋö myero onywal pe tubere?</td>
</tr>
</tbody>
</table>

Term 2 Week 4
Litarcy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>Œ</th>
<th>ö</th>
</tr>
</thead>
<tbody>
<tr>
<td>Œ</td>
<td>Œ</td>
</tr>
<tr>
<td>ñyö</td>
<td>nyö</td>
</tr>
<tr>
<td>ñyu</td>
<td>nu</td>
</tr>
<tr>
<td>ñye</td>
<td>ye</td>
</tr>
<tr>
<td>ñye</td>
<td>nye</td>
</tr>
<tr>
<td>bö</td>
<td>bu</td>
</tr>
<tr>
<td>be</td>
<td>bu</td>
</tr>
<tr>
<td>bë</td>
<td>be</td>
</tr>
<tr>
<td>yö</td>
<td>yu</td>
</tr>
<tr>
<td>ye</td>
<td>yö</td>
</tr>
<tr>
<td>yö</td>
<td>yö</td>
</tr>
</tbody>
</table>

Thematic Question: Danö ka owannë okönyö nïŋö?

Beat the Words

a-ŋöl-lö    o-tö-ka    a-köny-nyö

Literacy 2

Letter Formation Phrase

Œ = Ka icöyo ‘œ’ ilünjö not itë tönnö tön aryö ivie.

ö = Ka icöyö ‘ö’ atïidî, ilünjö not atïdî itë tönnö tön aryö ivie.

Spelling Practice

nyö, bö, yö, yënyë, yöö, bëyë

Day 2

Acen obwö tï pït

In the Text Question: Acen obin onwono nja iyoo?

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

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otiñökwan openyo ikom gin abino tïmërë i cëkö i buk otiñökwan iyï agikki pwnönyo kwan.
6.2 Awano i dye-yoo kede yore më gëŋŋö

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>G</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gō</td>
<td>gu</td>
</tr>
<tr>
<td>nyō</td>
<td>nyu</td>
</tr>
<tr>
<td>bō</td>
<td>bu</td>
</tr>
</tbody>
</table>

Thematic Question: Myero itǐm rō më gëŋŋö awano iyo?

Beat the Words

- gu-du
- gwēc
- gwē-yō

Literacy 2

Letter Formation Phrase

G = Ka icōyō ‘G’ adwoŋ, iōmō imalu itē güllü yiē dwoggō
tuŋcem itē dwōkkō tyēnē malu atītiďi itē doŋ riyo tyēnē
no.
g = Ka icōyō ‘g’ atītiďi, ilūnü not itē dwogra tyēnē pīŋ itē
güllü anōnōk dwōkkō tuŋcam.

Spelling Practice

- go, gönyō, gubu, bōgō

Literacy 1

In the Text Question: Jō obin otero Miawii kwene?

In My Mind Question: Itamo nī rō obin otīmērē ikom
Miawii i polici?

Literacy 2

Story Idea: Tam i cēkō atin, ayaa ikom apeny agēca,
otīnōkwan openyo ikom gin abino tīmērē i cēkō i buk
otīnōkwan iyī agikki pwonomyo kwan.
6 Awano kede kite mē gëŋŋö

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Ḡ</th>
<th>g</th>
<th>ö</th>
<th>u</th>
<th>e</th>
<th>ĕ</th>
</tr>
</thead>
<tbody>
<tr>
<td>gö</td>
<td>gu</td>
<td>ge</td>
<td>gë</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nyö</td>
<td>nyu</td>
<td>nye</td>
<td>nyë</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bö</td>
<td>bu</td>
<td>nye</td>
<td>nyë</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

a-ŋöl-lö   o-tö-ka   a-köny-nyö
gu-du       gwëc      gwë-yö

Sentence Assessment
1. Otïnö tye aŋöllö yoo.
2. Tuku i gudu kelo awano.
3. Gwëyö odilo könyö i yotkom.

Literacy 2

Letter Formation Assessment
Ö, ö, G, g

Spelling Assessment
nyö, bö, yö, go, yēnyē, yöë, bēyē, gonyö, gubu, bōgö
6.2 Awano i dye-yoo kede yore më gëŋŋö

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a snake on the road.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day on my way to school I saw a big snake in the middle of the road! It really scared me. Fortunately a farmer with a big hoe came by and killed the snake. Now whenever I pass that spot I always think of the snake. I take care to walk safely and stay alert when I go to school.</td>
</tr>
</tbody>
</table>

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competencies, Page 82</td>
</tr>
<tr>
<td>• Sample scheme of work, Page 255</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, Pages 267-275</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page 33-34</td>
</tr>
</tbody>
</table>

Traditional Text

Koc
Atïn ger adit mwol.
Agam: Cun obia.

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

Term 2 Week 5
6 Awano kede kite më gëŋŋö

Oral Literature
Ojok omoko iyï okütü

**Apenny më yabbö ńec:** Akwannö cëkö ikom otĩnõ aŋwën, lín iwiny itẽ kobba wunu nyĩŋ atĩn amě onwoŋo obedo anwaranywar.

**Dul cëkö më acël**


**Story Outline**

**Gutí kop a kwakō cēkō:**
Wot ikwaŋ.

**Kop amē kelo nianjō:**
Lworo nyallo omiī-boot Ojok omoko iyī okūtū.

**Kop amē kelo nianjō:**
Awoi ogweto Ojok iyī okūtū.
6.2 Awano i dye-yoo kede yore më gëŋŋö

Oral Literature

Dul cékō më aryō


Pwony a nwoŋere i cékô: Anywar rac.

Vocabulary Words

| ogûrë  | nyallo  | ibîm   |

In the Text Questions

1. Ìdö amë Ojok onwoŋo tye anywëccô?
2. Ìa amë obin okwanyö Ojok iyi okütü?

In My Mind questions

1. Ìtamö nî owote Ojok obin okobbe nô?
2. Ka onwoŋo ibedo Onwoŋo itîmmö nô?

Term 2 Week 5
6 Awano kede yore më gëŋŋö

**Literacy 1 and 2**

**Day 1**

- **Literacy 1**
  - **New Letters and Review Chart**
    - | o | u | e | ë |
      |---|---|---|---|
      | Lö | lu | le | lé |
      | Gö | gu | ge | gë |
      | Nyö | nyu | nye | nyë |

- **Thematic Question:** Danö ka owannë okönyö nïnjö?

- **Beat the Words**
  - Iwëny, a-la-rö, a-le-yo

- **Literacy 2**
  - **Letter Formation Phrase**
    - L = Ka icöyö 'L' adwoŋ, icöö acël itë wayö nyime ityënë pïŋ dwökkö anyim anönök.
    - I = Ka icöyö 'I' atïdï, icöö acël.

- **Spelling Practice**
  - Lö, Gö, Nyö, Lölë, Gönyë, Gulu

**Day 2**

- **Literacy 1**
  - **In the Text Question:** Acen gïnnï Atim olarö njö i cukul?

  - **In My Mind Question:** Ka inwoŋo jamì nì bot ñattörö, ñımó njö?

- **Literacy 2**
  - **Story Idea:** Tam amë pîrë têk i cëkö më tin myero yaa ikom apeny aģéca amë otiñökwan odonyno kede ikom gi amë bino timërë iyì anyim i cëkö amë tye iyì buk otiñökwan iyì agikki më pwonyyno kwan.
Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
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<th>ê</th>
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<tbody>
<tr>
<td>p</td>
<td>pō</td>
<td>pu</td>
<td>pe</td>
<td>pê</td>
</tr>
<tr>
<td>lō</td>
<td>lu</td>
<td>le</td>
<td>lê</td>
<td></td>
</tr>
<tr>
<td>gō</td>
<td>gu</td>
<td>ge</td>
<td>gê</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Question:** Ka inwoŋo awano i cukul myero itîm ñö?

**Beat the Words**

Pį-pį-nö o-pel-lo parŋ-ŋo

Literacy 2
**Letter Formation Phrase**

P = Ka icöyö ‘P’ adwoŋ, icöö acél itë güllü wie dwökkö tîncem.

p = Ka icöyö ‘p’ atîdî, icöö acél itë güllü wie dwökkö tîncem.

**Spelling Practice**

pō, lō, gō, gōlō, gupu, pe

---

Literacy 1
**In the Text Question:** Da odweko Acen kede Atim?

**In My Mind Question:** Piŋö myero ibed abër kede awotti?

Literacy 2
**Story Idea:** Tam i cëkò atin, ayaa ikom apeny agëca, otnînökwan openyo ikom gin abino timërë i cëkò i buk otnînökwan iyî agikki pwonymyo kwan.

Term 2 Week 6
6 Awano kede yore më gëŋŋö

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>P</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>l</td>
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</table>

<table>
<thead>
<tr>
<th>ö</th>
<th>u</th>
<th>e</th>
<th>ë</th>
</tr>
</thead>
<tbody>
<tr>
<td>pö</td>
<td>pu</td>
<td>pe</td>
<td>pë</td>
</tr>
<tr>
<td>lö</td>
<td>lu</td>
<td>le</td>
<td>lë</td>
</tr>
<tr>
<td>gö</td>
<td>gu</td>
<td>ge</td>
<td>gë</td>
</tr>
</tbody>
</table>

Beat the Words

lwëny  a-la-rö  a-le-yo
Pï-pï-nö  o-pel-lo  pañ-ŋo

Sentence Assessment

1. Lwëny kelo awano.
2. Pïpïnö tye i coron.
3. Opio opello adwïr i coron.

Literacy 2

Letter Formation Assessment
L, l, P, p

Spelling Assessment
pö, lö, gö, nyö, lölë, gönyë, gulu
News

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

Model News Drawing

Drawing of boys playing football.

Model News Story

One day during break time the boys were playing football as usual. One boy was kicked very hard in the knee. He fell down and couldn't stand up. The deputy had to take him to a clinic on his bicycle. The boy had to stay home for several weeks.

References

NPSCU Teacher’s Guide
- Competencies, page 82
- Sample scheme of work, page 256
- Lesson Plan Guidelines, pages 276-283

NPSCU Curriculum
- Page 34

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

Traditional Text

Wer

Apwony ogōō wii atīn acēl, a pe winyo kop (x2)

Atīn të cammō ananaci, atīn të yên kede (x2)
Oral Literature
Bedo mot bër

Apeny më yabbö ńec: Akwannö cēkō mörō kan, lîŋ iwîny ēka itē kobba awano a tîmērē i cukul kede kîte mē gēŋŋō gi.

Dul cēkō mē acēl
Opwonye pwonyo otînökwan karē ducu kede kwone awano apapat mē tye i cukul. Gin pwonyo otînō daŋ kede kîte mē gēŋŋō awano magi. Œntō atînnorō tye a nyînë Atim. Atîn-nî döŋ pwod odîq. Apwony jükū i bal kan inwoŋo dök otîmō ēn okēnē kaça. Nen odîkko cōn mē otînō tye i kîlacī apwony onwoŋo Atim oyîtō okō iwii aemme. Apwony tē miyē yîtto piŋ mot. Apwony tē penynye i mwolo nî Atim aworo i buto kec bo?" 


Story Outline

Guti kop a kwakō cēkō:
Gwōkērē ikom jami amē kelo awano i cukul.

Kop amē kelo niaŋō:
Acen ogōddē kede kwērī tē rēttē i kîlacī.

Kop amē kelo niaŋō:
Apeny opwonyo otînō kede yore mē gwōkērē ikom jami awano jō.
Dul cëkö më aryö


Apwony otingo kwëři malu tê kobbi otïnö ducu nï jami a bît bala kwëři kede pala pwoddo pïŋ wanô jö. Ka itio kede myero iket kan abër amë pe römö kello awano. Lwëny daŋ rac tûtwal piën kelö awano onyo tôö. Én onyutti gï waŋ lwët amë ocannë itë lem Acen gin Atim.

Én okobbi otïnökwan nï jö ducu myero odikko mërë dwog amë oŋadô lwët gï okô. Man bino gëŋŋö awano kede two aramayic amë lwët olôt kelö. Pwony a nwoŋere i cëkö: Myero ogwokëré abër ikom jami amë wanô jö.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>kwone</th>
<th>twenyï</th>
<th>nïayë</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Text Questions</td>
<td>1. Dö ogôô Atim tê rêttö?</td>
<td>1. Dö okënë arômë Göddö tyën danô?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Da oredo nï Obaŋa obeo?</td>
<td>2. Jami abît myero gwôk kwene?</td>
<td></td>
</tr>
</tbody>
</table>

Term 2 Week 6
Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
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<th>o</th>
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<tbody>
<tr>
<td>Gw</td>
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<td>gwu</td>
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<td>pö</td>
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<tr>
<td>lö</td>
<td>lu</td>
<td>le</td>
<td>lë</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Bedo karacël könyö jö kede njö?

Beat the Words

gwok

gwë-nö

Literacy 2

Letter Formation Phrase

Gw = Ka icöyö ’Gw’ icöö ‘G’ adwoŋ, itë cöyö ‘w’ atidi ilangete tunçem.

gw = Ka icöyö ’gw’, icöö ’g’ atidi itë cöyö ’w’ atidi.

Spelling Practice

gwö, pö, lö, gwëlë, gwëlö, gwëö

Day 2

Literacy 1

In the Text Question: Tatö Opio gï mïïö Opio gï njö?

In My Mind Question: Köny arjö amë myero mii danö amë görö?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tîmërë i cëkö i buk otinökwan iyi agikki pwonyyo kwan.
7.1 Opacu

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th>ī</th>
<th>ī</th>
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</thead>
<tbody>
<tr>
<td>gwī</td>
<td>gwö</td>
</tr>
<tr>
<td>pī</td>
<td>pō</td>
</tr>
<tr>
<td>lī</td>
<td>lō</td>
</tr>
</tbody>
</table>

Thematic Question: Da gī amē bedo pacu?

Beat the Words
i-ći-na  mīt  o-tī-no

Literacy 2
Letter Formation Phrase
Ī = Ka icöyō ī adwoŋ, icöō acēl itē riyo wie kede tērē acecek
itē tōnnō tōn aryō iwie malu.
Ī = Ka icöyō ī atīdī icöō acēl itē tōnnō wie aryō.

Spelling Practice
gwī, pī, lī, pīlī, līlō, titō

Literacy 1
In the Text Question: Abadwoŋ rīk owoto tīmmō nō i lum?

In My Mind Question: Ka irwatte kede gin ager itīmō nō?

Literacy 2
Story Idea: Tam i cēkō atin, ayaa ikom apeny agēca,
oṭiŋōkwan openyo ikom gin abino timērē i cēkō i buk
oṭiŋōkwan iyī agikki pwonymyo kwan.

Term 2 Week 7
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Gw</th>
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<th>Ī</th>
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<td>gwî</td>
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<tr>
<td>lî</td>
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<td>lu</td>
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</tbody>
</table>

Beat the Words

- gwok
- o-gwa-rô
- gwë-nô
- i-cî-na
- mît
- o-tî-nô

Sentence Assessment

1. Gwok apapadwoŋ ger.
2. Awuma tye aryêmmî apap gwënô.
3. Atat tye acêkkô icîna.

Literacy 2

Letter Formation Assessment
Gw, gw, Ŭ, Ī

Spelling Assessment
gwö, pö, lö, gwî, pî, lî, gwëlê, gwëlô, gwëö, pîlî, lîlô, tîtô
7.1 Opacu

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a grandmother telling stories.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love my grandmother. She is an amazing person. Even though she is old she works hard in her garden every day. She knows how to cook all my favourite foods. I especially enjoy when she tells stories of her life when she was a girl.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
</table>
| **NPSCU Teacher's Guide**  
  - Competencies, page 83  
  - Sample scheme of work, page 284  
  - Lesson Plan Guidelines, pages 287-293 |

| **NPSCU Curriculum**  
  - Page 36 |

Traditional Text

Carokop

Töbi lōō aker.
Tyēnē: Danō pe bedo kede jami ducu, ēn myero nōttē kede jō okēnē.

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

Term 2 Week 7
Oral Literature
Cammö Karama

**Apeny më yabbö ńec:** Akwannö cëkö mörö kan, lïñ iwiny abër itë kobba wunu nyïŋ onywal Opio kede Acen.

**Dul cëkö më acël**

**Story Outline**

**Guti kop a kwakö cëkö:**
Onywal a toto Opio gï kede nero gï \owoto ocämö Karama tuŋ Opio gï.

**Kop amë kelo nianjö:**
Wele Opio gï otero jami mê cammö Karama.

**Kop amë kelo nianjö:**
Toto gï \otedo kwone cem apapat, gallo waŋ obin obedo abër.
Dul cëkö më aryö


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
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</thead>
<tbody>
<tr>
<td>omyênô</td>
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<tr>
<td>agïra</td>
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<tr>
<td>yïtö</td>
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<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Icëŋ karama, nero Opio gi obino kede gi-wot anjö?</td>
<td>1. Itamö nî Karama anjö amë tatö Opio gi obin \ocamö tuŋ Opio gi?</td>
</tr>
<tr>
<td>2. Jö mënë amë owero i ceŋ Karama?</td>
<td>2. Wer anjö amë yin imarö wero i jö i pacu wu ka idök i cukul?</td>
</tr>
</tbody>
</table>

Term 2 Week 7
7 Bedo karacël

Literacy 1 and 2

Day 1

New Letters and Review Chart

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</tbody>
</table>

Thematic Question: Bedő karacël konyö jö kede nö?

Beat the Words

jwa-tö  jö  ja-mi

Literacy 2

Letter Formation Phrase

J j = Ka icöyö J, icakö imalu itë dwoggo piŋ gommo tyëné
eka itë riyo onyo tönnö wie kun lubërë kede én adit
onyo atïdï.

Spelling Practice

ji, jö, je, ju

Day 2

Literacy 1

In the Text Question: Dö otimö Opio gi i cukul?

In My Mind Question: Ka awotti oreti, itïmö nö?

Literacy 2

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

Term 2 Week 8
7.2 Bedo karacël i cukul

Literacy 1

New Letters and Review Chart

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<td>ju</td>
<td>je</td>
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<tr>
<td>gwï</td>
<td>gwö</td>
</tr>
<tr>
<td>gwu</td>
<td>gwe</td>
</tr>
</tbody>
</table>

Thematic Question: Otïnokwan marö tïmmö jami anjö karacël?

Beat the Words

tu-nu

te-ro
tic

Literacy 2

Letter Formation Phrase

T = Ka icöyö 'T' adwoŋ, cöö acël itë riyo wie imalu.
t = Ka icöyö 't' atïdï, icöö acël itë gommo tyënë ipïŋ anonok tê njöllö kore.

Spelling Practice
tï, jötö, titö, jutu

---

Literacy 1

Day 4

In the Text Question: Da okönyö Opio?

In My Mind Question: Ka onwoŋo yin ěn oreti-no, onwoŋo itïmmö ñö?

Literacy 2

Story Idea: Tam i cëkô atin, ayaa ikom apeny agëca, otïnökwan openyo ikom gin abino tïmërë i cëkô i buk otïnökwan iyï agikki pwonymyo kwan.

Term 2 Week 8
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>T</th>
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<tbody>
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<td>tì</td>
<td>tò</td>
<td>tu</td>
<td>te</td>
</tr>
<tr>
<td>jì</td>
<td>jò</td>
<td>ju</td>
<td>je</td>
</tr>
<tr>
<td>gwi</td>
<td>gwö</td>
<td>gwu</td>
<td>gwe</td>
</tr>
</tbody>
</table>

Beat the Words

jwa-tö     jö     ja-mi
  tu-nu     te-ro   tic

Sentence Assessment

1. Tël më pye jwato pïŋ.
2. Otïnökwan tuku i jami apol.
3. Tic a Pilipo obedo cattö nywagï.

Literacy 2

Letter Formation Assessment

J, j, T, t

Spelling Assessment

jì, gì, pì, tì, jò, je, jötö, tìtö, jutu
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

### Model News Drawing
Drawing of pupils practicing for the music contest.

### Model News Story
I always enjoy the time when the school is preparing for the music contest. I like listening to the pupils practicing. Everyone is excited about preparing for the contest. The school comes together to support the choir. It is a happy time at our school.

### References
<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies, page 83</td>
<td>Page 37</td>
</tr>
<tr>
<td>Sample scheme of work, page 285</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan Guidelines, pages 294-301</td>
<td></td>
</tr>
</tbody>
</table>

### Traditional Text
**Carokop**
Otigo tyeko kwon.
Tyënë: Pe myero ibwôn danô akadi tïtïdï piën twërö konynyi.

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

Term 2 Week 8
Oral Literature

Bedo karacël i cukul

Apeny më yabbô nêc: Akwannô cëkô mörô Kan, lîn iwînî itê kobba bër a bedo karacël i cukul.

Dul cëkô më acël

Inînô mörô acël, odìkkô côn, Apap, Acen kede Opio obin omakô yoo apwôt naka i cukul Akîa Puramari. Apap obin onyuto Opio gînnî Acen bot apwony më kilaci acël.


Story Outline

Guti kop a kwakô cëkô:
Anywal Opio gî otero gî i cukul.

Kop amêkelo níanjô:
Apwony ojölô Opio gî i cukul.

Kop amê kelônianjô:
Opio gînnî Acen obedo abër i cukul.
Dul cëkö më aryö

Opwonyo gi dañ kede wer më pakkö lobo wa më Uganda. Opwonyo gi dañ kede légö më cukul. Acen gënnë Opio marö wer légö atëk tütwal piën papö gi obedo reburan.

Ka cawa më kwan kede cök orömö, Acen gënnë Opio kede owote gi otio jamë amë apwony okobo iyore abër. Aco ka otye okö i weo, opoko gin acama iyi akina gi kede mara adwoñ mëicël. Opwonye kede otic okëñë më cukul marö nöttë kede otïnö ducu dañ otë nyutti gi mara orömö aboñö apokapoka.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opio gënnë Acen kwanö kwene?</td>
<td>1. Yin itamö nì gwökkö cïk më cukul könyö më nö?</td>
</tr>
<tr>
<td>2. Ïda ojölö Opio gënnë Acen i cukul?</td>
<td>2. Pinjö bër më apwony ijöllö atënkwan i cukul?</td>
</tr>
</tbody>
</table>

Term 2 Week 8
7 Bedo karacël

Literacy 1 and 2

Day 1

New Letters and Review Chart

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</table>

Thematic Question: Jõ i myere marô bedo karacël ikodi nînô mënë?

Beat the Words

\[ \text{ŋe-o} \quad \text{a-ŋwel} \quad \text{a-ŋi-yø} \]

Literacy 2

Letter Formation Phrase

\( \text{Ŋ, ŋ} = \text{Ka ičøyø } `\text{Ŋŋ}´ \text{ ičøø akčë } \text{wie } \text{døwkø } \text{tu}ñçem, } \)

igomo idwoggo pîn itë güllü tyënë anönök.

Spelling Practice

ŋî, teŋé, ŋîñø, ŋute

Day 2

Abwöñë rac

Acen gi owoto akaka ŋa?

In My Mind Question: Itamö nî tota Acen gi pe owoto yübô dôg pii piŋø?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otnökwan openyo ikom gin abino tîmërë i cëkö i buk otnökwan iyî agikkì pwonymyo kwan.

Term 2 Week 9
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
<th>i</th>
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<tbody>
<tr>
<td>ðee</td>
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<td>ðee</td>
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</tbody>
</table>

Thematic Question: Jō i myere marō bedo karacēl ikodi nīnō mēnē?

Beat the Words

le-e o-ye-e i-ŋe-e

Literacy 2

Letter Formation Phrase

E = Ka icöyō 'E' adwoŋ, icöō acēl itē kubbu wie dwōkkō inyime, cīyō dyere dwōkkō inyime kede kubbu tyënē dwōkkō i nyime.

ee = Ka icöyō 'ee' atīḏi, ŋōl yie, gūr imalu itē güllū dwōkkō inyime.

Spelling Practice

nee, tee, jee

Literacy 1

In the Text Question: Dō omō jō opwō Acen gi?

In My Mind Question: Apat kede pwōyō, njō amē myeoro tīm pī danō otio tic abēr.

Literacy 2

Story Idea: Tam i cēkō atin, ayaa ikom apeny agēca, otīnōkwān openyo ikom gin abīno tīmērē i cēkō i buk otīnōkwān iyī agikki pwonymyo kwan.

Term 2 Week 9
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
<th>ĭ</th>
<th>ŏ</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>ŋee</td>
<td>ŋī</td>
<td>ŋō</td>
<td>ŋu</td>
</tr>
<tr>
<td>E</td>
<td>ŋee</td>
<td>ŋī</td>
<td>ŋō</td>
<td>ŋu</td>
</tr>
<tr>
<td></td>
<td>tee</td>
<td>tī</td>
<td>tō</td>
<td>tu</td>
</tr>
<tr>
<td></td>
<td>jee</td>
<td>jī</td>
<td>jō</td>
<td>ju</td>
</tr>
</tbody>
</table>

Beat the Words

ŋe-o  a-ŋwēl  a-ŋi-yō
le-e  o-ye-e  i-ŋe-e

Sentence Assessment
1. Otim ŋeo wēyō piŋ.
2. Otōnō tye arwēl i dyello pii.
3. Lee tye irjee yat.

Literacy 2

Letter Formation Assessment
D, ŋ, E, e, ee

Spelling Assessment
ŋī, tī, jī, ŋe, te, je, tenē, tīŋō, ŋute, ŋutu, ŋō.
News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of an election rally.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elections are always an interesting time in our community. Posters go up everywhere. People discuss which candidate they think is best. The candidates hold rallies to encourage people to vote for them. I like elections!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher's Guide</strong></td>
</tr>
<tr>
<td>• Competencies, page 83</td>
</tr>
<tr>
<td>• Sample scheme of work, page 286</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 302-307</td>
</tr>
<tr>
<td><strong>NPSCU Curriculum</strong></td>
</tr>
<tr>
<td>• Page 38</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Koc**

Mony abumente woto i pïŋ.

Agam: Mörî

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

Term 2 Week 9
Oral Literature
Myëllö köt

**Apeny më yabbö Ṉec:** Akwannö cèkö mörö kan, lîŋ iwiny itë kobba wangtic amë myëllö köt obedo iyë.

**Dul cèkö më acël**


Yîka obin omëddë anyim kan amë jö tê wero wer apapat. Jö owero kun nwörjö otye imyël cûtücütî.

**Story Outline**

**Guti kop a kwakö cèkö:**
Jö më waŋtic Abëridwogo \omyëlö kot.

**Kop amë kelo nianjö:**
Jo otedo, owero, omyëlö otë cem.

**Kop amë kelo nianjö:**
Köt obin ocwee cûtücütî jö tê dök pacu i kome.

Term 2 Week 9
7.3 Kite më bedo karacël i myere

Oral Literature

Dul cëkö më aryö


Pwony a nwoŋërë i cëkö: Nöttö cîn i tic bër.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jô onwoŋo marô myëllo kôt iyî lum kakwene?</td>
<td>1. Ìtamô nî onywal Opio gî otimmî gî ñô?</td>
</tr>
<tr>
<td>2. Jô obin odök paccî gî nîŋô?</td>
<td>2. Ka onywaili oweki pacu, ìtímmô ñô?</td>
</tr>
</tbody>
</table>

Term 2 Week 9
8 Cem kede püttë abër

**Literacy 1 and 2**

**Day 1**

**Literacy 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th>oo</th>
<th>ee</th>
<th>i</th>
<th>ò</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ñoo</td>
<td>Ñee</td>
<td>Ñî</td>
<td>Ñö</td>
</tr>
<tr>
<td>Too</td>
<td>Tee</td>
<td>Tî</td>
<td>Tö</td>
</tr>
<tr>
<td>Joo</td>
<td>Jee</td>
<td>Jî</td>
<td>Jö</td>
</tr>
</tbody>
</table>

**Thematic Question:** Ñïŋö danö myero püttë abër?

**Beat the Words**

- yo-o
- o-ol
- i-wo-o

**Literacy 2**

**Letter Formation Phrase**

Oo = Ka icöyö 'Oo' abor, ilüŋü not aryö.

Oo = Ka icöyö 'oo' atïdï abor, ilüŋü not aryö.

**Spelling Practice**

ñoo, too, joo, tojo, tîtö, jötö

**Day 2**

**Literacy 1**

**In the Text Question:** Jö tye atïmmo Ñö?

**In My Mind Question:** Yore anjö okënë amë omakö kede rëc?

**Literacy 2**

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otïnökwan openyo ikom gin abino tîmërë i cëkö i buk otïnökwan iyï agikki pwonymyo kwan.

Term 2 Week 10
8.1 Nyin cem kede kan amë nwoñere iyë

**Literacy 1 and 2**

**Day 3**

**Literacy 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>oo</th>
<th>ee</th>
<th>ɨ</th>
<th>ő</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>roo</td>
<td>ree</td>
<td>rɨ</td>
<td>rö</td>
</tr>
<tr>
<td>r</td>
<td>too</td>
<td>tee</td>
<td>tē</td>
<td>tı</td>
</tr>
</tbody>
</table>

**Thematic Question:** Kwone cem mënë amë imarö cammô?

**Beat the Words**

rëc  o-rañ-ña  rɨ-ɲo

**Literacy 2**

**Letter Formation Phrase**

R = Ka icöyö 'R' adwoŋ, cöö acël, lũŋ wie, itë kërö tyënë.

r = Ka icöyö 'r' atïdï, cöö acël itë karö wie dwökkö tuŋcem.

**Spelling Practice**

ro, ɲo, to, rɨɲo, rōtō, tote

---

**Day 4**

**Literacy 1**

**In the Text Question:** Da obin onwoŋo rëc Acen?

**In My Mind Question:** Ka onwoŋo rëc Acen pe onwoñere, onwoŋo ūn atimmô rņo?

**Literacy 2**

**Story Idea:** Tam i cēkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino ūmërë i cēkö i buk otinökwan iyī agikki pwonymyo kwan.

Term 2 Week 10
8 Cem kede pïttë abër

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>R</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>oo</td>
<td>ee</td>
</tr>
<tr>
<td>roo</td>
<td>ree</td>
</tr>
<tr>
<td>ñoo</td>
<td>ñee</td>
</tr>
<tr>
<td>too</td>
<td>tee</td>
</tr>
</tbody>
</table>

Beat the Words

gy-o-o  o-o-ol  i-w-o-o
rëc  o-ra-ŋ-ŋa  ri-ŋo

Sentence Assessment

1. Yoo poto wa lër.
2. Atat ool atēk i poto.
3. Otōnö marō riŋo olelo.

Literacy 2

Letter Formation Assessment

Oo, oo, R, r

Spelling Assessment

ŋoo, too, joo, ro, tojo, řïtō, jōtō, riŋō, rōtō, teto

Term 2 Week 10
8.1 Nyiŋ cem kede kan amë nwoŋere iyë

News

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

**Model News Drawing**
Drawing of mother winnowing millet and a person eating millet bread.

**Model News Story**
My favourite food is millet bread. When I eat millet bread I feel satisfied. I have lots of energy to do my work. I also like the smell of the millet when my mother is winnowing it. It is my favourite smell in the whole world.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Competencies, page 84</td>
</tr>
<tr>
<td>* Sample scheme of work, page 308</td>
</tr>
<tr>
<td>* Lesson Plan Guidelines, pages 311-317</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Page 40</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Wer**
Kal a an areggo nĩ, An areggo nĩ, Nĩ areg wan Akelo.
Akelo oyítö iwi akwalakwala, (x2)
Tye acammö akwalakwala.

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

Term 2 Week 10
Ogwanogwan ḡinni Twöngwënö

Apeny më yabbô Ṯec: Akwannô cēkō mörō kan, ūniŋ iwînî ëka itë kobba jî mënë onwoŋo obedo owote iyî akakkî.

Dul cēkō më acël


Iyoŋe Twöngwënö daŋ tê wot limmô Ogwanogwan. Ogwanogwan tê tɔŋŋɔ tyën atînnërë acël tê mîyô dâkô mërë tedô amît mēicēl. Igum arac, tyën atîn tê cwer naka atîn otû. Alîmo a jînî pe obin oığik.

Story Outline

Jî i cēkō:
Twöngwênō, Ogwanogwan, otînô Ogwanogwan kede dakô Ogwanogwan

Ka cēkō:
Tuŋŋa Ogwanogwan kede tuŋŋa Twöngwênô

Gîn olîmërë:
Twöngwênô obwôlô Ogwanogwan tê mîyô Ogwanogwan nôllô tyën otînô mërê, otînô mërê tê bedô tōô.
8.1 Nyiŋ cem kede kan amë nwoŋere iyë

Oral Literature

**Apeny agēca:** Itamö nï Ogwaŋogwaŋ pwod amëddë i njöllö tyën otĩnö mërë ka Twöngwëno bino lìmmë?

**Dul cëkō më aryo**

Twöngwënō obedo bwöllö Ogwaŋogwaŋ amanno pì karë alac. Dakö Ogwaŋogwaŋ obin oniaŋ ryêkö a Twöngwënō okö. Yiē tê waŋ atêk tûtwał pî otĩnö gi amë doŋ oŋuno tyën gi a doŋ otōö okö. Èn tê kobbi adwoŋjödë nî Twöngweno obedo bwöllö gi omiö otyeko otĩnö gi okö. Èn okobo nî otĩnö gi tye atōō atum èntō më a Twöngwënō tye anyaa. Ogwaŋogwaŋ opwöö cege pî ṅe yo ryêkö a Twöngwënō. Pî manno, Ogwaŋogwaŋ kede minödē tê mokko tam gi më ryēmmö Twöngwënō kede wati mërë ducu ka mörö kēkēn owirē i waŋ gi. Cakërë i karë naca naka tin, jōnî pe omer atwal.

Pwony a nwoŋere i cëkō: De ṙa amë i makkō kede dyere.

### Vocabulary Words

<table>
<thead>
<tr>
<th>omer</th>
<th>lîmërë</th>
<th>tonjō</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Da amë obin obedo bwöllö awottërë?
2. Otĩnö aŋa obedo tōō?

### In My Mind questions

1. Ki iŋeo goba adanō, itîmō Ṯō?
2. Itamö nî Ṯîm agoba injô?
Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>é</th>
<th>oo</th>
<th>ee</th>
<th>ī</th>
</tr>
</thead>
<tbody>
<tr>
<td>É</td>
<td>rë</td>
<td>roo</td>
<td>ree</td>
<td>rī</td>
</tr>
<tr>
<td>ŋé</td>
<td>ŋoo</td>
<td>ŋee</td>
<td>ŋī</td>
<td></td>
</tr>
<tr>
<td>tē</td>
<td>too</td>
<td>tee</td>
<td>tī</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Piŋō danö myero pīttë abër?

Beat the Words

o-cwë-rō  yē-rō  pyēt

Literacy 2

Letter Formation Phrase

É = Ka icöyö É adwoŋ, icöö acēl, itē kubbu wie dwōkkō inyime, ciyō dyere dwōkkō inyime itē kubbu tyēnë dwōkkō inyime itē tōnnō wie aryō.

ē = Ka icöyö 'e' atidi, injōlō yē itē gürü imalu dwōkkō inyime itē tōnnō wie aryō.

Spelling Practice

rē, ŋē, tē, cwē, tēnē, ŋētī, cwērī, rīŋē, rīnē

Day 2

In the Text Question: Ňō amē Acen tîmō mē gēŋŋō two?

In My Mind Question: Yore mēnē abër mē gwōkkō cem amē otedo?

Literacy 2

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

Term 2 Week 11
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
<th>oo</th>
<th>ee</th>
<th>ï</th>
</tr>
</thead>
<tbody>
<tr>
<td>cw澄清</td>
<td>cwoo</td>
<td>cwee</td>
<td>cwí</td>
<td></td>
</tr>
<tr>
<td>ré</td>
<td>roo</td>
<td>ree</td>
<td>rí</td>
<td></td>
</tr>
<tr>
<td>ñë</td>
<td>ñoo</td>
<td>ñee</td>
<td>ñí</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Më miyö cemmi bedo abër igwökö nînjo?  

Beat the Words  
cwë-rö  
cwak  
cwe-o

Literacy 2

Letter Formation Phrase  
Cw = Ka icöyö 'cw' icöö nukta 'c' kede 'w'.  
cw = Ka icöyö 'cw' icöö nukta 'c' kede 'w'.

Spelling Practice  
cwë, cwo, cwe, cwí, cwërí, rîñí, rîñë

---

Literacy 1

In the Text Question: Acen tye ateri nga dëk?  

In My Mind Question: Itamö nînjo a römö tîmërë ka pe owumo wii dëk?

Literacy 2

Story Idea: Tam i cëkô atin, ayaa ikom apeny agëca, otiñökwan openyo ikom gin abino tîmërë i cëkô i buk otiñökwan iyï agikki powanyo kwan.

Term 2 Week 11
8 Cem kede pîttë abër

**Literacy 1 and 2**

**Day 5**

**Literacy 1**

**New Letters & Review Chart**

<table>
<thead>
<tr>
<th>Cw</th>
<th>cw</th>
<th>Ė</th>
<th>Ė</th>
<th>è</th>
<th>oo</th>
<th>ee</th>
<th>ľ</th>
</tr>
</thead>
<tbody>
<tr>
<td>cwè</td>
<td>cwoo</td>
<td>cwee</td>
<td>cwï</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rë</td>
<td>roo</td>
<td>ree</td>
<td>rî</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ňë</td>
<td>Ňoo</td>
<td>Ňee</td>
<td>Ňî</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Beat the Words**

- o-cwë-rö
- yë-rö
- pyët
- cwë-rö
- cwak
- cwe-o

**Sentence Assessment**

1. Ocwërö rëc otë töllö.
2. Apap cwërö rëc abër.
3. Apap lwökö cwak rëc acïl.

**Literacy 2**

**Letter Formation Assessment**

Ė, Ė, cw, cw

**Spelling Assessment**

rë, Ňë, tē, cwë, cwo, cwe, cwï, têŋjë, Ňëtë, tôrï, cwërï, rînjë, rînjë
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

| Drawing of a sick person eating silver fish and mushroom soup. |

**Model News Story**

When someone is sick in our family, we always prepare mushrooms and silver fish for them to eat. The silver fish is full of vitamins and minerals to help the body fight disease and get well.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>• Sample scheme of work, page 309</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 318-323</td>
</tr>
<tr>
<td><strong>NPSCU Curriculum</strong></td>
</tr>
<tr>
<td>• Page 41</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Wer**

Cikiiic, cikiiic oi! (x2)
Acamö dék apëna oi!
Ame olelo i ninõ oi!
Arëttë tunji ibwöp oi! (x2)

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

Oral Literature

Kwone cem a papat

Apeny mē yabbô ŋec: Akwannô cēkô mörö kan, liŋ iwîny itē kobba nô omîô wan myero ololôkô cem.

Dul cēkô mē acēl
Pol onywal obedo pënynyô apwony mē kilacî acēl nô omîô otînô dönôjô papat. Apwony okobbi gî nî, tye jami apol amē miîō otînô dönôjô papat ēn okênë yaa ibot onywal. Okênë mērë obedo yîk Obanja. Ėn okênë obedo cem.

Inînô mörô acēl, apwony oyîkô pwonyere pî onywal otînôkwan ducu mē kilacî acēl. Ėn olwoŋo Dokta otînô amē nyînjê Kelemente. Kelemente obino tê miîô pwony a kwakô cem kede kite mē gwôkkô cem. Ėn obino kede kwone cem a pol apapat kede cale mē konyyê i caw a mîwony. Mē acēl, ēn obin okobbi onywal nî myero omîî gînî otînô cem acalô moggo, obatô, kal, abîr, icôk kede ocere piën cem magi konyyô atêk. Gin miîô wa gupu mē makkô tic.

Story Outline

Guti kop a kwakô cēkô:
Apwony oyîkô pwonyere onywal mē kilacî acēl.

Kop amē kelô nianjô:
Dokta opwonyo onywal kede kwone cem apapa.

Kop amē kelô nianjô:
Dokta opwonyo onywal kede kite mē gwôkkô cem.
8.2 Gwökkö cem abër

Oral Literature

Dul cëkö më aryö

Dokta daŋ obin opwonyo onywal nï myero mïi otïnö gë cem bala riŋo, gwen, oranța, rëc kede wanyjëri kede potdeke piënt könyö më dönjö kom wa. Man miö otïnö dönjö acil amë kom gi pwöt. Én okobo atëk iyore më teddo cem kede gwökkö abër kun nwoŋo owumu wii gi okö.


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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ïa obin oyikô pwonyere pî onywal otïnö më kîlacî acel?</td>
<td>1. Pëkö anjö amë danô a pe cemo abër römö bedo kede?</td>
</tr>
<tr>
<td>2. Ïa amë obin olwoŋo më pwonyngo onywal?</td>
<td>2. Pwony anjö amë ikwanyö i cëkö-nï?</td>
</tr>
</tbody>
</table>

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

Reading Assessments (administered individually)

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

L3: Reads all 5 words correctly. L3: Uses all 5 words correctly in complete sentences.
L2: Reads 3-4 words correctly. L2: Uses 3-4 words correctly in mostly complete sentences.
L1: Reads 2 or less words correctly. L1: 2 or less words correct. Cannot form full sentences.

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

L3: Successfully completes the task for all 5 letters.
L2: Successfully completes the task for 3-4 letters.
L1: Completes the task for 2 or less letters.

Listening Assessment (administered as a group)

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

L3: Answers all 3 questions correctly.
L2: Answers 1-2 questions correctly.
L1: Does not answer any questions correctly.
Writing Assessments (administered as a group)

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

L3: Formation of the letters is excellent. All 6 letters formed correctly.
L2: Formation of the letters is good. 3-5 letters formed correctly.
L1: Formation of the letters is poor. 2 or less letters formed correctly.

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

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

Creative Writing and Name Writing Assessments:
Tell learners to write a story about how food is prepared and eaten in their family. Explain that they can use pictures and words to tell their story. Make sure learners write their name. Collect and assess.

L3: Writes a meaningful, well organised story using pictures and words.
L2: Writes a meaningful, well organised story using pictures only.
L1: The story is poorly organised and difficult to understand the meaning.

L3: Writes both names with correct spelling and letter formation.
L2: Writes at least one name with correct spelling and letter formation.
L1: Cannot write name using correct spelling and letter formation.

Speaking Assessment (administered individually)

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

L3: Tells a meaningful, engaging story with excellent confidence and animated expression.
L2: Tells a meaningful story to the class with confidence.
L1: Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.
Weekly Lesson Support

Term 3 Lessons
Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>Ry</th>
<th>ry</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>oo</td>
</tr>
<tr>
<td>ry</td>
<td>ryoo</td>
</tr>
<tr>
<td>rë</td>
<td>roo</td>
</tr>
<tr>
<td>në</td>
<td>nöo</td>
</tr>
</tbody>
</table>

Thematic Question: Piŋö myero gi-wot bed atye?

Beat the Words

- o-rye-be-re
- a-ryëm-mö
- o-ryë-ö

Literacy 2

Letter Formation Phrase

Ry = Ka icöyö 'Ry', 'ry' icöö nukta R adwön onyo 'r' atidë itë
cöyö nukta 'y' atidë.

Spelling Practice

ryë, ryo, rye, ryi, rëñë

Day 2

Gi-wot bër

In the Text Question: Opio gî woto i cukul nîñö?

In My Mind Question: Yin ibino icukul nîñö?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca,
ôtinokwan openyo ikom gin abino tîmërë i cëkö i buk
ôtinokwan iyi agikki pwonyonyo kwan.
9.1 Kite më wot kede gi-wot apapat

Literacy 1 and 2

Day 3

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th>li</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>ryi</td>
<td>ryë</td>
</tr>
<tr>
<td>ri</td>
<td>rë</td>
</tr>
<tr>
<td>nji</td>
<td>në</td>
</tr>
</tbody>
</table>

Thematic Question: Tuc nyiŋ gi wot apapat amë yin ineo.

Beat the Words
o-ti-i  pi-i  a-wi-i

Literacy 2
Letter Formation Phrase
li = Ka icöyö 'li' adwoŋ abor, icöö acël itë riyo wie kede tërë, icöö acël itë tônno wie.
li = Ka icöyö 'li' atidî abor, icöö aparacël itë tôtönö wii gï acëlacël.

Spelling Practice
ryi, rii, nji, rë, riŋo

Day 4

In the Text Question: Papö gï owillï gï një më wot i cukul?

In My Mind Question: Jï owilli një më miyo kwanni wot abër?

Literacy 2
Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otiönökwan openyo ikom gin abino tîmërë i cëkö i buk otiönökwan iyë agikki pwnonyo kwan.

Term 3 Week 1
Literacy 1 and 2

Day 5

**Literacy 1**

**New Letters & Review Chart**

<table>
<thead>
<tr>
<th>Ry</th>
<th>ry</th>
<th>li</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii</td>
<td>ė</td>
<td>oo</td>
<td>e</td>
</tr>
<tr>
<td>ryì</td>
<td>ryē</td>
<td>ryoo</td>
<td>rye</td>
</tr>
<tr>
<td>rìi</td>
<td>rē</td>
<td>roo</td>
<td>re</td>
</tr>
<tr>
<td>ñìi</td>
<td>ñē</td>
<td>ñoo</td>
<td>ñe</td>
</tr>
</tbody>
</table>

**Beat the Words**

- o-rye-be-re
- o-ti-i
- a-ryēm-mō
- pi-i
- o-ryē-o
- a-wi-i

**Sentence Assessment**

1. Danō oryebere i nyōnnō gali.
2. Akelo tye aryēmmō gwēnō.
3. Awoii ododo pii itē gali.

**Literacy 2**

**Letter Formation Assessment**

Ry, ry, li, ii

**Spelling Assessment**

ryē, ryo, rye, ryi, ri, nji, rïŋï, riŋo

Term 3 Week 1
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school bus traveling in a town setting with different modes of transport surrounding it.</td>
<td>When I was in Primary 1, we went for a trip to the city. On our way, we saw a boat on the river. When we reached the city, everyone was very excited to see the different types of cars, motorcycles and buses. There were many people walking on the streets and roads in the city. There was also a big shop selling many new bicycles.</td>
</tr>
</tbody>
</table>

References

- **NPSCU Teacher’s Guide**
  - Competencies, page 85
  - Sample scheme of work, pages 333-344
  - Lesson Plan Guidelines, pages 337-338

- **NPSCU Curriculum**
  - pages 43-45

Traditional Text

**Koc**
Atat wa laö abedo.
Agam: Tutu

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

Term 3 Week 1
9 Gi-wot

Oral Literature

Akwat dok okok

| Apeny më yabbō ńec: Akwannö cēkō mōro kan, līn iwīny itē kobba gīn omīō dok orweny. |

Dul cēkō mē acēl

Inīnō mōrō acēl, i dyeeṣ Ogwal gīn kede Akena owoto mē kwayō dok i lum. Gīn otero dok itē buŋ kan abor. Ogwal gīnnī Akena të cakkō bayō wīnyō kun dok tye acem kēngī aboŋo ńat amē anēnnō.


Story Outline

| Guti kop a kwakō cēkō:  |
| Ogwal gīnnī Akena owoto i kwat |
| Kop amē kelō nianō:  |
| Dok obin orweny okō. |
| Kop amē kelō nianō:  |
| Ogwal gīnnī Akena ogak bayō wīnyō. Otē nīnō okō; dok orwenyo; Ogwal owoto mōyō dok; Ogwal onwoŋo dok tē köllō dwōkkō pacu. |
Dul cékō më aryō


Ēn tē něnnō dok tye ocuŋ iyī awii mōrō. Dok-ca onwojo ŋeо dwōn akwat gĩ. Ogwal oredo eka dok gĩ tē winynyo dwōne tē rinjọ gĩnī bote. Ėn okölō dok tē dwōkkō pacu.

Pwony a nwoŋere i cékō: Cak tyekko tic amē omii itē tiyo meri icen.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jō adi amē onwojo owoto i kwat?</td>
<td>1. Pwony anjō amē inwojo i cékō man?</td>
</tr>
<tr>
<td>2. Da amē obin owoto omōō dok amē orwenyo?</td>
<td>2. Ka Ogwal onwojo pe onwojo dok, itamō nĩ ēn onwojo atīmmō nō?</td>
</tr>
</tbody>
</table>
9 Gi-wot wa

**Literacy 1 and 2**

**Day 1**

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th>Ú</th>
<th>ü</th>
</tr>
</thead>
<tbody>
<tr>
<td>ryú</td>
<td>ryi</td>
</tr>
<tr>
<td>rú</td>
<td>ri</td>
</tr>
<tr>
<td>ñú</td>
<td>ñi</td>
</tr>
</tbody>
</table>

**Thematic Question:** Piŋö myero gi-wot bed a tye?

**Beat the Words**

a-mük  lüt  bür

**Literacy 2**

**Letter Formation Phrase**

Ü = Ka icöyö Ü adwoŋ, icákô cóyö acél itë güllü tërë, idwöko malu, itë dön dwoggo piŋ itë tönnö wie aryö.

ü = Ka icöyö ‘ü’ atîdí, icîo bala ‘Ü’ adwoŋ.

**Spelling Practice**

ryü, rû, ñû, jû,

---

**Day 2**

**Literacy 1**

**In the Text Question:** Acen gî orwattë injö iyoo cukul?

**In My Mind Question:** Itamö nî nö omöö papa Acen gî otero gî i cukul kede gali?

**Literacy 2**

**Story Idea:** Tam i cëkô atin, ayaa ikom apeny agëca, otînökwan openyo ikom gîn abînî tîmërë i cëkô i buk otînökwan iyî agîkki pwonyñyo kwan.

Term 3 Week 2
9.2 Bër a gi-wot

Literacy 1 and 2

Day 3

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>L</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>ü</td>
<td>e</td>
</tr>
<tr>
<td>lü</td>
<td>le</td>
</tr>
<tr>
<td>ryü</td>
<td>rye</td>
</tr>
<tr>
<td>rü</td>
<td>re</td>
</tr>
</tbody>
</table>

Thematic Question: Bër a gi-wot obedo ḋö bot opur?

Beat the Words

a-lwi-ny  a-lwo-ŋo  a-la-rö

Literacy 2

Letter Formation Phrase

L = Ka icöyö ‘L’ adwoŋ, icöö acēl itē wayo nyime ityēnē pēŋ dwōkkō anōnōk.

l = Ka icöyö ‘l’ atidī, icöō acēl.

Spelling Practice

lū, ryū, rū, le, lelo, olelo, loro, lūrū

Day 4

Literacy 1

In the Text Question: Ikarë amē papō gī otiŋo cinē mē motto gī, gīn otimō ḋō?

In My Mind Question: Yin itamō niŋō omiō onywal myero kel otinō i cukul?

Literacy 2

Story Idea: Tam i cēkō atin, ayaa ikom apeny agēca, otinōkwan openyo ikom gin abino tımērē i cēkō i buk otinōkwan iyi agikki pwnonyo kwan.

Term 3 Week 2
9 Gi-wot wa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>L</th>
<th>ü</th>
<th>e</th>
<th>ē</th>
<th>oo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ü</td>
<td>ü</td>
<td>le</td>
<td>lē</td>
<td>loo</td>
</tr>
<tr>
<td></td>
<td>ryü</td>
<td>rye</td>
<td>ryē</td>
<td>ryoo</td>
</tr>
<tr>
<td></td>
<td>rü</td>
<td>re</td>
<td>rē</td>
<td>roo</td>
</tr>
</tbody>
</table>

Beat the Words

- a-muk
- a-lwì-ny
- lüt
- a-lwo-ŋo
- bür
- a-la-rö

Sentence Assessment
1. Adwoŋ tye amük it yënë.
2. Yea tye alwïny.

Literacy 2

Letter Formation Assessment
Ü, ū, L, ī

Spelling Assessment
ryü, rū, ŋu, jü, lū, ryū, le, lelo, loro, lürū

Term 3 Week 2
9.2 Bër a gi-wot

**News**

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a bus with people above and cargo below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the school holiday I took the bus. I prefer the bus to a taxi because you sit up high and have a good view. You also don’t feel the bumps in the road as much. Along with passengers, the bus also takes many goods for people in its big cargo section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher's Guide</strong></td>
</tr>
<tr>
<td>• Competencies, page 85</td>
</tr>
<tr>
<td>• Sample scheme of work, pages 334-335</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 345-350</td>
</tr>
<tr>
<td><strong>NPSCU Curriculum</strong></td>
</tr>
<tr>
<td>• Page 45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Koc</td>
</tr>
<tr>
<td>Awïō tölla a bor amë pe gik.</td>
</tr>
<tr>
<td>Agammërë: yoo.</td>
</tr>
</tbody>
</table>

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

Term 3 Week 2
9 Gi-wot wa

Oral Literature
Apap olîmô Opio ĝî

| Apeny mē yabbô Ṉec: Akwannô cēkô mōrô kan, lîŋ iwîny abēr itê kobba nô amē papô Opio ĝî onwoŋo marô atēk. |

Dul cēkô mē acêl

I tam ducu, ĝîn yîkô cabîtôrô acêl a pîrê têk. Cabîtôno mē mîyô onywal wot nênnô kit oțînô ĝî tye akwan kede.


| Story Outline |

_Guti kop a kwakô cēkô:_
Papô Opio ĝî orôtô ĝî i cukul.

_Kop amē keło niāŋô:_
Papô Opio ĝî owoto i gi-wot aryô apapat.

_Kop amē keło niāŋô:_
Papô Opio ĝî onwoŋo ĝî otye okwan abēr.
Dul cëkõ më aryö


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>gar</td>
</tr>
<tr>
<td>röttô</td>
</tr>
<tr>
<td>wiwito</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Otôka amë papö Opio gï oyîto onwojo tye awot kwene?</td>
<td></td>
</tr>
<tr>
<td>2. Ëna obin ojutti papö Opio gï kilacî?</td>
<td>1. Itamô nî papö Opio gï obin odôk pacu kede gi-wot arjô?</td>
</tr>
<tr>
<td>2. Ëna amë yîn myero itîm ka itunu kan amë yîn pe îneô?</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>C</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>ü</td>
<td>ii</td>
</tr>
<tr>
<td>ê</td>
<td>oo</td>
</tr>
<tr>
<td>cü</td>
<td>cii</td>
</tr>
<tr>
<td>cë</td>
<td>coo</td>
</tr>
<tr>
<td>lü</td>
<td>lii</td>
</tr>
<tr>
<td>lë</td>
<td>loo</td>
</tr>
<tr>
<td>ryü</td>
<td>ryii</td>
</tr>
<tr>
<td>ryë</td>
<td>ryoo</td>
</tr>
</tbody>
</table>

Thematic Question: Piŋo myero gi-wot bed atye?

Beat the Words

cég-gi     ca-wa     cen-te

Literacy 2

Letter Formation Phrase

C = Ka icōyō ‘c’ iömö inyime itë güllü yëë dwökko tuńcam itë dwökko inyime tuńcem.

Spelling Practice
cü, lü, ryü, fi, lülë, fië, lëlü, fiü

Day 2

In the Text Question: Papō Opio oore më kwokko nō cawa abirō?

In My Mind Question: Ka cente amë oori kede orwenyo itëmō nō?

Literacy 2

Story Idea: Tam i cēkö atin, ayaa ikom apeny ağića, otinökwän openyo ikom gin abino tîmërë i cēkö i buk otinökwän iyë agikki pwonyño kwan.

Term 3 Week 3
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>å</th>
<th>ë</th>
<th>oo</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>bë</td>
<td>bë</td>
<td>bë</td>
<td>bë</td>
</tr>
<tr>
<td>bii</td>
<td>cii</td>
<td>cë</td>
<td>cë</td>
<td>cë</td>
</tr>
<tr>
<td>bii</td>
<td>bii</td>
<td>bë</td>
<td>bë</td>
<td>bë</td>
</tr>
<tr>
<td>lë</td>
<td>lë</td>
<td>lë</td>
<td>lë</td>
<td>lë</td>
</tr>
<tr>
<td>loo</td>
<td>loo</td>
<td>loo</td>
<td>loo</td>
<td>loo</td>
</tr>
</tbody>
</table>

**Thematic Question:** Đö amë wegi gi-wot apapat mítö ibot owot?

**Beat the Words**

- a-bor
- bac
- bë-rëk

Literacy 2

**Letter Formation Phrase**

B = Ka icöyö 'B' adwoŋ, icöö acël, igüü imalu, igüü i pïŋ.

b = Ka icöyö 'b' atïdï, icöö acël ite güllü nyime ipiïpïŋ.

**Spelling Practice**

- bë, cii, lë, lo, loco, cëlë, cëlë, cilo

Literacy 1

**In the Text Question:** Da obin oyenyo të nwoŋŋo cente Opio?

**In My Mind Question:** Ka nwoŋŋo jami a danö amë onwoŋŋo orwenyo, itïmï njö?

Literacy 2

**Story Idea:** Tam amë përë tëk i cëkö më tin myero yaa ikom apeny agëca amë otiïökwan odonyonyo kede ikom gin amë bino tîmërë iyï anyim i cëkö amë tye iyï buk otiïökwan iyï agikki më pwonyonyo kwan.
9 Gi-wot wa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ü</th>
<th>ii</th>
<th>ū</th>
<th>oo</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>bū</td>
<td>bii</td>
<td>bē</td>
<td>boo</td>
</tr>
<tr>
<td>C</td>
<td>cū</td>
<td>cii</td>
<td>cē</td>
<td>coo</td>
</tr>
<tr>
<td></td>
<td>lū</td>
<td>lii</td>
<td>lē</td>
<td>loo</td>
</tr>
</tbody>
</table>

Beat the Words

ceg-gi ca-wa cen-te
a-bor bac bū-rēk

Sentence Assessment
1. Cukul wa pe ceggi i pacu.
2. Aworo anēnō bac i kan abor.
3. Bac tero owot apol.

Literacy 2

Letter Formation Assessment
C, c, B, b

Spelling Assessment
cū, lū, ryē, lī, bū, lūlē, lēlē, lētū, lū, loco, cēlē, cūlē, cilo

Term 3 Week 3
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

### Model News Drawing
Drawing of people in a taxi giving money to the conductor.

### Model News Story
We have to use our math skills when we take the taxi. Why? When you give your fare to the conductor you have to make sure you get the correct change in return. This is how I make sure I always get the right change.

### References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies, page 85</td>
</tr>
<tr>
<td>Sample scheme of work, page 336</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, pages 351-357</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 46</td>
</tr>
</tbody>
</table>

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

**Traditional Text**

Carokop:
Lori pe yërö aipi.

Agam: Đat amë camö ginnörö këkën amë pe yërö.
Apeny më yabbö ñec: Akwanñö cëkö mörö kan, liñ iwiny abër itë kobbo kit amë Ayöm obwöt kede i pït i töö.

Dul cëkö më acël
Inïnö mörö acël, odikko cön a ceŋ adonyño, Nyanyañ obino bot Ayöm të kobbe nì, “Dyera, Aya wa tye kome lït atëk. Bin kön owot inën tye adëdëra, römö töö i cawa mörö këkën amë pe inënö.”

Ikarë Ayöm owinyo, oparö atëk të kobbi Nyanyañ nì, “Aman awot nirjö amë pe anjeo kwaŋñì?”

Nyanyañ okobbe nì, “Mano pe obedo pëkō. Bin iyït iyunjea kan më owoti. Oyotoyot nwoŋo wa otuno okö.”

Ayöm oyïtö, jöñi të cakkö kwaŋ oyotoyot. Gin otë tuno nwoŋŋo tota Nyanyañ obutu owumere ipuk iwïi aladu opëttë. Én olëddë amë kome odiö acök doŋ töö atöa. Nyanyañ obin okobbi Ayöm nì, “Dyera, aworo maca atero Aya wa i dakatal, dokta të kobba nì, èn bin cam itaö nì èka kome të caŋ.”

Story Outline

Jø i cëkø:
Nyanyañ, Ayöm, kede toto a Nyanyañ

Ka cëkø:
Iwi tëlla kede iyï pii

Gin otiñëre:
Nyanyañ obwölö Ayöm nì wot lïm tottërë amë onwoño two të dök mëttö nekke ëkö èntë Ayom obin obwöt i dîrö mërë.
**Apeny agëca:** Itamö nï Ayöm obin obwöt nïŋö?

**Dul cëkō më aryö**


Ayöm të pye icënë icënë naka i middü më wii yat. Nyanyaŋ të doŋ akëmô kede lewic adwoŋ.

Pwony a nwoŋere i cëkō: Ryëkö lôö têk kom.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Da amë onwoŋo kome lît i cekö-nî?</td>
<td>1. Itamö nï njö amë obin otipûrë ikom tota Nyanyaŋ?</td>
</tr>
<tr>
<td>2. Da obyëlö awottere tê kwaŋjö naka iyi pii?</td>
<td>2. Ka onwoŋo ibedo Nyanyaŋ, onwoŋo itîmû njö?</td>
</tr>
</tbody>
</table>

Term 3 Week 3
10 Jami amē wan oyübū

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ü</th>
<th>ii</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>ēē</td>
<td>ēē</td>
<td>ēē</td>
<td></td>
</tr>
<tr>
<td>bēē</td>
<td>bū</td>
<td>biī</td>
<td>bo</td>
</tr>
<tr>
<td>cēē</td>
<td>cū</td>
<td>ciī</td>
<td>co</td>
</tr>
<tr>
<td>lēē</td>
<td>lū</td>
<td>liī</td>
<td>lo</td>
</tr>
</tbody>
</table>

Thematic Question: Jỳ yübū jami apapat mē tìmmō njö?

Beat the Words

lé-ē  a-cē-ē  i-dē-ē

Literacy 2

Letter Formation Phrase

É= Ka icöyö 'É' adwoŋ, icöö acēl itē kubbu wie dwëkkö

inìyme, icìyö dyere idwëkkö inìyme kede ikubu tyene

idwëkkö inìyme itē tønnö wie aryō.

ë= Ka icöyö 'ë' inìjölö yiē itē gërë imalu dwëkkö inìyme itē

önö aryō iwë.

Spelling Practice

bē, cē, lē, lē, cülē, cülu, ūcī

Day 2

Literacy 1

In the Text Question: Anyira tye atìmmō njö?

Do omìō anyira obin okwērō nį Acen pe pyee akedi?

In My Mind Question: Itamö nınjö onworjo atìmmērē ka

Acen opye tëtëk?

Literacy 2

Story Idea: Tam i cēkō atin, ayaa ikom apeny agēca,

otinökwan openyo ikom gin abino tìmmērē i cēkō i buk

otinökwan iyī agikki pwonynyo kwan.

Term 3 Week 4
10.1 Jami amë wan oyübü pacu

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>Dw</th>
<th>ŋw</th>
</tr>
</thead>
<tbody>
<tr>
<td>ŋwëë</td>
<td>ŋwëü</td>
</tr>
<tr>
<td>bëë</td>
<td>bëü</td>
</tr>
<tr>
<td>cëë</td>
<td>cëü</td>
</tr>
</tbody>
</table>

Thematic Question: Jami mënë amë wan oyübü i pacu?

Beat the Words

ŋwï-rü ŋwëc a-ŋwë-rö

Literacy 2

Letter Formation Phrase

Dw = Ka icöyö 'Dw' onyo 'ŋw', icöö 'ŋ' éka itë cöyö 'w' iŋete acegi.

Spelling Practice

ŋwë, bë, cë, bëcü, bëcü, cibi

Literacy 1

In the Text Question: Tota Acen obin okobbi anyïra nî
Acen atîmmô ŋö odikko mëré?

In My Mind Question: Ka onwoŋo itye ika tuku, onwoŋo i kobbi Acen nîŋö?

Literacy 2

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

Day 3

Day 4

Term 3 Week 4
10 Jami amë wan oyūbü

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Dw</th>
<th>ŋw</th>
<th>Ėë</th>
<th>Ėë</th>
</tr>
</thead>
<tbody>
<tr>
<td>ẽẽ</td>
<td>ü</td>
<td>ii</td>
<td>o</td>
</tr>
<tr>
<td>ŋwẽẽ</td>
<td>ŋwũ</td>
<td>ŋwii</td>
<td>ŋwo</td>
</tr>
<tr>
<td>bẽë</td>
<td>bũ</td>
<td>bi</td>
<td>bo</td>
</tr>
<tr>
<td>cẽë</td>
<td>cũ</td>
<td>ci</td>
<td>co</td>
</tr>
</tbody>
</table>

Beat the Words

lẽ-ẽ  a-cẽ-ẽ  i-dẽ-ẽ
ŋwĩ-rũ  ŋwãc  a-ŋwẽ-rõ

Sentence Assessment
1. Lẽë tye iŋet jërẽkën.
2. Otim ŋwĩrũ odilo.
3. Atim marõ ŋwãc.

Literacy 2

Letter Formation Assessment
Ėë, Ėë, Dw, ŋw

Spelling Assessment
ŋwẽ, bẽ, lẽ, cũlẽ, cũlũ, lũcũ, bũcũ, bũcũ, cũbĩ
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of the steps in making a mat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I was a child, both my mother and grandmother made mats. I liked to watch them as they worked. Making mats took several steps. Here are the steps to making a mat...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>• Competencies, page 86</td>
</tr>
<tr>
<td>• Sample scheme of work, page 358</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 361-367</td>
</tr>
<tr>
<td><strong>NPSCU Curriculum</strong></td>
</tr>
<tr>
<td>• Page 48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wer</strong></td>
</tr>
<tr>
<td>Apico (x2)</td>
</tr>
<tr>
<td>Ka welo wa obino, arumo piŋ i rup.</td>
</tr>
<tr>
<td>Ate motto ni irio, irio, irio abër.</td>
</tr>
<tr>
<td>1, 2, 3, dönü ökö.</td>
</tr>
</tbody>
</table>

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

Term 3 Week 4
Oral Literature

Acen oneko gulu pii

Apeny më yabbö ŋec: Akwannö cëkö mörö kan, ŋiŋ iwiny abër itë kobba awene amë onywal Acen gï onwoŋo owoto iyë i cuk.

Dul cëkö më acël


Onywal gî obin odwogo i cuk iyoŋe cok a köt. Gîn otë nwoŋo kôt opwodo odero, owecu kede apany okô. Man obedo acalö adwøggi më wil-wic Acen gî.

Story Outline

Guti kop a kwakö cëkö:

Cuk ceŋ abicël pîrë têk bot onywal Acen gî.

Kop amë elo niŋô:

Icen abicëllörö, onywal Acen gî obin owoto i cuk otë dwogo nwoŋŋo Acen gî owëkö kôt opwodo jami miŋõ më tic okô.

Kop amë elo niŋô:

Tota Acen gî obin ocïkö gî nî obed otînö amë gwökô jami ka owëkö gî pacu.
Dul cëkö më aryö


Icawa amë ën oøyëtô nînö, olwoŋo Opio nî tere apany kede alôk më odo. Opio daŋ të ñwëc wot tiŋŋo apany kede alôk adyaka. Ën tê teri tottërë. Amë tottërë onênô apany kede alôk adyaka, olwoŋo Acen nî koŋ wot bot gî i jokon. Ën obin oçiko gîn aryô ducu nî pe myërô otuk wii gî tê wil okô kede gwôkkô jami më pacu naka tiyo tic amë myërô gîn tîi. Iyoŋe, ën obin ooro gî nî owot gînë okwayë apany kede alôk i tuŋŋa jîranë më oddo nînô.

Pwony a nwoŋërë i cëkö: Pe myero i tuk wii tê wil okô kede tiyo tic okënë.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dô obodo wii Acen gî?</td>
<td>1. Ka onwoŋo yin ibedo aya onwoŋo itîmmô nô?</td>
</tr>
<tr>
<td>2. Gîn obin okwaô apany i kwene?</td>
<td>2. Itamô nî atîn awor tîmô nô?</td>
</tr>
</tbody>
</table>

Term 3 Week 4
10 Jami amë wan oyübü

Literacy 1 and 2

Day 1

Literacy 1

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th>Py</th>
<th>py</th>
</tr>
</thead>
<tbody>
<tr>
<td>ëë</td>
<td>ü</td>
</tr>
<tr>
<td>i</td>
<td>e</td>
</tr>
<tr>
<td>pyëë</td>
<td>pyü</td>
</tr>
<tr>
<td>pyi</td>
<td>pye</td>
</tr>
<tr>
<td>ñwëë</td>
<td>ñwü</td>
</tr>
<tr>
<td>ñwi</td>
<td>ñwe</td>
</tr>
<tr>
<td>bëë</td>
<td>bë</td>
</tr>
<tr>
<td>bë</td>
<td>be</td>
</tr>
</tbody>
</table>

**Thematic Question:** Jō yubbu jammi apapat më tïmmö njö?

**Beat the Words**

pyen, pyër, a-pyem

Literacy 2

**Letter Formation Phrase**

Py = Ka icöyö 'py', icöö 'p' itë cöyö 'y' kun ilübü citëp amë okobo i pwonyere okatö.

Spelling Practice

pyë, pyü, pyi, pye

Day 2

Literacy 1

**In the Text Question:** Opio kede Acen tye aömmö njö?

**In My Mind Question:** Itamö rë na amë otoŋŋi Opio gï aladu?

Literacy 2

**Story Idea:** Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tïmmëri i cëkö i buk otinökwan iyï agëkki pwonyere yëwë.

Term 3 Week 5
10.2 Jami amë wan oyübbü ijami kede ka nwoŋŋo

Literacy 1 and 2

Day 3

**Literacy 1**

*New Letters and Review Chart*

<table>
<thead>
<tr>
<th></th>
<th>uu</th>
<th>ŋũ</th>
<th>ü</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uu</td>
<td>pyu</td>
<td>ŋwuu</td>
<td>pyü</td>
<td>ŋwii</td>
</tr>
<tr>
<td></td>
<td>buu</td>
<td>buu</td>
<td>bü</td>
<td>bii</td>
</tr>
</tbody>
</table>

**Thematic Question:** Jami mënë amë wan oyübbü i jamj kede onwoŋere gïnï kwene?

**Beat the Words**

- o-wu-u
- o-yu-u
- a-tu-u

**Literacy 2**

*Letter Formation Phrase*

U = Ka icöyö ‘U’ ad, woŋ, icakö icöyö acël itë güllü tërë, idwökö malu itë dök dwoggo pïŋ.

u = Ka icöyö ‘u’ atidzi, ilübü rwöm imalu-nu.

**Spelling Practice**

pyu, ŋwu, bü, bu

---

Day 4

**Literacy 1**

*In the Text Question:* Da amë okönyö Opio gë i cawo aladu ocirö gi?

*In My Mind Question:* Ka rïk papö Opio gë pe köny gi twewyo aladu, itamë ni gën onwoŋo otimmë nd?

**Literacy 2**

*Story Idea:* Tam i cëkö atin, ayaa ikom apeny agëca, otinönkwan openyo ikom gin abino tímërë i cëkö i buk otinönkwan iyï agikki pwonymyö kwàn.

Term 3 Week 5
10 Jami amë wan oyübü

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Py</th>
<th>py</th>
<th>Uu</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>uu</td>
<td></td>
<td>uü</td>
<td>ii</td>
</tr>
<tr>
<td>pyuu</td>
<td>pyëë</td>
<td>pyü</td>
<td>pyii</td>
</tr>
<tr>
<td>ŋwuu</td>
<td>ŋwëë</td>
<td>ŋwü</td>
<td>ŋwii</td>
</tr>
<tr>
<td>buu</td>
<td>bëë</td>
<td>bū</td>
<td>bii</td>
</tr>
</tbody>
</table>

Beat the Words

pyen  pyëër  a-pyem
o-wu-u  o-yu-u  a-tu-u

Sentence Assessment

1. Otïnö otweo pyen i pyëër gi.
2. Apap onwoŋo owuu i poto.
3. Apap oyuu owuu kede gwëŋ.

Literacy 2

Letter Formation Assessment

Py, py, Uu, uu

Spelling Assessment

pyë, pyü, pyi, pye, ŋwu, bu

Term 3 Week 5
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

Model News Drawing
Drawing of things made of wood in the classroom.

Model News Story
I love trees for many reasons: their shade, their fruits and their beauty. But trees also provide us with wood which we use for making many things. In our classroom alone we can see many things made from wood: desks, tables, slates and pencils.

References
NPSCU Teacher's Guide
- Competencies, page 86
- Sample scheme of work, page 359
- Lesson Plan Guidelines, pages 368-374

NPSCU Curriculum
- Page 48

Traditional Text
Lëb adwala
Otim otëlö töl atëk të tagere i tekteke naka i tok ogël.

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

Term 3 Week 5
Oral Literature
Cuggu otëlô cökërë

Apeny më yabbô ńec: Akwannô cëkö mörö kan, lîñ iwïny abër itë kobba piñô omïö wöö ocakërë i ka cökërë

Dul cëkö më acël

Story Outline
Jô i cëkö:
Cuggu, olik, Nyallo, danô, Dyañ, Gwëñô, Jarañu, leyî, kuddi kede winynyi okënô
Ka cëkö:
Iyî lum
Gîn otiñmëërë:
Cuggu olwoño cokërë a leyî, kuddi kede winynyi ëntô cokërë pe obin ogik abër piën niñëjërë obedo ape.
Oral Literature

Apeny agëca: Itamö nê winynyi, kuddi kede leyi ducu obin odök bot danô?

Dul cëkö më aryô

Cuggu tê j ükkü wôö ika cokërë. Ën tê kobbi gi nê jô amittö bedo bot danô dökk. Jô a donj i lum daŋ doŋ. Ën tê kobbo nê ebedo bot danô kede i lum.


Leyi, winynyi, kede kuddi okênê tê yee dök pacu bot danô. Ën okênê tê donj i lum naka tin. Cuggu tê cikërë më kayô danô i dude cawa môrô kêkên.

Pwony a nwoñere i cëkö: Myero iwôr tam awotti.

Vocabulary Words

<table>
<thead>
<tr>
<th>jükkü</th>
<th>cikërë</th>
<th>nüñûra</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Da obin olwojo côkërë a winynyi, leyi kede kuddi?</td>
<td>1. Itamô nê jô onwojo cuggu atîmmô ka onwojo jô i côkërë pe liî iyônë ên i cvîcwînîûô gi?</td>
</tr>
<tr>
<td>2. Côkërë obin obedo kwene?</td>
<td>2. Da a yiê owang alôô icôkërë?</td>
</tr>
</tbody>
</table>

Term 3 Week 5
10 Jami amë wan oyübü

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>é</th>
<th>i</th>
<th>ö</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>pya</td>
<td>pyë</td>
<td>pyi</td>
<td>pyö</td>
</tr>
<tr>
<td>ñwa</td>
<td>ñwë</td>
<td>ñwi</td>
<td>ñwö</td>
<td></td>
</tr>
<tr>
<td>ba</td>
<td>bë</td>
<td>bi</td>
<td>bö</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Jö yübü jami apapat më tïmmö ñö?

Beat the Words

a-mu-ji-ja   a-pany   a-la-du

Literacy 2

Letter Formation Phrase

A = Ka icöyö 'A' adwoŋ, icakö cöyö j malu, ikelo tyënë pïŋ ituŋ cam itë dök ömmö tyënë imalu ituŋcem kello pïŋ èka itë njollö dyere mërë.

a = Ka acöyö 'a' atïdï, alunjë not atë ketto tyënë itu nyime.

Spelling Practice

pya, pyö, pyi, pyö

Day 2

Literacy 1

In the Text Question: Bal arjö amë Acen otimö ika cweyo gulu?

In My Mind Question: Itamö nï tota Acen gi obin otimö Acen kede ñö?

Literacy 2

Story Idea: Tam amë pîrë tëk i cëkö më tin myero yaa ikom apeny agëca amë otînökwan odonynyo kede ikom gin amë bino timërë iyì anyim i cëkö amë tye iyì buk otînökwan iyì agikki më pwonynyo kwan.

Term 3 Week 6
10.3 Bër a jamë amë wan oyübü

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>uu</th>
<th>ëé</th>
<th>ü</th>
</tr>
</thead>
<tbody>
<tr>
<td>By</td>
<td>bya</td>
<td>byuu</td>
<td>byëë</td>
<td>byü</td>
</tr>
<tr>
<td>Py</td>
<td>pya</td>
<td>pyuu</td>
<td>pyëë</td>
<td>pyü</td>
</tr>
<tr>
<td>ŋw</td>
<td>ŋwa</td>
<td>ŋwuu</td>
<td>ŋwëë</td>
<td>ŋwü</td>
</tr>
</tbody>
</table>

**Thematic Question:** Jamë amë wan oyubbu otëmmö kede një?

**Beat the Words**

byë-lö, o-byë-rö, bye

**Literacy 2**

**Letter Formation Phrase**

By = Ka icöyö 'By', icöö 'B' onyo 'b' itë côyö 'y' ijëte kun ilübü cîtép amë okobo i pwonyere okató ikite më côyö gi.

**Spelling Practice**

bya, byu, byë, byü

---

**Literacy 1**

**Day 4**

**In the Text Question:** Acen obin otëmm një iyoŋe nekko gulu?

**In My Mind Question:** Në okënë amë oyübü pacu amë pe obedo gulu?

**Literacy 2**

**Story Idea:** Tam amë pîrë têk i cëkö më tín myero yaa ikom apeny agëca amë otënökwan odonynyo kede ikom gën amë bino tîmërë iyï anyim i cëkö amë tye iyï buk otënökwan iyï agíkkë më pwonyenyo kwan.
10 Jami amë wan oyübü

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>By</th>
<th>by</th>
<th>uu</th>
<th>ü</th>
<th>ě̆</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>a</td>
<td>uu</td>
<td>ü</td>
<td>ě̆</td>
</tr>
<tr>
<td>bya</td>
<td>byuu</td>
<td>byē̆</td>
<td>byū</td>
<td></td>
</tr>
<tr>
<td>pya</td>
<td>pyuu</td>
<td>pyē̆</td>
<td>pyū</td>
<td></td>
</tr>
<tr>
<td>ŋwa</td>
<td>ŋwuu</td>
<td>ŋwē̆</td>
<td>ŋwū</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

a-mu-ji-ja  a-pany  a-la-du
byē-lō   obyē-rō   bye

Sentence Assessment
1. Man obedo amüjïja.
2. Man obedo apany.
3. Apap byëlö ikapu më acata.

Literacy 2

Letter Formation Assessment
A, a, By, by

Spelling Assessment
pya, pye, pi, pyō, bya, byu, bye, byu

Term 3 Week 6

244
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a market with many things for sale.</td>
</tr>
</tbody>
</table>

**Model News Story**

I like to go to the market to see all the different things people make and sell. The last time I was at the market I saw mats and pots. I saw chairs, stools and tables. I saw small paraffin lamps made old tins. I saw baskets and winnowers.

**References**

- NPSCU Teacher’s Guide
  - Competencies, page 86
  - Sample scheme of work, page 360
  - Lesson Plan Guidelines, pages 375-379
- NPSCU Curriculum
  - Page 49

**Traditional Text**

Lëb adwala

Acwe gulu më
Gulu ogülö güli iyï gulu güllörö

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

Tula génni Awele

Apeny më yabbö ńec: Akwannö cëkô mörö kan, lîɲ iwîny abër itë kobba gin amë omîö Tula génni Awele otubere.

Dul cëkô më acël


Inîñö mörö acël, odîkko cön amë pîny ojuñere, Tula oyubërë më wot lîmmo nero mërë. Kit amë wie dit dôk të pëk wôkkï, èn owoto bot dyerere Awele nî könyë kede wie emîttö wot lîmmo nero mërë.

Awele ogônö waŋë; oleño ŋute; dôk të tamërë atëk. Èn tê kobbi Tula ni, “Piën amari, amiyi wia èntö tî kede i yore abër piën mêga nî yot pe bedo bala megî. Gam iwot kede, pe irîi piën an dañ nwoñ obëmtö tic kede.”

Story Outline

Jô i cëkô:
Tula, Awele kede lonnörö

Ka cëkô:
Tuŋŋa, Awele

Gin otîmërë:
Tula okwaö wii Awele tê wot rîi kede aria tê ballô dyere gî.
Apeny agëca: Itamö nï Tula obin odwoggo wii Awele oyotoyot?

Dul cëkö më aryö


Iyoñe nînî adëk, Tula odwogo a yie-yôm tê nwoñjo wie ocîrë Awele amë yî Awele këc lôô këñô okë. Awele tye amë alelejo ñute aleña, pëk a wii Tula onwono onûûë atëk mëicël. Cakkë rë i nînî amë Tula wot ëmm kede nero mëërë, dyere Awele gi gînnî Tula pe obin omëddë anyim.

Pwony a nwoñere i cëkö: Mar gin amë obedo megî amë Obañà omii.

Vocabulary Words

<table>
<thead>
<tr>
<th>ogônô</th>
<th>amyeno</th>
<th>ojuñere</th>
</tr>
</thead>
</table>

In the Text Questions

| 1. Tula onwoñjo owoto më ëmmëo nja? | 1. Ka awotti okwaô gi ti rii kede itîmë njo ka odwoggo? |
| 2. Tula onwono okwaô njo i bot Awele? | 2. Itamö nî Awele obin otîmë Tula kede njo ikarë amë ën odwoggo wie? |

Term 3 Week 6
Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>ö</th>
<th>o</th>
<th>ě</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kw</td>
<td>kwa</td>
<td>kwö</td>
<td>kwo</td>
<td>kwē</td>
</tr>
<tr>
<td>bya</td>
<td>byō</td>
<td>byo</td>
<td>byē</td>
<td></td>
</tr>
<tr>
<td>la</td>
<td>lō</td>
<td>lō</td>
<td>lē</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Përë omiö bër më wan ibedu ke dé neć i kanorumo wa?

Beat the Words

kwaŋ kwaŋ-ŋö kwi-a

Literacy 2

Letter Formation Phrase

Kw = Ka icöyö 'kw', icöö 'k' itë cöyö 'w' kun ilübbü citëp amë okobo i pwonyere okatö.

Spelling Practice

kwa, kwö, kwo, kwē, kwala, kwalö, lēlō, kwalē

Day 2

In the Text Question: Dö omiö papö Opio gi lworo?

In My Mind Question: Ka onwojo ibedo Opio gi, onwojo itìmmō njö i cawa ajürü tye abino?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tïmërë i cëkö i buk otinökwan iyï agikki pwonyeny kwan.
11.1 Jami orumo wa kede bër gi

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>Òò</th>
<th>a</th>
<th>ïï</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>kwòò</td>
<td>kwa</td>
<td>kwïï</td>
<td>kwuù</td>
</tr>
<tr>
<td>byòò</td>
<td>bya</td>
<td>byïï</td>
<td>byuù</td>
</tr>
<tr>
<td>pyòò</td>
<td>pya</td>
<td>pyïï</td>
<td>pyuù</td>
</tr>
</tbody>
</table>

Thematic Question: Jami amë nwoŋere kan orumo wa könyö kede njö?

Beat the Words

lò-ò    i-cò-ò    gò-ò

Literacy 2

Letter Formation Phrase

Òò = Ka icöyö ‘Òò’ onyo ‘òò’ ilunju not òtë tönnö wigï aryö.

Spelling Practice

kwò, kwòò, byò, byòò, pyò, pyòò

Literacy 1

In the Text Question: Opio gi otimö njö iyoro yamö lirj?

In My Mind Question: Apat i gëŋŋö yamo, yën könyö wa kede njö?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otiönökwan openyo ikom gin abino tîmërë i cëkö i buk otiönökwan iyi agikki pwonymyo kwan.

Term 3 Week 7
11 Kanorumo wa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Kw</th>
<th>kw</th>
<th>Öö</th>
<th>öö</th>
</tr>
</thead>
<tbody>
<tr>
<td>kwöö</td>
<td>kwa</td>
<td>kwii</td>
<td>kwuu</td>
</tr>
<tr>
<td>byöö</td>
<td>bya</td>
<td>byii</td>
<td>byuu</td>
</tr>
<tr>
<td>pyöö</td>
<td>pya</td>
<td>pyii</td>
<td>pyuu</td>
</tr>
</tbody>
</table>

Beat the Words

kwaŋ  kwaŋ-ŋö  kwĩ-a
lö-ö  i-cö-ö  gö-ö

Sentence Assessment
1. Pe bër otïnö më kwaŋŋö yea.
2. Apap göö bïrïk më gedo.

Literacy 2

Letter Formation Assessment
Kw, kw, Öö, öö

Spelling Assessment
kwö, byö, pyö, kwa, byö, pyö, kwalö, kwala, lëlö, kwalë

Term 3 Week 7
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

<table>
<thead>
<tr>
<th>Drawing of someone planting a tree.</th>
</tr>
</thead>
</table>

**Model News Story**

Remember how I told you why I love trees? Well, here is another reason for loving trees: They are an important part of our environment. Trees hold the soil. They cool the air and help bring rain. We all need to appreciate trees and plant them whenever we can.

**References**

- NPSCU Teacher’s Guide
  - Competencies, pages 87-88
  - Sample scheme of work, page 380
  - Lesson Plan Guidelines, pages 383-389
- NPSCU Curriculum
  - Page 51

**Traditional Text**

**Wer**

Gum kom apapat Obaña mïö wa, bër mëicël ogwök wunu. Ee yen wa, yen wa nï, ogwök wunu, Ee lum wa, lum wa nï, ogwök wunu, Ee lobo wa, lobo wa nï, ogwök wunu.

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

Oral Literature
Gum me pïttö yen

**Apeny më yabbö  userEmail:** Akwannö cëkō mörö kan, lîn iwînî abër ëtë kobba na amë opîtö yen.

**Dul cëkō më acël**


Yen okënë amë papö Opio gî opîtö obedo kalatuc, pain kede cambîa. Papö Opio gî tio kede yen magi më tedo, gërî wudî kede ên okënë onölö tô bedo bao më acata, naka goyo tana, mejji, kabat kede kome. Yen dañ könyö me tipo, gëŋŋo yamö kede dañ mîô kôt cwee. Man yomo yî Opio kede Acen atëk.

Opio kede Acen woto i cukul kede aemme pî könymyö gî i kop me ojöga. Gîn omakö owote kede otînö wad gî atëk piën gîn marö terî gî nyig-yen më acama i cukul.

<table>
<thead>
<tr>
<th><strong>Story Outline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gutî kop a kwakö cëkô:</strong></td>
</tr>
<tr>
<td>Papö Opio gî opîtö yen.</td>
</tr>
<tr>
<td><strong>Kop amë kele nianjô:</strong></td>
</tr>
<tr>
<td>Papö Opio gî pîtö yen më acama kede më acata.</td>
</tr>
<tr>
<td><strong>Kop amë kele nianjô:</strong></td>
</tr>
<tr>
<td>Acen owoto kede aemme mërë i cukul, aţïkwannörô tô kwallö okö ëntö apwöny tô nwoŋo tô dwokkë okö.</td>
</tr>
</tbody>
</table>
Dul cëkö më aryö


Pwony a nwoŋërë i cëkö: Pe myero i kwany gi a ŋattörö ka pe wonnërë omii.

Vocabulary Words

| Oyënyö | könyö | ojöga |

In the Text Questions

1. Tuc nyïŋ yat acël ocamö amë papo
   Opio gï pïtö?

2. Acen onwoŋo owoto kede aemme adii
   i cukul?

In My Mind questions

1. Itamö nï njö onwoŋo atimërë ka
   apwony rïk pe nwoŋ aemme Acen?

2. Ka ŋattörö okwalö giti mörö i kïlacï
   itimö njö?

Term 3 Week 7
11 Kanorumu wa

Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>ïï</th>
<th>ïï</th>
</tr>
</thead>
<tbody>
<tr>
<td>kwïï</td>
<td>koo</td>
</tr>
<tr>
<td>byïï</td>
<td>byoo</td>
</tr>
<tr>
<td>ðwïï</td>
<td>ðwuu</td>
</tr>
<tr>
<td>kwïï</td>
<td>koo</td>
</tr>
<tr>
<td>byïï</td>
<td>byoo</td>
</tr>
<tr>
<td>ðwïï</td>
<td>ðwuu</td>
</tr>
</tbody>
</table>

Thematic Question: Piŋ omiö bër më wan ibedo kede ñec i kanorumu wa?

Beat the Words

mï-i
i-tï-i-tï-i
ŋi-i

Literacy 2

Letter Formation Phrase

ïï = Ka icöyö ñ arbor, icöo acel, irio imalu kede piŋ, itë tonnö wie aryö.

ïï = Ka icöyö ñ icöo aparacak el ake itë tonnö wigë aryö.

Spelling Practice

kwïï, byïï, ðwïï

Day 2

In the Text Question: Jö odoto papö Opio gë bot ña?

In My Mind Question: Itamö në papö Opio gë otamö ño ikom adwoŋ buŋ?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëca, otïnökwan openyo ikom gin abino tîmërë i cëkö i buk otïnökwan iyï agikë pwonymyö kwan.

Term 3 Week 8
11.2 Jami amë balö kanorumo wa

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ìì</th>
<th>òò</th>
<th>a</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jw</td>
<td>jwì</td>
<td>jwò</td>
<td>jwa</td>
<td>jwu</td>
</tr>
<tr>
<td>kwì</td>
<td>kwò</td>
<td>kwa</td>
<td>kwu</td>
<td></td>
</tr>
<tr>
<td>byì</td>
<td>byò</td>
<td>bya</td>
<td>byu</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Jami mënë amë balö kanorumo wa?

Beat the Words

- o-jwë-rö
- jwaŋ-ŋo
- o-jwa-ò

Literacy 2

Letter Formation Phrase

Jw = Ka icöyö 'Jw' icöö 'J' itë cöyö 'w' inje te kun ilübë cîtep amë okobo ipwonyere okatö ikite më cöyö gî.

jw = Ka icöyö 'jw' icöö j itë cöyö 'w' inje te kun ilübë cîtep amë okobo i pwonyere okatö ikite më cöyö gî.

Spelling Practice

jwìi, jwò, jwa, jwu

Literacy 1

In the Text Question: Pwod arjö oketo ikom papö Opio gî?

In My Mind Question: Itamö nî papö Opio gî opîtö yen aröm kwene?

Literacy 2

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

Term 3 Week 8
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ɔ</th>
<th>a</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>jw</td>
<td>jw i</td>
<td>jw o</td>
<td>jw a</td>
</tr>
<tr>
<td>ŋ</td>
<td>ŋ i</td>
<td>ŋ o</td>
<td>ŋ a</td>
</tr>
<tr>
<td>jw</td>
<td>jw i</td>
<td>jw o</td>
<td>jw a</td>
</tr>
</tbody>
</table>

Beat the Words

- mĩ-i
- o-jwĩ-ŋö
- jwaŋ-ŋö
- o-jwa-o

Sentence Assessment

1. Ōĩ ka kũnyũ̱ bur yũgi abẽr.
2. Jwaŋŋö yũgi atata balũ ŋweč pũny.
3. Dok ojwěrũ lum i dũgkulu.

Literacy 2

Letter Formation Assessment

ŋ, ŋ, jw, jw

Spelling Assessment

kwĩ, kwũ, kwa, kwu, jwĩ, jwũ, jwa, jwu

Term 3 Week 8
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

Drawing of a road and garden with soil erosion.

**Model News Story**

Soil erosion is a big problem. I see it everyday as I come to school. Erosion makes the road difficult to pass. It also takes the good topsoil from our gardens. One of the things we do at our home to stop soil erosion is to plant a cover crop to hold the soil.

**References**

- **NPSCU Teacher’s Guide**
  - Competencies, pages 87-88
  - Sample scheme of work, page 381
  - Lesson Plan Guidelines, pages 390-394

- **NPSCU Curriculum**
  - pages 51-52

**Traditional Text**

*Koc*

Amara gwok oryëyë i lak poto.

Agam: Oküttü

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

Oral Literature

Odyekodyek ocëkö nywagi

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lïŋ iwiny itë kobba Ṋa amë onwoŋo opuru nywagi adwoŋ aték.

**Dul cëkö më acël**


**Story Outline**

**Jö i cëkö:**
Odyekodyek, Ayöm, Oŋër dákô Odyekodyek kede okeo Odyekodyek

**Ka cëkö:**
Iyî poto nywagï Odyekodyek

**Gîn ošîmërë:**
Odyekodyek okwaö Oŋër gînnî Ayöm nî könyy gîttö nywagï mërë ūntö iyoŋe tê dôk dwallö gï më miyô okeo mërë mwoddo gï.

Term 3 Week 8
11.2 Jami amë balö kanorumo wa

Oral Literature

Apeny agëca: Itamö nï njö amë obîn otîmërë i poto?

Dul cëkô më aryö


Tîmmî obîn opoko Ayöm kede Onjër ikom Odyekodyek. Gîn të cîkërë më ballô nywagi mîrî këkën amë gîn obînî nwoŋŋo i poto mîrî këkën. Ën gîn omî yö Ayöm kede Onjër balô nywagi naka tin enno.

Pwony a nwoŋere i cëkô: Myero ibed dyere amë genne.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>gîttö</td>
<td>nywërënywërë</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jô mënë amë ogîttö nywagî Odyekodyek?</td>
<td>1. Ka rîk Onjër gî pe kôny Odyekodyek i gîttö nywagî mërë, itamö nî nywagî mërë rîk agîttë ninjô?</td>
</tr>
<tr>
<td>2. Da opoto i yib Ayöm?</td>
<td>2. Myero iter dyeri ninjô?</td>
</tr>
</tbody>
</table>

Term 3 Week 8
11 Kanorumo wa

Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ëë</th>
<th>ëë</th>
<th>a</th>
<th>u</th>
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</thead>
<tbody>
<tr>
<td>Dy</td>
<td>dyi</td>
<td>dyöö</td>
<td>dya</td>
<td>dyu</td>
</tr>
<tr>
<td>jwë</td>
<td>jwöö</td>
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<td>jwu</td>
<td></td>
</tr>
<tr>
<td>kwë</td>
<td>kwöö</td>
<td>kwa</td>
<td>kwu</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Piŋö omii bër më wan ibedo kede ŋec i kanorumo wa?

Beat the Words

o-dyë-rë   dye-lo     dya-ka

Literacy 2

Letter Formation Phrase

Dy = Ka icöyö 'Dy', icöö 'D' adwoŋ nyo mën atidë, icöö 'y'
ilangete kun ilübbü citëp amë okobo ipwonyere okatö ikite më cöyö gi.

Spelling Practice

dyi, dyö, dya, dyu, kwö, kwï

Day 2

In the Text Question: Toto ojok gi tîmë një?

In My Mind Question: Dë okënë amë toto Ojok römë tîmmë më nwoŋŋo centë?

Literacy 2

Story Idea: Tam i cëkô atin, ayaa ikom apeny agëca, otinökwan openyo ikom gin abino tîmërë i cëkô i buk otinökwan iyï agikki pwonyeryo kwan.

Term 3 Week 9
11.3 Gwökkö kanorumo wa

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>aa</th>
<th>iï</th>
<th>oö</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>dyaa</td>
<td>dyïi</td>
<td>dyöö</td>
<td>dye</td>
</tr>
<tr>
<td></td>
<td>jwaa</td>
<td>jwïi</td>
<td>jwöö</td>
<td>jwe</td>
</tr>
<tr>
<td></td>
<td>kwaa</td>
<td>kwïi</td>
<td>kwöö</td>
<td>kwe</td>
</tr>
</tbody>
</table>

Thematic Question: Yore aŋo amë wan orömö gwökkö kede kanorumo wa?

Beat the Words
ra-a
i-la-a
o-da-a

Literacy 2

Letter Formation Phrase

A = Ka icöyö ‘A’ adwoŋ, icakö cöyö imalu itë kello tyënë piŋ ituŋcam itë dök ömmö tyënë imalu ituŋcem kello piŋ ēka itë njöllö dyere mërë.

a = Ka icöyö ‘a’ atïdï, ilüŋü not itë keto tyënë itu nyime.

Spelling Practice
dya, dyï, dyö, dye

Literacy 1

In the Text Question: Papö Ojok tïmö ŋö më gëŋŋö ñwec piŋ imedde i ballë?

In My Mind Question: Ka rîk papö Ojok gi pe kûny bur, itamö nî jî rîk atîmmö toto ojok gi kede njö?

Literacy 2

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

Term 3 Week 9
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dy</td>
<td>dy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aa</td>
<td>aa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>aa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iï</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>oö</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dyaa</td>
<td>dyï</td>
<td>dyöö</td>
</tr>
<tr>
<td></td>
<td>jwa</td>
<td>jwï</td>
<td>jwöö</td>
</tr>
<tr>
<td></td>
<td>kwaa</td>
<td>kwï</td>
<td>kwöö</td>
</tr>
</tbody>
</table>

Beat the Words

- o-dyë-rë
- dye-lo
- dya-ka
- ra-a
- i-la-a
- o-da-a

Sentence Assessment

1. Ojuka odyërë më wekko yugi.
2. Okelo dyelo pii më aönya iyï atura.
3. Alöc odaa pï piti obalö ñwec pïny.

Literacy 2

Letter Formation Assessment

Dy, dy, Aa, aa

Spelling Assessment

dyï, dyö, dya, dyu, dye, kwö, kwï
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

Drawing of someone using an energy saving stove.

**Model News Story**

I bought an energy saving stove. Because of its special design, we use much less charcoal to cook our food. We save money and it also means Uganda's trees are protected.

**References**

- NPSCU Teacher's Guide
  - Competencies, pages 87-88
  - Sample scheme of work, page 382
  - Lesson Plan Guidelines, pages 395-399
- NPSCU Curriculum
  - Page 52

**Traditional Text**

Lëb adwala

Apït pït pïtö pït abër kit amë apït pït pïtö kede pït.

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

Term 3 Week 9
11 Kanorumo wa

Oral Literature

Pwonyere i gwökkö pacci wa

Apeny më yabbô ñec: Akwanno cëkö mörö kan, lîñ iwîny itë kobbo nînö mënë amë pwonyere më gwökkö kanorumo wa onwoŋo bedo iye.

Dül cëkö më acël
I waŋtic amë orumo pacu Opio gî, pwonyere ikom kite më gwökkö Kanorumo wa onwoŋo bedo iyë ıceŋ adek cabit ducu. Opio kede papō gî onwoŋo marö bedo i ka pwonyere nî atēk. Gîn onwoŋo otye kede lworo atēk piēn ñwec pîny onwoŋo tye aballë amëddë-amëda. Danô a lôö kop më yotkom obin oyêrô pacu Opio gî më bedo ka pwonyryo jô. Ën obin opwonyo jô i kite më gwökkö dok abor kede ɲet pîi amë omatô piën lac kede cêt dok balô piî. Adwoŋ cilpacu okobo nî bedo aboŋo bailo dâŋ balô ñwec pacu kede kan amë orumo wa. Înê winynyo koppi, Opio kede papêrê odök pacu otê cakkö gwökkö kanorumo gî abër.

Story Outline

Guti kop a kwakô cëkö:
Papō Opio gî onîan pwonyere më gwökkö kanorumo wa abër.

Kop amë kelô niânô:
Papō Opio gî okûnyû bur yugi ture.

Kop amë kelô niânô:
Gîn opîtô yen të rummo pacu gî ducu.

Term 3 Week 9
Dul cēkō mē aryō


Opio gī daŋ onwoŋo gwōkkō lum orumo gī amē pe owanjō piën man könyō mē mīyō lobo bedo anjc kede abēr i cēkkō cem. Onywal Opio gī daŋ obin onwoŋo pwony ikom kite mē gwōkkērē i wanŋō makar kede lobo biřik. Man neko kuddi mōgō amē bedo itē lobo. Wēkō lobo ballē pe tē cēkkō cem.

Pwony a nwoŋere i cēkō: Ket pwony abēcō amē inwoŋo i tic.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Da amē obedo pwonyyo jō i kite mē gwōkkō Kanorumo wa?</td>
<td>1. Pīŋō myero ogwōk Kanorumo wa bed acīl?</td>
</tr>
<tr>
<td>2. Wanŋō makar kede lobo biřik tīmō lobo irjō?</td>
<td>2. Yin itīmō nō mē mīyō Kanorumo wa bedo acīl?</td>
</tr>
</tbody>
</table>

Term 3 Week 9
Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>Nw</th>
<th>nw</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nw</th>
<th>nw</th>
</tr>
</thead>
<tbody>
<tr>
<td>aa</td>
<td>ii</td>
</tr>
<tr>
<td>oö</td>
<td>e</td>
</tr>
<tr>
<td>nwa</td>
<td>nwii</td>
</tr>
<tr>
<td>nwöö</td>
<td>nwe</td>
</tr>
<tr>
<td>dyaa</td>
<td>dyii</td>
</tr>
<tr>
<td>dyöö</td>
<td>dye</td>
</tr>
<tr>
<td>jwaa</td>
<td>jwii</td>
</tr>
<tr>
<td>jwöö</td>
<td>jwe</td>
</tr>
</tbody>
</table>

Thematic Question: Kodë danö mënë amë okobo nii tye kede kuc?

Beat the Words

nwoŋ-ŋo  nwö- yö  o-nwo-ŋo

Literacy 2

Letter Formation Phrase

Nw = Ka icöyö 'Nw', icöö 'N' adwoŋ onyo én atidi, icöö 'w' ilaŋete acök kun ilübü cïtep amë okobo i pwonyere okato i kite më cöyö gi.

Spelling Practice

nwa, nwí, nwö, nwe

Day 2

Literacy 1

In the Text Question: Dô owilo wii Opio ikom dok?

In My Mind Question: Piŋö jö pe myero tuk ka omiö gi ticcörö?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agéca, otînökwan openyo ikom gin abino tïmërë i cëkö i buk otînökwan iyï agikkii pwonyenyi kwan.

Term 3 Week 10
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>aa</th>
<th>ii</th>
<th>oo</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>mya</td>
<td>myii</td>
<td>myoo</td>
<td>mye</td>
</tr>
<tr>
<td>mya</td>
<td>myii</td>
<td>myoo</td>
<td>mye</td>
<td></td>
</tr>
<tr>
<td>nwaa</td>
<td>nwi</td>
<td>nwöö</td>
<td>nwe</td>
<td></td>
</tr>
<tr>
<td>dyaa</td>
<td>dyii</td>
<td>dyöö</td>
<td>dye</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Pacu amë okobo nî tye i kuc obedo kodi mënë?

Beat the Words

a-myën-nö o-mye-re myël

Literacy 2

Letter Formation Phrase

My = Ka icöyö ‘My’, icöö ‘M’ adwoŋ onyo ên atïdï, icöö ‘y’ ilaŋete acök kun ilübbü citëp okobo i pwonyere okató ikite më cöyö gi.

Spelling Practice

mya, myi, myö, mye

Literacy 1

In the Text Question: Won poto otïmö Opio i njö?

In My Mind Question: Itamö nïnjö omïö won poto otïmö Opio kïca?

Literacy 2

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

Term 3 Week 10
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>aa</th>
<th>ii</th>
<th>oo</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>myaa</td>
<td>myii</td>
<td>myoo</td>
<td>mye</td>
</tr>
<tr>
<td>Nw</td>
<td>nwa</td>
<td>nwi</td>
<td>nwöö</td>
<td>nwe</td>
</tr>
<tr>
<td></td>
<td>nya</td>
<td>nyii</td>
<td>nyöö</td>
<td>nye</td>
</tr>
</tbody>
</table>

Beat the Words

nwoŋ-ŋo     nwö-yö     o-nwoŋ-ŋo
a-myën-nö    o-myë-re    myël

Sentence Assessment
1. Jö tye anwoŋŋo pwony.
2. Nwöyö pwony bër.
2. Aya tye amyënño kwon.

Literacy 2

Letter Formation Assessment
Nw, nw, My, my

Spelling Assessment
nwa, nwï, nwö, nwe, mya, myï, myö, mye, nyanyö
12.1 Kuc i pacu kede kite më gwökkö

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a dog keeping watch at night.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>At my home we have a dog. Our dog is an important part of the family. At night when we are asleep he is keeping watch. He will raise an alarm if there is any danger. We appreciate our dog and care for him well. His loyalty and protectiveness keeps us safe.</td>
</tr>
</tbody>
</table>

References

NPSCU Teacher’s Guide
- Competencies, pages 88-89
- Sample scheme of work, page 400
- Lesson Plan Guidelines, pages 403-407

NPSCU Curriculum
- Page 54

Traditional Text

Lemo
Kuc, kuc, kuc, wan omïtö kuc.
Kuc, kuc, kuc, wan ogwökô kuc.
Aya kede apap gin marô kuc.
Otïnô duçu daŋ gin marô kuc.

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

Term 3 Week 10
12 Kuc kede kite më gwökkö

Oral Literature
Apwö kede Odyekodyek

**Apeny më yabbö ñec:** Akwannö cëkö mörö kan, lîŋ iwîny itë kobba lee mënë amë ryëk a lôö-âloa i kin Odyekodyek kede Apwö.

**Dul cëkö më acël**

<table>
<thead>
<tr>
<th><strong>Story Outline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jö i cëkö:</strong></td>
</tr>
<tr>
<td>Odyekodyek kede Apwö</td>
</tr>
<tr>
<td><strong>Ka cëkö:</strong></td>
</tr>
<tr>
<td>Pacu tuŋŋa Apwö</td>
</tr>
<tr>
<td><strong>Gin otîmërë:</strong></td>
</tr>
<tr>
<td>Apwö ocîkö odyekodyek kede pyen butu otiñö mërë ęn tê mënynyö bye odyekodyek okö, tê daŋ baŋŋo wił Odyekodyek okö i dirë i wot mö yö yoo ńat oményö bye mërë.</td>
</tr>
</tbody>
</table>

Term 3 Week 10

270
12.1 Kuc i pacu kede kite më gwökkö

Oral Literature

**Apeny agëca:** Itamō nị Odyekodyek obin onwoŋo ńat amē omēnyō ńwënērē?

**Dul cēkō mē aryō**


Pwony a nwoŋere i cēkō: Ryēko lōō tēkkom.

### Vocabulary Words

<table>
<thead>
<tr>
<th>mēnynyō</th>
<th>bye</th>
<th>mwōnynyō</th>
</tr>
</thead>
</table>

### In the Text Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Da amē omēnyō bye Odyekodyek?</td>
<td>1. Itamō nī njo Odyekodyek odōk ńmmō?</td>
</tr>
<tr>
<td>2. Da omwodo pyen Apwō?</td>
<td>2. Dō omīō ńn pe odōk?</td>
</tr>
</tbody>
</table>

Term 3 Week 10

271
12 Kuc kede kite më gwökkö

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>Üü</th>
<th>üü</th>
<th>aa</th>
<th>ūï</th>
<th>ūö</th>
</tr>
</thead>
<tbody>
<tr>
<td>myüü</td>
<td>myaa</td>
<td>myïï</td>
<td>myöö</td>
<td></td>
</tr>
<tr>
<td>nsüü</td>
<td>nswa</td>
<td>nsïï</td>
<td>nsöö</td>
<td></td>
</tr>
<tr>
<td>nyüü</td>
<td>nyna</td>
<td>nyïï</td>
<td>nyöö</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Kodi danö mënë amë okobo nï tye kede kuc?

Beat the Words

nü-ü  yü-ü  bü-ü

Literacy 2

Letter Formation Phrase

Üü = Ka icöyö 'Üü' abor, icakö cöyö acël itë gullü têrë,
idwökkö malu itë dök dwoggo piñ. Më aryo dañ ilübbü
citep imalu nü, itë tônno wigi

Spelling Practice

myü, mwü, nyü, nyanyü

Day 2

Kuc odwogo pacu

Literacy 1

In the Text Question: Pïŋö omïö Opio obedo parapara i cukul?

In My Mind Question: Ka onwojo ibedo Otim onwojo iitiimmö nö?

Literacy 2

Story Idea: Tam i cëkë atin, ayaa ikom apeny agëca,
oтинökwu openyo ikom gin abino tîmërë i cëkë i buk
oتنökwu iyî agikki pwonyynyo kwan.
12.2 Kuc iyi adwol kede kite me gwökkö

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>Nyw</th>
<th>nyw</th>
</tr>
</thead>
<tbody>
<tr>
<td>üü</td>
<td>aa</td>
</tr>
<tr>
<td>nywüü</td>
<td>nywa</td>
</tr>
<tr>
<td>myüü</td>
<td>myaa</td>
</tr>
<tr>
<td>nwüü</td>
<td>nwa</td>
</tr>
</tbody>
</table>

Thematic Question: Jö mëñë amë gwökkö kuc iyi adwol?

Beat the Words

o-nywal  a-nywak-kö  nywak-kö

Literacy 2

Letter Formation Phrase

Nyw = Ka icöö 'Nyw', icöö 'N' adwoŋ onyo 'n' atidë, icöö 'y' dök itë cóyö 'w' kun gin ducu myero bed acök kun lübbü citëp amë okobo i pwonyere okatö ikite mé cóyö gë.

Spelling Practice

nywuũ, myüü, nwüü

Literacy 1

In the Text Question: Onywal Otìn obin ocikërë nirö?

In My Mind Question: Yore mënë apapat amë ogwökö kede kuc i pacu?

Literacy 2

Story Idea: Tam i cëkö atin, ayaa ikom apeny agëcca, otënökwan openyo ikom gin abino tîmërë i cëkö i buk otënökwan iyi agëkki pwonyenyö kwan.

Term 3 Week 11
12 Kuc kede kite më gwökkö

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Nyw</th>
<th>nyw</th>
<th>Üü</th>
<th>üü</th>
</tr>
</thead>
<tbody>
<tr>
<td>nywüü</td>
<td>nywa</td>
<td>nywii</td>
<td>nywöö</td>
</tr>
<tr>
<td>mwüü</td>
<td>mwaa</td>
<td>mwii</td>
<td>mwöö</td>
</tr>
<tr>
<td>nyüü</td>
<td>nyaa</td>
<td>nyii</td>
<td>nyöö</td>
</tr>
</tbody>
</table>

Beat the Words

<table>
<thead>
<tr>
<th>nü-ü</th>
<th>yü-ü</th>
<th>bü-ü</th>
</tr>
</thead>
<tbody>
<tr>
<td>o-nywal</td>
<td>a-nywak-kö</td>
<td>nywak-kö</td>
</tr>
</tbody>
</table>

Sentence Assessment
1. Yec a pëk nüü atin.
2. Man obedo cokërë onywal.

Literacy 2

Letter Formation Assessment
Üü, üü, Nyw, nyw

Spelling Assessment
myü, mwü, nyu, nyanyü, nywü, nywa, nywi, nywö
**News**

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a peaceful school environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to learn we need to have a peaceful and safe environment. That is why our school has rules that must be followed by teachers and pupils. When we follow the rules there is order and learning can take place. When we don't follow the rules there is disorder and learning can't take place.</td>
</tr>
</tbody>
</table>

**References**

<table>
<thead>
<tr>
<th><strong>NPSCU Teacher’s Guide</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies, pages 88-89</td>
</tr>
<tr>
<td>Sample scheme of work, page 401</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, pages 408-413</td>
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<table>
<thead>
<tr>
<th><strong>NPSCU Curriculum</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 55</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Wer**

Wörö bër, (x3)
Oworo twërō otinö, wörö ber. (x3)
Oworo twërō opwonye, wörö ber. (x3)
Oworo twërō a lwak.
Kuc. (x2).

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*
12 Kuc kede kite më gwökkö

Oral Literature

Gwökkö kuc

**Apeny më yabbö ńec:** Akwanno cëkö mörö kan, liņ iwiny ēka itë kobba kwene onwojo otinökwan keto galli gi iyē.

**Dul cëkö më acël**


Iceņ abiccörö, otinö ducu onwojo doŋ tye i kilaći. Opwonye daŋ onwojo tye apwony. Danö mörö tê yutte bino kan amë ojenyo iyë galli. Èn ocuŋ anönök tê kwanyinyo gali anyen tê pyee i wie tê cakkö nyönnö adwër.


**Story Outline**

**Guti kop a kwakö cëkö:**

Akwoo okwalö gali atinkwan.

**Kop amë kelo niånö:**

Aedi oryemo yore.

**Kop amë kelo niånö:**

Polici omakö akwo tê tero i polic tecen.
Dul cëkö më aryö


Pwony a nwoŋere i cëkö: Kwoo rac.

**Vocabulary Words**

<table>
<thead>
<tr>
<th>adwïr</th>
<th>lökkö</th>
<th>nywîny</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Da ocaŋkö nënno akwo gali?

2. Obin otero akwo gali kwene?

**In My Mind questions**

1. Ka yîn ēn onwoŋo akwo okwalo gali nî no onwoŋo itîmmö ṅo?

2. Itamö nî obin otîmmö akwo gali kede ṅo?
END-OF-TERM ASSESSMENT TERM 3

Introduction

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

Level 3 (L3): The learner’s performance exceeds the competence expected. Symbol: Δ
Level 2 (L2): The learner’s performance meets the competence. Symbol: \nLevel 1 (L1): The learner’s performance does not meet the competence. Symbol: /

Reading Assessments (administered individually)

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

L3: Reads all 5 words correctly.  L3: Uses all 5 words correctly in complete sentences.
L2: Reads 3-4 words correctly.  L2: Uses 3-4 words correctly in mostly complete sentences.
L1: Reads 2 or less words correctly.  L1: 2 or less words correct. Cannot form full sentences.

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

L3: Successfully completes the task for all 5 letters.
L2: Successfully completes the task for 3-4 letters.
L1: Completes the task for 2 or less letters.

Listening Assessment (administered as a group)

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

L3: Answers all 3 questions correctly.
L2: Answers 1-2 questions correctly.
L1: Does not answer any questions correctly.
Writing Assessments (administered as a group)

Handwriting Assessment:
Write 6 letters taught during the term on the chalkboard (3 upper and 3 lower case). Ask learners to copy them using their best handwriting in their exercise books.

L3: Formation of the letters is excellent. All 6 letters formed correctly.
L2: Formation of the letters is good. 3-5 letters formed correctly.
L1: Formation of the letters is poor. 2 or less letters formed correctly.

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

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

Creative Writing and Name Writing Assessments:
Tell learners to write a story about what they plan to do during the school holiday. Explain that they can use pictures and words to tell their story. Make sure learners write their name. Collect and assess.

L3: Writes a meaningful, well organised story using pictures and words.
L2: Writes a meaningful, well organised story using pictures only.
L1: The story is poorly organised and difficult to understand the meaning.

L3: Writes both names with correct spelling and letter formation.
L2: Writes at least one name with correct spelling and letter formation.
L1: Cannot write name using correct spelling and letter formation.

Speaking Assessment (administered individually)

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

L3: Tells a meaningful, engaging story with excellent confidence and animated expression.
L2: Tells a meaningful story to the class with confidence.
L1: Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.
# Glossary of Lëblaŋo Literacy Terms

<table>
<thead>
<tr>
<th>English</th>
<th>Lëblaŋo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY 1</strong></td>
<td></td>
</tr>
<tr>
<td>beat the word</td>
<td>bappô cïŋ kun iwoŋŋo nyigkop pi nwoŋŋo cïlabül</td>
</tr>
<tr>
<td>blending (v)</td>
<td>nöttö</td>
</tr>
<tr>
<td>consonant</td>
<td>conconan</td>
</tr>
<tr>
<td>context clues</td>
<td>gin a ke lo nianö</td>
</tr>
<tr>
<td>decodable word</td>
<td>nyigkop ogërö kun cuŋ i dwön nukta mörö</td>
</tr>
<tr>
<td>in my mind question</td>
<td>apeny atama</td>
</tr>
<tr>
<td>in the text question</td>
<td>apeny i cëkö</td>
</tr>
<tr>
<td>letter</td>
<td>balu</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>gëccö</td>
</tr>
<tr>
<td>prediction</td>
<td>gëccö</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>nwöyö kobo</td>
</tr>
<tr>
<td>segmenting (v)</td>
<td>popoko</td>
</tr>
<tr>
<td>sentence</td>
<td>cëntën</td>
</tr>
<tr>
<td>sound and syllable review chart</td>
<td>yïka më loddo dwön kede cïlabül</td>
</tr>
<tr>
<td>sub-theme</td>
<td>jaŋ pënkop</td>
</tr>
<tr>
<td>syllable</td>
<td>cïlabül</td>
</tr>
<tr>
<td>theme</td>
<td>pënkop</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>wii cëkö</td>
</tr>
<tr>
<td>vowel</td>
<td>büwël</td>
</tr>
<tr>
<td>word</td>
<td>nyigkop</td>
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<tr>
<td><strong>LITERACY 2</strong></td>
<td></td>
</tr>
<tr>
<td>air writing</td>
<td>cöc i yamö</td>
</tr>
<tr>
<td>action (plot)</td>
<td>gin otimërë</td>
</tr>
<tr>
<td>baseline</td>
<td>layin iwie</td>
</tr>
<tr>
<td>bottom line</td>
<td>layin itere</td>
</tr>
<tr>
<td>centre line</td>
<td>layin idyere</td>
</tr>
<tr>
<td>comma</td>
<td>gwel i piŋ</td>
</tr>
<tr>
<td>exclamation mark</td>
<td>ryac tön</td>
</tr>
<tr>
<td>full stop</td>
<td>tön</td>
</tr>
<tr>
<td>handwriting (n)</td>
<td>cöc cïŋ</td>
</tr>
<tr>
<td>handwriting (v)</td>
<td>cöc</td>
</tr>
<tr>
<td>handwriting guidelines</td>
<td>jami më alüba i cöc</td>
</tr>
<tr>
<td>handwriting pattern</td>
<td>cöc cïŋ onwöyë kun mögö okukubu</td>
</tr>
<tr>
<td>letter formation</td>
<td>gërô nukta</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>term</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>letter formation phrase</td>
<td>gero nukta idulkop acek</td>
</tr>
<tr>
<td>pencil grip</td>
<td>makkō alamkalo</td>
</tr>
<tr>
<td>question mark</td>
<td>nyanyjolo</td>
</tr>
<tr>
<td>spelling (n)</td>
<td>gatto</td>
</tr>
<tr>
<td>spelling (v)</td>
<td>gatto</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>wii cēkö</td>
</tr>
<tr>
<td>top line</td>
<td>layìn i malu</td>
</tr>
<tr>
<td>tracing (v)</td>
<td>lūbbū kede cīŋ</td>
</tr>
<tr>
<td><strong>ORAL LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>action (plot)</td>
<td>gin otimērē</td>
</tr>
<tr>
<td>character (in a story)</td>
<td>jō i cēkö</td>
</tr>
<tr>
<td>fiction story</td>
<td>cēkö ateta</td>
</tr>
<tr>
<td>guiding question</td>
<td>apény mē yabbō ęc</td>
</tr>
<tr>
<td>in my mind question</td>
<td>apeny atama</td>
</tr>
<tr>
<td>in the text question</td>
<td>apeny i cēkö</td>
</tr>
<tr>
<td>informative story</td>
<td>cēkö mē miyō ęc</td>
</tr>
<tr>
<td>main idea (of a story)</td>
<td>guti kop icēkö</td>
</tr>
<tr>
<td>oral literature</td>
<td>cēkö okobo i dōg</td>
</tr>
<tr>
<td>poem/rhyme</td>
<td>lemo</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>gēccō</td>
</tr>
<tr>
<td>prediction</td>
<td>gecko</td>
</tr>
<tr>
<td>prediction question</td>
<td>apeny agēca</td>
</tr>
<tr>
<td>proverb</td>
<td>carokop</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>nwöyō kobbo</td>
</tr>
<tr>
<td>riddle</td>
<td>koc</td>
</tr>
<tr>
<td>sentence</td>
<td>cēntēn</td>
</tr>
<tr>
<td>setting (time and place of a story)</td>
<td>kaka cēkö</td>
</tr>
<tr>
<td>story mapping</td>
<td>cēkkō iwiewie</td>
</tr>
<tr>
<td>supporting idea (of a story)</td>
<td>kop akelo niŋō</td>
</tr>
<tr>
<td>tongue twister</td>
<td>lebadwala</td>
</tr>
<tr>
<td>traditional text</td>
<td>cēko mē karē aćon</td>
</tr>
<tr>
<td>vocabulary word</td>
<td>nyigkop (nyig widikop)</td>
</tr>
<tr>
<td><strong>NEWS</strong></td>
<td></td>
</tr>
<tr>
<td>news</td>
<td>amut</td>
</tr>
<tr>
<td>creative (free) writing</td>
<td>cōc oteto i dīrō adwoŋ</td>
</tr>
</tbody>
</table>
Handwriting Guidelines for Primary 1

What are the handwriting competences in P1?

P1 learners should be able to demonstrate two competences.

• sit properly and holds the pencil correctly when writing.
• write letters with correct starting point, formation and direction (left to right).

These two competences can be translated into 6 observable handwriting behaviours to assess:

1. Sitting posture (This may not be possible to assess if learners don’t sit at desks.)
2. Pencil grip
3. Starting point
4. Letter formation
5. Direction (left to right)
6. Spacing between letters and words

The literacy component addressed during handwriting is primarily handwriting fluency. Regular practice of letter formation will also support learners’ knowledge of alphabetic principle.

What instructional methods do we use to teach handwriting in P1?

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

Tracing: After air writing and before writing in their exercise books, learners trace the letters in the pupil book.

The Letter Formation Phrase: When forming the letter in the air or on the chalkboard the teacher uses a simple phrase to help learners remember the correct formation.

I Do-We Do-You Do: Handwriting instruction follows this standard model of 1) teacher demonstration; 2) whole class practice; 3) individual assessment.

The Four Guidelines: These lines correspond to the lines in the exercise book. Pupils use the guidelines to support correct letter formation. The four guidelines are illustrated on the following page.
The 4 Handwriting Guidelines

Top line
Centre line
Baseline
Bottom line

The names for these four lines have been translated into your local language. They can be found in the glossary of this teacher’s guide.

Don’t expect learners to master using the guidelines until the middle of Term 2. Be patient. Learning good handwriting takes daily practice over many, many months.

What about left-handed writers and other special needs learners?

Learners who favour their left-hand for writing should not be forced to use their right hand. Special considerations for left-handed learners include:

- Identify left-handed writers as early as possible so that appropriate interventions can begin.
- Seat left-handed learners at the left end of a desk so they have enough space to write and do not interfere with right-handed learners.
- Demonstrate air writing for both right- and left-handed learners.

Modifications for learners with physical disabilities or visual challenges should be considered on an individual basis.
### Lëblaŋo Letter-Sound Chart

<table>
<thead>
<tr>
<th>Letter</th>
<th>Lëblaŋo Word</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>yat</td>
<td>tablet - medicine</td>
</tr>
<tr>
<td>AA aa</td>
<td>daa</td>
<td>to quarrel - someone quarrelling</td>
</tr>
<tr>
<td>Bb</td>
<td>bul</td>
<td>drum</td>
</tr>
<tr>
<td>Cc</td>
<td>cem</td>
<td>food/to eat - someone eating</td>
</tr>
<tr>
<td>Dd</td>
<td>dëro</td>
<td>granary</td>
</tr>
<tr>
<td>Ee</td>
<td>cem</td>
<td>food/to eat - someone eating</td>
</tr>
<tr>
<td>EE ee</td>
<td>lee</td>
<td>animal - any kind</td>
</tr>
<tr>
<td>Ė Ė</td>
<td>cël</td>
<td>fence - a homestead with a fence</td>
</tr>
<tr>
<td>Ė Ė Ė Ė</td>
<td>liēē</td>
<td>axe</td>
</tr>
<tr>
<td>Gg</td>
<td>gali</td>
<td>bicycle</td>
</tr>
<tr>
<td>Ii</td>
<td>yit/yib/otit</td>
<td>ear/tail/firefly</td>
</tr>
<tr>
<td>III</td>
<td>otii</td>
<td>elder older person</td>
</tr>
<tr>
<td>Ī Ī</td>
<td>otīt</td>
<td>palm tree</td>
</tr>
<tr>
<td>i</td>
<td>ītīī-ītīī</td>
<td>small bird - of any kind</td>
</tr>
<tr>
<td>Jj</td>
<td>jokon</td>
<td>kitchen</td>
</tr>
<tr>
<td>Kk</td>
<td>kopi</td>
<td>cup</td>
</tr>
<tr>
<td>Ll</td>
<td>liēē</td>
<td>axe</td>
</tr>
<tr>
<td>Mm</td>
<td>moggo</td>
<td>cassava</td>
</tr>
<tr>
<td>Nn</td>
<td>nāti</td>
<td>screw</td>
</tr>
<tr>
<td>Ö Ö</td>
<td>Öt</td>
<td>hut</td>
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<tr>
<td>ÖÖ öö</td>
<td>möö/cöö</td>
<td>oil/men</td>
</tr>
<tr>
<td>Pp</td>
<td>puc</td>
<td>cat</td>
</tr>
<tr>
<td>Rr</td>
<td>rio</td>
<td>giraffe</td>
</tr>
<tr>
<td>Tt</td>
<td>tana</td>
<td>bed</td>
</tr>
<tr>
<td>Uu</td>
<td>lut</td>
<td>mud fish</td>
</tr>
<tr>
<td>Uu uu</td>
<td>tuu</td>
<td>germinating a sprouting plant</td>
</tr>
<tr>
<td>Üü</td>
<td>lūt</td>
<td>stick - any kind</td>
</tr>
<tr>
<td>üü</td>
<td>onūū</td>
<td>person carrying heavy luggage and walking with difficulty</td>
</tr>
<tr>
<td>Ww</td>
<td>waŋ</td>
<td>eye</td>
</tr>
<tr>
<td>Yy</td>
<td>yat</td>
<td>tree</td>
</tr>
</tbody>
</table>

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