

## Teacher's Guide

### Runyankore-Rukiga

# Nimbaasa kushoma n'okuhandiika

## A publication of the Ministry of Education and Sports

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**Primary 1 Teacher's Guide**  
**Runyankore-Rukiga**

**Nimbaasa kushoma  
n'okuhandiika**

# Primary 1 Teacher's Guide

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# Acknowledgements

The National Curriculum Development Centre wishes to acknowledge with sincere appreciation various parties whose efforts were very instrumental in the development of the Early Grade Reading materials which are now available to support the implementation of the Thematic Curriculum in Uganda primary schools.

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

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

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

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

Connie Kateeba



DIRECTOR  
NATIONAL CURRICULUM DEVELOPMENT CENTRE

# Foreword

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

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

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

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

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

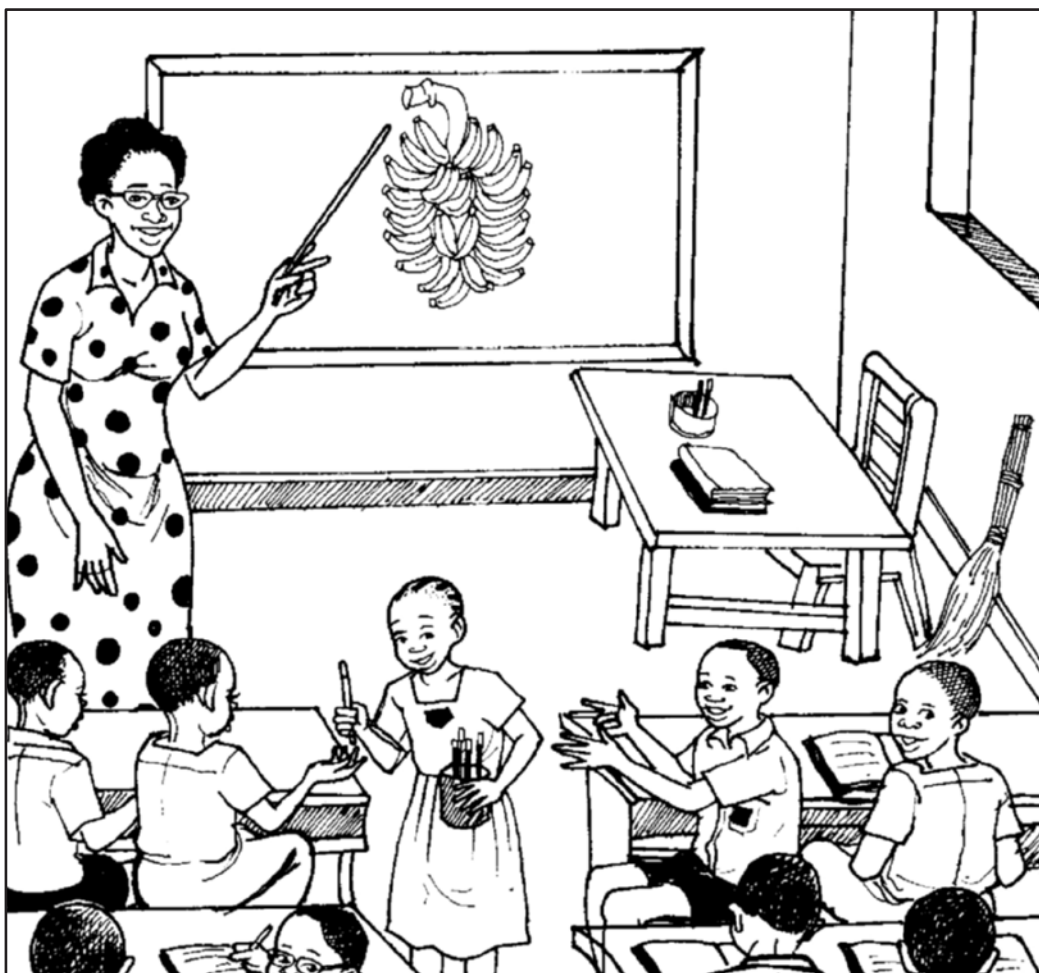


**Hon. Maj. (Rtd) Alupo Jessica Rose Epel (MP)**  
Minister of Education and Sports





# Introduction



The **Introduction** section to the teacher's guide provides you with an overview of the School Health and Reading Program's literacy model.

It includes information on the following:

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

## Introduction

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

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

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

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

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

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

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

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

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

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

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

**Explicit** means that you model.

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

The five components are:

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

#### Phonemic Awareness

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

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

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

#### Alphabetic Principle (Phonics)

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

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

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

## Introduction

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### Fluency

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

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

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

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

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

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

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

### Vocabulary

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

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

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

### Comprehension

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

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

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

### Major Methods in the Early Grade Reading Model

Several major methods of teaching underlie the instructional model used Ministry of Education and Sports.

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

### Collaborative Learning

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

## **Introduction**

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### **Continuous Assessment**

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

### **I Do, We Do, You Do**

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

### **Multisensory Instruction**

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

### **Oral Language: Phonological Awareness and Vocabulary**

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

### **Print Awareness**

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

### **Scaffolding**

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

## **The Ministry of Education and Sports’ Early Grade Reading Model and MoES Thematic Curriculum**

### **The Thematic Curriculum**

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

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

The MoES’ early grade reading model was developed to support all of these initiatives.

## Introduction

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### Model Weekly Timetable

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

**MODEL P1 TIMETABLE**

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

### The Assessment Model

Assessment in the MoES' 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:



## Literacy Competences

### How to Teach: Literacy 1 - Days 1 and 3

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

**Competences**  
The learner:

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

**Teaching Procedure**

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	<b>Getting Ready</b>	Learners sing and distribute books.
2 min.	2	<b>The New Letters</b>	Learners identify the new letters, recognize the big and small form and say the letter's name and sound.
8 min.	3	<b>Review Chart</b>	Learners recognise and identify letters of the alphabet by sound. Learners read known syllables.
4 min.	4	<b>Picture Discussion</b>	Learners use thematic vocabulary and concepts when describing a thematic illustration.
3 min.	5	<b>Beat the Words</b>	Learners segment words into syllables.
3 min.	6	<b>Read the Words</b>	Learners practice decoding words.
5 min.	7	<b>Read the Sentences</b>	Learners practice reading simple sentences.

How to Teach: Literacy 1 - Days 1 and 3

### How to Teach: Literacy 1 - Days 1 and 3

**The Chalkboard**

New letter: capital and lower case (Step 2)

Review Chart (Step 3)

Read the keywords (Step 6)

Write the sentences on the board before class (Step 7)

**Literacy 1**

a	o	u
ma	mo	mu
fa	fo	fu

I see a mat.  
I see a map.

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

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

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

- Ask them to identify words which have the same letter sound as the one you are teaching.
- Tell them to draw pictures of words that have the sound you are teaching.
- Give them letter cards and challenge them to find pictures or real objects that use that letter sound.

**Do More: Phonics Centre**  
Make a fun, hands-on phonics centre for your learners. This centre can be part of your weekly Free Activity lesson. This will help learners to recognize sounds and their corresponding letter shapes. Learners can also interact with the phonics centre in their free time.  
Here are some ideas for instructional materials to include in your phonics centre:  

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

How to Teach: Literacy 1 - Days 1 and 3

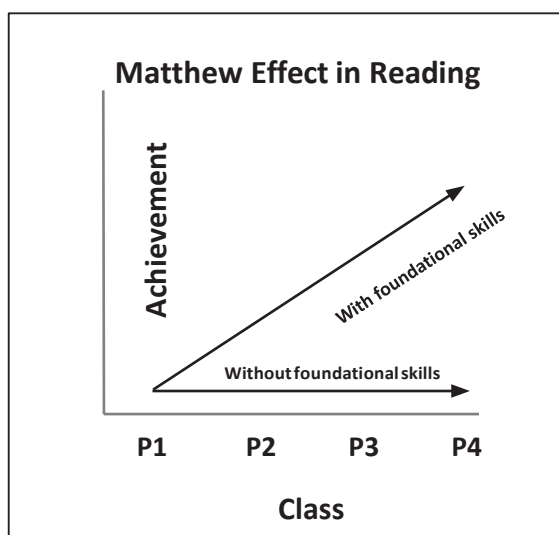
The MoES organises literacy competences into four areas: reading, writing, listening and speaking. Literacy 1 focuses on reading competences. Literacy 2 lessons are devoted to writing competences. Oral Literature is for developing listening competences, while the News lesson is for practicing speaking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

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

## Introduction

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



It's 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 MoES' 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.

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

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

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

																	No. Name	
LITERACY 1																		
																	Reads texts with increasing fluency.	Reading
																	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.	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.	Listening
																	Retells a story from memory.	
																	Uses vocabulary in meaningful sentences.	
NEWS																		
																	Greets and introduces one's self using culturally appropriate norms.	Speaking
																	Tells a meaningful story to the class with expression and confidence.	
ENGLISH																		
																	Segments individual words into syllables.	Literating & Speaking
																	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.	

## Introduction

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### Using the CAM Form

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

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

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

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

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

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

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

Some learners will demonstrate a competence the first time you assess them. That is not a problem. Give them a ( $\nabla$ ) 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 ( $\nabla$ ) by the end of the academic year for all of the competences on the CAM Form.

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

### End-of-Term Assessment

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

## Introduction

													No.
													Name
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.

## Introduction

### Primary 1 Local Language Literacy Competences: Scope and Sequence

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

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

FLUENCY COMPETENCES				
<i>In reading, the ability to read a text with good speed, accuracy and expression. In writing, the focus is on forming letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.</i>				
<b>F-1.</b> Reads known syllables with fluency. (Literacy 1)	Reading			
<b>F-2.</b> Practices reading simple sentences. (Literacy 1)	Reading			
<b>F-3.</b> Reads texts with increasing fluency. (Literacy 1)	Reading			
<b>F-4.</b> Forms letters in the air. (Literacy 2)	Writing			
<b>F-5.</b> Writes letters in the exercise book with increasing accuracy. (Literacy 2)	Writing			
<b>F-6.</b> Writes his/her name with correct spelling and letter formation. (Literacy 2 and News)	Writing			
<b>F-7.</b> Introduces one's self and greets the class using the appropriate cultural norms, including stating one's full name. (News)	Speaking			
<b>F-8.</b> Tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence. (News)	Speaking			
	Reading			
VOCABULARY COMPETENCES				
<i>The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.</i>				
<b>V-1.</b> Uses thematic vocabulary and concepts when describing a thematic illustration. (Literacy 1)	Reading			
<b>V-2.</b> Identifies vocabulary words from the OL story and uses them in a meaningful sentence. (Oral Literature)	Speaking			
	Writing			

## Introduction

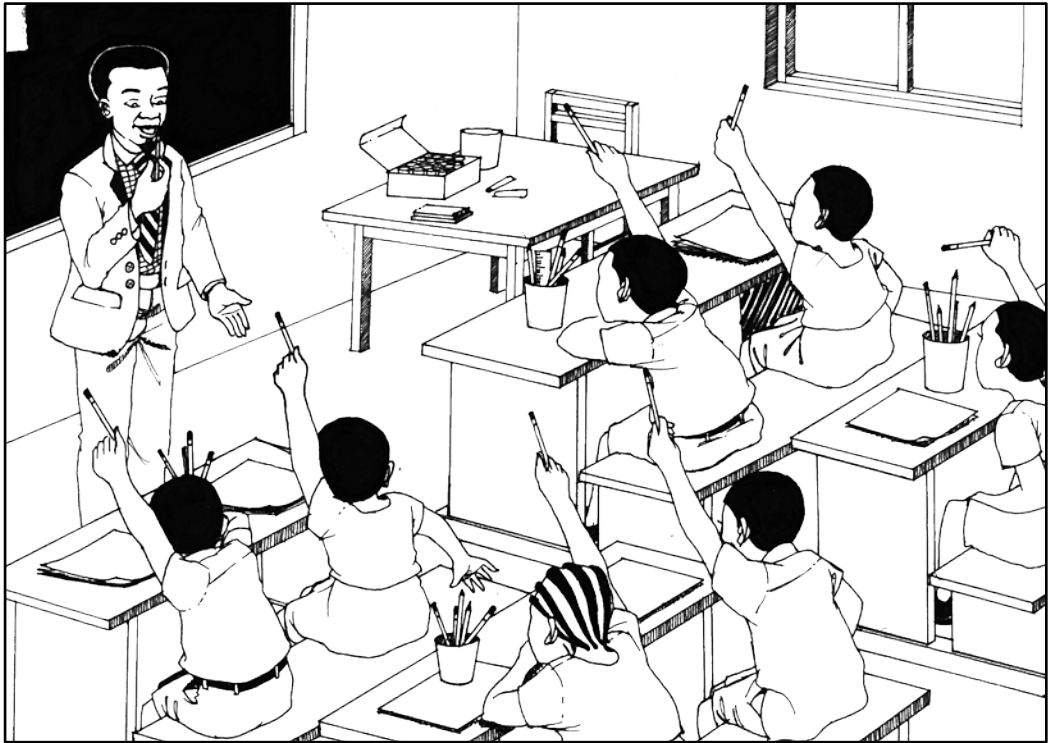
COMPREHENSION COMPETENCES				
<i>In reading, it is the ability to understand text. In writing, the focus is on composing a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.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



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



# How to Teach



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

Note: The first two sub-themes in Term 2 and Term 3 have been merged due to the actual number of weeks in the term. You could teach the content planned for Week 2 in Week 1.

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

## Pre-Reading Activities: Visual Discrimination

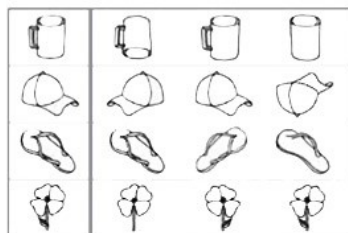
### Why is visual discrimination important?

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

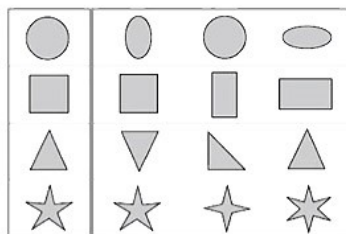
### How can I include visual discrimination activities in my daily instruction?

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

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



Matching Pictures



Matching Shapes

L	L	Г	J
B	B	B	P
R	P	Я	R
M	W	M	N

Matching Letters

kin	kin	kan	nik
mak	kam	muk	mak
lim	mil	lim	limi
roa	roa	rao	aro

Matching Words

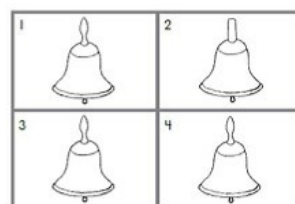
## Odd One Out Cards

Learners start by matching pictures of real objects. As they gain confidence and skill they can match abstract shapes, followed by letters, and finally by syllables or words.

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

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.



ī	i	i	i
c	c	o	c
k	k	l	k
w	m	w	w

koma	koma	koma	komo
kilo	olik	olik	olik
malo	malo	malo	mola
alem	alem	alam	alem

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

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

Finally developing learners’ visual discrimination skills is challenging. Remember the importance of using clear, consistent handwriting on the chalkboard to help your learners.

## Pre-Reading Activities: Auditory Discrimination

### What is auditory discrimination?

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

### Animal Sounds

Objective: Learners identify and imitate common animal sounds.

Steps:

1. Make the sound of an animal, for example a chicken clucking.
2. Have learners guess what animal you are imitating.
3. The learner who guesses correctly gets to make their own animal sound.

The game continues in this fashion.

### The Sounds Around Us

Objective: Learners identify different sounds in their environment.

Steps:

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

## Active Storytelling

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

Steps:

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

## Odd One Out

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

Steps:

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

## **Pre-Writing Activities: Handwriting**

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

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

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

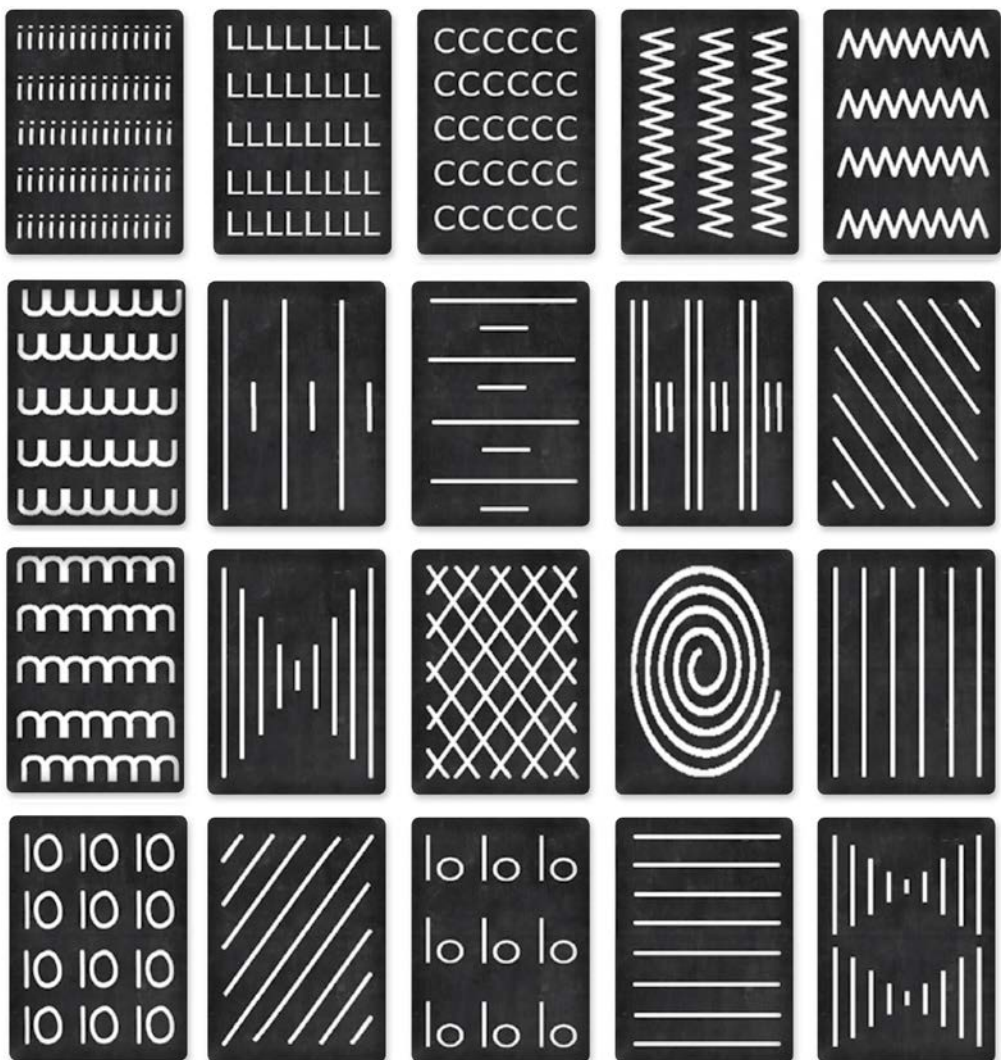
### **What exercises can I do to develop my learners’ handwriting skills?**

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



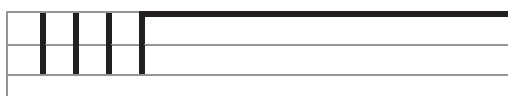
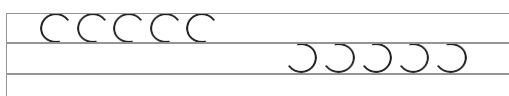
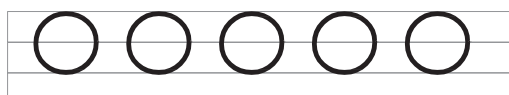
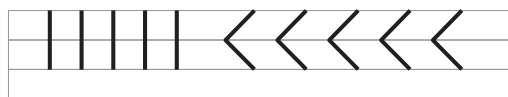
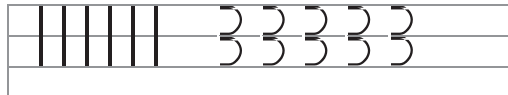
## Pre-writing Activities: Patterns

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



## Pre-writing Activities: Shapes

Use the patterns on these pages to practice forming shapes that make up letters. Art and Technology, or CAPE 3, is a good lesson in the timetable 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.



JJJJJJ

1 1 1 1 1 **nnnnnn**

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# How to Teach: Overview

PAGE 1

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

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

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

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

## How to Teach: Literacy 1 - Days 2 & 4

### Introduction

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

### Competences

The learners:

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

### Teaching Procedure

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

PAGE 3

## How to Teach: Literacy 1 - Days 2 and 4

### Step-by-Step Teacher's Activity

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

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

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

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

### Extra Guidance

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

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

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

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

## How to Teach: Overview

### PAGE 2

**How to Teach: Literacy 1 - Days 2 & 4**

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

**Literacy 1**  
Time to clean  
Mother told Mary and Tom to clean the compound. Tom swept the compound. Mary burned the

**Differentiated Learning**  
**Remedial**  
Help learners with comprehension problems to focus on the three main elements of a story: characters, setting and action. Tell them that they should always ask themselves the following questions as they read:  
• **Who** is the story about? (This will help them identify the characters.)  
• **Where** and **when** is the story taking place? (This will help them identify the setting.)  
• **What** is happening in the story? (This will help them identify the action of the story.)  
**Accelerated**  
Advanced learners should be encouraged to develop their own comprehension questions about the story. They can share these questions with each other or pose them to the whole class.

**Do More: Role Plays**  
Children love roles plays. Role plays develop children's speaking, listening and comprehension competences and help develop life skills, too. Role play activities are easy to integrate into your CAPE 1 (MDD) lesson plans. Here is a simple outline of a role play activity:  
1. Ask learners to identify a story they've learned in class that they want to act out in a role play.  
2. Ask learners to identify the characters and setting of the story. Then ask them to retell the actions in the story from beginning to end in the correct order.  
3. Have learners get into small groups based on the number of participants required to do the role play. Give groups a chance to practice the role play together.  
4. Later in the same class, or in the following CAPE 1 lesson for the week, ask selected groups to act out the story in front of the class.

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

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

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

### PAGE 4

How to Teach: Literacy 1 - Days 2 and 4	
Step-by-Step Teacher's Activity	Extra Guidance
<b>Step 3: Reading the Story (10 minutes)</b> a. Read the story from the chalkboard one time as learners watch and listen. b. Ask learners if their predictions about the story were correct. c. Read the story aloud a second time from the chalkboard as learners watch and listen. d. Ask learners to find the story in their books and point to each word as they read the story with you. Repeat 1-2 times. e. Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed. f. Ask 3-5 learners to read the story aloud to the class. Assess their reading and mark in the CAM Form.	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.  Be sure to read along with the learners in Step 3d. Your voice helps keep all the learners reading fluently in unison.  Step 3e. (whisper reading) may be difficult for learners in Term 1. Introduce this step as learners are ready, latest by the middle of Term 2.
<b>Step 4: After Reading - Comprehension Questions (10 minutes)</b> a. Ask learners one <i>In the Text Question</i> and one <i>In My Mind Question</i> . 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.)	<b>WEEKLY LESSON SUPPORT:</b> You can find suggested <i>In the Text Questions</i> and <i>In My Mind Questions</i> in the Weekly Lesson Support section.  <i>In the Text Questions:</i> These are literal questions. The answers are "right there" in the text. Learners can point to the answer.  <i>In My Mind Questions:</i> 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 4b, will become the basis for the creative writing story that learners write in the Literacy 2 lesson that follows.

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

## How to Teach: Literacy 1 - Days 1 and 3

### Introduction

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

### Competences

The learner:

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

### Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	<b>Getting Ready</b>	<ul style="list-style-type: none"><li>• Learners sing and distribute books.</li></ul>
2 min.	2	<b>The New Letters</b>	<ul style="list-style-type: none"><li>• Learners identify the new letters, recognise the big and small form and say the letter's name and sound.</li></ul>
8 min.	3	<b>Review Chart</b>	<ul style="list-style-type: none"><li>• Learners recognise and identify letters of the alphabet by sound.</li><li>• Learners read known syllables.</li></ul>
4 min.	4	<b>Picture Discussion</b>	<ul style="list-style-type: none"><li>• Learners use thematic vocabulary and concepts when describing a thematic illustration.</li></ul>
3 min.	5	<b>Beat the Words</b>	<ul style="list-style-type: none"><li>• Learners segment words into syllables.</li></ul>
3 min.	6	<b>Read the Words</b>	<ul style="list-style-type: none"><li>• Learners practice decoding words.</li></ul>
5 min.	7	<b>Read the Sentences</b>	<ul style="list-style-type: none"><li>• Learners practice reading simple sentences.</li></ul>

## How to Teach: Literacy 1 - Days 1 and 3

### The Chalkboard

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

**Literacy 1**

a	o	u
ma	mo	mu
ta	to	tu

I see a mat.  
I see a map.  
I see a man.

### Differentiated Learning

#### Remedial

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

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

#### Accelerated

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

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

### Do More: Phonics Centre

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

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

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

## How to Teach: Literacy 1 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Getting Ready (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.</li> <li>Prepare the chalkboard and lesson inputs as learners sing.</li> </ol>	<p>Train your learners to distribute the books quickly and quietly. Rotate the responsibility so all learners get a chance to pass out books.</p>
<p><b>Step 2: The New Letters (2 minutes)</b></p> <ol style="list-style-type: none"> <li>Point to the new <b>capital letter</b> on the chalkboard. Say, "My name is big _ ." (letter name). "My sound is ." (letter sound).</li> <li>Ask learners to point to the letter in their books and say the <i>My Name, My Sound</i> phrase with you. Point to the new <b>lower-case letter</b> on the chalkboard.</li> <li>Say, "My name is small ____." (letter name). "My sound is ____." (letter sound).</li> <li>Ask learners to point to the letter in their books and say the <i>My Name, My Sound</i> phrase with you.</li> <li>Call on small groups and individuals to say the <i>My Name, My Sound</i> phrase independently.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The new letters for the week are found in the Weekly Lesson Support section.</p> <p><i>Name versus Sound?</i> For vowels the name and the sound are the same. For consonants the name usually adds the sound "uh" after the consonant sound. The <b>name</b> for letter k is pronounced "kuh". When you say the <b>sound</b> of the letter try to leave off the "uh" sound as much as possible. Say "k", not "kuh".</p>
<p><b>Step 3: Review Chart (8 minutes)</b></p> <ol style="list-style-type: none"> <li>Say the top row of vowel sounds in the <i>Review Chart</i> as learners listen. Repeat twice.</li> <li>Continue in the same way with each row.</li> <li>Say the first column of sounds/syllables as learners listen. Repeat twice.</li> <li>Continue in the same way with each column.</li> <li>Point to random boxes. Ask learners to read aloud, first as a whole group then with small groups or individuals.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The <i>Review Chart</i> for this lesson can be found in the Weekly Lesson Support section.</p> <p>Be sure to use your best handwriting when writing on the chalkboard. This may mean preparing the review chart and sentences on the chalkboard before the lesson begins.</p>
<p><b>Step 4: Picture Discussion (4 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners the theme and sub-theme for the week.</li> <li>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.</li> <li>Move around the classroom listening to their conversations while supporting and guiding learners as needed.</li> <li>Ask learners to share what they discussed in the small group with the whole class. Discuss the Thematic Question as appropriate.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> A <i>Thematic Question</i> is found in the Weekly Lesson Support section.</p> <p>The pictures in the pupil book are meant to illustrate vocabulary and concepts related to the sub-theme. Review the illustration prior to class. Review the thematic concepts outlined in the Ministry of Education curriculum guide. Prepare yourself for a discussion on the thematic concepts.</p>



## How to Teach: Literacy 1 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 5: Beat the Words (3 minutes)</b></p> <ol style="list-style-type: none"> <li>Say the first keyword. Ask learners to find it in the picture and point to it.</li> <li>Repeat the keyword word and say, "Listen while I beat the word." Say the word again while clapping the syllables.</li> <li>Ask learners to say the word and clap the syllables with you.</li> <li>Ask learners to identify how many syllables are in the word. Repeat the word a final time.</li> <li>Use your fingers to count the number of syllables together with the class.</li> <li>Repeat Steps a. to e. with the other two keywords.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The keywords are broken into syllables for you in the Weekly Lesson Support section.</p> <p>Another way to identify the number of syllables in a word is to hold your hand under your chin as you say a word. Each time your jaw pushes your hand down it is a syllable.</p>
<p><b>Step 6: Read the Words (3 minutes)</b></p> <ol style="list-style-type: none"> <li>Write the first keyword on the chalkboard. Sound out the word as you write.</li> <li>For <b>one-syllable words</b>, 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.</li> <li>For <b>multi-syllable words</b>, 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.</li> <li>Repeat the above steps with the other two keywords.</li> <li>Point to the three words in random order and ask learners to read the words aloud.</li> <li>Ask learners to read the words in their books in pairs or small groups. Move around assessing learners' ability to read the words independently.</li> </ol>	<p>In this step learners practice blending letters or syllables to form words. The lesson uses a technique called <i>Say it slow-Say it fast</i> to help learners develop their blending skills. Here are the steps:</p> <ol style="list-style-type: none"> <li>Say the individual sounds or syllables slowly and distinctly (mmm---aaa---t).</li> <li>Say the sounds again, but faster (m-a-t).</li> <li>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).</li> </ol>
<p><b>Step 7: Read the Sentences (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask learners to watch you read the first sentence on the chalkboard. Point to each word as you read.</li> <li>Repeat 1-2 times.</li> <li>Ask learners to read the sentence with you while they point to each word in their books. Repeat 1-2 times.</li> <li>Repeat Steps a. and b. with the other two sentences.</li> <li>Ask learners to read the sentences in their books in pairs or small groups. Move around assessing learners' ability to read the sentences independently.</li> </ol>	<p>As you read the sentences at the chalkboard, model for learners how to use their finger when reading in the pupil book. Touch each word as you read it aloud. Try to maintain a smooth, flowing movement.</p> <p>There may not be time, especially in Term 1, to read all three sentences. Do as many as time permits.</p>

## How to Teach: Literacy 1 - Days 2 and 4

### Introduction

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

The learner:

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

### Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	<b>Getting Ready</b>	<ul style="list-style-type: none"><li>• Learners sing and distribute books.</li></ul>
5 min.	2	<b>Before Reading: Make Predictions</b>	<ul style="list-style-type: none"><li>• Learners use the title, context and prior knowledge to make predictions when reading a story.</li><li>• Learners retell a story from memory on (Day 4).</li></ul>
10 min.	3	<b>Read the Story</b>	<ul style="list-style-type: none"><li>• Learners read texts with increasing fluency.</li><li>• Learners identify whether or not their predictions were correct.</li></ul>
10 min.	4	<b>After Reading: Comprehension Questions</b>	<ul style="list-style-type: none"><li>• Learners respond correctly to <i>In the Text Questions</i>.</li><li>• Learners respond appropriately to <i>In My Mind Questions</i>.</li></ul>

## 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

her told Mary and Tom to  
n the compound. Tom swept  
compound. Mary burned the  
ish. When they were done it  
ed so nice!

### Differentiated Learning

#### Remedial

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

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

#### Accelerated

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

### Do More: Role Plays

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

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

## How to Teach: Literacy 1 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Getting Ready (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.</li> <li>Prepare the chalkboard and other lesson inputs as learners sing.</li> </ol>	<p>Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day.</p>
<p><b>Step 2: Before Reading – Make Predictions (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Read the title of the story. (On Day 4 have learners retell what happened on Day 2.)</li> <li>Ask learners to look at the picture and share what they see.</li> <li>Tell learners to predict what the story might be about and share their predictions with their neighbours.</li> <li>Ask learners to share their predictions with whole class. Summarise learners' predictions for the class before reading.</li> </ol>	<p>Making predictions before reading helps to improve learners' comprehension when they read.</p> <p>On Day 4, learners begin by retelling the story from Day 2. Retelling also helps learners improve their comprehension skills.</p>
<p><b>Step 3: Reading the Story (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Read the story from the chalkboard one time as learners watch and listen.</li> <li>Ask learners if their predictions about the story were correct.</li> <li>Read the story aloud a second time from the chalkboard as learners watch and listen.</li> <li>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.</li> <li>Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed.</li> <li>Ask 3-5 learners to read the story aloud to the class. Assess their reading and mark in the CAM Form.</li> </ol>	<p>Use a pointer as you read the story aloud. Model how you want learners to use their finger when they read the story in the book. Move the pointer smoothly under the words as you read them. Read with fluency and expression.</p> <p>Be sure to read along with the learners in step d. Your voice helps keep learners reading fluently in unison.</p> <p>Step e. (whisper reading) may be difficult for learners in Term 1. Introduce this step as learners are ready, or by the middle of Term 2 at the latest.</p>

## How to Teach: Literacy 1 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: After Reading - Comprehension Questions (10 minutes)</b></p> <p>a. Ask learners one <i>In the Text Question</i> and one <i>In My Mind Question</i>.</p> <p>b. Ask learners to predict what might happen next in the story. (You will use these predictions to compose a creative writing story in the Literacy 2 lesson that immediately follows this lesson, so be sure to remember them.)</p>	<p><u>WEEKLY LESSON SUPPORT:</u> You can find suggested <i>In the Text Questions</i> and <i>In My Mind Questions</i> in the Weekly Lesson Support section.</p> <p><i>In the Text Questions:</i> These are literal questions. The answers are “right there” in the text. Learners can point to the answer.</p> <p><i>In My Mind Questions:</i> These questions are inferential and evaluative. Pupils must use their prior knowledge to answer these types of questions.</p> <p>The predictions the learners make in step b. will become the basis for the creative writing story that learners write in the Literacy 2 lesson that follows.</p>

# How to Teach: Literacy 1 - Day 5

## Introduction

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

## Competences

The learner:

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

## Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	<b>Getting Ready</b>	<ul style="list-style-type: none"><li>• Learners sing a song and distribute books.</li></ul>
10 min.	2	<b>Review Chart Assessment</b>	<ul style="list-style-type: none"><li>• Learners read letters and syllables with increasing fluency.</li></ul>
5 min.	3	<b>Beat the Words Assessment</b>	<ul style="list-style-type: none"><li>• Learners segment words into syllables.</li></ul>
10 min.	4	<b>Read the Sentences Assessment</b>	<ul style="list-style-type: none"><li>• Learners blend letters and syllables to read words.</li><li>• Learners read words and simple sentences.</li></ul>

## How to Teach: Literacy 1 - Day 5

### The Chalkboard

Review Chart (Step 2)

Sentence Assessment  
(Step 4)

Literacy 1		
a	o	u
ma	mo	mu
ta	to	tu

I see a mat.  
I see a map.  
I see a man.

### Differentiated Learning

#### Remedial

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

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

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

#### Accelerated

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

### Do More: Matching Puzzles

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

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

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

## How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Getting Ready (3 minutes)</b></p> <ol style="list-style-type: none"> <li>Guide learners to sing a reading song to signal the beginning of the Literacy Hour.</li> <li>Prepare the chalkboard and other lesson inputs as learners sing.</li> </ol>	<p>Always sing the same song to begin the Literacy 1 lesson. This routine will help learners mentally prepare for the lesson.</p> <p>Pupil books do not need to be distributed for this lesson.</p>
<p><b>Step 2: Review Chart Assessment (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Drill the <i>Review Chart</i> with learners. Say one row alone as learners listen, then repeat in chorus with learners one time.</li> <li>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.</li> <li>Repeat with as many learners as time permits.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The Review Chart for Day 5 is found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Makes no mistakes on the Review Chart.  <u>Level 2:</u> Makes 1-2 mistakes on the Review Chart.  <u>Level 1:</u> Makes 3 or more mistakes on the Review Chart.</p>
<p><b>Step 3: Beat the Words Assessment (5 minutes)</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Repeat with as many learners as time permits.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The words for the Beat the Words Assessment can be found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Beats all 4 words correctly.  <u>Level 2:</u> Beats 3 words correctly.  <u>Level 1:</u> Beats 2 or fewer words correctly.</p>



## How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Sentence Assessment (10 minutes)</b></p> <ol style="list-style-type: none"> <li>In pairs, ask learners to practice reading the three sentences on the chalkboard.</li> <li>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.</li> <li>Repeat with as many learners as time permits.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> The sentences for assessment are found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Reads the sentence with no mistakes and excellent fluency and expression.</p> <p><u>Level 2:</u> Reads the sentence with 1-2 mistakes and good fluency and expression.</p> <p><u>Level 1:</u> Reads the sentence with many mistakes and poor fluency and expression.</p> <p>NOTE: Many learners will receive Level 1 assessments in Terms 1 and 2. This is NOT an indication of insufficient reading growth. In Term 3 you should begin to see learners achieving a Level 2 and Level 3 in their assessments.</p>

## How to Teach: Literacy 2 - Days 1 and 3

### Introduction

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

### Competences

The learner:

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

### Teaching Procedure

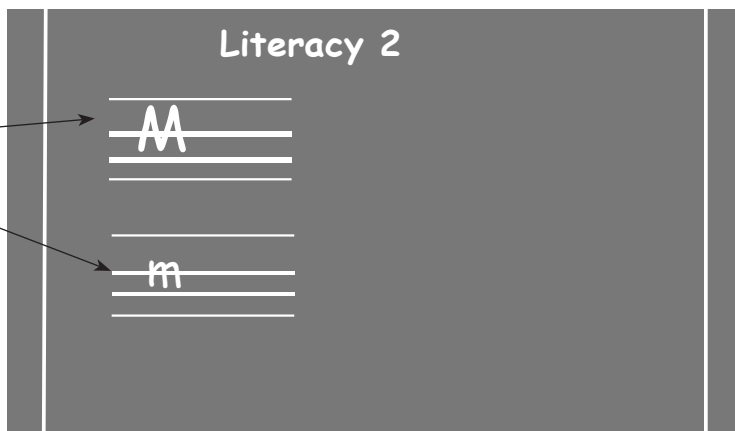
Time	Step	Teacher's Activity	Learners' Activity
1 min.	1	<b>Transition Song</b>	<ul style="list-style-type: none"><li>• Learners sing a song.</li></ul>
2 min.	2	<b>Big Letter: In the Air</b>	<ul style="list-style-type: none"><li>• Learners practice letter patterns in the air.</li></ul>
5 min.	3	<b>Big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

## How to Teach: Literacy 2 - Days 1 and 3

### The Chalkboard

Big Letter Practice  
(Step 3)

Small Letter Practice  
(Step 5)



### Differentiated Learning

#### Remedial

How can you help learners who have handwriting problems?

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

#### Accelerated

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

### Do More: Making Letters

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

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

- banana fibre
- cardboard
- bottle tops
- sticks
- straws
- clay
- wire
- string
- inner tube material

## How to Teach: Literacy 2 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<b>Step 1: Transition Song (1 minute)</b> a. Sing a song to signal the beginning of the writing portion of the Literacy Hour.	Every learner should get out a pencil and exercise book in preparation for this lesson.
<b>Step 2: Big Letter: In the Air (2 minutes)</b> 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. b. Ask the learners to air write the big letter together with you while repeating the phrase. c. Ask small groups and individuals to air write the letter and say the phrase as you observe and provide guidance.	<b>WEEKLY LESSON SUPPORT:</b> The letter formation phrase is found in the Weekly Lesson Support section.  Remember to demonstrate air writing with both your right and left hand.
<b>Step 3: Big Letter: In the Book (5 minutes)</b> 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. b. Ask learners to use their finger to trace the letter in the book while you write on the chalkboard. Say the letter formation phrase as you write. c. Ask learners to write the letter in their exercise books several times from left to right. d. Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation.	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.
<b>Step 4: Small Letter: In the Air (2 minutes)</b> 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. b. Ask learners to air write the small letter together with you while repeating the phrase. c. Ask small groups and individuals to air write the letter and say the phrase as you observe and provide guidance.	You can also vary Step c, by having learners write on their desk, on their arm or on their neighbour's back.

## How to Teach: Literacy 2 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 5: Small Letter: In the Book (5 minutes)</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Ask learners to write the letter in their exercise books several times from left to right.</li> <li>Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation.</li> </ol>	<p>For learners who are having difficulties forming letters correctly in their exercise books, try giving them slates and chalk instead. Let them write the letters as big as they want and don't worry about the four guidelines.</p> <p>Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</p>
<p><b>Step 6: Spelling Practice (7 minutes)</b></p> <ol style="list-style-type: none"> <li>Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books.</li> <li>After learners have finished, write the correct answer on the chalkboard. Tell learners to check their answers.</li> <li>Continue with more letters, syllables or words as time permits.</li> </ol>	<p><u>WEEKLY LESSON SUPPORT:</u> Suggested letters, syllables and words for spelling practice are provided in the Weekly Lesson Support section each week.</p> <p>Assess your learners' spelling performance and modify your spelling practice assignment accordingly.</p>
<p><b>Step 7: Writing My Name (8 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask learners to get out their name cards.</li> <li>Tell learners to trace the letters of their name with their finger.</li> <li>Tell learners to write their name at least three times in their exercise books.</li> <li>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.</li> <li>Move around the classroom assessing learners on letter formation and name writing. Mark in the CAM Form.</li> </ol>	<p>How to make name cards:</p> <ul style="list-style-type: none"> <li>Cut manila into cards (at least 10x15 cm).</li> <li>Rule the card with the four handwriting guidelines.</li> <li>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.)</li> </ul>

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

### Introduction

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

### Competences

The learner:

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

### Teaching Procedure

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

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

### The Chalkboard

The 4-sentence creative writing story written by the class.

### Literacy 2

#### Time to clean

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

### Differentiated Learning

#### Remedial

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

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

#### Accelerated

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

### Do More: Book Making 1

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

Here are some different types of teacher-made books:

- Manila cover and stationery pages (glued together, stapled or tied)
- Binder with pages added each week
- Exercise books with special covers
- Photo albums with text and drawings inserted instead of photos
- Wall chart stories

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

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 1: Transition Song (1 minute)</b></p> <p>a. Sing a song to signal the beginning of the writing part of the Literacy Hour.</p>	<p>Sing a different song to introduce Literacy 2. This will help learners quickly make the transition to the second half of the Literacy Hour.</p>
<p><b>Step 2: Plan the Creative Writing Story (10 minutes)</b></p> <p>a. Tell learners that they are going to write a creative writing story together as a class. The story they write together will be based on the predictions they just made in Literacy 1 about what will happen next in the pupil book story.</p> <p>b. Summarize the predictions they made about the story during Literacy 1. Decide on the prediction they most want to write about as a class.</p> <p>c. Discuss and plan what will happen at the beginning of the story (one idea), in the middle of the story (two ideas) and at the end of the story (one idea).</p> <p>d. When you have planned the creative writing story to the learners' satisfaction retell the story in full, emphasizing the four main ideas.</p>	<p>During the planning stage of writing the teacher and pupils tell their creative writing story aloud without writing anything on the chalkboard.</p> <p>It is helpful to have the outline of a possible story in your mind before you begin the lesson, especially early in the year when this step is new to learners. If learners are struggling, model the planning process for them. After a few weeks they will begin to understand what is required of them and start to take over the planning process.</p>
<p><b>Step 3: Write the Story (7 minutes)</b></p> <p>a. Write the title of the creative writing story on the chalkboard. Use the same title as in the pupil book story.</p> <p>b. Ask learners to suggest a good first sentence. Pick the best and write it on the chalkboard.</p> <p>c. Ask learners, "What happens next?" Have them suggest two sentences that summarize the two middle of the story ideas you discussed. Select the best sentences and write them on the board.</p> <p>d. Tell learners, "Now let's wrap up our story with a final sentence." Write the final sentence that you and the class like best.</p>	<p>You should also use the Think Aloud method as you write the story on the chalkboard. Here are some examples of what you might think aloud:</p> <ul style="list-style-type: none"> <li>• "I am starting a new sentence. That means I need to capitalize the first letter."</li> <li>• "Let me put a full stop here because it is the end of the sentence."</li> </ul>



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

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Make Corrections to the Story (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners you are going to read through the creative writing story to make corrections in spelling, grammar and meaning.</li> <li>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.</li> </ol>	<p>Here are some sample Think Alouds for Step 4:</p> <ul style="list-style-type: none"> <li>“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.”</li> <li>“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.”</li> </ul>
<p><b>Step 5: Read the Story (7 minutes)</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Ask learners to read the story together with you. Repeat 1-2 times.</li> <li>Read the story together with small groups of learners.</li> <li>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).</li> </ol>	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Reads the story with no mistakes and excellent fluency and expression.</p> <p><u>Level 2:</u> Reads the story with 1-2 mistakes and good fluency and expression.</p> <p><u>Level 1:</u> Reads the story with many mistakes and poor fluency and expression.</p>

## How to Teach: Literacy 2 - Day 5

### Introduction

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

### Competences

The learner:

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

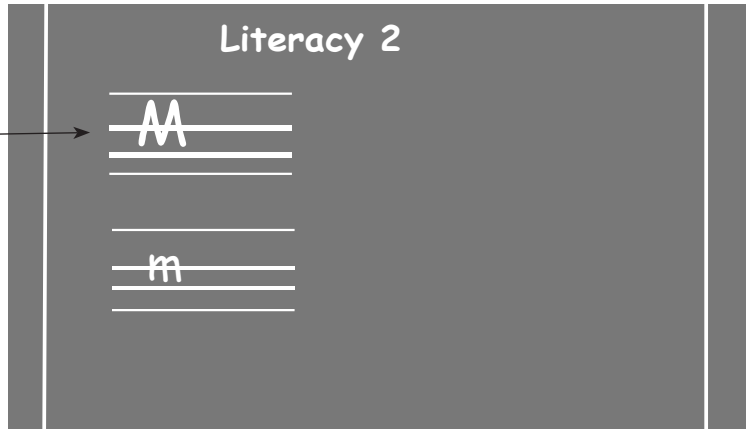
### Teaching Procedure

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

## How to Teach: Literacy 2 - Day 5

### The Chalkboard

Letter Formation  
Assessment (Step 2)



### Differentiated Learning

#### Remedial

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

#### Accelerated

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

### Do More: Physical Education

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

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

## How to Teach: Literacy 2 - Day 5

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

## How to Teach: Literacy 2 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Creative Writing Assessment (14 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask learners to write a story of their own on a separate page of their exercise book. They can use both pictures and words to tell their story. <i>Be sure they include their name when they write their story.</i></li> <li>Move around to the learners selected for assessment this week and have them tell their stories to you as they write.</li> <li>Collect the exercise books of at least 10 learners for assessment of handwriting, spelling, name writing and creative writing. Mark in the CAM Form.</li> </ol>	<p><u>Marking the CAM Form*</u>:</p> <p><u>Level 3</u>: Writes a meaningful, well organised story using pictures and words.</p> <p><u>Level 2</u>: Writes a meaningful, well organised story using pictures only.</p> <p><u>Level 1</u>: The story is poorly organised and difficult to understand the meaning.</p> <p>*In Term 3 learners should also write at least one sentence to earn a Level 3 and use some words to earn a Level 2.</p>

# How to Teach: Oral Literature - Day 1

## Introduction

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

## Competences

The learner:

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

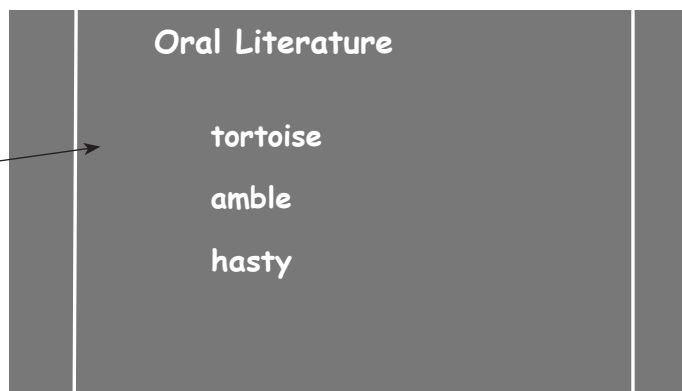
## Teaching Procedure

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

## How to Teach: Oral Literature - Day 1

### The Chalkboard

Vocabulary words from the Oral Literature story



### Differentiated Learning

#### Remedial and Accelerated

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

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

### Do More: Story Mapping

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

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

## How to Teach: Oral Literature - Day 1

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



## How to Teach: Oral Literature - Day 1

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

## How to Teach: Oral Literature - Day 3

### Introduction

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

### Competences

The learner:

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

### Teaching Procedure

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

## How to Teach: Oral Literature - Day 3

### The Chalkboard

Vocabulary Words  
(Step 6)

### Oral Literature

tortoise

amble

hasty

### Differentiated Learning

#### Remedial

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

#### Accelerated

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

### Do More: Book Making 2

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

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

- classroom cupboard
- nails and string, books hang from the spine
- cardboard box
- wall pockets
- improvised book shelf (e.g. bricks and timber)

## How to Teach: Oral Literature - Day 3

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

## How to Teach: Oral Literature - Day 3

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

## How to Teach: News - Day 2

### Introduction

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

### Competences

The learner:

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

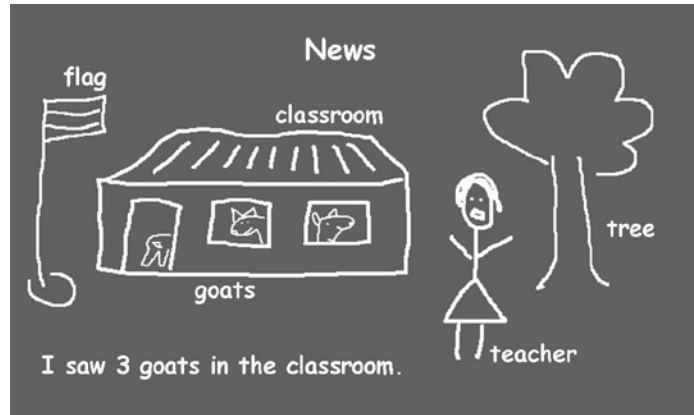
### Teaching Procedure

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

## How to Teach: News - Day 2

### The Chalkboard

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



### Differentiated Learning

#### Remedial

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

#### Accelerated

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

### Do More: Class Displays

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

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

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

*Remember: Never glue pupils' work directly on the wall!*

## How to Teach: News - Day 2

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



## How to Teach: News - Day 2

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

## How to Teach: News - Days 4 and 5

### Introduction

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

### Competences

The learner:

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

### Teaching Procedure

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

## How to Teach: News - Days 4 and 5

### The Chalkboard

The chalkboard is not used in this lesson.



### Differentiated Learning

#### Remedial

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

#### Accelerated

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

### Do More: Parent Involvement

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

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

## How to Teach: News - Days 4 and 5

Step-by-Step Teacher's Activity	Extra Guidance
<b>Step 1: Transition Song (1 minute)</b> 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.
<b>Step 2: Learners Write News Stories (13 min.)</b> 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. <ul style="list-style-type: none"><li>• Is it a meaningful story?</li><li>• Can you interpret their drawings? Do their pictures match the story?</li><li>• Are the pictures well organised on the page?</li><li>• How are they progressing with writing their name?</li><li>• Are they labelling their stories with words? Are they writing sentences?</li></ul>

## How to Teach: News - Days 4 and 5

Step-by-Step Teacher's Activity	Extra Guidance
<p><b>Step 4: Learners Share News Stories in Small Groups (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Tell learners to take turns sharing their stories in small groups of 2-4 people.</li> <li>Move around the room supporting learners who are having difficulty participating in the small groups.</li> </ol>	<p>Guide learners so that they are able to share their stories successfully in small groups.</p>
<p><b>Step 5: Selected Learners Share News Stories (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Select 5 learners to come up and share their news stories with the whole class.</li> <li>Ask learners to speak clearly and with expression.</li> <li>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.</li> <li>The speaker should always begin their news story by greeting the class in a culturally appropriate manner and saying their full name.</li> <li>After the speaker has completed their news story, the teacher and learners should ask questions or make comments.</li> <li>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.</li> </ol>	<p>Here are the writing competences learners should demonstrate over the course of the year:</p> <p><u>Term 1:</u> Learners draw pictures that illustrate a personal news story.</p> <p><u>Term 2:</u> Learners' picture stories show an effort to organise information on the page. Learners begin to label their pictures with words.</p> <p><u>Term 3:</u> Learners' picture stories are well organised and labelled with words. Learners are able to compose a simple sentence about their story.</p>

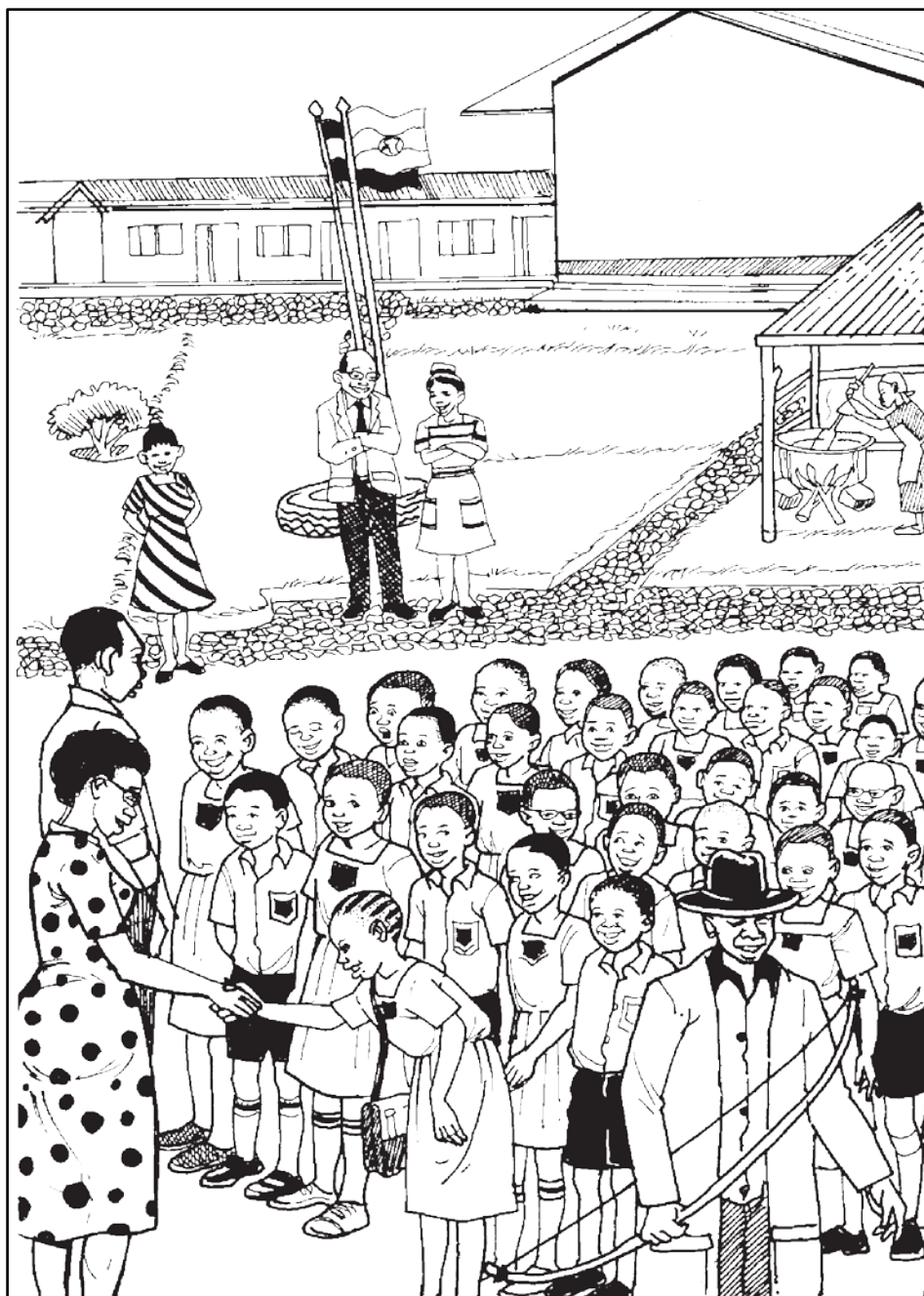
## Runyankore-Rukiga Technical Literacy Terms

English	Runyankore-Rukiga
alphabetic principle (phonics)	enkuratana y’enyuguta
choral reading	okushomera hamwe
collaborative learning	okukorera hamwe
competency-based assessment	okushwijuma okuri kugyendera aha byorikubaasa
comprehension	okwetegyereza
continuous assessment	okushwijuma okuri kugumizamu
differentiated learning	ekipande ky’okushwijuma okuri kugumizamu
echo reading	okugarukamu eki waashomerwa
explicit instruction	endagiiriro eri kushoboorora gye
fluency	okugamba gye
multisensory	okukoresa obwengye bw’emiringo mingi
orthography	empandiika y’orurimi
partner reading	okushoma babiri babiri
phonemic awareness	obukugu omu kuhurira amaraka g’enyaguta omu bigambo
phonological awareness	okukuguka omu kugamba amaraka g’enyuguta
print awareness	obukugu omu kwetegyereza ebihandiikirwe
scaffolding	okutandikira aha ki orikumanya kikakuhitsya aha kyotari kumanya
summative assessment	okushwijuma kwahamuheru
systematic instruction	endagiiriro erikutandikira aha byorobi ekaherera aha bigumire
vocabulary	ebigambo ebikuru omu kuhandiika
whisper reading	okushoma omu biho



# Weekly Lesson Support

## Term 1 Lessons





# Preparation for Term 1 and Orientation Week

Welcome to the new school year!

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

## Term 1 Materials Checklist

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

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

## References:

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

## Orientation Week Overview

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

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

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

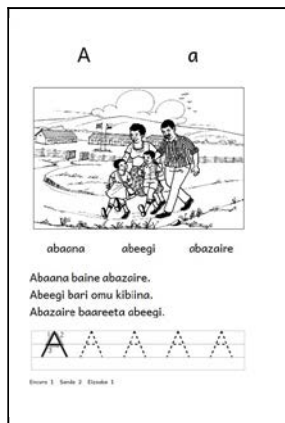
This teacher's guide provides for instruction in the local language beginning in Week 1. But, the same content is repeated in Week 3 so that teachers can plan for Orientation Week activities knowing that learners will not miss important literacy content.

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

## 1 Eishomero ryaitu

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

A

a

a			

**Thematic Question:** Eishomero ryaitu niri shangwa hi?

### Beat the Words

a-baa-na

a-bee-gi

a-ba-zai-re

## Literacy 2

### Letter Formation Phrase

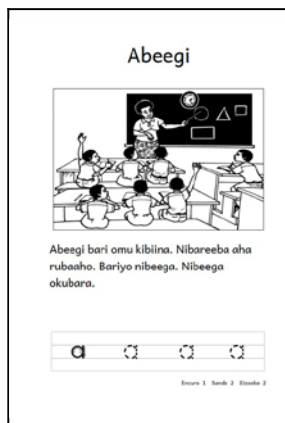
A= Akafuuha akati ka bukiizi.

a= Omupiira n'akati bikwataine.

### Spelling Practice

A

## Day 2



## Literacy 1

**In the Text Question:** Abeegi bari nkahi?

**In My Mind Question:** Imwe nimwegyera nkahi?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 1 Week 2

## 1.2 Abantu na ebirukukorerwa omu ishomeroryaitu

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

A	a	a			

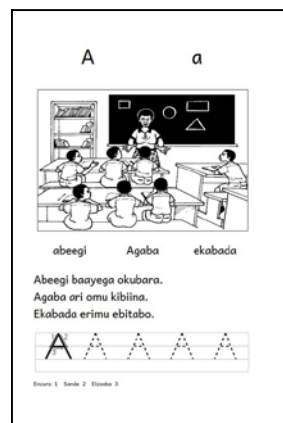
**Thematic Question:** Gamba ebintu ebiri kushangwa omu ishomeroryaitu.

##### Beat the Words

a-bee-gi

A-ga-ba

e-ka-ba-da



#### Literacy 2

##### Letter Formation Phrase

A= Akafuuha akati ka bukiizi.

a= Omupiira n'akati bikwataine.

##### Spelling Practice

a

#### Literacy 1

**In the Text Question:** Abeegi baayega ki?

**In My Mind Question:** Nooha orikukuha ebitabo n'ekaraamu?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



Term 1 Week 2

1 Eishomero ryaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

A	a	a	aa		

##### Beat the Words

a-baa-na

a-bee-gi

a-bee-gi

A-ga-ba

a-ba-zai-re

e-ka-ba-da

##### Sentence Assessment

1. Abaana baine abazaire.
2. Agaba ari omukibiina.
3. Abeegi baayega okubara.

## Literacy 2

##### Letter Formation Assessment

A, a, aa

##### Spelling Assessment

a, aa

## 1.2 Abantu na ebirukukorerwa omu ishomero ryaitu

### News

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

#### Model News Drawing

Drawing of pupils with their teacher 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

##### Akeeshongoro

Eishomero ryaitu,  
Ayayaya!  
Nituryehuriza,  
Buzimazima.  
Abantu boona nibakimanya.  
Eishomero ryaitu,  
Ryemereire gye!

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

## 1 Eishomero ryaitu

# Oral Literature

## Eizooba ry'okubanza omu ishomero

**Ekibuuzo ky'okworekyerera:** Naaza kushoma omugane, ku ndaheze mungambire ebyashemeze omwegi ogwo ahaizooba ry'okubanza.

### Ekicweka 1

Aha kutandika kw'encuro y'okubanza, abeegyesa bakaba baine enteekateeka nungi omu ishomero ryaitu. Nkagyendana maama.

Ku twahikire aha ishomero ryaitu, twashanga omwegyesa omwe owaabuurize maama ekibiina eki naabeire ninzamu. Nikwo kutwebembera akatutwara kutwanjurira omwegyesakazi owaatwakiire kurungi. Omwegyesakazi akambuuza eiziina ryangye, naarimugambira. Akarihandiika aha kapande yaakambamba aha kifuba. Ekyakuratiireho omwegyesakazi akankwata omukonoyaanyoreka akatebe kagufukari n'ezindizeehinguririize akameeza. Ekyanshemeze munonga bamwe aha beegi bakaba bari banywani bangye. Omwegyesakazi ku yaatuhairwe eby'okuzaanisa, twena twazaana hamwe tushemereirwe.

Shaaha ina ku zaahikire, abeegi abaabaire baine entanda ezibaabaire babakomaire baaza kurya. Nyowe maama akaba atankomeire ntanda.

### Story Outline

#### **Ekiteekateeko ekikuru**

Eizooba ry'okubanza ry'omwegi aha ishomero.

#### **Ekiteekateeko ekiriku hagira 1:**

Omwegyesakazi kukunda abaana be.

#### **Ekiteekateeko ekiriku hagira 2:**

Abaana kuzaana hamwe.

Entebeekanisa nungi aha ishomero.

## 1.2 Abantu na ebirukukorerwa omu ishomeroryaitu

### Oral Literature

#### Ekicweka 2

Omwegyesakazi ku yaareebire nshobeirwe yaanyeta yaanshitamisa haihi nawe, yampeereza eky'okunywa hamwe n'ekyokurya. Nkaiguta, naashemererwa, naanye naaza kuzaana n'abandi baana, eshaaha y'okugaruka omu kibiina etakahikire. Kuruga obwo nkahurira naakunda eishomero ahabw'ebirungi ebi naashangiremu nka; ebyombeko, obubaaho, abeegyesa barikushemererwa abegei bato, emipiira, ebitabo, ekaraamu n'ebyokurya ebi twariire tutakagiire kuzaana.

Aha shaaha y'okugarukayo omuka, omwegyesakazi akatwegyesa akeeshongoro, yaatugira ngu niko aku turaagume nitweshongora twaza kutaaha; kakaba nikagira kati:

“Eishomero ryaitu, ayayaya! Nituryehuriza buzimazima. Abantu boona nibakimanya

Eishomero ryaitu ryemereire gye! gye! gye! gye! gye!”

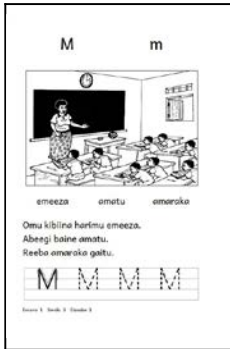
Vocabulary Words		
akapande	omwegyesakazi	entanda
In the Text Questions		In My Mind questions
1. Omwe aha beegyesa akabuza ki maama?		1. Kuri wakuba ori iwe ahabwenki wakukunzire eishomero eri?
2. Ekyakundise omwegieishomeroniki?		2. Waaba noohuumuruka nyoko naakutebeekanisiza ki?

Term 1 Week 2

## 1 Eishomero ryaitu

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

M m

a			
ma			

**Thematic Question:** Eishomero ryaitu niri shangwa hi?

### Beat the Words

e-mee-za

a-ma-tu

a-ma-ra-ka

## Literacy 2

### Letter Formation Phrase

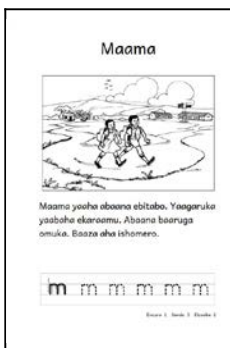
M= Akafuuha kakwataine n'akandi.

m= Akati, enkoni egondekire aha mutwe enkoni egondekire aha mutwe.

### Spelling Practice

M, ma

## Day 2



## Literacy 1

**In the Text Question:** Maama abaana yaabaha ki?

**In My Mind Question:** Iwe abazaire baawe nibakuha bintu ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 1 Week 3



## 1.3 Abantu na ebirukukorerwa omu ishomero ryaitu

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

M m

a			
ma			

**Thematic Question:** Gamba ebintu ebiri kukorwa omu ishomero ryaitu.

##### Beat the Words

ma-tu

e-mee-za

e-ka-raa-mu



#### Literacy 2

##### Letter Formation Phrase

M= Akafuuha kakwataine n'akandi.

m= Akati, enkoni egondekire aha mutwe enkoni egondekire aha mutwe.

##### Spelling Practice

m, ma

#### Literacy 1

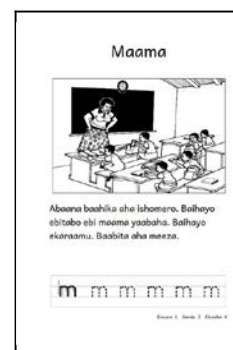
**In the Text Question:** Nooha owaaha abaana ebitabo?

**In My Mind Question:** Waaba nooza aha ishomero, nootwara bintu ki?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



1 Eishomero ryaitu

# Literacy 1 and 2

## Day 5

### Literacy 1

#### New Letters & Review Chart

M	m	a			
		ma			

#### Beat the Words

e-mee-za  
ma-tu

a-ma-tu  
e-mee-za

a-ma-ra-ka  
e-ka-raa-mu

#### Sentence Assessment

- 1. Reebea amaraka gaitu.
- 2. Abeegi baine amatu.
- 3. Matu aine ekitabo.

## Literacy 2

#### Letter Formation Assessment

M, m

#### Spelling Assessment

m, ma

## 1.3 Abantu na ebirukukorerwa omu ishomero ryaitu

# News

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

### Model News Drawing

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

### Model News Story

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

### References

#### NPSCU Teacher's Guide

- Competencies, pages 76-77
- Sample scheme of work, pages 97-98
- Lesson Plan Guidelines, pages 116-122

#### NPSCU Curriculum

- Page 15

### Traditional Text

#### Enfumu

Ageeteeraine nigo gaata igufa.

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

Term 1 Week 3

## 1 Eishomero ryaitu

# Oral Literature

## Eizooba ry'abazaire aha ishomero

**Ekibuuzo ky'okworekyerera:** Muhurikize omugane ugu, reeru mungambire oku eishomero rya ba Kiiza ryayeteekateekyeire eizooba ry'abazaire.

### Ekicweka 1

Esande ehwaire hakabaho ekiro ky'abazaire omu ishomero rya ba Kiiza. Ekiro kitakahikire, buri kibiina kikashabwa kuteekateeka ebyeshongoro by'okushemeza eizooba eryo.

Hakirikuburayo ebiro bibiri ekiro kihakika, abeegi bakatumwa ebyokukoresa omu kuboneza eishomero. Aboojo bakareeta emihoro n'efuka, baahingirira kwetooroora ebyombeko hamwe n'obuguuto. Abaishiki bakareeta ebyeyerezo, n'obugyerikani bw'okutaha amaizi g'okushukyerera omu bibiina ebiine omucuucu. Abaana bakakora omwanya gwona gwabonera.

Aboojo bakashabwa kutebeekanisa entebe omu kibiina ekikorerwamu emizaano hamwe n'enkiiko.

Omu kasheeshe k'eizooba eryo, abeegi boona bakarundaanwa hamwe baatandika n'okushaba.

Bwanyima abazaire bakatandika kwija omu bwingi baabaakiira.

### Story Outline

#### **Ekiteekateeko ekikuru**

Abazaire kusiiba aha mizaano aha ishomero ryabo.

#### **Ekiteekateeko ekiriku hagira 1:**

Abaana kuzaanira abazaire.

#### **Ekiteekateeko ekiriku hagira 2:**

Orubazo rwa Mukuru w'abeegi na Mukuru w'eishomero.

### 1.3 Abantu na ebirukukorerwa omu ishomero ryaitu

## Oral Literature

#### Ekicweka 2

Bakatandika omukoro n'ekyeshongoro ky' eihanga baakuratsaho eky'amashomero.

Kagambirizi akashomera abazaire oku emikoro eraakuratane. Hakabanza ekibiina ky'okubanza ekyagambire ebikwate n'ebyeshongoro ebyashemeize munonga abazaire bakabaha n'ebiconco.

Abeegi bakeeshongora kandi baashemererwa ahabw'okwemurika omu maisho g'abazaire baabo.

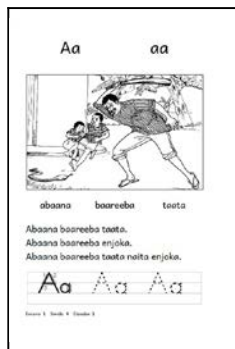
Omwebembezi w'abeegi akaha orubazo. Akasiima buri omwe ahabw'okukorera hamwe bakatunguura eishomero. Akahereeruka n'okusiima abagyenyi boona abaabasiibiire. Hakakurataho orubazo rwa Mukuru w'eishomero. Emikoro ekahendera n'okushaba, batyo baaza aha kyamushana.

Vocabulary Words	
kagambirizi	enkiiko orubazo
In the Text Questions	In My Mind questions
1. Aboojobakareetakiha ishomero?	1. Noogira ngu Mukuru w'eishomero akagamba ki omu rubazo rwe?
2. Omwebembezi w'abeegi akagamba ki omu rubazo rwe?	2. Ku waakuba mukuru w'abeegi okagambaki omu rubazo?

2 Eka yaitu

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

Aa

aa

aa	a		
maa	ma		

**Thematic Question:** Eka yaitu neeshangwa hi?

#### Beat the Words

a-baa-na

baa-ree-ba

taa-ta

### Literacy 2

#### Letter Formation Phrase

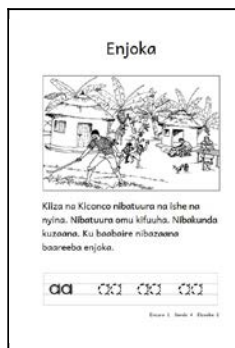
A= Akafuuha akati ka bukiizi.

a= Omupiira n'akati bikwataine.

#### Spelling Practice

aa, maa, ma, maama

### Day 2



### Literacy 1

**In the Text Question:** Abaana ku baabaire nibazaana baareeba ki?

**In My Mind Question:** Kuri waabaire ori iwe okaakozire ki waareeba enjoka?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 1 Week 4

## 2.1 Abantu abari omuka yaitu

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Aa	aa	aa	a		
	maa	ma			

**Thematic Question:** Gamba abantu abari kushangwa omuka yaitu.

#### Beat the Words

a-baa-na

naa-te-ma

taa-ta



### Literacy 2

#### Letter Formation Phrase

A= Akafuuha akati ka bukiizi.

a= Omupiira n'akati bikwataine.

#### Spelling Practice

aa, maa, ma, maama

### Literacy 1

**In the Text Question:** Ahabw'enkiabaanabaayamwize?

**In My Mind Question:** Noogira ngu ishe Kiiza ku yaitsire enjoka akagita nkahi?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



2 Eka yaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

Aa	aa	aa	a		
		maa	ma		

##### Beat the Words

a-baa-na  
taa-ta

baa-ree-ba  
naa-te-ma

taa-ta  
a-baa-na

##### Sentence Assessment

1. Abaana baareeba taata.
2. Abaana bareebaenjoka.
3. Taata ayemereire.

#### Literacy 2

##### Letter Formation Assessment

Aa, aa

##### Spelling Assessment

a, maa, ma, maama



## 2.1 Abantu abari omuka yaitu

# 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, both 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

#### Ekikwate

Reeba eka yaitu,  
Ogu ni tatenkuru,  
Ogu ni maawenkuru,  
Ogu ni taata,  
Ogu ni maama,  
Itwe turi abaana.

*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 Eka yaitu

# Oral Literature

## Okukwatanisa kw'eka

**Ekibuuzo ky'okworekyerera:** Muhurikize omugane ugu, mungambire emirimo eri kukorwa omuka hamwe n'abari kugikora.

### Ekicweka 1

Eka ekorwa abantu baingi. Ekorwa omushaija, omukazi hamwe n'abaana. Obundi eka ebamu abanyabuzaare nka: tatenkuru, maawenkuru, tatento, maawento, natatenkazi. Habaho okuhwerana omu mirimo, nk'okuhinga, okuteeka, okushoroma omwani, okuriisa, okureeberera abaana n'endiijo.

Eka egira emirimo mingi, haza egyo mirimo eyetaaga okukorerwa hamwe. Maama ku aza omu musiri kuhinga, taata aza kushoroma omwani. Maawenkuru asigara naaruka omukyeeka nari ekiibo. Itwe abaana tutaha amaizi kandi obundi tuhinga na maama.

Taata akiinuka, atwara ente n'entaama omu ishwa, zikirya zaahaaga azitwara azeeshera. Zikizaagira, taata aronda, amayonza, encerere, amategyengyere, amatehe, hamwe n'obuhaaza, abitubiikira. Maama atebeekanisa kyamushana. Tukiheza kyamushana maama atuha ebya taata tubimutwarira omu ishwa.

### Story Outline

#### **Ekiteekateeko ekikuru**

Ab'eka kukwatanisa omu mirimo.

#### **Ekiteekateeko ekirikhagira 1:**

Abaana kwegira emirimo.

#### **Ekiteekateeko ekirikhagira 2:**

Abazaire n'abaana kutiina Ruhanga.

## 2.1 Abantu abari omuka yaitu

# Oral Literature

### Ekicweka 2

Ku tuhikayo taata atuha ebi yaaturundaanira. Turyaho, ebindi tubitwarira maama.

Omu maka agamwe abazaire baganira abaana baabo babatebeza, babeeshongorera, abaana bashemererwa. Bakiza aha ishomero, babona ebyokwegyesa bataahi baabo.

Eka ku eba neetiina Ruhanga, abazaire beegyesa abaana baabo okushaba. Ahakuba omu kutiina Ruhanga nimwo obwengye buruga. Abazaire baine omurimo muhango omuka, gw'okworora gye abaana, okubahabura eby'emirimo n'okubaha ebyokurya by'emigasho, haza bakakura gye. Eka nungi ehaisa Ruhanga ekitiniisa. Eka ku eba erimu ebyokurya birikumara, yaagira abagyenyi bagira obugwa gye. Eka egyo etaahwa.

Abaana mukunde abazaire baanyu mubahurire kandi mubahe ekitiniisa.

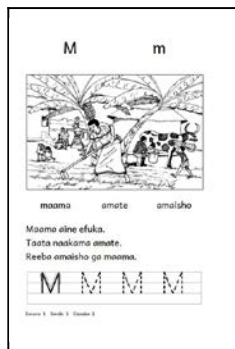
Vocabulary Words		
tatenkazi	ishwa	obugwa gye
In the Text Questions		In My Mind questions
1. Obwengye bw'omuntuburuga hi?		1. Omu mirimo egyo eri omu mugane, iwe omuka nookora eha?
2. Abaana kubarya ebyokurya by'emigashobababata?		2. Gamba abanyabuzaare abu orikumanya.

Term 1 Week 4

2 Eka yaitu

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

M	m	aa	a		
		maa	ma		

**Thematic Question:** Eka yaitu neeshangwa hi?

#### Beat the Words

maa-ma

a-ma-te

a-mai-sho

### Literacy 2

#### Letter Formation Phrase

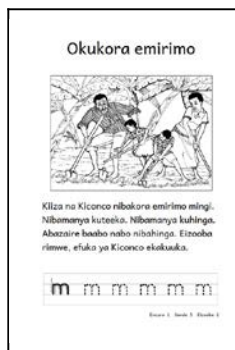
M= Akafuuha kakwataine n'akandi.

m= Enkoni egondekire aha mutwe.

#### Spelling Practice

M, maa, ma, maama

### Day 2



### Literacy 1

**In the Text Question:** Ekyabaire aha fuka ya Kiconco niki?

**In My Mind Question:** Efuka kuri yaabaire eri eyaawe okaba nooza kukora ki?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 1 Week 5

## 2.2 Emirimo na obujunaanizibwa bwa aba omuka

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

M	m	aa	a		
		maa	ma		

**Thematic Question:** Abantu b'omuka yaitu bakora mirimo ki?

##### Beat the Words

maa-ma

e-mi-ko-no

a-ma-bee-re



#### Literacy 2

##### Letter Formation Phrase

M= Akafuuha kakwataine n'akandi.

m= enkoni egondekire aha mutwe.

##### Spelling Practice

m, maa,ma, maama

#### Literacy 1

**In the Text Question:** Owaatwekyeire efuka ya Kiconco n'oha?

**In My Mind Question:** Abatwekyera efuka owaanyu ni baahi?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



2 Eka yaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

M	m	aa	a		
		maa	ma		

##### Beat the Words

maa-ma

maa-ma

a-ma-te

e-mi-ko-no

a-mai-sho

a-ma-bee-re

##### Sentence Assessment

1. Maama aine efuka.
2. Maama aine emikono.
3. Naareeba amabeere ga maama.

#### Literacy 2

##### Letter Formation Assessment

M, m

##### Spelling Assessment

m, maa, ma, maama

## 2.2 Emirimo na obujunaanizibwa bwa aba omuka

### News

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

#### Model News Drawing

Drawing of father doing his responsibilities at home.

#### Model News Story

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

#### References

##### NPSCU Teacher's Guide

- Competencies, pages 77-78
- Sample scheme of work, pages 124-125
- Lesson Plan Guidelines, pages 135-144

##### NPSCU Curriculum

- Page 18

#### Traditional Text

##### Enfumu

Kora turye tiguba mwaga.

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

Term 1 Week 5

## 2 Eka yaitu

# Oral Literature

## Abantu hamwe n'emirimo y'eka

**Ekibuuzo ky'okworekyerera:** Naaza kushoma omugane, ku ndaaguheze, mungambire abantu b'omuka n'emirimo ei barikukora.

### Ekicweka 1

Buri omwe omu nsi, abaisibwaho okukora. Okwenda kugira ebyokurya birikumara, abari omuka bateekwa kukora n'amaani. Abaana begyesibwa emirimo abazaire baabo. Eka nungiegira obwecumibwingi, obuguutobuhingiriire, embugan'enjubyeyeyereire n'entebezisiimwire.

Itwe omuka yaitu, abazaire bakora omu rutookye, bariisa, bahinga, kandi bateeka. Reeru maama ateeka ebyokurya, ahinga n'emisiri, kureeba nguekatiyaaburamu byokurya. Omupakatsi, aba ow'okuhwera omu mirimo yoona. Aguza amate kwihamu esente za fiizi. Atema ebitookye, abitwara aha gaari abiguza, nimwo haruga omushara gwe. Obundi ogwo mupakasi atabira ebitakuri, reeru maama abyara emikamba.

### Story Outline

#### **Ekiteekateeko ekikuru**

Abantu b'eka n'obujunaanizibwa bwabo.

#### **Ekiteekateeko ekirikuhagira 1:**

Abaana okuhaburwa kukora emirimo.

#### **Ekiteekateeko ekirikuhagira 2:**

Abandi bantu abatuhwera omuka yaitu.



## 2.2 Emirimo na obujunaanizibwa bwa aba omuka

### Oral Literature

#### Ekicweka 2

Ku busheesha, itwe abaana tunaaba, turya, twozya ebikopo n'eso haani, tukiheza tutaragaza tuza aha ishomero. Abaana twikirize tuhaburwe okukora emirimo haza tugikore ahakuba otakora tarya. Reeru tugire eka erimu ebyokurya birikumara, n'abaana bakuzire gye.

Ruhanga akatuha ebiconco aine ebigyendererwa. Akatuha amaisho ngu tureebe ebirungi n'ebibi. Yaatuha amatug'okuhurira, emikonoy'okukoresa egyo mirimo eitwagamba, n'amaguru g'okugyendesha. Mbweni ka tukorese ebiconco byaitu kukora emirimo. Abaana muhwere abazaire baanyu omu mirimo y'omuka ahaakuba "Kora turye tiguba mwaga."

Vocabulary Words	
ebiconco	omupakasi ebiconco
In the Text Questions	In My Mind questions
1. Ahabw'enki nitwetaaga kukora omuka?	1. Iwe Ruhanga akakuha biconco ki?
2. Ni mirimo kieitaata arikukora omuka?	2. Omuka yaanyu nookora mirimo ki?

Term 1 Week 5

2 Eka yaitu

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

E e

e	aa	a	
me	maa	ma	

**Thematic Question:** Eka yaitu neeshangwa hi?

#### Beat the Words

e-gaa-ri

e-baa-fu

e-so-haa-ni

### Literacy 2

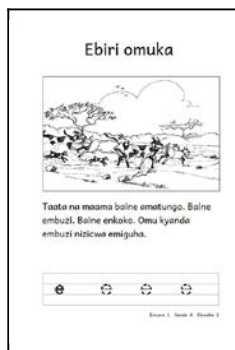
#### Letter Formation Phrase

E= Akati keemereire n'obuti bushatu, buriho bukiika,  
kamwe aha mutwe, kamwe ahagati akandi ahansi.  
e= Embeba eyekubire.

#### Spelling Practice

E, me

### Day 2



### Literacy 1

**In the Text Question:** Embuzi zicwa ryari emiguha?

**In My Mind Question:** Kuri noogira ngu embuzi n'ezaawe, omu kyanda okazigizire ota?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 1 Week 6

## 2.3 Ebintu ebiri kushangwa omuka yaitu

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Ee ee	ee	e	aa	a
	mee	me	maa	ma

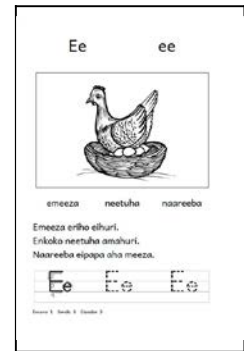
**Thematic Question:** Omuka yaitu harimu bintu ki?

#### Beat the Words

e-mee-za

nee-tu-ha

naa-ree-ba



### Literacy 2

#### Letter Formation Phrase

E= Akati keemereire n'obuti bushatu, buriho bukiika,  
kamwe aha mutwe, kamwe ahagati akandi ahansi.

e= Embeba eyekubire.

#### Spelling Practice

ee, mee, me, emeeme

### Literacy 1

**In the Text Question:** Abaatangire embuzi zaaheza kucwa ebisibo ni baahi?

**In My Mind Question:** Ku habaho ekyanda, embuzi zaanyu muzikorera ki?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



2 Eka yaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

Ee	ee	ee	e	aa	a
		mee	me	maa	ma

##### Beat the Words

e-gaa-ri  
e-mee-za

e-baa-fu  
nee-tu-ha

e-so-haa-ni  
naa-ree-ba

##### Sentence Assessment

1. Ebaafu eriaheeru.
2. Naareeba egaari.
3. Emeeza eriho eihuri.

## Literacy 2

##### Letter Formation Assessment

Ee, ee

##### Spelling Assessment

E, ee, me, mee, emeeme

## 2.3 Ebintu ebiri kushangwa omuka yaitu

# News

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

### Model News Drawing

Drawing of a kitchen with utensils.

### Model News Story

In my home, we have cooking utensils such as saucepans, cups, plates and knives. When I go back home, I help my family with cleaning the utensils.

### References

#### NPSCU Teacher's Guide

- Competencies, pages 77-78
- Sample scheme of work, pages 125-126
- Lesson Plan Guidelines, pages 145-153

#### NPSCU Curriculum

- Pages 18-19

### Traditional Text

#### Akeeshongoro

Enkoko neegamba kurungi.  
Omu kasheeshe,  
Kokokoriiko, koko, koko, koko,  
Kokokoriiko, koko, kokoriiko.

*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 Eka yaitu

# Oral Literature

## Okureeberera ebintu

**Ekibuuzo ky’okworekyerera:** Naaza kushoma omugane, ku ndaazeze mungambire eka nungi oku eshemeraire kushusha.

### Ekicweka 1

Eka yaitu eba nungi ahaakuba egira ebyokurya kandi buri omwe arimu ahurira ashemereirwe. Omuka yaitu habamu ebintu bingi nk’esohaani, ebikopo, egiraasi n’ebigiiko. Nitubibiika omu kabada.

Twine n’amatungo nk’ente, embuzi, enkoko n’entaama. Enju yaitu erimu ebishengye bitaano: eky’abazaire, eky’abagyenyi, eky’abaana, eigaaniiriro hamwe n’eiriiriro. Aha rubaju rw’ekiyungu hariho enju y’embuzi hamwe n’eyenkoko.

Omunjuyaitu, harimu emeeza n’ebitanda ebituraarahon’ebindibintu. Maama atwegyesa okukwatagye ebintu by’omuka, kutubishiisha bihwahojuba. Twine ebintu ebiturikukoresa buriiho kandi ebindi bibiikire omu kabada. Ebyo tubikoresa twatunga abagyenyi nari twaba twine omukoro omuka.

Twine n’amasefuriya amahango n’amakye. Amahango tugakoresa twaba twine emikoro nainga tugapangisa abaine emikoro, batuhamu esente. Tukiihamu esente twongyera kugura ezindi sefuriya, ebikopo, egiraasi, ebigiikon’esohaani.

### Story Outline

#### **Ekiteekateeko ekikuru**

Okureeberera gye ebintu by’omuka.

#### **Ekiteekateeko ekiriku hagira 1:**

Abantu b’omuka bashemeraire kukora.

#### **Ekiteekateeko ekiriku hagira 2:**

Ebintu ebireebereirwe gye nibituura.

## 2.3 Ebintu ebiri kushangwa omuka yaitu

# Oral Literature

### Ekicweka 2

Obwa ijo abaana ba bataahi baitu bakataayaayira omuka. Bakazaanira omupiira omu mbuga. Omwojo omukuru ku yaasimwire omupiira gwayenda enjugu gwayata ebikopo n'egiraasi aha katandaaro. Abaana boona bakatiina munonga.

Ago magingo maama yaija. Omwana omuto niwe yaabandize kubigamba, haza maama akenda kuteera owaasimwire omupiira. Abaana abandi bakairuka, kwonka nyakwata ebintu yaashaba okusaasirwa. Maama akamusaasira, yaabeeta boona yaabahabura kutagaruka kuzaanira haihi n'akatandaaro, ahabw'okwerinda okwata ebintu.

Kuruga obwo abaana bakashaba ishebo omwanya gw'okuzaaniramu, yaabaha ekaanyima y'enju.

Vocabulary Words		
eigaaniiro	eiriiro	ekaanyima
In the Text Questions		In My Mind questions
1. Owaateire omupiira gukaata ebintu n'oha?		1. Noogira ebintu kuri baayasire eby'owaanyu hakaba nihabaho ki?
2. Omunjuyaitu harimu ki?		2. Ebyo iwe orasaasiireho okukozire kubi?

## 3 Ekyaro kyaitu

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

B b

ee	e	aa	a
bee	be	baa	ba
mee	me	maa	ma

**Thematic Question:** Gamba eiziina ry'ekyaro kyaitu.

### Beat the Words

baa-naa-si

Ba-ree-be

Bi-ho-go

## Literacy 2

### Letter Formation Phrase

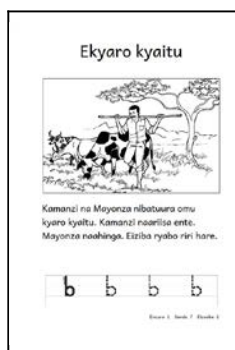
B= Ebicweka by'omucungwa bibiri, aha mukono gwa buryo.

b= Akati n'omucungwa ahansi aha mukono gwa buryo.

### Spelling Practice

B, bee, be, bamaama, abeema

## Day 2



## Literacy 1

**In the Text Question:** Kamanzi na Mayonza nibatuura hi?

**In My Mind Question:** Iwe okaakora ki eiziina ryanyu ryaba riri hare?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 1 Week 7



### 3.1 Abantu abari omu kyarokya

## Literacy 1 and 2

### Day 3

### Literacy 1

#### New Letters and Review Chart

B b	ee	e	aa	a
	bee	be	baa	ba
	mee	me	maa	ma

**Thematic Question:** Ni bantu ki abari kutuura omu kyarokya?

#### Beat the Words

Ba-ree-be      baa-ga-gu-ra      baa-ga-ree-ta



### Literacy 2

#### Letter Formation Phrase

B= Ebicweka by'omucungwa bibiri, aha mukono gwa buryo.

b= Akati n'omucungwa ahansi aha mukono gwa buryo.

#### Spelling Practice

b, baa, ba, baaba, baba

### Literacy 1

**In the Text Question:** Kamanzi naakora ki yaaba naaruga kweshera?

**In My Mind Question:** Nooteekateeka ngu Kamanzi yaaba atareetsire amaizi nihabaho ki?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

### Day 4



3 Ekyaro kyaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

B      b

ee	e	aa	a
bee	be	baa	ba
mee	me	maa	ma

##### Beat the Words

baa-naa-si

Ba-ree-be

Ba-ree-be

baa-ga-gu-ra

Bi-ho-go

baa-ga-ree-ta

##### Sentence Assessment

1. Bareebe ariisize.
2. Baanaasi nibaragura.
3. Amate baagagura.

## Literacy 2

##### Letter Formation Assessment

B, b

##### Spelling Assessment

b, bee, be, baa, ba, bamaama, abeema, baaba, baba

### 3.1 Abantu abari omu kyaro kyaitu

## News

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

#### Model News Drawing

Drawing of clinic with a nurse, a doctor and a religious leader.

#### Model News Story

I live with my children. When they get sick, we take them to the clinic for treatment. There is a nurse and a doctor at the clinic. Last week when we went to the clinic, we found our religious leader who had brought his elderly mother to the clinic too.

#### References

##### NPSCU Teacher's Guide

- Competencies, pages 78-79
- Sample scheme of work, pages 154-155
- Lesson Plan Guidelines, pages 158-166

##### NPSCU Curriculum

- Page 21

#### Traditional Text

##### Engondeka rurimi

Aha mpaha bakahabaha?  
Nooha owa habahaire?

*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 Ekyaro kyaitu

## Oral Literature

### Okuhwerana

**Ekibuuzo ky’okworekyerera:** Muhurikize omugane ugu, mungambire abantu ba Nyabihoko abu baahweraire kandi n'ahu baabaire nibaruga.

#### Ekicweka 1

Kare na kare, abantu b’omu kyarokya Nyabihoko omu disitirikiti ya Rukungiri bakaba batuura bari omu buteeka, bakaba baine obusingye barikukwatanisa, kandi barikukundana.

Ekyabaire kibaho omu kyarokya bakaba beetana, bakwatanisa hamwe omu biteekateeko hamwe n’ebikorwa, reeru ebintu nari shi ebizibu bishoboororwa, haza ekyaro kiguma kiri omu buteeka.

Eizooba rimwe, omu kyarokya omwe hakajamu empungi zirikiruga omuri Kongo, zirikuhunga entaro ezaabaire ziriyo. Mukuru w’ekyarokya akeeta abantu boona, yaabagambira oku empungi ziizire nizihunga kandi ku zirikwenda obutaaho. Abantu abaizire bakaba barimu abashaho, abeegyesa, abaserukare, abanyadiini n’abandi.

Abaabandize kwija bakaba bari abashuubuzi; bo bakagira ngu nibajja kuhwera omu kushorooza esente bagure ebyokurya, ebijwara hamwe n’ebindi bintu by’okukoresa.

Abaserukare bo, bakagira ngu nibajja kubahwera omu kurinda obusingye kandi n’ebintu byabo.

#### Story Outline

##### **Ekiteekateeko ekikuru**

Abantu ba Nyabihoko kuhanuura aha kuhwera empungi.

##### **Ekiteekateeko ekirikhagira 1:**

Mukuru w’ekyarokya kweta akakiiko.

##### **Ekiteekateeko ekirikhagira 2:**

Abantu kwikiriza kuhwera empungi.

### 3.1 Abantu abari omu kyaro kyaitu

## Oral Literature

#### Ekicweka 2

Abashaho bo, bakagira ngu nibaija kuhwera omu kubaragurira okubaha emibazi n'okubarinda ngu batakwatwa oburwaire.

Abakuru b'amadiini nabo bakaija baagira ngu nibaija kubahwera omu kushaba n'okuramya ekiraababaasise kugaruka omu buteeka juba, bakabona kutuura omu busingye n'abantu ba Nyabihoko.

Abaatsigaire bakaba bari abeegyese, bo bakashaba okuheebwa abaana b'empungi babatware omuishomero babeegyese eby'obwengye, obwecumi, hamwe n'eby'okwerinda.

Kandi bakagaruka baashaba ngu abantu abakuru nabo babarundaane hamwe aha kiteehurizi babeegyese ebirabaase kubagaruza omu buteeka bakatuura gye n'abantu ba Nyabihoko.

Mukuru w'ekyaro akahendera naasiima munonga eby'abantu baateesa, kandi yaabashaba okubita omu nkora reeru ekyaro kigume omu buteeka, obusingye hamwe n'okukwatanisa n'empungi.

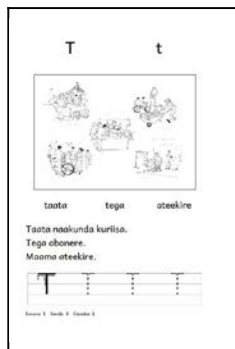
Vocabulary Words	
empungi	obutaaho entaro
In the Text Questions	In My Mind questions
1. N'oha owaayetsire orukiiko rw'ekyaro?	1. Iwe okaahwera ota empungi?
2. Omurukiikoorwohakaija muabantu ba muringo ki?	2. Haine ou orahweraireho?

Term 1 Week 7

3 Ekyaro kyaitu

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

T t

ee	e	aa	a
tee	te	taa	ta
bee	be	baa	ba
mee	me	maa	ma

**Thematic Question:** Gamba eiziina ry'ekyaro kyaitu.

### Beat the Words

taa-ta

te-ga

a-tee-ki-re

## Literacy 2

### Letter Formation Phrase

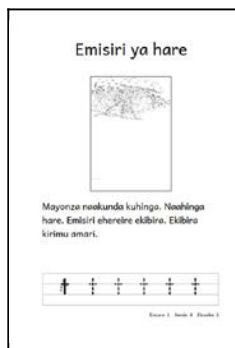
T= Akati akemeereire akandi karambikire ahamutwe.

t= Akati karambikire ahagati y'akandi.

### Spelling Practice

T, tee, taa, taata, teebea

## Day 2



## Literacy 1

**In the Text Question:** Omu kibira harimu ki?

**In My Mind Question:** Nooteekateeka ngu ekigambo "amari" nikimanyisa ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 1 Week 8

## 3.2 Emirimo eri kukorwa omu kyaro kyaitu

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

T t	ee	e	aa	a
	tee	te	taa	ta
	bee	be	baa	ba
	mee	me	maa	ma

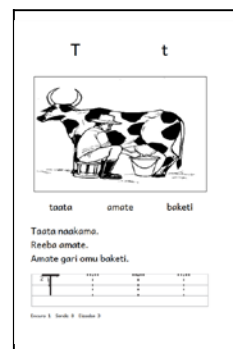
**Thematic Question:** Abantu b'omu kyaro kyaitu nibakora mirimo ki?

#### Beat the Words

taa-ta

a-ma-te

ba-ke-ti



### Literacy 2

#### Letter Formation Phrase

T= Akati akemeereire akandi ahamutwe.

t= Akati karambikire ahagati y'akandi.

#### Spelling Practice

t, ta, te, taba, amate

### Literacy 1

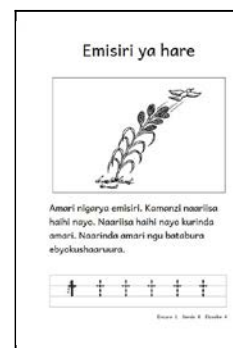
**In the Text Question:** Ahabw'enki Kamanzi naarinda amari?

**In My Mind Question:** Gamba amari g'emisiri agu ori kumanya.

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



3 Ekyaro kyaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

T t

ee	e	aa	a
tee	te	taa	ta
bee	be	baa	ba
mee	me	maa	ma

##### Beat the Words

taa-ta

taa-ta

te-ga

a-ma-te

a-tee-ki-re

ba-ke-ti

##### Sentence Assessment

1. Tega obonere.
2. Taata naakama.
3. Reebea amate.

## Literacy 2

##### Letter Formation Assessment

T, t

##### Spelling Assessment

t, tee, taa, ta, te, teeba, taata, taba, amate



### 3.2 Emirimo eri kukorwa omu kyaro kyaitu

## News

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

Model News Drawing
Drawing of a market day.

#### Model News Story

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

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

#### Traditional Text

##### Akeeshongoro

Omu kibira kya hare,  
Nimpurira enkombe neegamba.  
Eiraka ryayo rirungi kuku omu kibira.  
kuku kuku kuku omu kibira.

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

### 3 Ekyaro kyaitu

## Oral Literature

### Okwombeka ekiteehurizi

**Ekibuuzo ky'okworekyerera:** Ninza kubashomera omugane ogurikukwata aha kwombeka omu kyaroy kyaitu. Ku ndaaze, mungambire abantu abu mwahurira n'eki baakozire.

#### Ekicweka 1

Eizooba rimwe, akakiiko k'omuruka ka bwombeka omuri Mwizi, kakashutama kaaronda abantu abaraaze kugura ebintu by'okwombekyesa ekiteehurizi kyabo.

Abantu abo bakaba bari: Agaba, omukazi omushuubuzi rurangaanwa, Kabazeyo omutegyeki w'ekyaro ekyo n'omubiiki w'akakiiko, empangare Naamara. Bakakyera kare omu kasheeshe baaza kugura ebintu Mbarara omu tauni. Ebintu ebi baabaire nibaza kugura hakaba harimu siminti, amabaati, emisimaari, embaaho, enyigi, n'eminyororo. Ku baabaire, baahika aha ntagurikano y'omuhanda, baareeba orupapura rw'emitwaro etaano omu muhanda.

#### Story Outline

##### **Ekiteekateeko ekikuru**

Okwombeka ekiteehurizi.

##### **Ekiteekateeko ekirihagira 1:**

Okuhanuura kw'abanyakakiiko.

##### **Ekiteekateeko ekirihagira 2:**

Okuronda abantu bashatu b'okugura ebintu.

### 3.2 Emirimo eri kukorwa omu kyaro kyaitu

## Oral Literature

#### Ekicweka 2

Ku baazireebire baabanza kutiina kuziihaho, kwonka empangare, Naamara yaaziihaho.

Boona bakaikirizana kuzirangisa aha Rediyo Wesiti baahika Mbarara. Bakakwata takisi eyaabatwaire Mbarara. Ku baahikireyo, baaronda Rediyo Wesiti baarangisa sente ezi baatorotoire.

Bakarahukayo baagura ebintu ebyabaire bibareetsire. Ku baaherize kugura, baapakira ebintu byabo aha motoka ya kabangari, baataaha. Ku baahikire omuka, baayanjurira abanyakakiiko ebintu ebi baaguzire. Abanyakakiiko bakasiima. Bakaronda abombeki barungi, baatandika kwombeka ekiteehurizi. Ekiteehurizi bakakyombeka gye munonga abantu boona baasiima.

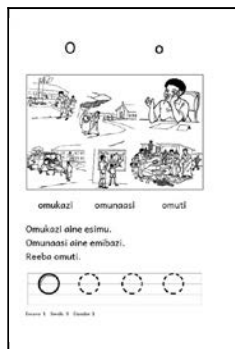
Vocabulary Words	
omushuubuzi	kabangari eminyororo
In the Text Questions	In My Mind questions
1. Nibaahiabariomumugane?	1. Kuri niiwe waatorotoire esente ezo okaba nooza kutwaza ota?
2. Abaagiire kugura ebintu bakaba nibakora mirimo ki aha kakiiko?	2. Omu kiteehuriri nibakoreramuki?

Term 1 Week 8

## 3 Ekyaro kyaitu

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

O o

o	ee	e	aa
to	tee	te	taa
bo	bee	be	baa
mo	mee	me	maa

**Thematic Question:** Gamba eiziina ry'ekyaro kyaitu.

### Beat the Words

o-mu-ka-zi

o-mu-naasi

o-mu-ti

## Literacy 2

### Letter Formation Phrase

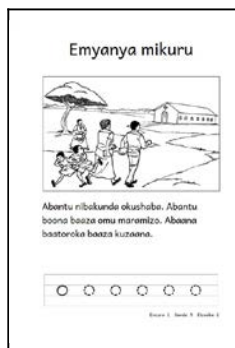
O= Ebicweka bibiri by'omucungwa waabiteerana.

o= Ebicweka bibiri by'omucungwa waabiteerana.

### Spelling Practice

O, to, bo, oteebe, oteme

## Day 2



## Literacy 1

**In the Text Question:** Ni baahi abagiire omu iramizo?

**In My Mind Question:** Ku waakuba ori iwe, abaana bakatoroka omu iramizo, okabakora ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 1 Week 9

### 3.3 Emyanya mikuru na ebya empurizana

## Literacy 1 and 2

### Day 3

### Literacy 1

#### New Letters and Review Chart

Oo	oo	oo	o	ee	e
		too	to	tee	te
		boo	bo	bee	be
		moo	mo	mee	me

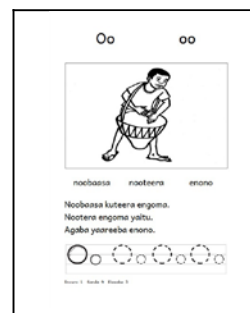
**Thematic Question:** Gamba emyanya mikuru n'ebye mpurizana ebiri omu kyaro kyaitu.

#### Beat the Words

noo-baa-sa

noo-tee-ra

e-no-no



### Literacy 2

#### Letter Formation Phrase

O= Ebicweka bibiri by'omucungwa waabiteerana.

o= Ebicweka bibiri by'omucungwa waabiteerana.

#### Spelling Practice

oo, boo, too, boome, boote

### Literacy 1

**In the Text Question:** Omwe aha baana akaba ata?

**In My Mind Question:** Nooteekateeka ngu ni ahabw'enki omwana yaahendekire?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

### Day 4



3 Ekyaro kyaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

Oo      oo	oo	o	ee	e
	too	to	tee	te
	boo	bo	bee	be
	moo	mo	mee	me

##### Beat the Words

o-mu-ka-zi

noo-baa-sa

o-mu-naa-si

noo-tee-ra

o-mu-ti

e-no-no

##### Sentence Assessment

1. Omukazi aine esimu.
2. Reeba omuti.
3. Agaba yaareeba enono.

## Literacy 2

##### Letter Formation Assessment

O, o

##### Spelling Assessment

O, o, to, bo, boo, too, oteebe, oteme, boome, boote

### 3.3 Emyanya mikuru na ebya empurizana

## News

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

#### Model News Drawing

Drawing of a church setting with the choir singing.

#### Model News Story

For me, one of the most important places in the community is the church. I especially like the singing. At the end of the service there are community announcements. I learn more about what is going on in my community.

#### References

##### NPSCU Teacher's Guide

- Competencies, pages 78-79
- Sample scheme of work, page 157
- Lesson Plan Guidelines, pages 177-186

##### NPSCU Curriculum

- Pages 22-23

#### Traditional Text

##### Enfumu

Agu ogaya nigo gabutotsa.

*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 Ekyaro kyaitu

## Oral Literature

### Warucuncu na Warubeba

**Ekibuuzo ky'okworekyerera:** Naaza kubashomera omugane. Ku guraahwe mungambire owaihire Warucuncu omu kigoye, kandi akamwihamu ata?

#### Ekicweka 1

Obwa kare na kare, enyamaishwa zikaba nizikwatanisa. Zikaba ziine omugabe waazo Warucuncu. Oruganda rw'enyamaishwa rukaba rukira kurwana n'oruganda rw'abantu. Abantu bakaba bataahirira enyamaishwa baziihamu ngyenzi zaazo barikwenda enyama. Omu nyamaishwa ezi hakaba harimu ezaabaire nizuura n'abantu; nk'embwa, ente, embaraasi, enjangu, embuzi n'entaama.

Eizooba rimwe, enyamaishwa zikaza omu rukiiko zaayeteeranira omu kishaayi kya Rweshama. Enyamaishwa zimwe tizirakimanyire. Warucuncu yaaragiira Wakame omurinzi w'obwire kuzeeta. Wakame yaateera enzamba, ezaabaire zisigaireyo zoonza zaija. Warucuncu akazigambira ngu enshonga nkuru eyaayeteise orukiiko n'okwerinda abazigu.

Enjoki ekaba neekurira ebyokwerinda. Ekagamba ngu omugabe w'abantu akaba naaza kuhingira omuhara. Eki kikaba nikiza kwitisa zimwe aharizo zikarugwamu enyama y'obugyenye. Ekahendera neegira ngu eraagume yaareeba abazigu eteere enduuru, reero eziraahurire enduuru zoonza zeeshereke.

#### Story Outline

##### **Abarikugambwaho omu mugane**

Warucuncu, Warubeba, enjoki, Wakame, Warugwe

##### **Omwanya mukuru omu mugane**

Ekishaayi kya Rweshama

##### **Ekiri kukorwa omu mugane**

okwerinda abazigu



### 3.3 Emyanya mikuru na ebya empurizana

## Oral Literature

**Ekibuuzo ky’okuteberezza:** Noogira ngu ahabw’enki enyamaishwa zaahanwire ngu buri nyamaishwa egire munywari waayo?

#### Ekicweka 2

Waruhitsiyoekagira ngu buri nyamaishwa egire nywani yaayo eraagume neegihwera omu bizibu. Warucuncu yaabuuza waruhitsi eti, “Ekyo nikikorwa kita kutunga abanywani?” Waruhitsi eti, “Nyowe naareeta ekiteekateeko, ku muraakishagike muronde oku kiraakore.” Wakame yaagira ngu baze omu kishaayi, reeru hateerwe ekide bairuke, buri omwe ou araakwate abe niwe yaaba munywani we. Enyamaishwa zoonza zikaikiriza zaayeshesha omu kishaayi.

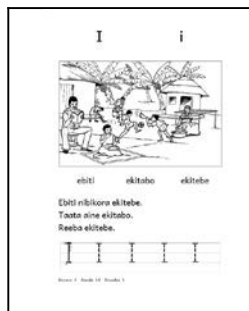
Ku zairukire buri emwe yaakwata eyaayo. Warucuncu akakwata Warubeba kwonka yaayetomboita arikuganya ati, “Hoona nkanye nk’oku ndikwingana kukwata Warubeba!” Kwonka akaba atakiine ky’okukora nk’oku kyabaire kyahingwire. Batyo baataaha. Eizooba ku ryabaire ritakarengire enduuru yaateerwa buri nyamaishwa yaayeshereka. Embeba yaayeshereka. Ku baabaire nibeeyerera baagirigisa omu kanisa. Ku yaashohweire, yaabugana Wakame. Wakame ekagigambira ku munywani we Warucuncu yaakwatwa omutego omu kigoye haihi n’eirwariro. Warubeba akairuka yaashanga munywani we amaisho gaamuzookire omu mutwe. Na nyabukye bwe akakoresa otwino yaaruma ekitimba haazaho ekifumuka. Warucuncu yaashohora neesiima nywani yaayo. “Agu bagaya nigo gabutotsa.”

Vocabulary Words	
enzamba	omutego
	gaamuzookire
In the Text Questions	In My Mind questions
1. Obwakare nakare enyamaishwa zikaba zitwaza zita?	1. Ekyegyeso “Agu bagaya nigo gabutotsa” nikimanyisaki?
2. Ahabw'enki abantu baabaire bataahirira enyamaishwa?	2. Ku baakugira ngu obe enyamaishwa eziri omu mugane okaba eha?

## 4 Omubiri na ebyaamagara

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

I i

i	oo	o	e
ti	too	to	te
bi	boo	bo	be
mi	moo	mo	me

**Thematic Question:** Okaakora ki kugira amagara marungi?

### Beat the Words

e-bi-ti

e-ki-ta-bo

e-ki-te-be

## Literacy 2

### Letter Formation Phrase

I= Akati keemereire.

i= Akati, keemereire, akatonyeize.

### Spelling Practice

I, ti, bi, tibo, mito

## Day 2



## Literacy 1

**In the Text Question:** Ahabw'enki Kiconco naakunda amahuri?

**In My Mind Question:** Ku waakuba otariire hakabaho ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## 4.1 Ebicweka bya omubiri na emigasho yaabyo

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

li ii

ii	i	e	o
tii	ti	te	to
bii	bi	be	bo
mii	mi	me	mo

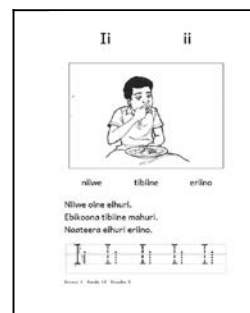
**Thematic Question:** Gamba ebicweka by'omubiri n'emigasho yaabyo.

##### Beat the Words

nii-we

ti-bii-ne

e-rii-no



#### Literacy 2

##### Letter Formation Phrase

I= Akati keemereire.

i= Akati, keemereire, akatonyeize.

##### Spelling Practice

ii, tii, bii, tiitiiti, biine

#### Literacy 1

**In the Text Question:** Kiconco we narya ki?

**In My Mind Question:** Amahuri nigatugatsira ki?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



## 4 Omubiri na ebya amagara

# Literacy 1 and 2

## Day 5

### Literacy 1

#### New Letters & Review Chart

li	ii	ii	i	e	o
		tii	ti	te	to
		bii	bi	be	bo
		mii	mi	me	mo

#### Beat the Words

e-bi-ti  
nii-we

e-ki-ta-bo  
ti-bii-ne

e-ki-te-be  
e-rii-no

#### Sentence Assessment

1. Ebiti nibikora ekitebe.
2. Taata aine ekitabo.
3. Ebikoona tibiine mahuri.

## Literacy 2

#### Letter Formation Assessment

li, ii

#### Spelling Assessment

l, ii, ti, bi, tii, bii, tibo, mito, tiitiiti, biine

## 4.1 Ebicweka bya omubiri na emigasho yaabyo

# News

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

### Model News Drawing

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

### Model News Story

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

### References

#### NPSCU Teacher's Guide

- Competencies, pages 79-80
- Sample scheme of work, pages 187-188
- Lesson Plan Guidelines, pages 191-200

#### NPSCU Curriculum

- Page 25

### Traditional Text

#### Akeeshongoro

Ruhanga akampanga amaisho,  
N'amatu g'okuhurira,  
N'ebigyere byokugyendesa,  
N'emimwa y'okuhimbisa,  
N'engaro z'okukwatisa,  
N'omutima gw'okumukunda.

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

## 4 Omubiri na ebya amagara

# Oral Literature

## Ebiconco ebi Ruhanga yaatuhaira

**Ekibuuzo ky'okworekyerera:** Muhurikize omugane ogu, ku ndaazeze, mungambire ebiconco ebi Ruhanga yaatuhaira.

### Ekicweka 1

Omu biro bya kare na kare, Ruhanga akahanga omuntu. Ruhanga omu kuhanga omuntu, akamuha ebicweka by'omubiri. Buri kicweka kiine omugashogwakyo. Kimwe aha bicweka by'omubiri ebi Ruhanga yaahaire omuntu n'amaisho. Amaisho gahwera omuntu kuhweza. Embone y'eriisho niyo ereeba. Ekindi n'omubiri. Omubiri guhwera kuhurira ekintu kyona ekyamukwataho. Ekyakashatu n'amatu. Amatu go, gahwera omuntu kuhurira buri kintu ekiri kugamba. Ekyakana n'enyindo. Enyindo emuhwera omukukaga. Ekikimuhwera kwetantara ebiri kunuuka kandi akagira obwecumi. Ekyakataano n'orurimi orumuhwera kumanya ebinuzire, ebitanuzire n'ebiri kushaarira.

### Story Outline

#### Ekiteekateeko ekikuru

Ruhanga akahanga omuntu yaamuha ekiconco ky'ebicweka by'omubiri n'emigasho yaabyo.

#### Ekiteekateeko ekiriku hagira 1:

Okugamba aha bicweka by'omubiri n'emigasho yaabyo.

#### Ekiteekateeko ekiriku hagira 2:

Kusiima Ruhanga ahabw'ebiconco ebi yaahaire omuntu.

## 4.1 Ebicweka bya omubiri na emigasho yaabyo

# Oral Literature

### Ekicweka 2

Ebindi bicweka by'omubiri harimu eminwa emuhwera omu kugamba. Harimu engaro ezi akwatisa, akariisa, akakora n'ebindi bintu bingi. Amaju nigo atsimba akasa oburo. Ebibunu nibyo ashitamisa.

Amaino nigo gafutana ebyokurya bikacwanyagurika atyo akamira. Engohe z'amaisho zitanga ebitokoozi ngu bitataaha omu riisho. Aha ngaro habaho enono ezihwera omuntu kweyagura haaba hariho ahari kumurya.

Omutwe guhwera omuntu kuteekateeka. Aha mutwe hariho eishokye eriheereza omutwe ekibunda kandi rikaguhwera obutaitwa mbeho.

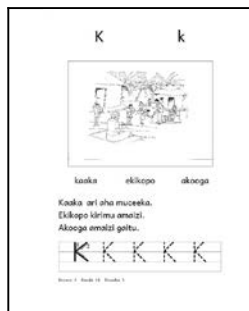
Reeru enda niyo ehikirwamu buri kimwe ekiriibwa. Engingo zihwera omuntu kwehindura buri ngyeri. Ebigyere bimuhwera omu kugyenda, kandi emikono niyo eha engaro enkubito y'okukora emirimo.

Vocabulary Words	
engohe	atsimba                      kukaga
In the Text Questions	In My Mind questions
1. N'oha owaahangire omuntu?	1. Ni bicweka ki ebitagambirweho?
2. Nibiconco kibi Ruhanga yaatuhairi aha mibiriyeitungutubikorese?	2. Ni kiconco ki ekirikusingayo obukuru eki Ruhangayaakuhaire?

## 4 Omubiri na ebya amagara

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

K k

ii	i	o	e
kii	ki	ko	ke
tii	ti	to	te
bii	bi	bo	be

**Thematic Question:** Okaakora ki kugira amagara marungi?

### Beat the Words

kaa-ka

e-ki-ko-po

a-koo-ga

## Literacy 2

### Letter Formation Phrase

K= Akati keemereire, akataagi, akataagi.

k= Akati keemereire, akataagi, akataagi.

### Spelling Practice

K, ko, ke, ekikoko, ekiko

## Day 2



## Literacy 1

**In the Text Question:** Owaareeteire kaaka keeki n'oha?

**In My Mind Question:** Keeki oshemereire kugibiika ota?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.



## Literacy 1 and 2

## Day 3

## Literacy 1

## New Letters and Review Chart

K k	ii	i	o	e
	kii	ki	ko	ke
	tii	ti	to	te
	bii	bi	bo	be

**Thematic Question:** Nookoresa ki kucuma ebicweka by'omubiri gwawe?

## Beat the Words

kaa-ka

kee-ki

a-ka-cee-ka



## Literacy 2

## Letter Formation Phrase

K= Akati keemereire, akataagi, akataagi.

k= Akati keemereire, akataagi, akataagi.

## Spelling Practice

k, kii, ki, ekiito, ekiibo

## Literacy 1

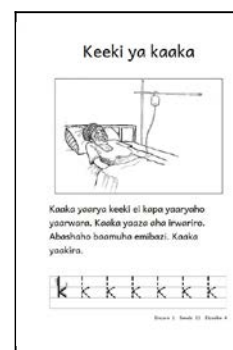
**In the Text Question:** Kaaka ku yaarwaire yaaza nkahi?

**In My Mind Question:** Nooteekateeka ngu kaaka akaba ashemereire kubiika keeki nkahi?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



## 4 Omubiri na ebya amagara

# Literacy 1 and 2

## Day 5

### Literacy 1

#### New Letters & Review Chart

K k

ii	i	o	e
kii	ki	ko	ke
tii	ti	to	te
bii	bi	bo	be

#### Beat the Words

kaa-ka

kaa-ka

e-ki-ko-po

kee-ki

a-koo-ga

a-ka-cee-ka

#### Sentence Assessment

1. Akooga amaizi gaitu.
2. Kapa yaiba keeki.
3. Kaaka aine akaceeka.

## Literacy 2

#### Letter Formation Assessment

K, k

#### Spelling Assessment

K, ki, ke, kii, ki, ekikoko, ekito, ekiito, ekiibo

## 4.2 Obwecumi bwa abantu

### News

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

#### Model News Drawing

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

#### Model News Story

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

#### References

##### NPSCU Teacher's Guide

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

##### NPSCU Curriculum

- Pages 26-27

#### Traditional Text

##### Akeeshongoro

Obwecumi ka ni burungi (x3)

Twena ka twesiime.

Nimureebe amaino gangye,

Mureebe enono zangye,

Byona biboneire.

*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 Omubiri na ebya amagara

# Oral Literature

## Obwecumi bw'abaana bato

**Ekibuuzo ky'okworekyerera:** Naaza kushoma omugane, ku ndaheze mungambire ebintu ebi tukoresa omu kwecuma.

### Ekicweka 1

Omukeyarokya Kabaare hariyoe ishomeroriri kushomesa abaana bato. Omuishomero eryo, harimu omwegyesakazi Kemicence. Naakunda abaana bato. Kemicence ogwe niwe arikukurira eby'obwecumi omu ishomero.

Buri rwa Kashatu naarundaana abeegi, abeegyesa oku bahikire kwecuma. Naakira kubagambira ngu bagume banaabe, boozye kandi bashunshure. Agaruka abahabura kunaaba engaro baaruga omu kihoroonio, na baaza kurya. Ku arikuheza kubeegyesa abakyebera.

Naakyebera enono yaaba zishazire. Akyebera amaino yaaba geezire. Akyebera amatu yaaba ganaabire gye. Agaruka akyebera ebigyere kureeba yaaba harimu emira. Ahendera n'okukyebera abajwaire eby'enziro.

### Story Outline

#### **Ekiteekateeko ekikuru**

Obwecumi bw'abaana bato.

#### **Ekiteekateeko ekirikhagira 1:**

Okwegyesa eby'obwecumi.

#### **Ekiteekateeko ekirikhagira 2:**

Okuhwera eishomero omu bintu by'obwecumi.

## Oral Literature

### Ekicweka 2

Orwa Kashatu oruhwaire Kemicence akashanga abeegi abamwe bagubire. Akabatuma amaizi, yaabaha sabuuni n'ebaafu. Akaboorekyerera oku bashemereire kunaaba bakabonera. Ku baaherize kunaaba, yaabaha amajuta baayesiiga. Kemicence akongyera yaayegyesa abeegi akabakariomu kubaomurofa. Akabagira ngu oburofa niburwaza, kandi bureebekyesa kubi omuntu. Aha muheru gwa boona kuba abeecumi, nibeeshongora akeeshongoro k'obwecumi, kari kugira kati:

Obwecumi ka ni burungi (x3)

Twena ka twesiime.

Nimureebe amaino gangye!

Nimureebe ebijwaro byangye!

Nimureebe enono zangye!

Byona bibooneire.

Vocabulary Words	
emira	okwecuma bashunshure
In the Text Questions	In My Mind questions
1. Omwegyesakazi bakaba nibamweta oha?	1. Ni kabi ki akareetwa oburofa?
2. Waaruga omukihoronionookoraki?	2. Ni miringo ki y'okwecuma etaagambwaho?

# END-OF-TERM ASSESSMENT TERM 1

## Introduction

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

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

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

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

## Reading Assessments (administered individually)

### Fluency and Vocabulary Assessment:

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

**L3:** Reads all 5 words correctly.      **L3:** Uses all 5 words correctly in complete sentences.

**L2:** Reads 3-4 words correctly.      **L2:** Uses 3-4 words correctly in mostly complete sentences.

**L1:** Reads 2 or less words correctly. **L1:** 2 or less words correct. Cannot form full sentences.

### Phonics Assessment:

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

**L3:** Successfully completes the task for all 5 letters.

**L2:** Successfully completes the task for 3-4 letters.

**L1:** Completes the task for 2 or less letters.

## Listening Assessment (administered as a group)

### Listening Comprehension Assessment:

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

**L3:** Answers all 3 questions correctly.

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

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

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

#### Handwriting Assessment:

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

**L3:** Formation of the letters is excellent. All 6 letters formed correctly.

**L2:** Formation of the letters is good. 3-5 letters formed correctly.

**L1:** Formation of the letters is poor. 2 or less letters formed correctly.

#### Spelling Assessment:

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

**L3:** Spells all 5 correctly.

**L2:** Spells 3-4 correctly.

**L1:** Spells 2 or less correctly.

#### Creative Writing and Name Writing Assessments:

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

**L3:** Writes a meaningful, well organised story using pictures and words.

**L2:** Writes a meaningful, well organised story using pictures only.

**L1:** The story is poorly organised and difficult to understand the meaning.

**L3:** Writes both names with correct spelling and letter formation.

**L2:** Writes at least one name with correct spelling and letter formation.

**L1:** Cannot write name using correct spelling and letter formation.

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

#### Public Speaking Assessment:

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

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

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

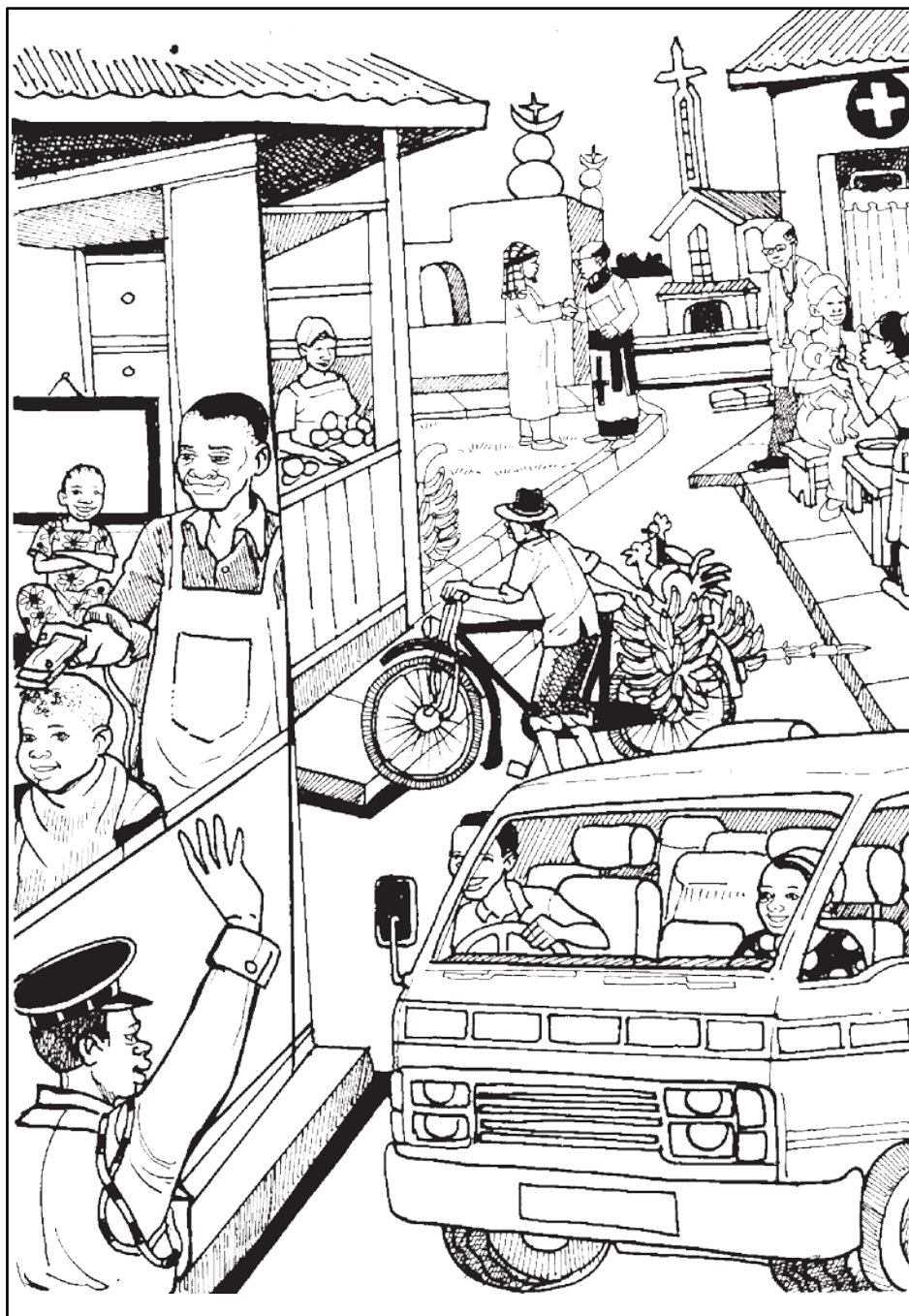
**L1:** Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.





# Weekly Lesson Support

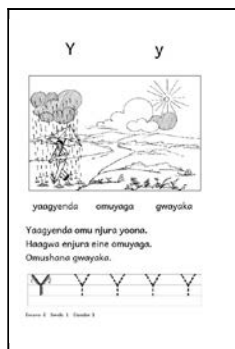
## Term 2 Lessons



## 5 Obwire

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

Y y

aa	a	o	ee
yaa	ya	yo	yee
kaa	ka	ko	kee
taa	ta	to	tee

**Thematic Question:** Gamba ebiri kukorwa n'ebiri kubaho omu bwire butari bumwe na bumwe.

### Beat the Words

yaa-gye-nda

o-mu-ya-ga

gwa-ya-ka

## Literacy 2

### Letter Formation Phrase

Y= Obutaagi bw'enyomyo.

y= Obutaagi bw'enyomyo.

### Spelling Practice

Y, yaa, ya, yo, yee, yaateeka, yaayaka, yaka, yota

## Day 2



## Literacy 1

**In the Text Question:** Owaayogize emyenda n'oha?

**In My Mind Question:** Emyenda yaawe ku yaakuteerwa enjura okaakora ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## 5.1 Emiringo na enshusha ya obwire

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

S	s	aa	a	ee	i
Y	y	saa	sa	see	si
		yaa	ya	yee	yi
		taa	ta	tee	ti

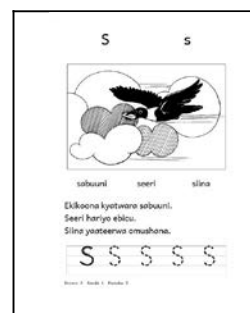
**Thematic Question:** Ni bintu ki ebihindura obwire?

##### Beat the Words

sa-buu-ni

see-ri

sii-na



#### Literacy 2

##### Letter Formation Phrase

S= Enjoka eri kuraba omu mucuucu.

S= Enjoka eri kuraba omu mucuucu.

##### Spelling Practice

S, saa, see, si, sa, siisa, tasa, esaasi

#### Literacy 1

**In the Text Question:** Owayanwire emyenda nooha?

**In My Mind Question:** Kumwozya emyenda mugyanika nkahi?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



5 Obwire

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

S	s	aa	a	ee	i
		saa	sa	see	si
		yaa	ya	yee	yi
		taa	ta	tee	ti

##### Beat the Words

yaa-gye-nda  
sa-buu-ni

o-mu-ya-ga  
see-ri

gwa-ya-ka  
sii-na

##### Sentence Assessment

1. Omushana gwayaka.
2. Seeri hariyobicu.
3. Ekikoona kyatwara sabuuni.

## Literacy 2

##### Letter Formation Assessment

S, s

Y, y

##### Spelling Assessment

Y, s, yaa, ya, yo, yee, saa, see, si, sa, yaateeka, yaayaka, yaka, yota, siisa, tasa, esaasi, yaasa

## 5.1 Emiringo na enshusha ya obwire

### News

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

#### Model News Drawing

The teacher walking behind an old woman with a basket of tomatoes on her head. Also include clouds and wind.

#### Model News Story

Yesterday when I was walking home from school I saw an old woman ahead of me. She was carrying a basket full of tomatoes on her head. A strong wind blew the basket from her head. I ran quickly and picked up the tomatoes for her. She was very happy and gave me some tomatoes to take home for my supper.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 81
- Sample scheme of work, page 222
- Lesson Plan Guidelines, page 225-226

##### NPSCU Curriculum

- Pages 29-31

#### Traditional Text

##### Ekikwate

Kashana - shana yeizire,  
Kabunda - bunda garukayo.  
Kashana - shana yeizire,  
Kabunda - bunda garukayo.

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

## 5 Obwire

# Oral Literature

## Oburo bugira emirimo

**Ekibuuzo ky’okworekyerera:** Bwanyima y’okushomerwa omugane ugu ogurikukwata aha kuhinga oburo, nimuza kungambira ebi barikukora omu kuhinga oburo.

### Ekicweka 1

Omu kyaro kya Katagata hakateera eihunga ringi eryamazireho entookye, n’emisiri ekasiisikara. Baakarya ebyokurya byahwa haza baateerwa enjara, ekyareeteire abantu kuhinga munonga.

Mayonza akashohoza efuka ye kuhinga oburo. Iba Kamanzi, yaihayo omuhoro gwe n’ekibango yaabita ah’eibega, baataaha Rwenyawaawa kuhinga. Kamanzi akatema ekiteme, Mayonza yaahinga.

Obwire bw’okubiba ku bwahikire, Mayonza yaatwara embibo yaabiba. Oburo ku bwacwire engingo emwe, Mayonza yaaronda abakazi baatahi be, baija baabwombera bwakura gye.

Oburo ku bwabaire obwisho bw’enjoki, bwagira amari maingi, kwonka okugira ngu kikaba kiri ekihuumuro bakoohereza Kiiza na Kiconco abaana baabo kurinda enyonyi. Nyinabo akaguma naabatwarira kyamushana.

### Story Outline

#### **Ekiteekateeko ekikuru**

Abantu kukwatanise omu kuhinga.

#### **Ekiteekateeko ekirikhagira 1:**

Abaana kuhwera abazaire.

#### **Ekiteekateeko ekirikhagira 2:**

Kuhinga ebyokurya n’ebyokuguza.

## 5.1 Emiringo na enshushaya obwire

### Oral Literature

#### Ekicweka 2

O mukwezi kwa kabiri, oburo bukeera bwaba obwokugyesha. Mayonza yaaronda abakazi n'abaishiki baija kumugyeshera. Ku baabaire nibagyesha Keminyeeto yaabona enyena yaagira ati, "Kengoro toora enyena." Kengoro nawe kuyaagiboine yaagiha Keminyeeto.

Mayonza akateekyera ebyokurya aha musiri. Kiconco yaareeta obushera kuruga omuka, baarya, baanywa, bashemererwa.

Kamanzi n'omutabani bakashomba oburo, kuruga Rwenyawaawa kubutwara omuka. Omu biro by'okugyesha habaho omushana mwingi. Bakaanika oburo bwayoma gye, baabuhuura, baagira obw'okurya n'obundi baabuguza. Bakatunga sente z'okubahwera, eka yaabagye.

"Kora nk'omupakasi orye nk'omukama."

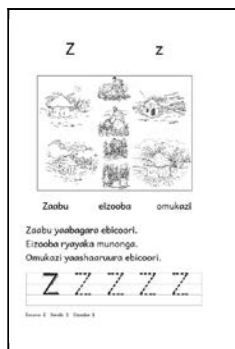
Vocabulary Words	
eihunga	obwisho-bwenjoki entanda
In the Text Questions	In My Mind questions
1. Ekyareeteire abantu ba Katagata kuhinga munonga n'enki?	1. Noogira ngu sente ezibaihire omu buro zikakora ki?
2. Oburo bakabushaaruura omu kwezi ki?	2. Gamba ebihingwa ebindi ebi ori kumanya.

Term 2 Week 1

## 5 Obwire

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

Z z

aa	a	o	e
zaa	za	zo	ze
yaa	ya	yo	ye
kaa	ka	ko	ke

**Thematic Question:** Gamba ebiri kukorwa n'ebiri kubaho omu bwire butari bumwe na bumwe.

### Beat the Words

zaa-bu

ei-zoo-ba

o-mu-ka-zi

## Literacy 2

### Letter Formation Phrase

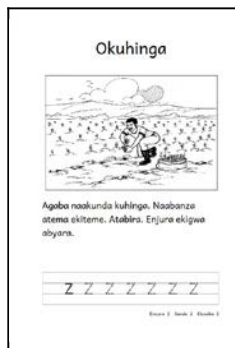
Z= Akati akarambiire, akati akakiikami, akati akarambiire.

z= Akati akarambiire, akati akakiikami, akati akarambiire.

### Spelling Practice

Z, zaa, za, zo, zaayo, yaazayo, za

## Day 2



## Literacy 1

**In the Text Question:** Agaba nabanza akora ki?

**In My Mind Question:** Enjura egira kabi ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 2 Week 2



## 5.2 Emiringo na enshushaya obwire

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

C c	aa	oo	a	ee
	caa	coo	ca	cee
	zaa	zoo	za	zee
	kaa	koo	ka	kee

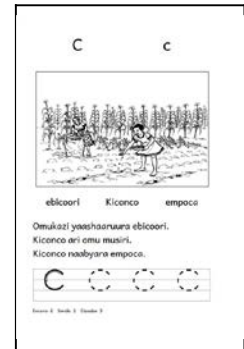
**Thematic Question:** Ni mirimo ki eri kukorwa omu bwire bw'enjura nari obw'omushana?

##### Beat the Words

e-bi-coo-ri

ki-co-nco

e-mpo-ca



#### Literacy 2

##### Letter Formation Phrase

C= Akicweka ky'omupiira omuhango.

c= Akacweka k'akapiira akakye.

##### Spelling Practice

coo, ca, cee, cooka, akaca

#### Literacy 1

**In the Text Question:** Ori kubagara nooha?

**In My Mind Question:** Gamba ebihingwa ebibashaaruura?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



5 Obwire

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		aa	oo	a	ee
C	c	caa	coo	ca	cee
Z	z	zaa	zoo	za	zee
		kaa	koo	ka	kee

##### Beat the Words

zaa-bu  
e-bi-coo-ri

ei-zoo-ba  
ki-co-nco

o-mu-ka-zi  
e-mpo-ca

##### Sentence Assessment

1. Eizooba ryayaka munonga.
2. Kiconco ariomu musiri.
3. Kiconco naabyara empoca.

## Literacy 2

##### Letter Formation Assessment

Z, z  
C, c

##### Spelling Assessment

Z, zaa, za, zo, coo, ca, cee, zaayo, yaazayo, cooka, akaca

## 5.2 Emiringo na enshusha ya obwire

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






#### Traditional Text

##### Enfumu

Enjura eteera ebi yaashanga.

*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

## 5 Obwire

# Oral Literature

## Oburo bugira emirimo

**Ekibuuzo ky’okworekyerera:** Bwanyima y’okushomerwa omugane ugu ogurikukwata aha kuhinga oburo, nimuza kungambira ebi barikukora omu kuhinga oburo.

### Ekicweka 1

Omu kyarokya Katagata hakateera eihunga ringi eryamazireho entookye, n’emisiri ekasiisikara. Baakarya ebyokurya byahwa haza baateerwa enjara, ekyareeteire abantu kuhinga munonga.

Mayonza akashohoza efuka ye kuhinga oburo. Iba Kamanzi, yaihayo omuhoro gwe n’ekibango yaabita ah’eibega, baataaha Rwenyawaawa kuhinga. Kamanzi akatema ekiteme, Mayonza yaahinga.

Obwire bw’okubiba ku bwahikire, Mayonza yaatwara embibo yaabiba. Oburo ku bwacwire engingo emwe, Mayonza yaaronda abakazi baatahi be, baija baabwombera bwakura gye.

Oburo ku bwabaire obwisho bw’enjoki, bwagira amari maingi, kwonka okugira ngu kikaba kiri ekihuumuro bakoohereza Kiiza na Kiconco abaana baabo kurinda enyonyi. Nyinabo akaguma naabatwarira kyamushana.

### Story Outline

#### **Ekiteekateeko ekikuru**

Abantu kukwatanise omu kuhinga.

#### **Ekiteekateeko ekirukuhagira 1:**

Abaana kuhwera abazaire.

#### **Ekiteekateeko ekirukuhagira 2:**

Kuhinga ebyokurya n’ebyokuguza.

## Oral Literature

### Ekicweka 2

Omu kwezikwa kabiri, oburo bukeera bwaba obwokugyesha. Mayonza yaaronda abakazi n'abaishiki baija kumugyeshera. Ku baabaire nibagyesha Keminyeeto yaabona enyena yaagira ati, "Kengoro toora enyena." Kengoro nawe kuyaagiboine yaagiha Keminyeeto.

Mayonza akateekyera ebyokurya aha musiri. Kiconco yaareeta obushera kuruga omuka, baarya, baanywa, bashemererwa.

Kamanzi n'omutabani bakashomba oburo, kuruga Rwenyawaawa kubutwara omuka. Omu biro by'okugyesha habaho omushana mwingi. Bakaanika oburo bwayoma gye, baabuhuura, baagira obw'okurya n'obundi baabuguza. Bakatunga sente z'okubahwera, eka yaaba gye.

"Kora nk'omupakasi orye nk'omukama."

Vocabulary Words	
eihunga	obwisho-bwenjoki entanda
In the Text Questions	In My Mind questions
1. Ekyareeteire abantu ba Katagata kuhinga munonga n'enki?	1. Noogira ngu sente ezibaihire omu buro zikakora ki?
2. Oburo bakabushaaruura omu kwezi ki?	2. Gamba ebihingwa ebindi ebi ori kumanya.

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

D d

oo	o	aa	a
doo	do	daa	da
zoo	zo	zaa	za
koo	ko	kaa	ka

**Thematic Question:** Gamba ebiri kukorwa n'ebiri kubaho omu bwire butari bumwe na bumwe.

### Beat the Words

e-di-ri-sa

ke-di-ri-sa

a-ma-di-ri-sa

## Literacy 2

### Letter Formation Phrase

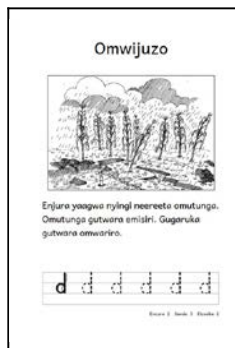
D= Akati oteho ekicweka ky'omupiira.

d= Omupiira akati.

### Spelling Practice

d, doo, do, daa, doodo, kaada, zaakaada

## Day 2



## Literacy 1

**In the Text Question:** Omwariro gukira kutwarwa ki?

**In My Mind Question:** Owaanyu mwarira bihingwa ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## 5.3 Ebiri kureetwa obwire na oku twakubitwaza

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

		oo	e	aa	a
W	w	woo	we	waa	wa
D	d	doo	de	daa	da
		koo	ke	kaa	ka

**Thematic Question:** Ni mukira kutwaza muta haabaho okuhinduka kw'obwire?

#### Beat the Words

waa-ko-ra

waa-hi-nga

waa-ya-ri-ra



### Literacy 2

#### Letter Formation Phrase

W= Akati akeemereire, akati akakiikami, akati akakiikami, akati akeemereire.

w= Akati akeemereire, akati akakiikami, akati akakiikami, akati akeemereire.

#### Spelling Practice

w, waa, we, wa, waawe, waaya, waayaka.

### Literacy 1

**In the Text Question:** Kamanzi akakora ki kutanga omutunga?

**In My Mind Question:** Ebinyaatsi ebi bari kukira kwariza emisiri ni biiha?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



5 Obwire

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

W D	w d	oo	e	aa	a
		woo	we	waa	wa
		doo	de	daa	da
		koo	ke	kaa	ka

##### Beat the Words

e-di-ri-sa  
waa-ko-ra

ke-di-ri-sa  
waa-hi-nga

a-ma-di-ri-sa  
waa-ya-ri-ra

##### Sentence Assessment

Omuyaga gwacwa edirisa.

Waahinga omu musiri.

Waayarira omusiri.

## Literacy 2

##### Letter Formation Assessment

W, w

D, d

##### Spelling Assessment

d, w, doo, daa, waa, we, wa, doodo, kaada, zaakaada, waawe, waaya, waayaka.



## 5.3 Ebiri kureetwa obwire na oku twakubitwaza

### News

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

#### Model News Drawing

Drawing of a person irrigating crops and cows drinking from a reservoir.

#### Model News Story

In my village, there was a terrible drought. The cattle did not have enough water to drink and many died. The village leaders decided to build rain reservoirs so that even if the rain didn't come, we would have enough water stored for irrigating the crops and for cows to drink.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 81
- Sample scheme of work, page 224
- Lesson Plan Guidelines, pages 244-253

##### NPSCU Curriculum

- Pages 30-31

#### Traditional Text

##### Akeeshongoro

Rutangura akombeka,  
Omu muti muraingwa.  
Enjura ku yaagwire,  
Yaabisheenjura.  
Omushana ku gwajwire,  
Amaizi gaayoma.  
Rutangura yaagarukayo,  
Yaaza kwombeka.

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

## Oral Literature

### Ebijwaro omu bwire bwabyo

**Ekibuuzo ky’okworekyerera:** Nimuza kuhurira omugane ugu, reero mungambire ebijwaro ebishemereire kujwarwa n’obwire bwabyo.

#### Ekicweka 1

Eizooba rimwe, Kiiza na Kiconco bakaba nibaza Kyankukwe aha ishomero. Ku baabaire baahika omu muhanda, enjura yaagwa, bombi baaza kwegama. Enjura yaabura kusya. Batyo baacwa endeere, baazeetwekyerera baahika aha ishomero omu bwire.

Omu ihangwe omushana gukajwa, ekyoya kyabaita. Omwegyesa waabo akabashohoza aheeru, baayegyera ahansi y’omuti omu kibunda. Omwegyesa akabagambira ngu abaine amashweta n’ebindi bintu ebi baaba beefubikire baabiihemu ahabw’okuba haabaho ekyoya.

Kiiza akaba ajwaire ka vesiti omunda y’esaati. Omwegyesa yaamweta omu maisho g’abeegi. Yaabashoboorera ebi bashemereire kujwara omu bwire bw’enjura, obw’omushana, obw’ekibunda hamwe n’obwomuyaga.

#### Story Outline

##### **Ekiteekateeko ekikuru**

Abeegi kwegyesibwa enjwara y’obwire.

##### **Ekiteekateeko ekiriku hagira 1:**

Abeegi okumanya ebijwaro by’okujwara omu bwire butari bumwe.

##### **Ekiteekateeko ekiriku hagira 2:**

Abaana kushoboorera abazaire ebijwaro by’okujwara omu bwire butari bumwe.

## 5.3 Ebiri kureetwa obwire na oku twakubitwaza

# Oral Literature

### Ekicweka 2

Omwegi omwe akabuuza yaaba Kiiza yaabaire ajwaire eby'enjura. Omwegyesa akabagambira, ngu Kiiza akaba ajwaire ebijwaro by'omushana. Okwiha obwo abeegi baamanyanga ebi bashemereire kujwara omu bwire butari bumwe na bumwe.

Abeegi ku baagarukire omuka, baagambira abazaire baabo kuguma nibabaheereza ebijwaro birikugyenda n'obwire. Abazaire nabo, baamanyanga ebi bashemereire kugurira abaana omu maka gaabo, bakabona kubijwara omu bwire bwabyo.

Vocabulary Words		
kwegama	vesiti	baazetwekyerera
In the Text Questions		In My Mind questions
1. Kiiza na Kiconcobakaba niba shomera hi?		1. Iwe nookira kukora ki haabaho omushana n'enjura?
2. Ahabw'enki omwegyesa yaayetsire Kiiza omumaishog'abeegi?		2. Ku waakuba ori omuzaire omwana okaamugurira bijwaro ki?

Term 2 Week 3

6 Okwerinda butandu

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

U u

u	oo	o	e
wu	woo	wo	we
ku	koo	ko	ke
bu	boo	bo	be

**Thematic Question:** Gamba zabutandu eziri kukira kubaho.

#### Beat the Words

hu-nga

o-mu-ti

o-mu-tu-mba

### Literacy 2

#### Letter Formation Phrase

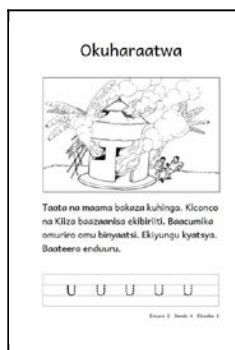
U= Ekitukuru kitafundikire, kijuumwire.

u= Enkoni egondekire ahansi, n'akati keemereire.

#### Spelling Practice

U, ku, bu, wu, uwe, obuku, ou

### Day 2



### Literacy 1

**In the Text Question:** Ekiyungu ku kyahiire Kiconco na Kiiza bakakora ki?

**In My Mind Question:** Taata na mama kubari kukusiga omuka, iwe okora ki?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 2 Week 4

## 6.1 Okwerinda butandu omuka

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

N n	u	aa	a	e
	nu	naa	na	ne
	ku	kaa	ka	ke
	bu	baa	ba	be

**Thematic Question:** Gamba zabutandu eziri kukira kubaho omuka, akabi kaazo, n'oku twakuzeerinda.

#### Beat the Words

naa-he-nde-ka

e-no-no

o-mu-ko-no



### Literacy 2

#### Letter Formation Phrase

N= Akati keemereire, akati kakiikami, akati keemereire.

n= Akati, enkoni egondekire aha mutwe.

#### Spelling Practice

n, naa, na, ne, naaba, nena, enaku

### Literacy 1

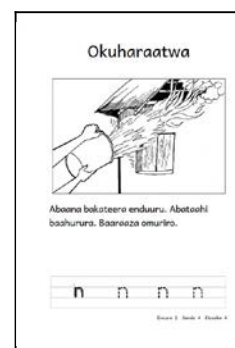
**In the Text Question:** Ishebo, nyinabo n'abataahi bakakora ki?

**In My Mind Question:** Noogiranguninkabintu ki ebyabaire biri omu kiyungu?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



6 Okwerinda butandu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		u	aa	a	e
U	u	nu	naa	na	ne
N	n	ku	kaa	ka	ke
		bu	baa	ba	be

##### Beat the Words

hu-nga  
naa-he-nde-ka

o-mu-ti  
e-no-no

o-mu-tu-mba  
o-mu-ko-no

##### Sentence Assessment

1. Omutumba gwine ekitookye.
2. Enkumu ziriho enono.
3. Naahendeka omukono.

## Literacy 2

##### Letter Formation Assessment

U, u  
N, n

##### Spelling Assessment

U, n, ku, bu, wu, naa, na, ne, uwe, obuku, ou, naaba, nena, enaku

## 6.1 Okwerinda butandu omuka

# News

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

### Model News Drawing

Drawing of a mother and child with a candle burning.

### Model News Story

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

### References

#### NPSCU Teacher's Guide

- Competencies, page 82
- Sample scheme of work, page 254
- Lesson Plan Guidelines, pages 257-266

#### NPSCU Curriculum

- Page 33

### Traditional Text

#### Enfumu

Okwerinda nikukira okutambisibwa.

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

Term 2 Week 4

## 6 Okwerinda butandu

# Oral Literature

## Enyanga kugambirwa

**Ekibuuze ky’okworekyerera:** Hurikiza omugane ugu, reeru aha muheru ogambe ekyareeteire Kiconco obuhuta.

### Ekicweka 1

Kiconco na Kiiza, nibatuura omu kyarokya Rwentookye. Abazaire baabo nibabakunda munonga, kandi n’abaana nibakunda abazaire baabo. Omurundigumwe, nyinabo akagira Kiconco ati, “Mwana wangye otarizaanira omu rutookye okahutaara.” Mbweni Kiconco ku yaareebire nyina yaaza omu katere, yaayeta abaana b’omutaahi batandika kuzaana hamwe. Baaza omu rutookye kutorotoora emikankaana. Ku baabaire baahika enyima y’ekiyungu, Kiconco eihwa ry’omucungwa ryamucumita ahansi y’ekigere. Akashaasha munonga yaateera omuruuura.

Akagyezaho kuriihamu yaaremwa. Banywani be naabo bakagyezaho baaremwa. Ahabw’okuguma nibaritengyesa akashaashira kimwe yaatandika kutaaga ati, “Ai, ai.” Bataahi be bakatiina bairuka baataaha.

Ago magingo munyaanya, Kiiza, akajja naaruga aha ishomero yaamushanga naarira. Akamubuuza oku yaaba. Kiconco ati, “Twaba nituruga kutorotoora emikankaana, eihwa ry’omucungwa ryancumita naaremwakuriihamu.”

### Story Outline

#### Ekiteekateeko ekikuru

Maama kuhabura Kiconco okutazaanira omu rutookye.

#### Ekiteekateeko ekirikhagira 1:

Okweta abaana ngu bazaane.

#### Ekiteekateeko ekirikhagira 2:

Eihwa ry’omucungwa kucumita Kiconco.



## Oral Literature

### Ekicweka 2

Kiiza akatwaza mpora nk’omwana mukuru, yaarimwihamu. Akacwa enyabarashana, yaagijunga, yaagikomaho ngu atagaruka kujwa.

Kiconco akashemererwa munonga, yaayebaza munyaanya ahabw’okumuhwera akamutambira obusaasi. Nyinabo ku yaizire Kiconco yaatiina kumugambira. Kiiza akamweta mpora ati, “Gambira maama okuwaaba.”

Ondi ati, “Ngaaha maama naanyita, akagabwa anzibiire kuzaanira omu rutookye.”

Onu ati, “Mbweni shi ku araareebe noocokomba!”

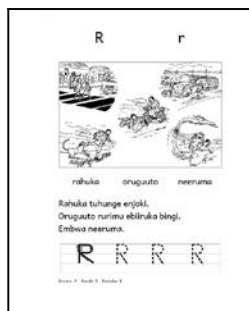
Kiconco ati, “Kare mpwera tugyende omungambirire.” Batyo bagyenda hamwe, Kiiza amugambira ekyabaho. Nyina akamwebaza kandi yaayehanangisiriza Kiconco kuguma akaba omuhurizi. Okuruga obwo Kiconco akaraganisa nyina kutagaruka kukora ekintu eki baamuzibira. Ahabw’okuba “enyanga kugambirwa eguubwa yaabona.”

Vocabulary Words		
okuhutaara	emikankaana	omuruura
In the Text Questions		In My Mind questions
1. Kiiza ku yaaherize kwiha Kiconco eihwa omukigye, yaakora ki?		1. Kuri waabeire ori Kiconco okaba noija kukora ki?
2. Ba Kiconco nibatuura omukyaro ki?		2. Gamba enfumu ei orikumanya?

6 Okwerinda butandu

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

R r

a	ee	o	e
ra	ree	ro	re
na	nee	no	ne
ba	bee	bo	be

**Thematic Question:** Gamba zaabutandu eziri kukira kubaho.

#### Beat the Words

ra-hu-ka

o-ru-guu-to

nee-ru-ma

### Literacy 2

#### Letter Formation Phrase

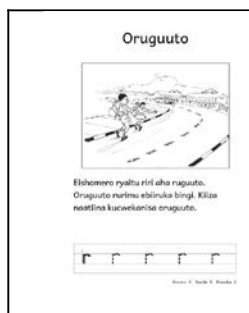
R= Akati keemereire kakwataine n'ekicweka  
ky'omucungwa ahansi hariho akataagi.

r= Akati keemereire kaine akataagi.

#### Spelling Practice

r, ra, ree, ro, raba, reeba, oburo

### Day 2



### Literacy 1

**In the Text Question:** Eishomero ryaitu riri nkahi?

**In My Mind Question:** Ku waakuba ori omuzaire wa Kiiza okamuhwera ota?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 2 Week 5

## Literacy 1 and 2

## Day 3

## Literacy 1

## New Letters and Review Chart

G g	a	oo	o	e
	ga	goo	go	ge
	ra	roo	ro	ge
	na	noo	no	ne

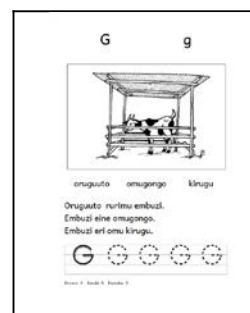
**Thematic Question:** Omu ngyendo zaitu, tukaabaasa tuta kwerinda butandu?

## Beat the Words

ru-guu-to

o-mu-go-ngo

ki-ru-gu



## Literacy 2

## Letter Formation Phrase

G= Ekicweka ky'omucungwa kijwekiremu enkoni egondekire aha mutwe.

g= Omucungwa, enkoni egondekire aha mutwe erikureeba ahansi.

## Spelling Practice

g, ge, goo, go, age, ago, gooro

## Literacy 1

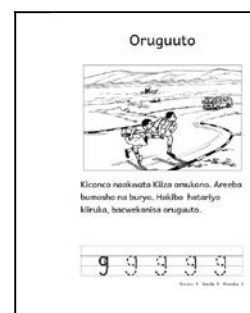
**In the Text Question:** Kiconco naahwera ata Kiiza kucwekanisa oruguuto?

**In My Mind Question:** Nooteekateeka ngu abeegyesa ba Kiiza bashemeraire kwegyesa ki abeegi abari nka Kiiza?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



6 Okwerinda butandu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

G R	g r	a	oo	o	e
		ga	goo	go	ge
		ra	roo	ro	re
		na	noo	no	ne

##### Beat the Words

ra-hu-ka

ru-guu-to

o-ru-guu-to

o-mu-go-ngo

nee-ru-ma

ki-ru-gu

##### Sentence Assessment

1. Embwa neeruma.
2. Embuzi eine omugongo.
3. Embuzi eriomu kirugu.

## Literacy 2

##### Letter Formation Assessment

R, r

G, g

##### Spelling Assessment

r, g, ra, ree, ro, ge, goo, raba, reeba, oburo, age, ago

## 6.2 Okwerinda butandu aha muhanda

### News

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

#### Model News Drawing

Drawing of a snake on the road.

#### Model News Story

One day on my way to school I saw a big snake in the middle of the road! It really scared me. Fortunately a farmer with a big hoe came by and killed the snake. Now whenever I pass that spot I always think of the snake. I take care to walk safely and stay alert when I go to school.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 82
- Sample scheme of work, page 255
- Lesson Plan Guidelines, pages 267-275

##### NPSCU Curriculum

- Pages 33-34

#### Traditional Text

##### Ekikwate

Nkagura akagaari,  
Naakateera omugyere,  
Kairuka nk'omuyaga,  
Naayebwa bureeki,  
Obutaka naagwa,  
Aishi oruntu, rwancwa omugongo.  
Aishi oruntu rwancwa amanyaanya.

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

## 6 Okwerinda butandu

# Oral Literature

## Otarizaanira omu muhanda

**Ekibuuzo ky’okworekyerera:** Hurikiza omugane, aha muheru ongambire ekyabaire ahari Ainemaani.

### Ekicweka 1

Kiconco na Kiiza n’abeegi b’eishomero rya Rwairara. Nibeege omu ky’okubanza.

Kiiza naakunda kuzaana akapiira k’ebigyere. Kandi Kiconco naakunda ak’engaro.

Orwamukaaga orwahware, Kiiza na Kiconco bakazinga emipiira. Bakagitwara aha ishomero aha Rwokubanza. Ku baabaire nibaruga aha ishomero na banywani baabo baahika aha ruguuto, baatandika kuzaana omupiira. Ainemaani akasimura akapiira kaagwa ahagatiy’oruguuto.

Akapiira kakataranga kaahika aha koonza obwe Ainemaani akakuratiire. Ago magingo, hareetwayo emotoka eri kwiruka. Ainemaani taragireebire yaagumizamu nairuka aha kapiira.

Omupooriisi ku yaareebire omwana yaagumizamu, obwe n’emotoka erikwirukira kimwe, yaacwamu eky’okukora ahonaaho, kuhwera omwana.

Akeemereza emotoka kwonka omuvugi tiyaamureeba yaagumizamu.

### Story Outline

#### **Ekiteekateeko ekikuru**

Obutazaanira omu ruguuto.

#### **Ekiteekateeko ekirihagira 1:**

Okukunda kuzaana akapiira.

#### **Ekiteekateeko ekirihagira 2:**

Emotoka eri kwiruka kureetwayo.

## Oral Literature

### Ekicweka 2

Aho omupooriisi akatandika kuteera orwari ari kwiruka ngu ayemereze motoka. N’abandi bantu abaabaire barikugyenda bakamukwasa enduuru yaashekyerera.

Abantu boona bakayogoora bagumize ngu, “Otaita omuntu! Otaita omuntu! Otaita omuntu!” Ahonaaho yaayemerera. Kuza kureeba akashanga yaatsibira aha kigyere kya Ainemaani, kwonka tiyaamutomera. Ahabw’okukangarana, Ainemaani akagwa kihuumura yaagwa ahansi. Omuvugi wa motoka akamwihaho yaamutwara omu irwariro na bagyenzi be.

Ku baabeire baaza kuhikayo, yaatandika kwehindura yaimuka yaashutama yaatandika kumagamaga nk’owaaba naasisiimuka. Ku baahikire omu irwariro abashaho baamukyebera baagira bati, “Tihaine ku yaaba.” Bagyenzi be boona bakashemererwa. Omuvugi yaabatwara owaabo baatebeza abazaire baabo ekyabaho.

Okuruga obwo Ainemaani na bagyenzi be tibaragarukire kuzaanira omu ruguuto.

Vocabulary Words		
akasimura	bakayogoora	kihuumura
In the Text Questions		In My Mind questions
1. Kiconco na Kiiza n’abeegi omu kibiina kya kangahi?		1. Nooteekateeka ngu Ainemaani akeega kwerinda ki?
2. Okuruga obwo Ainemaanina bagyenzi be bakeega ki?		2. Noogira kuri haabaire hatariho omupooriisi hakaba nihabaho ki?

## 6 Okwerinda butandu

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

P p

a	aa	ii	i
pa	paa	pii	pi
ra	raa	rii	ri
ka	kaa	kii	ki

**Thematic Question:** Gamba zaabutandu eziri kukira kubaho.

### Beat the Words

ka-pa-paa-ri

o-mu-pii-ra

o-mu-pa-ka-si

## Literacy 2

### Letter Formation Phrase

P= Akati n'omupiira muhango.

p= Akati n'omupiira mukye.

### Spelling Practice

p, pa, paa, pi, kapa, kapapaari, pikipiki

## Day 2



## Literacy 1

**In the Text Question:** Barungi akaribata ki ekyamucumitsire?

**In My Mind Question:** Noogira ni bintu ki ebindi ebyakubaasa kucumita abaana barikuzaana?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 2 Week 6



## Literacy 1 and 2

### Day 3

### Literacy 1

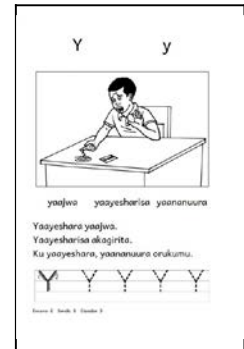
#### New Letters and Review Chart

Y y	aa	a	oo	o
	yaa	ya	yoo	ye
	paa	pa	poo	pe
	kaa	ka	koo	ke

**Thematic Question:** Gamba butandu eziri kukira kuba ah'eishomero n'oku twakuzeerinda.

#### Beat the Words

yaa-jwa      yaa-ye-sha-ri-sa      yaa-na-nuu-ra



### Literacy 2

#### Letter Formation Phrase

Y= Akati keine amataagi abiri.

y= Akati keine amataagi abiri.

#### Spelling Practice

y, yaa, ya, yoo, yaayaka, yaayo, yooka

### Literacy 1

**In the Text Question:** Ahabw'enki Kiconco yaashembire ekigyere kya Barungi?

**In My Mind Question:** Kiconco kuri atarahweraire Barungi akamushemba ekigyere, noogira ngu Barungi akaba naaza kuba ata?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

### Day 4



6 Okwerinda butandu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

Y P	y p	aa	a	oo	o
		yaa	ya	yoo	yo
		paa	pa	poo	po
		kaa	ka	koo	ko

##### Beat the Words

ka-pa-paa-ri  
yaa-jwa

o-mu-pii-ra  
yaa-ye-sha-ra

o-mu-pa-ka-si  
yaa-na-nuu-ra

##### Sentence Assessment

Yaayeshara yaajwa.

Yaayesharisa akagirita.

Ku yaayeshara, yaananuura orukumu.

## Literacy 2

##### Letter Formation Assessment

P, p

Y, y

##### Spelling Assessment

p, y, pa, paa, pi, yaa, ya, yoo, kapa, kapapaari, pikipiki, yaayaka, yaayo, yooka

## 6.3 Okwerinda butandu ha ishomero

### 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

#### Traditional Text

##### Ekikwate

Abato twerinde butandu!  
Twerinde obugirita,  
Butatushara.  
Twerinde kutemba,  
Tutagwa.  
Twerinde byona,  
Ebireeta butandu.  
Aha ishomero n'omu kibiina.

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

## 6 Okwerinda butandu

# Oral Literature

## Ekyashashamaize eishomero

**Ekibuuzo ky’okworekyerera:** Naaza kushoma omugane, bwanyima mungambire ekyashashamaize eishomero.

### Ekicweka 1

Kezaabu n’omwegi w’eishomero rya Kayombo. Omwaka ogwahweire akashashamaza eishomero. Akakyera kare munonga. Ku yaahikire aha ishomero, yaataaha omu kibiina kye kutamu ebitabo. Ahonaaho akagaruka aheeru naateera enduuru agumize ati, “Ai bambe twafa! Ai bambe twafa!”

Abaana ku baamureebire nairuka, nabo bairuka nibahunga, baatomerana, baagwa ahansi, abamwe baahonoka. Akagumizamu yaataaha omu ofiisi ya Mukuru w’eishomero, yaashanga atarimu.

Kwonka namwo akatsyokamu naacura. Omwegyesa waabo akahurira eishomero ryona nirateera orwari yaahika obuseeri. Akairukanga yaahika aha ishomero, kuhuumuriza abo beegi agumize ati, “Ni muhumure! Ni muhumure!” Kezaabu ku yaahuriire eiraka ry’omwegyesa yairuka naamuhungiraho.

Yaamugwa omunda, yaamubumbatira. Manya akaba atakiine mutima munda. Omwegyesa akababuuza ekyabaho. Omwe ati, “Titurikumanya, itwe twareeba Kezaabu nairuka naaruga omu kibiina, twatiina naitwe twahunga.” Kezaabu ati, “Mwegyesa, ekibiina kyoona kijwire enyaruju n’endiijo eri omu ntebe ya mukuru w’eishomero.”

### Story Outline

**Abarikugambwaho omu mugane**

Kezaabu, omwegyesa, abeegi

**Omwanya mukuru omu mugane**

Ah’eishomero

**Ekiri kukorwa omu mugane**

Okuteera enduuru, okwirukanga barikuhunga, okuhuumuriza abeegi.

## Oral Literature

**Ekibuuzo ky’okutebereza:** Mbweni noogira ngu omwegyesa akakoraki Kezaabu ku yaamugambiire ngu omu kibiina harimu enyaruju?

### Ekicweka 2

Omwegyesa akatangaara kandi yaashoberwa kuhurira ngu omu kibiina haijwire enyaruju.

Omwegyesa ku yaaataahire omu kibiina, yaashanga gari amooya g’ekinyonyi garagarikiremu. Kwonka ahabw’okugira ngu Kezaabu akashanga hakirimu omwirima, gakashushana n’enyaruju.

Omwegyesa akataaha n’omu ofiisi ya Mukuru w’eishomero yaareeba omu ntebe namwo yaashangamu amooya abiri. Abaana boona bakasheka. Kezaabu akairuka yaareeta ebyeyerezo, baayeyerera ekibiina kyabo na ofiisi.

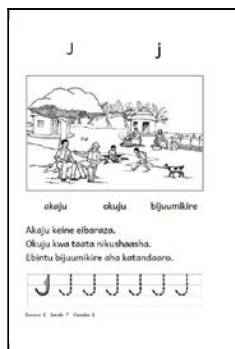
Okuruga obwo Kezaabu yaayeraganisa kuguma akabanza akeetegyereza ataine ki yaagambire.

Vocabulary Words		
akashashamaza	akatsyokamu	yaamubumbatira
In the Text Questions		In My Mind questions
1. Kezaabu akareeba kiomu kibiina?		1. Ekirakutiniise niki?
2. Nooha owaahumuriize abeegi?		2. Kuri waabaire ori Kezaabu okaba nooza kukora ki?

7 Okutuura hamwe

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

J j

a	u	i	o
ja	ju	ji	jo
ba	bu	bi	bo
ka	ku	ki	ko

**Thematic Question:** Tushemereire kutwariza tuta bataahi baitu?

#### Beat the Words

a-ka-ju

o-ku-ju

bi-juu-mi-ki-re

### Literacy 2

#### Letter Formation Phrase

J= Enkoni egondekire aha kibunu.

j= Enkoni egondekire aha kibunu, etoonyeize.

#### Spelling Practice

j, ja, ju, jo, okujaka, okuju, ijo

### Day 2



### Literacy 1

**In the Text Question:** Kiiza omupiira yaagwiha hi?

**In My Mind Question:** Iwe nookunda kuzaana ki?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 2 Week 7

## 7.1 Abantu abari omuka

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

H h	a	ee	e	i
	ha	hee	he	hi
	ja	jee	je	ji
	za	zee	ze	zi

**Thematic Question:** Gamba abantu aburi kutuura nabo.

#### Beat the Words

o-mu-ha-ra

o-ru-hu

o-mu-gu-ha



### Literacy 2

#### Letter Formation Phrase

H= Akati keemereire, akati karambikire, akati keemerereire.

h= Ekati- enkoni egondekire aha mutwe.

#### Spelling Practice

h, ha, hee, he, haza, heheza, heza

### Literacy 1

**In the Text Question:** Kiiza na Kiconcobaarwanira ki?

**In My Mind Question:** Ahabw'enki oshemereire kukwatanisa n'ab'orikuzaana nabo?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



7 Okutuura hamwe

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

H J	h j	a	ee	e	i
		ha	hee	he	hi
		ja	jee	je	ji
		za	zee	ze	zi

##### Beat the Words

a-ka-ju  
o-mu-ha-ra

o-ku-ju  
o-ru-hu

bi-juu-mi-ki-re  
o-mu-gu-ha

##### Sentence Assessment

1. Akaju kaine eibaraza.
2. Omuhara naazinga omupiira.
3. Kiconco aine oruhu.

## Literacy 2

##### Letter Formation Assessment

J, j  
H, h

##### Spelling Assessment

j, h, ja, ju, jo, ha, hee, he, okujaka, okuju, ijo, haza, heheeza, heza



## 7.1 Abantu abari omuka

### News

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

#### Model News Drawing

Drawing of a grandmother telling stories.

#### Model News Story

I love my grandmother. She is an amazing person. Even though she is old she works hard in her garden every day. She knows how to cook all my favourite foods. I especially enjoy when she tells stories of her life when she was a girl.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 83
- Sample scheme of work, page 284
- Lesson Plan Guidelines, pages 287-293

##### NPSCU Curriculum

- Page 36

#### Traditional Text

##### Enfumu

Engaro ibiri n'okunaabisana.

*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

## 7 Okutuura hamwe

# Oral Literature

## Obuteeka omuka ya Karuhanga

**Ekibuuzo ky’okworekyerera:** Nimuza kuhurikiza omugane, mungambire ekiri kworeka obuteeka omuka ya Karuhanga.

### Ekicweka 1

Ira na ira hakaba hariho omushajja barikumweta Karuhanga. Akaba aine omukazi Kyakwera n’abaana bana. Abaishiki bakaba bari babiri n’aboojo bari babiri. Bakaba batuura omu kyarwo Katooma omuri Kajara.

Kyakwera akaba ari omukozi munonga, kandi ebintu bingi ebi yaabaire akora bikaba bishemeza abantu. Akaba ahinga arenzya eizooba. Eki kikareetera abanyabuzaare kwija bakatuura omuka egyo ahabw’okuba ebyokurya bikaba bitahwamu. Omu banyabuzaare abaizire omuka egyo, hakaba harimu ishenkuru w’abaana, ishenkazi wa Kyakwera hamwe na ishento wa Karuhanga. Abantu abandi abaabaire bakira kutaaha omuka egyo bakaba bagyeta eka Rutashoroora.

Eka egyo ekagira eiziina erindi eri abataahi baagyetsire “Mukama naategyeka.” kirikumanyisa ngu abaabaire barabaho omu bwire bw’omwabazyo n’omu kasheeshe kare bakaba baturira ebyeshongoro biri aha iguru barikuhimbisa Ruhanga.

### Story Outline

#### **Ekiteekateeko ekikuru**

Eka ya Karuhanga okumanya Ruhanga bakagira obwengye n’obutungi.

#### **Ekiteekateeko ekiriku hagira 1:**

Okushaba Ruhanga n’okumweshongorera.

#### **Ekiteekateeko ekiriku hagira 2:**

Abaana b’eka ya Karuhanga okushoma gye.

## Oral Literature

### Ekicweka 2

Ruhanga ou baabaire beeshongorera akabakunda yaababaasisa okutunga obutungi, abaana baashooma baatunga amadiguri. Boona bakagaiha Makerere omu itendekyero erikuru omu ihanga. Bakatunga emirimo eyaabaire neebashashura kurungi, baaba abatungi munonga. Abaana bakateerana esente baayombekyera abazaire baabo enjumpango kandi nungi munonga.

Eka ekataahwa abantu baingi. Ku baabaire barugayo, baagaruka omu maka gaabo nabo bagira obusingye, beeyongyera kutunguuka kandi baba ab'omugasho. Okwiha obwo, eka egyo ekaba rurangaanwa n'okuhitsya hati.

Buri muzaire ku arikuba naayenda kuhana abaana be abagira ngu, ahabw'enki mutarikuba ab'emicwe mirungi n'ab'oburyoink'abaana b'eka ya Karuhanga na Kyakwera?

“Omu kutiina Ruhanga nimwo obwengye buruga.”

Vocabulary Words	
amadiguri	ruranganwa obutungi
In the Text Questions	In My Mind questions
1. Eka ya Karuhanga ekaba eri nkahi?	1. Iwe kuri waabaire ori omwana wa Karuhanga okaba nooza kukorera ki?
2. Ahabw'enki eka ya Karuhanga yaatungukire?	2. Oyetee kateekire ota okuba omwana w'omugasho?

7 Okutuura hamwe

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

F f

a	uu	i	e
fa	fuu	fi	fe
ha	huu	hi	he
na	nuu	ni	ne

**Thematic Question:** Gamba abantu abu ori kutuura nabo.

#### Beat the Words

fu-ta-na

e-fu-re-mbe

e-ki-fu-ba

### Literacy 2

#### Letter Formation Phrase

F= Akati keemereire, akati karambiire aha mutwe, akati karambiire ahagati.

f= Enkoni egondekire aha mutwe n'akati kagicwekaniise rw'agati.

#### Spelling Practice

f, fa, fuu, fe, fa, efuufu, ife

### Day 2



### Literacy 1

**In the Text Question:** N'oha owaabaire atari mu motoka y'eishomero?

**In My Mind Question:** Noogira ahabwen ki Kiconco atari mu motoka?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 2 Week 8

## 7.2 Emiringoy'okutuura hamwe omuishomero

### Literacy 1 and 2

#### Day 3

### Literacy 1

#### New Letters and Review Chart

V v

aa	a	i	u
vaa	va	vi	vu
faa	fa	fi	fu
gaa	ga	gi	gu

**Thematic Question:** Tushemereire kutwariza tuta bataahi baitu?

#### Beat the Words

vii-gii-za

yaa-vii-gii-ra

nee-vii-gii-ra



### Literacy 2

#### Letter Formation Phrase

V= Omuhaiha gujumwire.

v= Akahaiha kajumwire.

#### Spelling Practice

v, va, vi, vu, gavana, vi, vuga

### Literacy 1

**In the Text Question:** Ahabw'enki Kiconco yaabaire atashemereirwe?

**In My Mind Question:** Ahabw'enki emotoka yaabaire neetwara abaana?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataha aha muheru gw'okushoma.

#### Day 4



7 Okutuura hamwe

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		aa	a	i	u
V	v	vaa	va	vi	vu
F	f	faa	fa	fi	fu
		gaa	ga	gi	gu

##### Beat the Words

fu-ta-na

vii-gii-za

e-fu-re-mbe

yaa-vii-gii-ra

e-ki-fu-ba

nee-vii-gii-ra

##### Sentence Assessment

1. Futana gye ebyokurya.
2. Efurembe yaaviigiira.
3. Viigiiza mpora efurembe.

## Literacy 2

##### Letter Formation Assessment

F, f

V, v

##### Spelling Assessment

f, v, fa, fuu, fe, va, vi, vu, fa, efuufu, ife, gavana, vi, vuga

## 7.2 Emiringo y'okutuura hamwe omu ishomero

### News

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

#### Model News Drawing

Drawing of pupils practicing for the music contest.

#### Model News Story

I always enjoy the time when the school is preparing for the music contest. I like listening to the pupils practicing. Everyone is excited about preparing for the contest. The school comes together to support the choir. It is a happy time at our school.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 83
- Sample scheme of work, page 285
- Lesson Plan Guidelines, pages 294-301

##### NPSCU Curriculum

- Page 37

#### Traditional Text

##### Ekikwate

Ebiragi bituhabura,  
Omu kwegwa kwaitu,  
Omu ishomero,  
Omuka,  
Tukuratire ebiragi,  
Bituhabura,  
Tube abaana barungi.

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

## 7 Okutuura hamwe

# Oral Literature

## Okutuura kurungi

**Ekibuuzo ky’okworekyerera:** Muhurikirize omugane ugu, mungambire ebirukugambwa aha ishomero rya Kaaro.

### Ekicweka 1

Kaaro n’eishomero, eriri kushangwa omu gomborora yaitu. Omuri eryo ishomero harimu abaishiki n’aboojo barikuruga omu byaro ebiri haihi kandi n’ebiri hangahari.

Ebirukushemeza omuri Kaaro n’obutuura gye bw’abantu. Baine abeezi baingi kandi nibatwaza kurungi. Baine abateeki bataano, abakuumi bana, abeeziya abashajja n’abakazi. Baine akakiiko ak’okureeberera obuteeka, emicwe n’emitwarize y’abeezi, hamwe n’abakozi.

Buri ncuro omu ishomero rya Kaaro nihaba hariyo ebintu biri kushemeza. Nihaba hariyo emizaano y’abeezi nk’okwiruka, okweshongora hamwe n’eby’emikono. Buri mwaka nihabayo omukoro gw’abazaire b’eishomero. Haza abazaire nibakira kwija baingi.

Abeezi abari kukora kurungi okukiza abandi babaha ebiconco. Abarikukiraye okukorera kimwe kurungi omuri byona, babaha obuhwezi bw’okushomera busha omwaka gwonu.

### Story Outline

#### Ekiteekateeko ekikuru

Kaaro oku yaabaire rurangaanwa omu kweshongora, kandi abantu kuhwera omu ntunguuka.

#### Ekiteekateeko ekirukuhagira 1:

Empaka z’okweshongora.

#### Ekiteekateeko ekirukuhagira 2:

Okusinga kw’abeezi omu kweshongora.



## 7.2 Emiringoy'okutuura hamwe omu ishomero

### Oral Literature

#### Ekicweka 2

Abeegi n'abeegyesa baabo baine ekiro eki bari kukorera hamwe n'abantu bomu kyarokya Kaaro. Nibakora burungi bwansi, aha iziba, hamwe n'okuhwera abantu abakuzire.

Mbwenu eizooba rimwe abeeshongozi b'eishomero bakeeshongora, baazina kurungi baasinga disitirikiti yooni. Bakaza n'aha rurengo rw'ekicweka kya burengyerwa izooba bw'eihanga. Nabwo bakasinga baaza aha rurengo rw'eihanga.

Abeegyesa n'abeegi bakakwatanisa, baatebeekanisiza gye abeeshongozi baabo baahayana n'agandi mashomero g'eihanga baagasinga. Ogwo mwaka Kaaro ekarangaanwa munonga ahabw'okuhika aha businguziobwo.

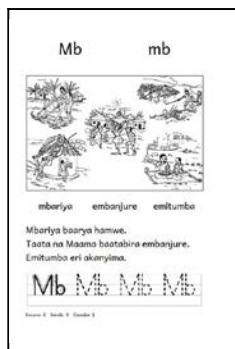
Emyaka eyaakuratiireho abeegi baingi bakashaba emyanya omu ishomero. Kaaro ekeeyongyera kukura baayombekan'ebyombeko ebindi bingi. Kyayorekagye ngu'ageeteeraine nigogaata eigufa'.

Vocabulary Words	
ekarangaanwa	hangahari burungi-bwansi
In the Text Questions	In My Mind questions
1. Nibantu ki abari omu mugane?	1. Iwe okunda byeshongoro ki?
2. Abeegi ba Kaarobakaihahi obuhagizi?	2. Ni bintu ki ebindi ebirikureetera eishomero kurangaanwa?

7 Okutuura hamwe

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

Mb mb

aa	a	o	e
mbaa	mba	mbo	mbe
haa	ha	ho	he
taa	ta	to	te

**Thematic Question:** Gamba abantu abu ori kutuura nabo.

#### Beat the Words

mba-ri-ya      e-mba-nju-re      e-mi-tu-mba

### Literacy 2

#### Letter Formation Phrase

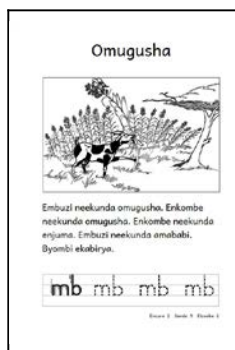
m= Akati, enkoni egondekire aha mutwe, enkoni egondekire aha mutwe.

b= Akati, omupiira.

#### Spelling Practice

mb, mbaa, mbo, mbe, embaata, emboha, embeho

### Day 2



### Literacy 1

**In the Text Question:** Niki ekiri kukunda kurya enjuma z'omugusha?

**In My Mind Question:** Noogira ngu niki ekindi eky'embuzi eri kurya?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 2 Week 9

## Literacy 1 and 2

## Day 3

## Literacy 1

## New Letters and Review Chart

Nd      nd	aa	a	e	o
	ndaa	nda	nde	ndo
	mbaa	mba	mbe	mbo
	haa	ha	he	ho

**Thematic Question:** Abantu b'aha kyaro kyanyu nibatwaza bata?

## Beat the Words

e-ndaa-ho

e-nde-gye

e-ndi-ngi-ri



## Literacy 2

## Letter Formation Phrase

n= Akati keemereire, enkoni egondekire aha mutwe.

d= Omupiira, akati keemereire.

## Spelling Practice

nd, ndaa, nda, ndo, endaaho, enda, embondo

## Literacy 1

**In the Text Question:** Ahabw'enki enkombe yaagira ekiniga?

**In My Mind Question:** Ni binyonyi ki ebindi ebiri kurya omugusha?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



7 Okutuura hamwe

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		aa	a	e	o
Nd	nd	ndaa	nda	nde	ndo
Mb	mb	mbaa	mba	mbe	mbo
		haa	ha	he	ho

##### Beat the Words

mba-ri-ya  
e-ndaa-ho

e-mba-nju-re  
e-nde-gye

e-mi-tu-mba  
e-ndi-ngi-ri

##### Sentence Assessment

1. Mbariya baarya hamwe.
2. Endaaho egomokire.
3. Endingiri ekozire omuruhu.

## Literacy 2

##### Letter Formation Assessment

Mb, mb  
Nd, nd

##### Spelling Assessment

mb, nd, mbaa, mbo, mbe, ndaa, nda, ndo, embaata, emboha, embeho, endaaho, enda, embondo

## 7.3 Emiringo y'okutuura omu kyaro

# News

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

### Model News Drawing

Drawing of an election rally.

### Model News Story

Elections are always an interesting time in our community. Posters go up everywhere. People discuss which candidate they think is best. The candidates hold rallies to encourage people to vote for them. I like elections!

### References

#### NPSCU Teacher's Guide

- Competencies, page 83
- Sample scheme of work, page 286
- Lesson Plan Guidelines, pages 302-307

#### NPSCU Curriculum

- Page 38

### Traditional Text

#### Ekikwate

Enkombe egyenda n'ei nama,  
Obwa ijo ekenda kunshama.  
Nkiriize ekyaana ky'embuzi.  
Naataaha owa Kabundama.  
Naashanga Kiizanaarira.  
Kiconco akwaitse naasheka.  
Naahurira byonabyantama.

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

## 7 Okutuura hamwe

# Oral Literature

## Ntuuha na Kikoona

**Ekibuuzo ky’okworekyerera:** Ku muraatheze kuhurikiza omugane, ninyenda mungambire ekyaitsire omukago gwa Ntuuha na Kikoona.

### Ekicweka 1

Ira na ira, hakaba hariho abashaija babiri barikutuura omu kyarokya Kajunju. Omwe akaba naayetwa Ntuuha kandi ondijo arikwetwa Kikoona.

Ntuuha akaba atuuura omu kisharara kandi akunda kuhinga omu bisharara. Obumwe akiba naahinga abonamu eshonzi. Ku yaabaire azibona atwarira abaana n’omukazi we. Bakaba barya hamwe nk’eka kandi bashemererwa.

Kikoona akaba akora omu ofiisi, asiiba ajwaire etaayi n’ekooti. Akaba ajwara esaati ya mutare n’ekooti erikwiragura sirisiri. Kikoona ogu akaba atahinga ahabw’okuba akaba atagira bwire nk’oku yaabaire asiiba omu ofiisi naakora.

Ntuuha na Kikoona, bakajja banywana kandi kwo baagira omukago guhamire. Kikoona akaba agura ebyokurya owa Ntuuha kandi obumwe Ntuuha amuha n’ebya busha ahabw’omukago ogu baabaire baine.

### Story Outline

#### **Abarikugambwaho omu mugane**

Ntuuha na Kikoona

#### **Omwanya mukuru omu mugane**

Omu muti, omu kisharara

#### **Ekiri kukorwa omu mugane**

Omukago gwa Ntuuha na Kikoona n’oku baahemukaineho.

## 7.3 Emiringo y'okutuura omu kyar

# Oral Literature

**Ekibuuzo ky'okutebereza:** Noogira ngu Kikoona n'eka ye bakakora ki?

### Ekicweka 2

Kikoona ku yaabaire aruga omu ofiisi ataaha owe omu muti kandi n'ab'eka ye niyo baabaire batuura. Eizooba rimwe, Kikoona akeeta Ntuuha ngu amutaayaayire owe omu muti.

Ntuuha akaikirizana n'eka ye ku bataayaayira Kikoona. Batyo bashengyerera emishenga y'oburo n'ebihimba, abaana n'omukazi baabyekorerera baagyenda.

Eka ya Kikoona ekabaakiira kurungi, boona baashemererwa n'omukago gwahama. Ntuuha n'eka ye bakamarira Kikoona ebiro bibiri batyo baataha.

Obwire bwa Kikoona kutaayaayira Ntuuha ku bwahikire, Kikoona yaabura emishenga y'okutwara. Eki yaashaziremu n'okuguma naayeshereka Ntuuha. N'eri izooba, Kikoona naataaha omumutia hab'wokwenda ngu Ntuuha atamureeba akamutonganisa.

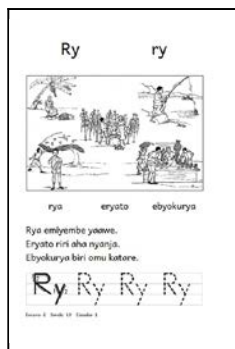
Vocabulary Words		
omukago	baashengyerera	emishenga
In the Text Questions		In My Mind questions
1. Omurimogwa Ntuuhagukabaguri guuha?		1. Iwe ku waakuba oine munywani waawe, mukatwaza muta?
2. Ahabw'eki Kikoona yaayangire kutaayaayira Ntuuha?		2. Kuri waabaire ori Kikoona okaba nooza kutwaza ota?

Term 2 Week 9

## 8 Ebyokurya n'endya yaabyo

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

Ry ry

a	o	i	e
rya	ryo	ryi	rye
na	no	ni	ne
ta	to	ti	te

**Thematic Question:** Gamba oburugo n'emigasho y'ebyokurya n'oku byakubaasa kurindwa gye.

### Beat the Words

rya

e-rya-to

e-byo-ku-rya

## Literacy 2

### Letter Formation Phrase

r= Akati, akataagi.

y= Akataagi, akati kakiikami.

### Spelling Practice

ry, rya, ryo, rye, rya,eryo, eryato

## Day 2



## Literacy 1

**In the Text Question:** Abazaire b'abaana bakabateekyera ki?

**In My Mind Question:** Omugasho guri omu kyenyanja ni guuha?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.



## 8.1 Amaziina g'ebyokurya n'oburugo bwabyo

### Literacy 1 and 2

#### Day 3

#### Literacy 1

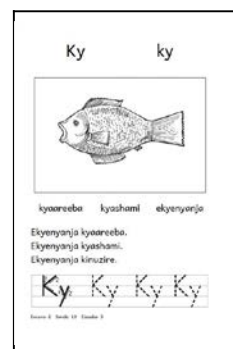
##### New Letters and Review Chart

		a	aa	ee	e
Ky	ky	kya	kyaa	kyee	kye
Ry	ry	rya	ryaa	ryee	rye
		ra	raa	ree	re

**Thematic Question:** Gamba amaziina g'ebyokurya nahi biruga.

##### Beat the Words

kyaa-ree-ba      kyaa-sha-mi      e-kye-nya-nja



#### Literacy 2

##### Letter Formation Phrase

K: akati keemereire, akataagi, akataagi ni  
y: akataagi akati kakiikami ni

##### Spelling Practice

ky, kya, kyaa, kye, ekyaro, kyaareeba, ekye

#### Literacy 1

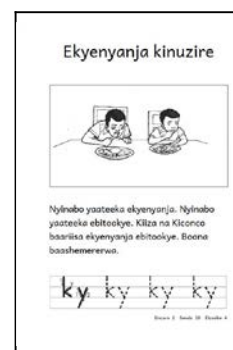
**In the Text Question:** Abantu ni bangahi abaariire ebitookye n'ekyenyanya?

**In My Mind Question:** Ekyenyanya owaanyu mukiiha hi?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataha aha muheru gw'okushoma.

#### Day 4



8 Ebyokurya n'endya yaabyo

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		a	aa	ee	e
Ky	ky	kya	kyaa	kyee	kye
Ry	ry	rya	ryaa	ryee	rye
		ra	raa	ree	re

##### Beat the Words

rya  
kyaa-ree-ba

e-rya-to  
kya-sha-mi

e-byo-ku-rya  
e-kye-nya-nja

##### Sentence Assessment

1. Eryato riri ahanyanja.
2. Rya emiyembe yaawe.
3. Ekyenyanja kinuzire.

## Literacy 2

##### Letter Formation Assessment

Ry, ry  
Ky, ky

##### Spelling Assessment

ry, ky, rya,ryo, rye, kya, kyaa, kye, rya, eryo, eryato, ekyaro, kyareeba, ekye

## 8.1 Amaziinag'ebyokuryan'oburugobwabyo

### News

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

#### Model News Drawing

Drawing of mother winnowing millet and person eating millet bread.

#### Model News Story

My favourite food is millet bread. When I eat millet bread I feel satisfied. I have lots of energy to do my work. I also like the smell of the millet when my mother is winnowing it. It is my favourite smell in the whole world.

#### References

##### NPSCU Teacher's Guide

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

##### NPSCU Curriculum

- Page 40

#### Traditional Text

##### Akeeshongoro

Ekyenyanja kinuzire. (x3)  
Waakiriisa omubumba.  
Waaki-riisa omu-bumba. (x3)  
Ekifuba kitagata.

*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

## 8 Ebyokurya n'endya yaabyo

# Oral Literature

## Mugurusi na Murungi

**Ekibuuzo ky'okworekyerera:** Muhurikirize omugane ogu ku guraahwe mungambire ebindi byokurya ebi muri kumanya ebitagambwaho nahi biri kuruga.

### Ekicweka 1

Omu biro bya kare hakaba hariho omushaija arikwetwa Mugurusi. Akaba aine omukazi ari kwetwa Murungi. Abantu abo bakaba bari abahingi.

Bakaba bahinga ebyokurya by'emiringo mingi. Bakaba bahinga emboga. Emboga ezi baabaire bahinga harimu ebihimba, obushaza, ebinyoobwa, hamwe n'eziri kwiragura. Bakaba bahinga n'ebyokurya by'enjuma. Ebyokurya ebi niebicoori, omugusha, oburo, omuceeri n'engano.

Ebindi bakaba bahinga ebitookye, muhogo, ebitakuri, ebitekyere n'emondi. Oihereho okuhinnga, Mugurusi akaba aine ente, enkoko, embuzi n'entaama nyingi. Obumwe bakaba babaaga barya enyama. Reeru omukazi we Murungi, akaba areeberera enjoki, n'ebyenyanja. Omu bwire bw'omushana bakaba bahakuura barya obwoki obundi babuguza. Ebyenyanja ku baabaire bahurira baayenda kubirya, bakaba baza aha biyanja byabo bashoha batwara bateeka. Eka yaabo ekaba neeyesiimisa kwonka bakaba bataine mwana.

### Story Outline

**Abarikugambwaho omu mugane**

Kirungi, Murungi, Mugurusi

**Omwanya mukuru omu mugane**

Omuka, aha kyar

**Ekiri kukorwa omu mugane**

Okwegyesa abantu empinga nungi y'ebyokurya.

## 8.1 Amaziina g'eb yokurya n'oburugo bwabyo

### Oral Literature

**Ekibuuzo ky'okutebereza:** Mbweni noogira ngu hakabaho ki ahabwa Mugurusi na Murungi kubura kugira omwana?

#### Ekicweka 2

Mugurusi na Murungi bakaguma nibashaba Ruhanga. Aha muheru Ruhanga akabajuka, omukazi yaazaara omwishiki, baamweta Kirungi. Kirungi akakura naarya eby'okurya by'emiringo yona. Akaba aine amagara marungi. Abazaire be bakamwegyesa okuhinga.

Obwire bw'okuza ah'eishomero ku bwahikire, baamutandikisa okwegu. Akashoma n'omujinya, kandi akaba aine obwengye. Ku yaaherize puraimare yaaza omu siniya. Akashoma siniya; aha muheru niwe yaizire asingire eihanga ryona.

Kirungi gavumnti ekamwikiriza kwegyera busha aha rurengo rwa yunivasite ahabw'okusinga. Akashoma eby'obuhingi n'obuhingisa. Ku yaaherize emishomo yaagaruka aha kyaro, yaayegyesa abantu okuhinga gye eitaka rikabura kucuukuuka.

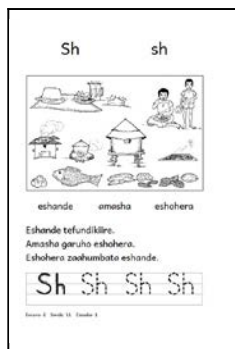
Abantukubaakoreise obwengye bwa Kirungi obuyaabahaire, baayeza. Bakeeza ebitookye, oburo, muhogo n'ebindi. Akabeegyesa n'okuriisa enjoki, enkoko, ebyenyanja n'okuhinga obutuzi. Weeza ekyaro kyoona kikagira ebyokurya biri kumara n'ebindi baabiguza baagira esente; baatunguka.

Vocabulary Words		
kucuukuka	bahakuura	omujinya
In the Text Questions		In My Mind questions
1. Ekaya Mugurusi ekaba eiha nkahe ebyokurya?		1. Owaanyu nimukira kuhinga byokurya ki?
2. Kirungi akashoma ki?		2. Iwe nooyenda ngu okore murimo ki waaheza kushoma?

## 8 Ebyokurya n'endya yaabyo

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

Sh sh

a	e	o	uu
sha	she	sho	shuu
nda	nde	ndo	nduu
ma	me	mo	muu

**Thematic Question:** Gamba oburugo n'emigasho y'ebyokurya n'oku byakubaasa kurindwa gye.

### Beat the Words

e-sha-nde

a-ma-sha

e-sho-he-ra

## Literacy 2

### Letter Formation Phrase

S= Enjoka eri kuraba omu musheenye.

h= Akati keemereire, enkoni egondekire aha mutwe.

### Spelling Practice

sh, sha, sho, she, eshanda, shoma, eshenda

## Day 2



## Literacy 1

**In the Text Question:** Gamba emyanya ahi enshohera ziri kushangwa nyingi.

**In My Mind Question:** Eshohera zikira kureetwa ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## 8.2 Ebyokurya n'endeberera yaabyo

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Ng      ng	o	i	a	e
	ngo	ngi	nga	nge
	sho	shi	sha	she
	bo	bi	ba	be

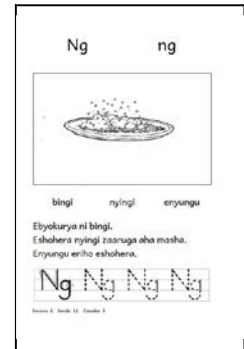
**Thematic Question:** Gamba emiringo n'emigasho y'okubiika gye ebyokurya.

#### Beat the Words

bi-ngi

nyi-ngi

e-nyu-ngu



### Literacy 2

#### Letter Formation Phrase

n= Akati n'enkoni ya taata.

g= Omupiira, enkoni eri kureeba ahansi.

#### Spelling Practice

ng, ngo, ngi, nge, emigasho, bingi, bashange

### Literacy 1

**In the Text Question:** Kiconco ku yaanywaire eshande erimu oburofa akaba ki?

**In My Mind Question:** Tushemereire kwerinda tuta oburwaire?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataha aha muheru gw'okushoma.

## Day 4



8 Ebyokurya n'endya yaabyo

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		o	i	a	e
Ng	ng	ngo	ngi	nga	nge
Sh	sh	sho	shi	sha	she
		bo	bi	ba	be

##### Beat the Words

e-sha-nde  
bi-ngi

a-ma-sha  
nyi-ngi

e-sho-he-ra  
e-nyu-ngu

##### Sentence Assessment

1. Eshande tefundikiire.
2. Ebyokurya ni bingi.
3. Eshohera zaaruga aha masha.

## Literacy 2

##### Letter Formation Assessment

Sh, sh  
Ng, ng

##### Spelling Assessment

sh, ng, sha, she, ngo, ngi, nge, eshanda, shoma, eshenda, emishango, bingi, bashange



## 8.2 Ebyokurya n'endeberera yaabyo

### News

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

#### Model News Drawing

Drawing of a sick person eating silverfish and mushroom soup.

#### Model News Story

When someone is sick in our family, we always prepare mushrooms and silver fish for them to eat. The silver fish is full of vitamins and minerals to help the body fight disease and get well.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 84
- Sample scheme of work, page 309
- Lesson Plan Guidelines, pages 318-323

##### NPSCU Curriculum

- Page 41

#### Traditional Text

##### Ekihimbo ky'ekishaakuzo

Nintuura omu nju,  
Ninzaara enyogori,  
Ninjanjaaza oburwaire.  
Mbwenu ndi ki?  
Eky'okugarukamu: Eshohera

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

## 8 Ebyokurya n'endya yaabyo

# Oral Literature

## Okweteekateekyera obugyenyi

**Ekibuuzo ky'okworekyerera:** Muhurikirize ku ndaazeze kushoma omugane mungambire ebyokurya ebi Karenga yaatebeekaniise.

### Ekicweka 1

Omugurusi Karenga akaba naatuura n'omuhara Kirunga omu kyarokagoye. Karenga ogwe akashomesa omuhara yaaheze emishomo ye. Ku yaaherize emishomo yaatunga omurimo bwanyima yaahingirwa.

Ku haabaire nihaburayo emyezi mukaaga kuhika aha bugyenyi Karenga akaihayo oburo, omugusha n'engano yaabihuura. Kirunga akabyera yaaboneza baabibiika omu magutiya.

Bakagura eby'enyanya n'enyama baabikariirira reeru baabifundikira kurungi ngu embeba zitabirya. Bakaihayo ebihimba, ebicoori, n'amasaza, baahuura, bwanyima baahunika gye omu magutiya. Ebihimba bakabitamu omubazi ngu bitamungwa.

Karenga akagura amajuta g'okwija kurunga eshabwe baagafundikira gye omu nsimbo. Nyineto Kirunga akabazindukira obwoki bw'okwenga enturire baabubiika omu rwabya. Orwabya bakarushengyerera n'ebireere baaruhanika aha bugamba.

### Story Outline

#### **Abarikugambwaho omu mugane**

Omugurusi Karenga

#### **Omwanya mukuru omu mugane**

Omu ka

#### **Ekiri kukorwa omu mugane**

Karenga akatebeekanisa ebyokurya yaabibiika kurungi kuhisya aha izooba ry'obugyenyi.

## 8.2 Ebyokurya n'endeeberera yaabyo

# Oral Literature

**Ekibuuzo ky'okutebereza:** Noogira ngu ebyokurya ebyo bakabibiika kuhisya ryari?

### Ekicweka 2

Ku haabuzireyo ebiro bishatu obugyenye bukataaha baasa omugusha, oburo, ebicoori n'engano. Esaano y'ebyokurya ebyo bakagibiika omu sitooha baasibaho ngu enkoko zitagishiisha. Bakashigisha obushera baabufundikirira omu bisisi n'ebigyerikaani. Bakatema ebitookye baabirunda aha ihaatiro baabishweka endeere.

Aha izooba ry'obugyenye abateeki bakashoroma emboga baazoozya, baazishara kurungi. Bakarima ebitakuri n'emondi baabihaata reeru baatandika kuteeka. Obugyenye bwa Kirunga bukabonera abantu boona baasiima.

Vocabulary Words	
yaabihuura	eshabwe bakashigisha
In the Text Questions	In My Mind questions
1. Karenga n'omuhara bakaba nibatuura hi?	1. Aha bugyenye bakira kugabura byokunywa ki?
2. Amajuta bakagabiika he?	2. Ku waakukora obugyenye okaagabura byokurya ki?

## END-OF-TERM ASSESSMENT TERM 2

### Introduction

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

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

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

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

### Reading Assessments (administered individually)

#### Fluency and Vocabulary Assessment:

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

**L3:** Reads all 5 words correctly.      **L3:** Uses all 5 words correctly in complete sentences.

**L2:** Reads 3-4 words correctly.      **L2:** Uses 3-4 words correctly in mostly complete sentences.

**L1:** Reads 2 or less words correctly. **L1:** 2 or less words correct. Cannot form full sentences.

#### Phonics Assessment:

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

**L3:** Successfully completes the task for all 5 letters.

**L2:** Successfully completes the task for 3-4 letters.

**L1:** Completes the task for 2 or less letters.

### Listening Assessment (administered as a group)

#### Listening Comprehension Assessment:

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

**L3:** Answers all 3 questions correctly.

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

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

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

#### Handwriting Assessment:

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

**L3:** Formation of the letters is excellent. All 6 letters formed correctly.

**L2:** Formation of the letters is good. 3-5 letters formed correctly.

**L1:** Formation of the letters is poor. 2 or less letters formed correctly.

#### Spelling Assessment:

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

**L3:** Spells all 5 correctly.

**L2:** Spells 3-4 correctly.

**L1:** Spells 2 or less correctly.

#### Creative Writing and Name Writing Assessments:

Tell learners to write a story about how food is prepared and eaten in their family. Explain that they can use pictures and words to tell their story. Make sure learners write their name. Collect and assess.

**L3:** Writes a meaningful, well organised story using pictures and words.

**L2:** Writes a meaningful, well organised story using pictures only.

**L1:** The story is poorly organised and difficult to understand the meaning.

**L3:** Writes both names with correct spelling and letter formation.

**L2:** Writes at least one name with correct spelling and letter formation.

**L1:** Cannot write name using correct spelling and letter formation.

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

#### Public Speaking Assessment:

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

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

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

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



# Weekly Lesson Support

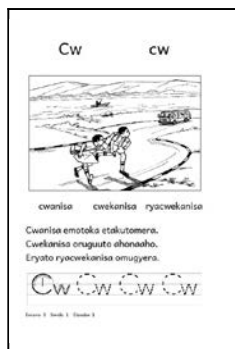
## Term 3 Lessons



9 Eby'engyenda yaitu

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

Cw cw

a	e	i	o
cwa	cwe	cwi	cwo
na	ne	ni	no
sa	se	si	so

**Thematic Question:** Nitugyenda tuta kuruga omu mwanya kuza omu gundi?

#### Beat the Words

cwa-ni-sa      cwe-ka-ni-sa      rya-cwe-ka-ni-sa

### Literacy 2

#### Letter Formation Phrase

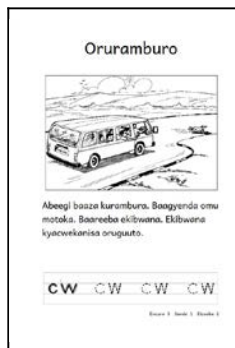
c= Ekicweka ky'omupiira.

w= Akati akeemereire, akati akakiikami, akati akakiikami, akati akeemereire.

#### Spelling Practice

cw, cwo, cwe, cwi, cwanisa, ocwe, cwisu, cwa

### Day 2



### Literacy 1

**In the Text Question:** Abeegi baareba ki?

**In My Mind Question:** Abantu nibagyenda bata kuruga omu mwanya kuza omu gundi?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kirajje kukurataho aha muheru gw'okushoma.

Term 3 Week 1



## 9.1 Emiringo y'engyenda n'ebiri kukoresibwa

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

Bw bw	o	a	e	i
	bwo	bwa	bwe	bwi
	cwo	cwa	cwe	cwi
	to	ta	te	ti

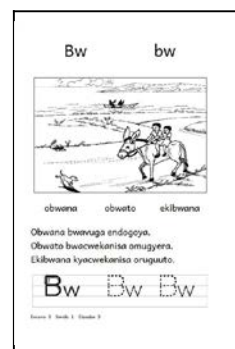
**Thematic Question:** Gamba emiringo y'engyenda n'ebitukoresa kugyenda.

##### Beat the Words

o-bwa-na

o-bwa-to

e-ki-bwa-na



#### Literacy 2

##### Letter Formation Phrase

b= Akati keemereire, omupiira.

w= Akati keemereire, akati kakiikami, akati kakiikami, akati keemereire.

##### Spelling Practice

bw, bwa, bwe, bwi, bwo, obwato, bwebwe, bwite, bwote

#### Literacy 1

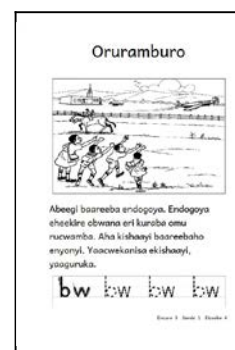
**In the Text Question:** Abeegi baagyenda omu riki?

**In My Mind Question:** Gamba ahu orataayaayiire n'ebi waareebireyo.

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataha aha muheru gw'okushoma.

#### Day 4



9 Eby'engyenda yaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		o	a	e	i
Bw	bw	bwo	bwa	bwe	bwi
Cw	cw	cwo	cwa	cwe	cwi
		to	ta	te	ti

##### Beat the Words

cwa-ni-sa

o-bwa-na

cwe-ka-ni-sa

o-bwa-to

rya-cwe-ka-ni-sa

e-ki-bwa-na

##### Sentence Assessment

1. Cwanisa emotoka etakutomera.
2. Cwekanisa oruguuto ahonaaho.
3. Obwana bwavuga endogoya.

## Literacy 2

##### Letter Formation Assessment

Cw, cw

Bw, bw

##### Spelling Assessment

cw, bw, cwo, cwe, cwi, bwa, bwi, wisa bwo, cwanisa, ocwe, cwisa, cwa, obwato, bwebwe, bwite, bwote

## 9.1 Emiringo y'engyenda n'ebiri kukoresibwa

### News

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

#### Model News Drawing

A school bus traveling in a town setting with all the different modes of transport surrounding it.

#### Model News Story

When I was in Primary 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.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 85
- Sample scheme of work, pages 333-334
- Lesson Plan Guidelines, pages 337-338

##### NPSCU Curriculum

- Pages 43-45

#### Traditional Text

##### Ekishaakuzo

Shaaku shaaku... Shambagira.

Omuriro gukootsya, gwatsiga,  
orukoba rwa muka-ishaza.  
Enyena yaawe: Ni omuhanda.

*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 Eby'engyenda yaitu

# Oral Literature

## Omugurusi w'omukyene

**Ekibuuzo ky'okworekyerera:** Mwaheza kuhurikiza omugane ugu, mugambe entuura ei omugurusi yaabaire arimu empungu etakaizire.

### Ekicweka 1

Omu biro bya kare, hakaba hariho omugurusi eiziina rye barikumweta Karenga, ari omukyene. Eizooba rimwe, omugurusi ugu akaba ahingire omu musiri gwe, reero empungu yaija yaamugambira eti, "Naaza kukuha obutungi kwonka nooguma n'ompa ebyokurya."

Omugurusi ku yaahuriire ekyo, ahonaaho yaata efuka ahansi yaateera ekiruhuuko ati "Ahuuu!" Nikwo kugarukamu empungu n'eiraka ririkutetema ahabw'amashemererwa kandi arikumanyisa ngu yaikiriza eki yaagambirwa kukora. Ahaanyima y'ekyo empungu yaagambira omugurusi kushitama aha mapapa gaayo. Empungu yaatwara omugurusi omunsiya hare, nungi kandi ey'amatungo.

Kuruga obwo omugurusi yaaba omutungi rurangaanwa. Eizooba rimwe, empungu yaija kurya nk'oku yaabaire eteiseze n'omugurusi. Omugurusi yaayanga kuha empungu ebyokurya. Empungu ekeitwa enjara munonga, yaaronda eky'okukora kyabura. Omugurusi nawe eki yaakozire yaatandika kubinga Empungu omu kibuga kye arikugirekyera n'amabaare. Empungu ekabuza, omugurusi eti, "Mazima waayebwa n'ahi naakwihire, mbwenu waataho n'okundekyera amabaare?"

### Story Outline

**Abarikugambwaho omu mugane**

Omugurusi Karenga, empungu

**Omwanya mukuru omu mugane**

Omu ka, omu musiri

**Ekiri kukorwa omu mugane**

Omugurusi Karenga okaruga omu bukyene.

## 9.1 Emiringo y'engyenda n'ebiri kukoresibwa

### Oral Literature

**Ekibuuzo ky'okutebereza:** Noogira ngu n'enki ekyabaire aha mugurusi?

#### Ekicweka 2

Empungu eki yaakozire ekatwara omugurusi ei yaamwihire omunsi y'obworo n'enaku. Empungu ku yaihire omugurusi aha mapapa gaayo, yaatandika kumweshongorera eti: Kare kare Karenga, Nkuragye ngyende Karenga, Nkuragye ngyende Karenga. N'obutungi Karenga N'ebintu Karenga...Abakazi n'abaana Karenga. Bamba omugurusi Karenga kuruga eizooba eryo akagaruka omu bworo n'obukyene obu yaabaire arimu. Empungu ekamugira eti, "Nkakuyamba naakwiha omu bworo naakuha obugaiga mbwenu ku waahikire waanyebwa, ka nkugaruze ahi naakwihire ogaruke omu bworo bwawe.

Eky'empungu yaakozire, ekagyenda yaayebuuza ahari bagyenzi baayo eki eraabaase kukorera omugurusi. Nikwo empungu ezo zaagiha obwengye ku egambira omugurusi omwanya omurungi ogurikukira ugu, kandigurimu buri kimwe eki arikwetenga. Empungu nayo yaakora nk'oku ngyenzi zaayo zaagihaire obwengye. Omugurusi nawe tarasiibizayo, nikwo kwikiriza kutemba aha mapapa g'empungu.

Vocabulary Words		
omukyene	ruranganwa	enjara
In the Text Questions		In My Mind questions
1. Omugurusi n'empungu bakaragaana kukora ki?		1. Iwe okatwarize ota waaheza kukora endagaano?
2. Empungu ekashashura ki omugurusi ahabw'okuhenda endagaano?		2. Aha mugurusi n'empungu n'oha owaafeereirwe munongaomugisha?

Term 3 Week 1

9 Ebya engyenda yaitu

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

Ts ts

o	u	i	a
tso	tsu	tsi	tsa
go	gu	gi	ga
mo	mu	mi	ma

**Thematic Question:** Nitugyenda tuta kuruga omu mwanya kuza omu gundi?

#### Beat the Words

o-mu-tsi-ga-zi yaa-tsi-mbu-ra e-bi-nyaa-tsi

### Literacy 2

#### Letter Formation Phrase

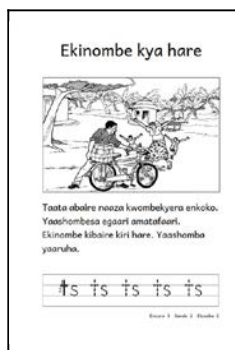
t= Akati akeemereire, akati akarambiire ahagati y'akemereire.

s= Enjoka eri kuraba omu musheeniyi.

#### Spelling Practice

ts, tso, tsi, tsa, tsu, tsiga, omutsitsa, omutsi

### Day 2



### Literacy 1

**In the Text Question:** Taata akakoresa ki kushomba amatafaari?

**In My Mind Question:** Amatafaari ni bagakora bata ?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 3 Week 2

## Literacy 1 and 2

### Day 3

### Literacy 1

#### New Letters and Review Chart

Ny ny	o	aa	i	e
	nyo	nyaa	nyi	nye
	tso	tsaa	tsi	tse
	go	gaa	gi	ge

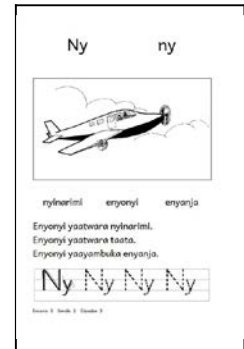
**Thematic Question:** Okugyenda ni kutuhwera ki?

#### Beat the Words

nyi-na-ri-mi

e-nyo-nyi

e-nya-nja



### Literacy 2

#### Letter Formation Phrase

n= Akati akeemereire, akati akakiikami, akati akeemereire.

y= Akataagi, akati, akakiikami.

#### Spelling Practice

nya, nyo, nye, nyi, nyo, enyaanya, enyonyi, nyiga

### Literacy 1

**In the Text Question:** N'oha owaahaire taata esente?

**In My Mind Question:** Iwe owaanyu enju nimuzombekyesa ki?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

### Day 4



9 Ebya engyenda yaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

Ny Ts	ny ts	o	aa	i	e
		nyo	nyaa	nyi	nye
		tso	tsaa	tsi	tse
		go	gaa	gi	ge

##### Beat the Words

o-mu-tsi-ga-zi  
nyi-na-ri-mi

yaa-tsi-mbu-ra  
e-nyo-nyi

e-bi-nyaa-tsi  
e-nya-nja

##### Sentence Assessment

1. Omutsigazi yaavuga enyonyi.
2. Enyonyi yaatwara nyinarimi.
3. Enyonyi yaatwara taata.

## Literacy 2

##### Letter Formation Assessment

Ny, ny  
Ts, ts

##### Spelling Assessment

ts, ny, tso, tsi, tsa, tsu, nya, nyo, nye, nyi, nyo, tsiga, omutsitsa, omutsi, enyaanya, enyonyi, nyetsige, nyiga



## 9.2 Ebirikukoreesibwa omungyenda

### News

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

#### Model News Drawing

Drawing of a bus with people above and cargo below.

#### Model News Story

During the school holiday I took the bus. I prefer the bus to a taxi because you sit up high and have a good view. You also don't feel the bumps in the road as much. Along with passengers, the bus also takes many goods for people in its big cargo section.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 85
- Sample scheme of work, pages 334-335
- Lesson Plan Guidelines, pages 345-350

##### NPSCU Curriculum

- Page 45

#### Traditional Text

##### Ekikwate

Nkaza omu duuka.  
Naashangamu orikuguza.  
Naamuha amasente.  
Yampa akagaari,  
Naakateera omugyere.  
Kairuka nk'omuyaga.

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

## 9 Ebya engyenda yaitu

# Oral Literature

## Kateesigwa

**Ekibuuzo ky'okworekyerera:** Naaza kubashomera omugane, ahanyima mungambire ekyabaire aha kanyankogote.

### Ekicweka 1

Obwaira, enyamaishwa n'abantu bikaba bikoresa orurumirumwe. Byona bikaba bigamba nk'abantu. Bikaba bituura n'abantu, birya nabo kandi bitaahirana nabo obugyenye. Omurundi gumwe, enyonyi zikagira obugyenye bw'okushwererera mutabani waazo Rugambwa. Eizooba ry'okujuga ekyaro kyona kakahinda; engoma zaajumeera, empangare n'abatsigazi baataagurira akatuutu kaabashweka. Obugyenye bukaba niburangwa akaika. Abataahi b'obugyenye bakarya baashemererwa. Obwo bugyenye bukataahwa baingi. Hakaba harimu Wakame; kateera rume, Kikwisi; Mukuru w'ababaagi, abantu, enjangu, hamwe n'akanyankogote. Abaabaire nibaruga hare bakaija ahambaraasi, eby'amapapa bikaguruka kwonka abaingi baribata n'ebigere.

Owa ishezaara kishwera hakaba hari omu iguru. Obwire bwa kishwera kwakiira omugore owa ishezaara, ku bwahikire buri omwe yaayebuuza oku baarahike omu iguru owa ishe w'omugore. bakashutama, baikirizana ngu enyonyi zonka ezirikubaasa kuguruka zibe nizo zaagyenda na kishwera mugyenye waabo. Nangwa na kigamba bugyenye Wakame nawe yaikiriza.

### Story Outline

**Abarikugambwaho omu mugane**

Akanyankogote, Ebinyonyi

**Omwanya mukuru omu mugane**

Ensi, Eiguru

**Ekiri kukorwa omu mugane**

obugyenye, okuguruka

## Oral Literature

**Ekibuuzo ky’okutebereza:** Mbweni noogira ngu akanyankogote kakagyenda n’abashwezi omu iguru? Kakazayo kata kataine mapapa?

### Ekicweka 2

Akanyankogote ahabw’omururu mwingi tikaraikirizaine na bagyenzi baako. Ekiro ky’okuza aha rugyendo ku kyahikire, kaagira ebinyonyi ngu ko nikaija kugyenda nka kigamba obugyenzi kandi nikaija kugamba gye. Buri kinyonyi kikeekuura amooya abiri byakorera akanyankogote amapapa.

Haza kakabagira kati, “Oku ei turikuza abantu beetana amaziina, n’ahabwekyo ka twe yete amaziina.” Buri kinyonyi kikeeyeta eiziina. Buri kinyonyi ku kyagizire eiziina, kokaagira ngu eiziina ryako ni Mwena. Ku baahikireyo baabareetera ebyokurya n’ebyokunywa. Okugira ngu akanyankogote kakaba kari ka kagambirizi wa baakishwera, kabuuzza kati, “Ebyokurya, n’ebyokunywa n’ebyoha?” Bati, “Nebya Mwena.” Akanyankogote ebyokurya kakabirya konka n’ebyokunywa kaabinywa konka. Ebinyonyi bikagira ekiniga, byakaaka amapapa byakasigayo omu iguru. Akanyankogote kaashobangirirwa, kaayehwaho kaayerekura omumwanya kaayedumuura ahansi. Abantubakahurira ekyabaruka bairuka baaza kureeba ekyabaho. Bakashanga kari akanyankogote kashatashatukire. "Okunde baingi oyesigye bakye."

Vocabulary Words		
zaajumeera	omururu	kashobangirirwa
In the Text Questions		In My Mind questions
1. N’oha owaagizire obugyenzi?		1. Noogira ngu akanyankogote kakagyenderera ki okweyeta Mwena?
2. Akanyankogote kakaza kata omu iguru?		2. Iwe akanyankogote okaakahabura ota?

9 Eby'engyenda yaitu

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

Nk nk

a	i	o	e
nka	nki	nko	nke
nga	ngi	ngo	nge
ba	bi	bo	be

**Thematic Question:** Nitugyenda tuta kuruga omu mwanya kuza omu gundi?

#### Beat the Words

e-nko-ba

e-nkai-to

e-nko-ndo

### Literacy 2

#### Letter Formation Phrase

n= Akati keemereire, enkoni egondekire.

k= Akati keemereire, akataagi, akataagi.

#### Spelling Practice

nk, nke, nka, nko, nki, nkanga, enkoba, enki, nkente

### Day 2



### Literacy 1

**In the Text Question:** Kiiza na Kiconco nibagye bata baaba nibaza aha ishomero?

**In My Mind Question:** Kuri noogira ngu Kiconco akasiga Kiiza hakaba nihabaho ki?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 3 Week 3

## Literacy 1 and 2

## Day 3

## Literacy 1

## New Letters and Review Chart

Nt      nt	e	a	o	u
	nte	nta	nto	ntu
	nke	nka	nko	nku
	nge	nga	ngo	ngu

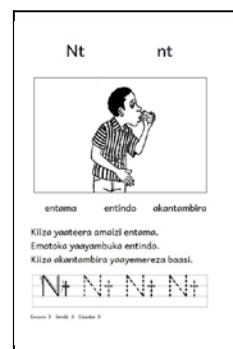
**Thematic Question:** Ni bipimo ki ebikoresibwa omungyendo?

## Beat the Words

e-nta-ma

e-nti-ndo

a-ka-nta-mbi-ra



## Literacy 2

## Letter Formation Phrase

n= Akati akeemereire, enkonu egondekire aha mutwe.

t= Akati akeemereire, akati karambikire ahagati y'akeemereire.

## Spelling Practice

nt, nta, nte, nto, ntu, entango, ente, entonga, entungo

## Literacy 1

**In the Text Question:** Oyemerize baasi nooha?

**In My Mind Question:** Ku waakuba ori omuzaire wa Kiiza okaamuhwera ota?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



9 Eby'engyenda yaitu

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		e	a	o	u
Nt	nt	n-te	n-ta	n-to	n-tu
Nk	nk	n-ke	n-ka	n-ko	n-ku
		n-ge	n-ga	n-go	n-gu

##### Beat the Words

e-nko-ba

en-kai-to

e-nko-ndo

e-nta-ma

e-nti-ndo

a-ka-nta-mbi-ra

##### Sentence Assessment

1. Abashaabaazi baayekoma enkoba.
2. Enkondo ziri omukishaayi.
3. Emotoka yaayambuka entindo.

## Literacy 2

##### Letter Formation Assessment

Nk, nk

Nt, nt

##### Spelling Assessment

nk, nt, nke, nka, ko, nki, nta, nte, nto, nt, nkanga, enkoba, enki, nkente, entanga, ente, entonga, entungo

## 9.3 Ebiri kukoresibwa omu ngyenda yaitu

# News

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

### Model News Drawing

Drawing of people in a taxi giving money to the conductor.

### Model News Story

We have to use our math skills when we take the taxi. Why? When you give your fare to the conductor you have to make sure you get the correct change in return. This is how I make sure I always get the right change.

### References

#### NPSCU Teacher's Guide

- Competencies, page 85
- Sample scheme of work, page 336
- Lesson Plan Guidelines, pages 351-357

#### NPSCU Curriculum

- Page 46

### Traditional Text

#### Engondeka rurimi

Nyegirire, ngirira ngyende orugyendo rw'ebigere rugyenza ira.

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

Term 3 Week 3

## Oral Literature

### Enjojo, akame n'enyaraju

**Ekibuuzo ky'okworekyerera:** Naaza kubashomera omugane, reeru mungambire enyamaishwa ei murikuteekateeka ngu ekakiza ntaahi zaayo obwengye.

#### Ekicweka 1

Enjojo, akame n'enyaraju zikaba nizituura hamwe. Zikaba zikira kuteera empaka. Enjojo ekaba egira eti, "Nyowe nyine amaani, ninkuura emiti n'ebikungu. Tihariho kintu kyona ekiri kunkiza amaani. Naimwe nimukimanya, ngu nyowe niinye nshangwa nyebembera omu kurwana orugamba!"

Akamekati, "Obwengye burya amaani. Nyowenyine obwengye. Ebyokurya n'ebyakunywa niinye mbireeta ahabw'obwengye bwangye. Kandi nimukimanya ngu nangwa niinye omwe aha baha b'obwengye b'omugabe."

Enyaraju ekagira eti, "Nyowe nimureeba omubiri gwangye ninyehindura nk'oku ndikwenda." Enjojo ekigiyere ekiimusa omu mwanya egigira eti, "Eishi nkaakuribata. Hunama! Mbweni iwe n'obukye bwawe notubaiha ki?"

Enyaraju yaamubuza eti, "Iwe noirukanga kiromita zingahi buri shaaha? Reka twiruke, buri kiromita ei oransige niinyija ku kushashuramu esente."

#### Story Outline

**Abarikugambwaho omu mugane**

Warujojo, Wakame, N'enyaraju

**Omwanya mukuru omu mugane**

Eihanuuriro

**Ekiri kukorwa omu mugane**

Okwiruka, okuhakahakana



## 9.3 Ebiri kukoresibwa omu ngyenda yaitu

# Oral Literature

**Ekibuuzo ky’okutebereza:** Mbweni noogira ngu neeha eyaasingire ezindi?

### Ekicweka 2

Kanyonza, kanyamunyu ekikyere, engwe n’embogo bikazicweramu ngu ziiruke eziraashembe zishashure eyaazisinga. Enyamaishwa zoonza zikeerundaana, engoma zaaziteera, akaari kakaza ahaiguru ziri kuha amaani eziri omu mpaka.

Akame enjojo n’enyaraju okwiruka zikakutandikira aha kiteehurizi ahu Kanyonza yaateereire efurembe. Zoonza amaguru zikagakoramu, akacuucu kaayereera. Omuri ako kaari k’okushemererwa, enyaraju ekagyenda mpora yaaza aha mukira gw’enjojo yaaramataho. Haza Warujojo yairuka yaarengyerwa akacuucu, ekifuzi kyagyeecunda. Haza yaagira eti, “Nimubeiha eri izooba nimunshashura ezangye.”

Obwo enyaraju eriyo eba aha kakira kaayo egihuriire. Enjojo ku yaabaire etakyera, etakiiragura yaareeba abantu baingi aha kimariro, nibagyaniriza, yaabitamu amaani. Ekaba eshwekirwe akatuutu n’akacuucu. Ku yaabaire neeyehindura kushutama, omu ntebe y’ekimariro, enyaraju yaagamba n’eiraka rihango eti, “Otanshutamira! Entebe ngigaramiremu kare!” Enyamaishwa zoonza zikatangaarira obwira bw’enyaraju. Akame nako kahikaho. Kanyaamunyu yaashara empaka enjojo n’akame bikashashura esente enyaraju okurugiirira kiromita eziyairukire.

Vocabulary Words	
ebikungu	ekifuzi
efurembe	
In the Text Questions	In My Mind questions
1. Warujojo, Wakame, n’enyaraju bikaba bituura bita?	1. Gamba enyamaishwa ezindi ezitagambwaho omumugane.
2. Ahabw’enki Warujojo, Wakame, n’enyaraju zaagiire omu mpaka?	2. Kuwaakuza kuha Warujojo obwengye okaamuhabura ota?

10 Ebintu ebi tukora

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

Nw nw

e	a	o	u
nwe	nwa	mwo	mwu
me	ma	mo	mu
he	ha	ho	hu

**Thematic Question:** Ni bintu ki ebi mukora?

#### Beat the Words

e-nwa

e-mi-nwa

o-mu-nwa

### Literacy 2

#### Letter Formation Phrase

n= akati akeemereire, enkonu egondekire aha mutwe.

w= akati akeemereire akafuuha, akati akeemereire.

#### Spelling Practice

nw, nwa, nwe, nwi, nwu, enwa, munwa, muhanwire

### Day 2



### Literacy 1

**In the Text Question:** N'enki ekyabaire ahari Kiiza na Kiconco?

**In My Mind Question:** Bitari bireere, nakoresa ki kukora omupiira?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 3 Week 4

## 10.1 Ebintu ebi turikukora omuka n'aha ishomero

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

Mp      mp	e	a	o	u
	mpe	mpa	mpo	mpu
	nwe	nwa	nwo	nwu
	nge	nga	ngo	ngu

**Thematic Question:** Ni bintu ebiri kukorerwa omuka naha ishomero?

##### Beat the Words

mpu-ni-ka

e-mpa-ngo

e-mpo-to-re



#### Literacy 2

##### Letter Formation Phrase

M= Akafuuha n'akandi kafuuha bukwataine.

p= Akati keemerereire, omupiira.

##### Spelling Practice

mp, mpa, mpe, mpo, mpu, empango, empu, empingi

#### Literacy 1

**In the Text Question:** Ni buhwezi kiobu ishe wa Kiiza na Kiconco yaabahaire?

**In My Mind Question:** Ni myanya kiendiijoei turikushangamu enwa?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



10 Ebintu ebi tukora

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		e	a	o	u
Mp	mp	mpe	mpa	mpo	mpu
Nw	nw	nwe	nwa	nwo	nwu
		nge	nga	ngo	ngu

##### Beat the Words

e-nwa  
mpu-ni-ka

e-mi-nwa  
e-mpa-ngo

o-mu-nwa  
e-mpo-to-re

##### Sentence Assessment

1. Kiconco yaareeba enwa.
2. Twena twine eminwa.
3. Ebireere biri omurimpunika.

## Literacy 2

##### Letter Formation Assessment

Nw, nw  
Mp, mp

##### Spelling Assessment

nw, mp, nwa, nwe, nwi, nwu, mpa, mpe, mpo, mpu, empango, empu, empingi, empungu

## 10.1 Ebintu ebi turikukora omuka n'aha ishomero

### News

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

#### Model News Drawing

Drawing of the steps in making a mat.

#### Model News Story

When I was a child, both my mother and grandmother made mats. I liked to watch them as they worked. Making mats took several steps. Here are the steps to making a mat...

#### References

##### NPSCU Teacher's Guide

- Competencies, page 86
- Sample scheme of work, page 358
- Lesson Plan Guidelines, pages 361-367

##### NPSCU Curriculum

- Page 48

#### Traditional Text

##### Akeeshongoro

Ka nyeteerere akadongo kangye x3  
Itwe abaana ka tushemereirwe.  
Emipiira nitugizinga.  
Emiguha nitugyogosha.  
Ebirago nitubiruka.  
Weeza twena tushemereirwe.

*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

10 Ebintu ebi tukora

## Oral Literature

### Amatungo ga Rukooti

**Ekibuuze ky'okworekyerera:** Muhurikize omugane ogu naaza kubashomera, bwanyima mungambire ahi Rukooti yaihire emiguha.

#### Ekicweka 1

Omu kyaro kya Karorwa, hakaba hariho omugurusi arikwetwa Rukooti.

Rukooti akaba atungire enyamaishwa z'emiringo mingi nk'entaama, embuzi, ente hamwe n'embwa.

Omugurusi ogu akaba naakunda enyamaishwa ze. Rukooti, akaba aine Kabuuti ye ei yaakozire omu ruhu rw'entaama. Embuzi n'entaama akaba abitsibikisa emiguha.

Eizooba rimwe embuzi zikacwa emiguha. Rukooti akaza omu katere y'arondayo emiguha yaabura. Akagaruka omuka yaacwa ebireere yaayogosha emiguha yaatsibika amatungo ge.

#### Story Outline

##### **Abarikugambwaho omu mugane**

Omugurusi Rukooti, abaana, mukuru w'eishomero

##### **Omwanya mukuru omu mugane**

Omuka

##### **Ekiri kukorwa omu mugane**

Okutsibika amatungo, okuronda emiguha.

Term 3 Week 4

## 10.1 Ebintu ebiturikukora omuka n'aha ishomero

### Oral Literature

**Ekibuuzo ky'okutebereza:** Mbweni noogira ngu emiguha y'ebireere ku yaarahukire kucweka Rukooti akakora ki?

#### Ekicweka 2

Eky'obusaasi emiguha ey'ebireere ekarahuka kucweka. Ku yaabaire yaashobeirwe, abaana be baija bari kuruga aha ishomero. Bakamugira ngu ahai shomero baacwire ebigoigo baaruka emiguha n'eshaho by'okuguza. Reeru sente zikarugamu bakagura ehuuzi bakeega okuruka ebitambaara.

Rukooti ekyo kiro akaraara naaroota okuza aha ishomero. Eizooba eryakuratsireho akakyeera yaaza aha ishomero. Ku yaahikire omu ofisi y'eishomero, yaashangamu mukuru w'eishomero. Akamushaba kumworeka emiguha y'okugura.

Mukuru w'eishomero akagimworeka atyo yaagura ho emiguha ikumi. Yaataaha kutsibika amatungo ge.

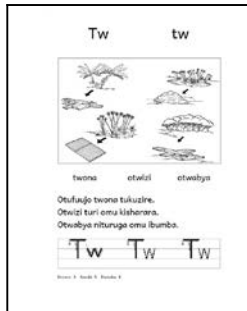
Vocabulary Words		
amatungo	zikacwa	yaayogosha
In the Text Questions		In My Mind questions
1. Eiziina ry'omugurusi orikugambwaho omu mugane niriiha?		1. Iwe n'okunda kukora bintu ki?
2. Kabuuti yaa Rukooti akagikora omuri ki?		2. Gamba ebintu ebindi ebitukorwa aha ishomero n'omuka ebitagambwaho?

Term 3 Week 4

10 Ebintu ebi tukora

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

Tw tw

i	o	a	e
twi	two	twa	twe
ndi	ndo	nda	nde
zi	zo	za	ze

**Thematic Question:** Ni bintu ki ebi tukora?

#### Beat the Words

two-na

o-twi-zi

o-twa-by

### Literacy 2

#### Letter Formation Phrase

t= Akati karambikire ahagati y'akeemereire.

w= Akati akeemereire, akati akakiikami, akati akakiikami, akati akeemereire.

#### Spelling Practice

twi, twa, twe, two, otwazo, twenda, otwizi, otwondo

### Day 2



### Literacy 1

**In the Text Question:** Ni murimo ki ugu Kiconco yaakozire?

**In My Mind Question:** Iwe owaanyu eibumba nimurikoresa ki?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 3 Week 5



## 10.2 Ebintu ebi turikukora n'oburugo bwabyo

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

Rr	rw	i	o	u	e
		rwi	rwo	rwu	rwe
		twi	two	twu	twe
		ri	ro	ru	re

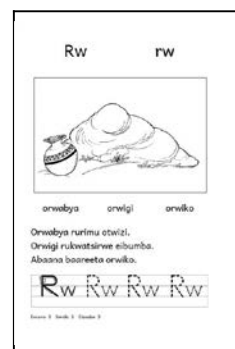
**Thematic Question:** Ebintu ebi tukoresa biruga hi?

##### Beat the Words

o-rwa-bya

o-rwi-gi

o-rwi-ko



#### Literacy 2

##### Letter Formation Phrase

r= Akati keemereire kaine akataagi.

w= Akati keemereire, akati akakiikami, akati akakiikami  
akati akeemereire.

##### Spelling Practice

rw, rwa, rwe, rwo, rwi, orwari, orwe, twarwara, orworo

#### Literacy 1

**In the Text Question:** Nooha owahababire?

**In My Mind Question:** Ebikworwa ebiri kukira kukugwisa kubi ni biiha?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataha aha muheru gw'okushoma.

#### Day 4



10 Ebintu ebi tukora

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		i	o	u	e
Rw	rw	rwi	rwo	rwu	rwe
Tw	tw	twi	two	twu	twe
		ri	ro	ru	re

##### Beat the Words

two-na  
o-rwa-bya

o-twi-zi  
o-rwi-gi

o-twa-bya  
o-rwi-ko

##### Sentence Assessment

1. Otufunjo twona tukuzire.
2. Orwabya rurimu otwizi.
3. Abaana baareeta orwiko.

## Literacy 2

##### Letter Formation Assessment

Tw, tw  
Rw, rw

##### Spelling Assessment

twi, rw, twa, twe, twi, two, rwa, rwe, rwa, rwi, otwazo, twenda, otwizi, otwondo, orwari, orwe, twarwara, orworo

## 10.2 Ebintu ebi turikukora n'oburugo bwabyo

### News

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

#### Model News Drawing

Drawing of many things made of wood in the classroom.

#### Model News Story

I love trees for many reasons: their shade, their fruits and their beauty. But trees also provide us with wood which we use for making many things. In our classroom alone we can see many things made from wood: desks, tables, slates and pencils.

#### References

##### NPSCU Teacher's Guide

- Competencies, page 86
- Sample scheme of work, page 359
- Lesson Plan Guidelines, pages 368-374

##### NPSCU Curriculum

- Page 48

#### Traditional Text

##### Akeeshongoro

Swiswi tukaza omu kisharara,  
Swiswi kurundayo eibumba.  
Swiswi twashangayo akanyonyi,  
Swiswi nikagamba nk'abantu.  
Gyogori, gyogori, gyogori (x2)

*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

10 Ebintu ebi tukora

## Oral Literature

### Okutaayaayira abaana

**Ekibuuzo ky'okworekyerera:** Muhurire omugane, ku muraheze, mungambire ebintu by'abeegi baakoreire aha ishomero.

#### Ekicweka 1

Omu biro bya kare hakaba hariho omushaija atwire omu kyarw Wamuti. Eziina rye akaba nayetwa Kamoga. Obwire obwo enjara ekaba eteire. Kamoga akateekateeka kuza kutaayaayira abaana be, omu ishomero yaha. Eizooba niryorimwe abakuru b'eishomero n'abeegyesa bakaba bateekateekire kwakiira abazaire kutaayaayira abaana n'okumanya enshonga ezindi z'omu ishomero. Abaana bakaba baaherize kubyeba eby'emikono ebi baabaire bakozire omu bintu ebyabaire bibeehinguririze.

Ekigyendererwa kikaba kiri ngu abazaire baija kutaayaaya aha ishomero, basiime enyegyesa y'abeegyesa n'ebindi bintu ebiri kukorerwa omu ishomero.

Omuzaire Kamoga akaza omukatare kugura ebintu by'okukoresa ebi arakomere abaana be. Akagura engano, buto, shukaari amahuri, n'ekitumbisa. Akakora emigaati, amandaazi na keeki. Kamoga akapakira entanda y'abaana be omu kigyega. Bwanyima yaaza ow'omubiiki w'ekibiina kya biika-oguze kuronda obuhwezi.

#### Story Outline

**Abarikugambwaho omu mugane**

Kamoga

**Omwanya mukuru omu mugane**

omuka

**Ekiri kukorwa omu mugane**

Kamoga kukoma entanda y'okutwarira abaanabe aha ishomero.

Term 3 Week 5

## 10.2 Ebintuebiturikukora n'oburugo bwabyo

### Oral Literature

**Ekibuuzo ky'okutebereza:** Noogira ngu Kamoga akatunga buhwezi ki ow'omubiiki wa biika-oguze?

#### Ekicweka 2

Kamoga akagambira omubiiki ngu sente ezi yaaba aine yaazigura ebintu byokukora entanda y'abaana zaahwaho. Omubiiki akamuguza sente z'okumutwara aha ishomero n'okumugarura.

Eshaaha y'orugyendo ku yaahikire, yaakwata ekigyega yaaza kutegyereza emotoka aha ruguuto. Emotoka kabangari ekareetana harimu abazaire abandi nabo bari kuza aha ishomero. Kamoga akeemereza motoka egyo nawe yaazamu baabatwara baabahitsya aha ishomero. Ku baahikire aha ishomero baashanga abaana baabo babategyereize. Abazaire bakaha abaana entanda ezi babaire babakomeire.

Abaana boona bakarya baashemererwa. Ku baaherize kurya, abeegyesa baatwara abazaire kubooreka ebi abaana baabaire bakozire. Bakaba bakozire ebiibo, ebirago kuruga omu bifunjo. Bakaba bakozire enkwanzi, emiringa n'enjebajebe kuruga omu birabyo n'obujuma bwa karituusi, hamwe n'emiceeka kuruga omu nkindo n'omubimbiri.

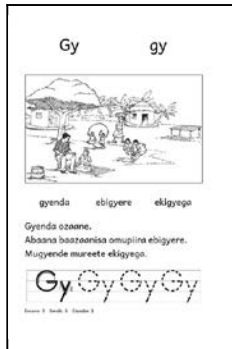
Abazaire bakareebera okushemererwa batyo baagura babitwara owaabo.

Vocabulary Words	
ekitumbisa	omubiiki entanda
In the Text Questions	In My Mind questions
1. Abaana bakaba bakozire bintu ki?	1. Ku waakuba ori omuzaire abaana baawe okaabakomera ki?
2. Kamoga akakomera kiabaana be?	2. Amandaazi nigateekwa gata?

10 Ebintu ebi tukora

## Literacy 1 and 2

### Day 1



### Literacy 1

#### New Letters and Review Chart

Gy gy

o	a	e	u
gyo	gya	gye	gyu
rwo	rwa	rwe	rwu
mo	ma	me	mu

**Thematic Question:** Ni bintu ki ebi tukora?

#### Beat the Words

gye-nda

e-bi-gye-re

e-ki-gye-ga

### Literacy 2

#### Letter Formation Phrase

g= omucungwa, enkoni egondekire aha mutwe, eri kureeba ahansi.

y= akataagi, akati kakiikami.

#### Spelling Practice

gy, gya, gye, gyo, gyu, omugyagya, omugye, gyema

### Day 2



### Literacy 1

**In the Text Question:** Ahabw'enki ebi baahundisa byagwa?

**In My Mind Question:** Abeegi ebi bahundiise ekibiina bakabiiha nkahi?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 3 Week 6

## 10.3 Ebintu ebi tukora n'emigasho yaabyo

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

Gw gw	e	a	i	o
	gwe	gwa	gwi	gwo
	gye	gya	gyi	gyo
	nde	nda	ndi	ndo

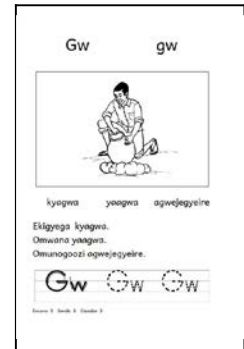
**Thematic Question:** Ebintu ebi turi kukora bituhwera bita?

##### Beat the Words

kya-gwa

yaa-gwa

a-gwe-je-gyei-re



#### Literacy 2

##### Letter Formation Phrase

g= omucungwa, enkoni egondekire aha mutwe eri kureeba ahansi.

w= akati akeemereire akafuuha, akati akeemereire.

##### Spelling Practice

gw, gwa, gwe, gwi, gwo, gwagyenda, ogwe, gwine, ogwo

#### Literacy 1

**In the Text Question:** Omugyesa kuyahurira oruyombo yaakora ki?

**In My Mind Question:** Noogira ngubakahundisa bintu ki?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



10 Ebintu ebi tukora

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		e	a	i	o
Gw	gw	gwe	gwa	gwi	gwo
Gy	gy	gye	gya	gyi	gyo
		nde	nda	ndi	ndo

##### Beat the Words

gye-nde  
kya-gwa

e-bii-gye-re  
yaa-gwa

e-ki-gye-ga  
a-gwe-je-gyei-re

##### Sentence Assessment

1. Gyenda ozaane.
2. Ekigyega kyagwa.
3. Omwana yaagwa.

## Literacy 2

##### Letter Formation Assessment

Gy, gy  
Gw, gw

##### Spelling Assessment

gy, gw, gya, gye, gyo, gye, gwa, gwe, gwi, gwo, omugyagya, egyo, gye, gyema, gwagyenda, ogwe, gwine, ogwo



## 10.3 Ebintu ebi tukora n'emigasho yaabyo

### News

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

#### Model News Drawing

Drawing of a market with many things for sale.

#### Model News Story

I like to go to the market to see all the different things people make and sell. The last time I was at the market I saw mats and pots. I saw chairs, stools and tables. I saw small paraffin lamps made of 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

##### Ekikwate

Ku nduka akaceeka,  
Nyihamu esente.  
Nzinga akapiira,  
Nzaana n'abandi.  
Nkiruka akarago,  
Tushitama twena.  
Ebi nkora byona,  
Bigira omugasho.

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

## 10 Ebintu ebi tukora

# Oral Literature

## Omwareko

**Ekibuuzo ky'okwarekyerera:** Ninza kubashomera omugane haza ku ndaheze mungambire ebintu ebyabaire biri omu mworeko.

### Ekicweka 1

Enyamaishwa zikaba niziza omu mworeko, baasi yaazisiga; zikashutama zaahanuura eky'okukora. Nikwo kucwamu ngu zigyendese ebigyere. Zityo omuhanda zaaguragaramu zaaribata. Tiziratwaire bwire bureingwa zitakeesheeshire omu mworeko.

Ku zaahikiremu zaashangamu ebintu bingi munonga. Ebintu ebyo bikaba biri eby'emikono. Hakaba harimu enceka zibabire n'ekwanzi zitaakire hamwe n'emiringa. Ebindi hakaba harimu ebikapu, e miceeka, ebirago, obunyegye n'ebitebe; oteebirwe enshaho, ebiibo, ebikopo, ebyanzi, emihaiha n'ebindi.

Ebintu byona ebyabaire bikoziwe bikaba nibishemeza. Haza bikaba bikoziwe omu bintu bya buriijo, nka enkindo, ebireere, ebiti, enfunjo, omugugu, omubimbiri, empu, eibumba, n'ebirabyo.

### Story Outline

#### **Abarikugambwaho omu mugane**

enyamaishwa, abaguzi

#### **Omwanya mukuru omu mugane**

Omu mworeko

#### **Ekiri kukorwa omu mugane**

Enyamaishwa kuza omu mworeko.

## 10.3 Ebintu ebi tukora n'emigasho yaabyo

### Oral Literature

#### Ekicweka 2

Enyamaishwa zikareeba ebintu byona biboneire kwonka zikaba zitari kumanya migasho yaabyo. zikabuuza abaabaire nibabiguza emigasho yaabyo, nabo baazishoboorera.

Bakagira ngu enceka nizinywerwamu obushera, enkwanzi n'emiringa nizijwarwa. Baagaruka bazigambira ngu ebikapu n'enshaho nihatwarwamu ebintu, emiceeka n'ebirago bishutamwaho, ebikopo binywerwamu.

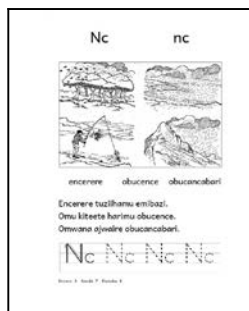
Bakongyera baazigambira ngu omu byanzi nihabikwamu amate reeru omu biibo habiikwamu ebintu bingi. Enyamaishwa zikashemererwa kandi nazo zikagurayo ebintu zaabitwara owaazo zaabikoresa.

Vocabulary Words	
obunyegye	omugugu ebikapu
In the Text Questions	In My Mind questions
1. Enyamaishwa baasi ku yaazisigire, zaacwamu kukora ki?	1. Kuri niiwe wasigirwe baasi okaba nooza kukora ki?
2. Omu byanzi nihabikwamu ki?	2. Gamba ebindi bintu ebiri kukorwa n'emikono ebitari mu mugane.

## 11 Ebitwehinguririize

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

Nc nc

a	u	e	aa
nca	ncu	nce	ncaa
ra	ru	re	raa
ka	ku	ke	kaa

**Thematic Question:** Gamba ebitwehinguririize byona ebi ori kumanya.

### Beat the Words

e-nce-re-re

o-bu-ce-nce

o-bu-ca-nca-ba-ri

## Literacy 2

### Letter Formation Phrase

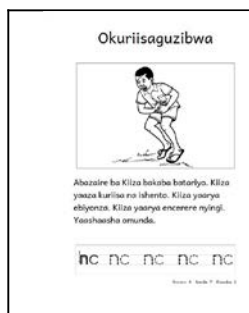
n= Akati keemereire, enkoni egondekire aha mutwe.

c= Ekicweka ky'omupiira.

### Spelling Practice

nc, nca, nce, ncu, ncaa, encakaare, encere, encence, encura

## Day 2



## Literacy 1

**In the Text Question:** Kiiza akarya ki?

**In My Mind Question:** Noogira abazaire ba Kiiza bakaba bagiire nkahi?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 3 Week 7

## 11.1 Ebiri kukora ebitwehinguririize n'emigasho yaabyo

### Literacy 1 and 2

#### Day 3

#### Literacy 1

##### New Letters and Review Chart

Nj nj	e	a	u	o
	nje	nja	nju	njo
	nce	nca	ncu	nco
	be	ba	bu	bu

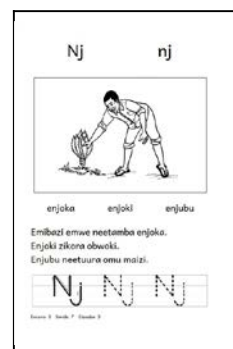
**Thematic Question:** Ebitwehinguririize nibi tugasira ki?

##### Beat the Words

e-njo-ka

e-njo-ki

e-nju-bu



#### Literacy 2

##### Letter Formation Phrase

n= Akati akeemereire, enkoni egondekire aha mutwe.

j= Enkoniegondekire aha mutwe eri kureeba ahansi etonyeize.

##### Spelling Practice

nj, nja, nje, nja, njo, nju, enjobo, enjobe, enjuba

#### Literacy 1

**In the Text Question:** Ahabw'enki Kiconco yaayimukize ishenkurubo?

**In My Mind Question:** Noogira abazaire ba Kiiza kubaizire bakakora ki?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



11 Ebitwehinguririize

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		e	a	u	o
Nj	nj	nje	nja	nju	njo
Nc	nc	nce	nca	ncu	nco
		be	ba	bu	bo

##### Beat the Words

ence-re-re  
e-njo-ka

o-bu-ce-nce  
e-njo-ki

o-bu-ca-nca-ba-ri  
e-nju-bu

##### Sentence Assessment

Omwana ajwaire obucancabari.

Enjubu neetuura omu maizi.

Enjoki zikora obwoki.

## Literacy 2

##### Letter Formation Assessment

Nc, nc

Nj, nj

##### Spelling Assessment

nc, nj, nca, nce, nce, ncu, ncaa, nja, nje, njo, nju, encakaare, encerere, encence, encura, enjabe, enjobe, enju, enjubu

## 11.1 Ebiri kukora ebitwehinguririize n'emigasho yaabyo

### News

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

#### Model News Drawing

Drawing of someone planting a tree.

#### Model News Story

Remember how I told you why I love trees? Well, here is another reason for loving trees: They are an important part of our environment. Trees hold the soil. They cool the air and help bring rain. We all need to appreciate trees and plant them whenever we can.

#### References

##### NPSCU Teacher's Guide

- Competencies, pages 87-88
- Sample scheme of work, page 380
- Lesson Plan Guidelines, pages 383-389

##### NPSCU Curriculum

- Pages 51

#### Traditional Text

##### Ekikwate

Ebimera bigira emigasho.  
Twihamu ebyokurya.  
Twihamu emibazi.  
Twihamu embibo.  
Twihamuebijuma.  
Ebimera biine emigasho mingi.

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

Term 3 Week 7

## 11 Ebitwehinguririize

# Oral Literature

## Orukiiko rw'ebitwehinguririize

**Ekibuuzoky'okworekyerera:** Ninza kubashomera omugane ogurikukwata aha bitwehinguririize. Ku ndaazeze, ninyenda ngu mungambire ebirukizayo omugasho.

### Ekicweka 1

Eizooba rimwe, ebitwehinguririize bikagira okuhanuura aha migasho yaabyo omu kyanga kyabyo. Orukiiko rukashutama aha nyanja ya Rutoto. Ebyabaire biri omu rukiiko nibyo ebi: amaizi, ebimera, enshozi n'emigongo hamwe n'enyamaishwa.

Amaizi gakaakiira ebindi kandi gaakatandika nigagamba ngu nigo garikukizayo emigasho mingi ngu ahabw'okuba nigakora ebi: okuganywa, okugateekyesa, okuganaaba, okugoogyesa ebintu, okugombekyesa kandi n'okugakoresa omu makorero g'ebintu bingi nk'omu kukora soda, emibazi, esaabuuni n'ebindi bingi. Ebimera byo bikahunama kandi byahurikiriza amaizi nigagambagaine ogwo mwepankogw'okumanya ngu nigakiza ebindiomugasho. Ebimera bikagira ngu nibyo birukikirayo omu bwingi omunsi, kandi n'emigasho yaabyo neekirayo omu bwingi. Ebimera nk'ebitakuri, omuceeri, orutookye, ebihimba n'ebindi bikagamba ngu: nibiriibwa kwombeka emibiri y'abantu, babikoresa kwombeka amaju, babiihamu emibazi, bihindahindura embeera y'obwire, kandi ebindi ku bijunda bireeta orwezo omu itaka.

### Story Outline

#### **Abarikugambwaho omu mugane**

Amaizi, ebimera, emigongo, n'enyamaishwa

#### **Omwanya mukuru omu mugane**

Aha nyanja Rutoto

#### **Ekiri kukorwa omu mugane**

Okuhakana kw'ebitwehinguririize aha migasho yaabyo.

Term 3 Week 7



## 11.1 Ebiri kukora ebitwehinguririize n'emigasho yaabyo

# Oral Literature

**Ekibuuzo ky'okutebereza:** Noogira ngu enshozi n'emigongo bikateesa bita?

### Ekicweka 2

Bikagumizamu byagira ngu nibireeta ekibunda ky'okuhumuriramu omushana, kandi ebimuri bikoresibwa okushemeza amaisho omu mikoro nk'embaga, omu maramizo n'ahandi. Kandi ebimera nk'emitu harugamu enku, emitu y'amashaanyarazi hamwe n'embaaho z'okubaijamu entebe, ekabada, ebitanda n'ebindi bingi.

Enshozin'emigongo bikagira ngukuri noogira ngutibibaho, amaizi, n'ebimera, nabyo tibikaabaireho ahabw'okuba ebimera nibikurira aha nshozi hamwe n'emigongo. Kandi byagumizamu nibigira ngu nibyo burugo bw'amaizi ahabw'okuba emigera mingi niyo etandikira. Enyamaishwanka; ebicuncu, muha, enturegye, embogo, embwa, ente n'ezindi zikagamba aha muheru nazo nizeehimbisa ngu ni nkuru munonga ahakuba nizo nkama z'ebintu byona ebiri omunsizikeepanka nguzo nizigamba omundimi nyingi kandi ziruga omumwanya ziza omu gundi kandi zireeberera ebintu byona ebiri omunsi. Orukiiko rukatwara eshaaha nyingi kandi tiharabaireho kwikirizana n'okucwamu. Mukuru w'entebe akaruhenderera aho kandi byaikirizana okwija kwongyeraho kuhanuura ogundi omurundi. Bagira ngu, "Owaakukira akukiza ekishuba."

Vocabulary Words		
emigongo	orwezo	nizeehimbisa
In the Text Questions		In My Mind questions
1. Amaizigakagira ngugaine mugasho ki?		1. Noogira ngu ebitwehinguririize, ebirikukiza omugasho ni biha?
2. Nibimerakiebiri kwombeka emibiri y'abantu?		2. Noogira ngu ekyabizibire kwikirizana niki?

Term 3 Week 7

## 11 Ebitwehinguririize

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

Ntw ntw

a	i	e	o
ntwa	ntwi	ntwe	ntwo
gwa	gwi	gwe	gwo
ra	ri	re	ro

**Thematic Question:** Gamba ebitwehinguririize byona ebi ori kumanya.

### Beat the Words

ntwa-ra

o-twi-zi

e-ntwi-ga

## Literacy 2

### Letter Formation Phrase

n= Akati, enkoni, egondekire aha mutwe.

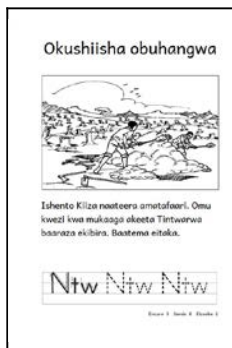
t= Akati karambikire ahagati y'akeemereire.

w= Akati akeemereire akafuuha, akati akeemereire.

### Spelling Practice

ntw, ntw, ntwe, ntwi, ntwo, ntwara, ntwerwa, ntwire, ntwagwire

## Day 2



## Literacy 1

**In the Text Question:** Nooha orikuteera amatafaari?

**In My Mind Question:** Amatafaari tugombekyesa ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Literacy 1 and 2

## Day 3

## Literacy 1

## New Letters and Review Chart

	e	a	i	ii
Mpw mpw	mpwe	mpwa	mpwi	
	ntwe	ntwa	ntwi	
	re	ra	ri	rii

**Thematic Question:** Ebitwehinguririze nibishiishwa ki?

## Beat the Words

mpwe-ra      mpwai-re-yo      a-mpwe-rai-re



## Literacy 2

## Letter Formation Phrase

m= Akafuuha n'akandi kafuuha bukwataine.

p= Akati keemerereire, omupiira.

w= Akati akeemereire akafuuha, akati akeemereire.

## Spelling Practice

mpw, mpwa, mpwe, mpwi, empwa, mpwera, mpwire

## Literacy 1

**In the Text Question:** Ahabw'enki baategyerize enjura?

**In My Mind Question:** Kuri wabiire ori iwe enjura ekabura okaba nooza kukora ki?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataha aha muheru gw'okushoma.

## Day 4



11 Ebitwehinguririize

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		e	a	i	ii
Ntw	ntw	ntwe	ntwa	ntwi	
Mpw	mpw	mpwe	mpwa	mpwi	
		re	ra	ri	rii

##### Beat the Words

ntwa-ra

o-twi-zi

e-ntwi-ga

mpwe-ra

mpwai-re-yo

a-mpwe-rai-re

##### Sentence Assessment

1. Ntwara yaashiisha amaizi.
2. Mpwera ontware aha gaari.
3. Reka kushiisha otwizi.

## Literacy 2

##### Letter Formation Assessment

Ntw, ntw, Mpw, mpw

##### Spelling Assessment

## 11.2 Ebirikushisha ebitwehinguririze

### News

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

#### Model News Drawing

Drawing of a road and garden with soil erosion.

#### Model News Story

Soil erosion is a big problem. I see it every day 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

##### Akeeshongoro

Ebimera bigira emigasho.  
Twihamu ebyokurya.  
Twihamu emibazi.  
Twihamu embibo.  
Twihamu ebijuma.  
Ebimera biine emigasho mingi.

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

Term 3 Week 8

## 11 Ebitwehinguririize

# Oral Literature

## Entaama, embwa n’embuzi

**Ekibuuzo ky’okworekyerera:** Naaza kubashomera omugane, ku ndaazeze mungambire ahabw’enki entaama etarahikire ei yaabaire neeza?

### Ekicweka 1

Kare na kare, entaama, embuzi hamwe n’embwa bikagira orugyendo rw’okutaaha obugyenye omuri Rwebikoona. Abanywani bashatu aba, bakabanza baikirizana aha shaaha z’okusimburiraho hamwe n’omwanya ogu baraabuganireho.

Bakatembera Kitabi. Ku baahikire Rwentuuha entaama yaayanga ngu tekizayo. Ekashohora neeyetomboita ngu yaahurira embwa n’embuzi nibigigambuura ngu tegira bwengye ahabw’okuba egyenda einami nk’ekicuma. Etyo yaashashura kondakita esente ze yaashohora yaagarukayo.

Embuzi n’embwa bityo byagumizamu byagyenda. Ku byahikire omu tauni endiijo eya Kabwohe, embwa nayo yaahindura ebiteekateeko nayo yaarugiramu aho. Etyo yaashashura kondakita omutwaro erikwenda ngu kondakita aihoho enkumi ishata, agigarurire shiringi kashanju. Kwonka kondakita we ku yaayakiire ezo sente yaakinga orwigi n’obwira baagumizamu atagaruriire embwa ezaasigaire. Embwa eti, “Mbwohi mbwohi... mpa sente zangye!”

### Story Outline

**Abarikugambwaho omu mugane**

Entaama, Embwa, n’Embuzi

**Omwanya mukuru omu mugane**

omu motoka eri kugyenda

**Ekiri kukorwa omu mugane**

Orugyendo rw’okutaaha obugyenye, okunyaga sente.

## Oral Literature

**Ekibuuzo ky’okutebereza:** Noogira ngu Embwa ku yaashohoire ekaza hi?

### Ekicweka 2

Embuzi ekagumizamu yonka, kwonka etashemereirwe ahabwa kondakita okutagarurira Embwa munywani waayo sente zaayo; ekagyenda yonka aha bugyenyi.

Embuzi ku yaahikire Mbarara ahu yaabaire neeza yaaruga omu motoka yaataragaza etashashwire ahabw’okuba ekaba neehena kondakita ahabw’okugobeza munywani waayo.

Okuruga obwo n’okuhitsya hati, Entaama ku zireeba motoka zeegyendera mpora zitafiireyo ahabw’okuba tiziine ibanja.

Embwa yo ku ereeba motoka egirukangaho neegibanja sente zaayo. Emirundi emingi emotoka zitomera embwa erikuziirukaho.

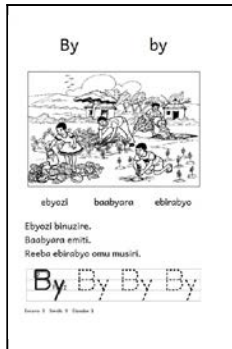
Embuzi ahabw’okugira ngu terashashwire, buri kureeba emotoka ecwa ekitsibo eirukanga obwo erikuteekateeka ngu kondakita yaija kugibanja esente ezi yaanyagire.

Vocabulary Words	
okugobeza	neeyetomboita ekicuma
In the Text Questions	In My Mind questions
1. Entaama, Embwa n’Embuzi bikatandikirahi orugyendo?	1. Kuri waabaire ori Embuzi okaakozire ki bagyenzi baawe baaheza kukusigaho?
2. Omumuhanda hakabahoki?	2. Kuri waabaire ori kondakita okaba nooza kukora ki Embuzi?

## 11 Ebitwehinguririize

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

By by

e	o	i	a
bye	byo	byi	bya
ze	zo	zi	za
re	ro	ri	ra

**Thematic Question:** Gamba ebitwehinguririize byona ebi ori kumanya.

### Beat the Words

e-byo-zi

baa-bya-ra

e-bi-ra-byo

## Literacy 2

### Letter Formation Phrase

b= Akati keemereire, omupiira.

y= Akataagi, akati kakiikami.

### Spelling Practice

by, bye, byo, byi, bya, byezire, ebyozi, bibyire, byara

## Day 2



## Literacy 1

**In the Text Question:** Kiconco ari nkahe?

**In My Mind Question:** Imwe owaanyu ebirabyo mubireeberera muta?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

Term 3 Week 9



## 11.3 Okurinda ebitwehinguririze

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Mby	mby	a	ii	i	e
		mbya		mbyi	mbye
		bya		byi	bye
		ra	rii	ri	re

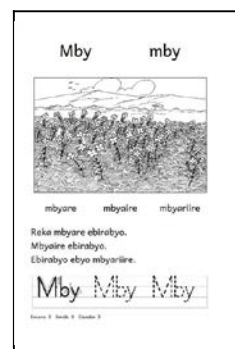
**Thematic Question:** Gamba okutwakubaasa kurinda ebitwehinguririze.

#### Beat the Words

mbya-re

mbyai-re

mbya-rii-re



### Literacy 2

#### Letter Formation Phrase

m= Akati keemereire, enkonu egondekire aha mutwe,  
enkonu egondekire aha mutwe.

b= Akati keemereire, omupiira.

y= Akataagi, akati kakiikami.

#### Spelling Practice

mby, mbya, mbyi, mbyire, mbariire, mbyare, embyara

### Literacy 1

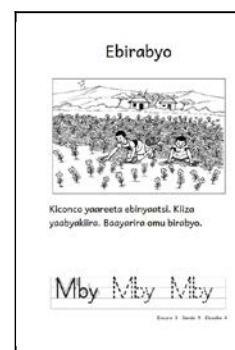
**In the Text Question:** Kiconco yaareeta ki?

**In My Mind Question:** Gamba erangi z'ebirabyo ezi ori kumanya.

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



11 Ebitwehinguririize

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

Mby	mby	a	ii	i	e
By	by	mbya		mbyi	mbye
		bya		byi	bye
		ra	rii	ri	re

##### Beat the Words

e-byo-zi  
mbyai-re

baa-bya-ra  
mbya-rii-re

e-bi-ra-byo  
mbya-re

##### Sentence Assessment

1. Ebyozi binuzire.
2. Baabyara emiti.
3. Mbyaire ebirabyo.

## Literacy 2

##### Letter Formation Assessment

Mby, mby  
By, by

##### Spelling Assessment

by, mby, bye, byo, byi, bya, mbya, mbyi, mbye, byezire, ebyozi, bibyire, byara, mbyire, mbyariire, mbyare, embyara

## 11.3 Okurinda ebitwehinguririze

# News

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

### Model News Drawing

Drawing of someone using an energy saving stove.

### Model News Story

I bought an energy saving stove. Because of its special design, we use much less charcoal to cook our food. We save money and it also means Uganda's trees are protected.

### References

#### 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

#### Enfumu

Owa kitiini nibasheka,  
Owa kimanzi nibarira.

*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 Ebitwehinguririize

# Oral Literature

## Enjara Rwaranda

**Ekibuuzo ky'okworekyerera:** Muhurikirize omugane reeru mungambire ekyareetsire enjara Rwaranda.

### Ekicweka 1

Obwa kare na kare, omushana gukajwa mwingi omu bicweka bya Kebisooni; gukajwa kumara omwaka n'ekicweka. Hakateera enjara Rwaranda. Abantu bakarya enkonya z'emitumba, amababi g'ebimera; nk'emiyembe, muhogo, n'emizi y'ebiti tibaragitsigire.

Abantu baingi bakafa n'abandi baarwara ahabw'enjara. Bakaza kuronda obutuuro omu bindi byaro bya hare. Omushana gukita abantu n'amatungo nk'ente, embuzi n'ebindi binyamaishwa nk'embwa, muha, kapa n'ebinyonyi.

Omuriro gukaaka gwayotsya enshozi n'amaka. Abantu abaahonokire enjara Rwaranda, bakatakira Ruhanga, baasiiba nibeeta Mukama ngu abahwere.

Ku baayetsire abakuru omu gavumenti, baagira ngu ekyanda ekyo kikareetwa okushiisha eby'obuhangwa nka: okutema emiti, okukuura ebisharara, okwotsya ebishaka, okuriisa munonga omu mwanya gumwe hamwe n'okuhinga kubi eitaka rikatwarwa omutunga.

### Story Outline

#### **Abarikugambwaho omu mugane**

Obubura byokurya omu kyarokya Kebisooni

#### **Omwanya mukuru omu mugane**

Okujwa kw'omushana mwingi

#### **Ekiri kukorwa omu mugane**

Okurinda gye eby'obuhangwa.

## Oral Literature

**Ekibuuzo ky’okutebereza:** Noogira ngu bwanyuma y’okutayaayirwa abakuru hakakurataho ki?

### Ekicweka 2

Abakuru abobakahabura abantu emiringo mingi eibaakubaasa kurindamueby’obuhangwa.

Emiringo egyo niyo egi: okubyara emiti, okutahinga mu bisharara, okutootsya bishaka, okutariisa omu mwanya gumwe kumara obwire buraingwa kandi n’okuhinga omu itaka ori kuhindahindura embibo.

Abantu b’omu kicweka ekyo nikwo baatarize omu myaka eyaakuratiireho. Bakeeza munonga ebyokurya, baatunga n’enshaagi.

Enshaagi ezo bakaziguza, baatunga esente z’okukoresa ebindi nka: okwongyera kubyara emiti nka karutuusi, omuvule na karivario n’endiijo.

Okuruga obwo, abantu bakaguma nibeeza ebyokurya kandi n’amatungo gaabo gaakura kurungi; Enjara Rwaranda ekatuntumuka; “Obwengye n’eutungo.”

Vocabulary Words	
Rwaranda	enkonya                      enshaagi
In the Text Questions	In My Mind questions
1. Ekyareetsire njara Rwaranda niki?	1. Kuri waabaire ori omwe omu bantu ba Kebisooni okaba nooza kukora ki?
2. Abakuru ba gavumenti bakahabura ki abantu ba Kebisooni?	2. Owaanyu ku haakubayo njara nka Rwaranda, okaateisa ngu mukore ki?

## 12 Obusingye na ebyaokwerinda

# Literacy 1 and 2

## Day 1



## Literacy 1

### New Letters and Review Chart

Ncw ncw

e	a	i	o
ncwe	ncwa	ncwi	ncwo
ye	ya	yi	yo
re	ra	ri	ro

**Thematic Question:** Okabaasa ota kutuura n'abandi omu busingye.

### Beat the Words

ya-ncwe-ra

e-ncwe-ra

e-ncwa-mu-twe

## Literacy 2

### Letter Formation Phrase

n= Akati keemereire, enkoni egondekire aha mutwe.

w= Akati keemereire, akafuuha, akati keemereire.

r= Akati keemereire, akataagi.

### Spelling Practice

ncw, ncwe, ncwa, ncwi, ncwo, encwera, yancwera, ncwire, ncwa

## Day 2



## Literacy 1

**In the Text Question:** Kiiza na Kiconco bakaba nibarwanira ki?

**In My Mind Question:** Kuri waabaire ori bo okaba nooza kukorera ki omuguha?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## 12.1 Obusingye n'eby'okwerinda omu ka

# Literacy 1 and 2

## Day 3

### Literacy 1

#### New Letters and Review Chart

Nyw      nyw	a	u	o	e
	nywa			nywe
	ncwa			ncwe
	ka	ku	ko	ke

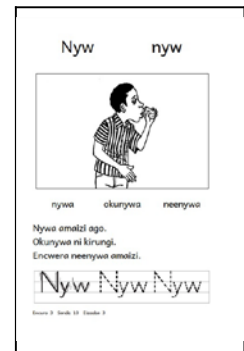
**Thematic Question:** Omu maka gaitu nitutwarizana tuta?

#### Beat the Words

nywa

o-ku-nywa

nee-nywa



### Literacy 2

#### Letter Formation Phrase

n= Akati keemereire, enkonj, egondekire aha mutwe.

y= Akataagi akati, kakiikami.

w= Akati kemeereire, akafuuha, akati keemereire.

#### Spelling Practice

nyw, nywa, nywe, okunywa, konywe

### Literacy 1

**In the Text Question:** Ishebo yaabahabura ata?

**In My Mind Question:** Nimizaano ki eyo zaana na bataahi baawe?

### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## Day 4



12 Obusingye na ebya okwerinda

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		a	u	o	e
Nyw	nyw	nywa			nywe
Ncw	ncw	ncwa			ncwe
		ka	ku	ko	ke

##### Beat the Words

ya-ncwe-ra  
nywa

e-ncwe-ra  
o-ku-nywa

e-ncwa-mu-twe  
nee-nywa

##### Sentence Assessment

1. Encwera yancwera.
2. Nywa amaizi ago.
3. Okunywa ni kirungi.

## Literacy 2

##### Letter Formation Assessment

Ncw, ncw  
Nywa, nyw

##### Spelling Assessment

nyw, nywa, nywe, okunywa, konywe



## 12.1 Obusingye n'eby'okwerinda omu ka

### News

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

#### Model News Drawing

Drawing of a dog keeping watch at night.

#### Model News Story

At my home we have a dog. Our dog is an important part of the family. At night when we are asleep he is keeping watch. He will raise an alarm if there is any danger. We appreciate our dog and care for him well. His loyalty and protectiveness keeps us safe.

#### References

##### NPSCU Teacher's Guide

- Competencies, pages 88-89
- Sample scheme of work, page 400
- Lesson Plan Guidelines, pages 403-407

##### NPSCU Curriculum

- Page 54

#### Traditional Text

##### Engondeka rurimi

Omusingye gw'obusingye  
gwasimbwa ab'obusingye.

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

## 12 Obusingye na ebyaokwerinda

# Oral Literature

## Rutaaba rwengwe na Kenga

**Ekibuuzo ky’okworekyerera:** Naaza kubashomera omugane, aha muheru mungambire ekyabaire ahari rutaaba rw’engwe.

### Ekicweka 1

Hakaba hariho omukaikuru ari kutuura n’omwijukuru Kenga. Omurundi gumwe nyinenkuru Kenga akamutuma enku. Kenga ku yaagyzire omukaikuru yaaza omu rutookye kushaarura ebihimba.

Ahaifo y’eiziba ryabo hakaba hariho omushaaru. Omu mushaaru hakaba nihaturamu rutaaba rw’engwe. Mbweni omukaikuru ku aba areetsire ebihimba areeba engwe neetaaha omunju. Omukaikuru airuka aza ow’omutaahi Banywani kumweta ngu aije n’eicumu aite egyo ngwe.

Kuaba atakagarukire, haija Kenga n’oruba rw’enku. Azituura omumbuga ataaha omunju arikweta nyinenkuru. Nyangwe ekagabwa yaahikire omu kishengye, eyehumbikire omu burangiti eshutami aha kitanda kya nyinenkuru. Ku agumizamu naayeeta, engwe eti, “Ndyaha mwana wangye.” Ahonaaho Kenga ataaha omu kishengye, kwonka, nyinenkuru ou yaashangiremu amushobera, atandika kubuza n’okutangaara. Ati, “Nyakwenkuru, amatu gaawe ka ni maraingwa!”

Engwe eti, “Nahabw’okugira ngu ninyenda nkuhurikirize gye.”

### Story Outline

#### **Abarikugambwaho omu mugane**

Kenga, rutaaba rw’engwe, nyinenkuru Kenga

#### **Omwanya mukuru omu mugane**

Omu ka ya nyinenkuru Kenga

#### **Ekiri kukorwa omu mugane**

Okushaarura ebihimba, engwe okutah’omunju, omutaahi okwita rutaaba rw’engwe.

## Oral Literature

**Ekibuuzo ky'okutebereza:** Nooteekateeka Banywani akakora ki?

### Ekicweka 2

Ati, "Nyakwenkuru amaisho gaawe ka ni mahango!"

Engwe eti, "N'ahabw'okuba ninyenda kukwetegyereza gye kanywani."

Ati, "Nyakwenkuru, eminwa yaawe ka ni mihango!"

Engwe eti, "N'ahabw'okugira ngu ninyenda kukunywegyera kanywani!"

Weeza ebintu byona areeba bihindukire agaruka abuuza ati, "Nyakwenkuru amaino gaawe ka ni maraingwa!"

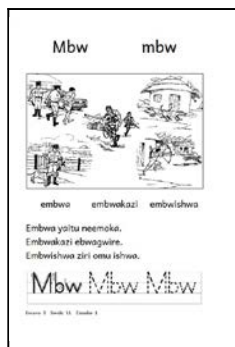
Engwe eti, "N'ahabw'okugira ngu ninyenda kukurya--a--a--"

Egurukayo, Kenga airuka. Engwe emukurata eri kwiruka kumukwata. Omwana ku aba yaahika omu irembo, areeba nyinenkuru aine omutaahi Banywani. Atyo airuka nabashanga. Banywani ateera engwe eicumu. Engwe efa. Nyinenkuru Kenga ayebaza omutaahi Banywani.

Vocabulary Words		
okushaaruura	rutaaba	omutaahi
In the Text Questions		In My Mind questions
1. Ahaifo y'eiziba ryaba Kenga hakaba harihoki?		1. Kuri niwe waashangire engwe omu nju, okaba nooza kukora ki?
2. Kenga akabanza kubuuzakibuuzoki?		2. Noogira ahabw'enki engwe yaashitamire omu kitanda?

# Literacy 1 and 2

## Day 1



## Literacy 1

## New Letters and Review Chart

Mbw	mbw	e	a	o	i
		ngye	ngya	ngyo	
		mbwe	mbwa	mbwo	mbwi
		bwe	bwa	bwo	bwi

**Thematic Question:** Obusingye buukarindwa gye buta ahaishomero.

## Beat the Words

e-mbwa      e-mbwa-ka-zi      e-mbwi-shwa

## Literacy 2

### Letter Formation Phrase

N= Akati keemerereire, akati kakiikami, akati keemereire.

g= Omucungwa, enkoni, egondekire ana mutwe eri kureeba ahansi.

y= Akataagi akati kakiikami.

## Spelling Practice

ngy, ngye, ngya, ngyo, obwengye, ngyebwe, obwangye

## Day 2



## Literacy 1

**In the Text Question:** Kiiza akaba akira kuzaanisa ki?

**In My Mind Question:** Gamba emizaano emirungi ei orikumanya?

## Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

## 12.2 Obusingye n'eby'okwerinda aha ishomero

### Literacy 1 and 2

#### Day 3

#### Literacy 1

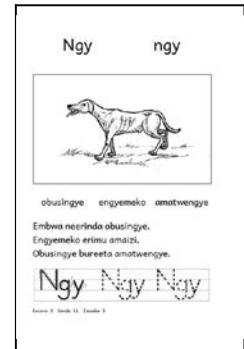
##### New Letters and Review Chart

Ngy      ngy	e	a	o	i
	ngye	ngya	ngyo	
	mbwe	mbwa	mbwo	mbwi
	bwe	bwa	bwo	bwi

**Thematic Question:** Obusingye buukarindwa gye buta ahaishomero?

##### Beat the Words

o-bu-si-ngye      e-ngye-me-ko      a-ma-twe-ngye



#### Literacy 2

##### Letter Formation Phrase

N= Akatikeemereire, akatikakiikami, akatikeemereire.

g= Omucungwa, enkoniegondikire aha mutwe eri kureeba ahansi.

y= Akataagi akati kakiikami.

##### Spelling Practice

ngy, ngye, ngya, ngyo, obwengye, ngyebwe, obwangye

#### Literacy 1

**In the Text Question:** Nooha owagambiire omwegesa ngu Kiiza nazaanisa amabaare?

**In My Mind Question:** Emize mibi endijo omu kuzaana neeha?

#### Literacy 2

**Story Idea:** Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abeegi aha kiraije kukurataho aha muheru gw'okushoma.

#### Day 4



12 Obusingye n'eby'okwerinda

## Literacy 1 and 2

### Day 5

#### Literacy 1

##### New Letters & Review Chart

		e	a	o	i
Ng	ng	ngye	ngya	ngyo	
Mb	mb	mbwe	mbwa	mbwo	mbwi
		bwe	bwa	bwo	bwi

##### Beat the Words

e-mbwa  
o-bu-si-ngye

e-mbwa-ka-zi  
e-ngye-me-ko

e-mbwi-shwa  
a-ma-twe-ngye

##### Sentence Assessment

1. Embwayaituneemoka.
2. Embwakaziebwagwire.
3. Embwa neerinda obusingye.

## Literacy 2

##### Letter Formation Assessment

Mb, mb  
Ng, ng

##### Spelling Assessment

mb, ng, mbwa, mbwa, mbwe, mbwi, ngye, ngya, ngyo, embwa, mbwenu, mbwine,  
mbwanike, obwengye, ngyebwe, obwangye, ngyebwa

## 12.2 Obusingye n'eby'okwerinda aha ishomero

### News

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

#### Model News Drawing

Drawing of a peaceful school environment.

#### Model News Story

In order to learn we need to have a peaceful and safe environment. That is why our school has rules that must be followed by teachers and pupils. When we follow the rules there is order and learning can take place. When we don't follow the rules there is disorder and learning can't take place.

#### References

##### NPSCU Teacher's Guide

- Competencies, pages 88-89
- Sample scheme of work, page 401
- Lesson Plan Guidelines, pages 408-413

##### NPSCU Curriculum

- page 55

#### Traditional Text

##### Enfumu

Okwerinda ti butiini.

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

## 12 Obusingye n'ebony'okwerinda

# Oral Literature

## Orutaro rw'enyamaishwa n'abantu

**Ekibuuzo ky'okworekyerera:** Ka mbashomera omugane ugu, ku ndaheze, nimuza kungambira ekyabaire aha ruganda rw'enyamaishwa.

### Ekicweka 1

Ira munonga omugabe w'enyamaishwa akaba ari Warucuncu. Omuramuzi akaba ari Kanyonza. Omukuru w'eishomero akaba ari Warugwe, kandi owaabaire naakurira eby'okwerinda akaba ari Warujoki.

Nk'oku twareeba aha ruguru, omukuru w'eishomero akaba ari Warugwe, kandi abandi boona abaabaire baine obujunaanizibwa bakaba bari abeegyesa barikwegyesa eby'emirimo yaabo nk'oku eri.

Warucuncu akaba ayegyesa aby'obukama n'emitwarize yaabyo, Kanyonza akaba ayegyesa eby'oburamuzi hamwe n'ebony'eishengyero, Warujoki akaba ayegyesa eby'obusingye n'okwerinda. Warubwa akaba ayegyesa eby'okuhiiga n'emishako yoonza na Warugwe akaba ayegyesa abo boona entwazayaabo.

Warujoki akaba ari omwegyesa murungi kandi enyamaishwa zoonza zikaba zimukunda.

### Story Outline

#### **Abarikugambwaho omu mugane**

Warujoki, Warujojo, Warubwa, Warucuncu.

#### **Omwanya mukuru omu mugane**

Eishomero ry'enyamaishwa.

#### **Ekiri kukorwa omu mugane**

Okutenga orutaro.



## 12.2 Obusingye n'eby'okwerinda aha ishomero

### Oral Literature

**Ekibuuzo ky'okuteberezza:** Mbwenu noogira ngu enyamaishwa ku zaateire engoma, engaro, enzamba n'akaari hakaho ki?

#### Ekicweka 2

Enyamaishwa zoonza zikatetema entegye ahabw'okutiina oruganda rw'abantu. Kwonka Warujoki akaba ashemereirwe ahaakuba akamanya ngu yaatunga akagisha k'okworeka obukoryobwebw'okurwana. Akabahuumuriza ngu omurimogwaboomukurun'okuteera engoma, engaro, enzamba, n'akaari, haza we n'ezindi njoki, n'ebinyonyi n'ebyokurwana kubinga abazigu. Enyamaishwa empango tiziraikirizaine na Warujoki. Zaagira ziti, "Hoona buzima enjoki, enwa, ebijunjure, n'otundi tukooko nituturwanira orugamba? Mwayebwa ngu abantu baine embwa?" Bati, "Ngaha, hebembere engwe, embogo, enjojo, hamwe n'omugabe waitu Warucuncu." Warucuncu akaba atiina engamba.

Ku yaareebire ngu nibenda ayehebembere abarwani, yaagira ati, "Ngaha ekiteeso kya Warujoki ni kirungi. Itwe enyamaishwa ez'amaani ni kirungi tugyende aha muheru gw'ezindi nyamaishwa zoonza." Ezindi zaikiriza. Eizooba ry'orugamba, engoma, engaro, enzamba bikajumeera akaari baakateera ensi yaateengyeta. Ebika byona ebirikuguruka omu mwanya byayetooroora birikuzereera aha mutwe gw'abantu kandi birikubashonda. Oruganda rw'abantu rwaremwa rwairukanga amaziga nigabataratamba omu maisho. Enyamaishwa ezaabaire niziteera akaari ku zaareebire abantu bairuka, zaabakinaho zaabacwecereza, zaasingura orugamba. Oruganda rw'enyamaishwa rwashemererwa, rwateeka obugyenye.

Vocabulary Words	
orugamba	obujunanizibwa enzamba
In the Text Questions	In My Mind questions
1. Obwa kare enyamaishwa zikaba zigambazita?	1. Kuri waabaire ori enyamaishwa okaba nooza kukora ki?
2. Ahabw'enki enyamaishwa zaarwanire orutaron'abantu?	2. Ku waakuba ori omuhabuzi wa Warucuncu, okaamuha bwengye ki?

## END-OF-TERM ASSESSMENT TERM 3

### Introduction

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

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

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

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

### Reading Assessments (administered individually)

#### Fluency and Vocabulary Assessment:

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

**L3:** Reads all 5 words correctly.      **L3:** Uses all 5 words correctly in complete sentences.

**L2:** Reads 3-4 words correctly.      **L2:** Uses 3-4 words correctly in mostly complete sentences.

**L1:** Reads 2 or less words correctly. **L1:** 2 or less words correct. Cannot form full sentences.

#### Phonics Assessment:

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

**L3:** Successfully completes the task for all 5 letters.

**L2:** Successfully completes the task for 3-4 letters.

**L1:** Completes the task for 2 or less letters.

### Listening Assessment (administered as a group)

#### Listening Comprehension Assessment:

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

**L3:** Answers all 3 questions correctly.

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

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

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

#### Handwriting Assessment:

Write 6 letters taught during the term on the chalkboard (3 upper and 3 lower case). Ask learners to copy them using their best handwriting in their exercise books.

**L3:** Formation of the letters is excellent. All 6 letters formed correctly.

**L2:** Formation of the letters is good. 3-5 letters formed correctly.

**L1:** Formation of the letters is poor. 2 or less letters formed correctly.

#### Spelling Assessment:

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

**L3:** Spells all 5 correctly.

**L2:** Spells 3-4 correctly.

**L1:** Spells 2 or less correctly.

#### Creative Writing and Name Writing Assessments:

Tell learners to write a story about what they plan to do during the school holiday. Explain that they can use pictures and words to tell their story. Make sure learners write their name. Collect and assess.

**L3:** Writes a meaningful, well organised story using pictures and words.

**L2:** Writes a meaningful, well organised story using pictures only.

**L1:** The story is poorly organised and difficult to understand the meaning.

**L3:** Writes both names with correct spelling and letter formation.

**L2:** Writes at least one name with correct spelling and letter formation.

**L1:** Cannot write name using correct spelling and letter formation.

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

#### Public Speaking Assessment:

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

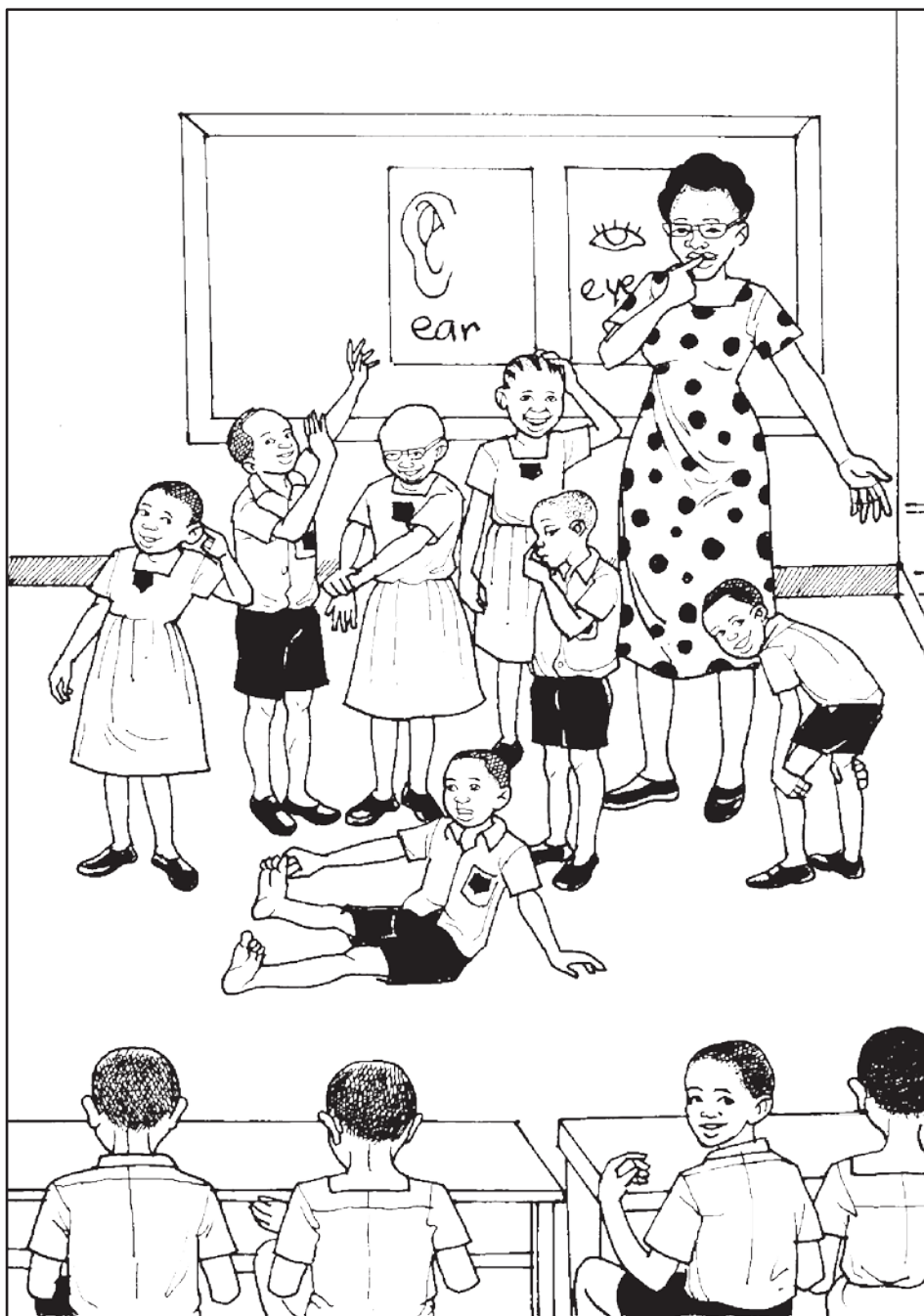
**L3:** Tells a meaningful, engaging story with excellent confidence and animated expression.

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

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



# Appendices



# Glossary of Runyankore-Rukiga Literacy Terms

English	Runyankore-Rukiga
LITERACY 1	
beat the word	teera ekigambo
blending (v)	okujwanzia
consonant	enyuguta enteta
context clues	ak'okumanyiraho omuringo ugu ekintu kirimu
decodable word	ekigambo ky'okwetegyereza ekihandiikirwe
in my mind question	ekibuuzo ekiri omu biteekateeko
in the text question	ekibuuzo ekiri kuruga omu mugane
letter	enyuguta/ebaruha
predicting (v)	okuteebereza
prediction	ekiteeberezo
retelling (v)	kugarukamu ebyahurirwa
segmenting (v)	okucwa omu bicweka
sentence	sentensi/ekibazo
sound and syllable review chart	ekipande ky'okushwijuma amaraka n'enginga
sub-theme	ekicweka ky'omutwe
syllable	enginga
theme	omutwe
title (of a story)	omutwe gw'omugane
vowel	engambisa/enyairaka
word	ekigambo
LITERACY 2	
air writing	okuhandiika omu mwanya
action (plot)	ekikorwa
baseline	omusitaari gw'obushutamo bw'enyuguta
bottom line	omusitaari gw'ahamuheru
centre line	omusitaari gw'ahagati
comma	akashare ( , )
exclamation mark	akatangaazo ( ! )
full stop	akatoonyo ( . )
handwriting (n)	empandiika
handwriting (v)	emihandiikire
handwriting guidelines	engyenderwaho waaba noohandiikisa engaro
handwriting pattern	okuhandiika orugyero
letter formation	omuringo ugu enyuguta erikuhandiikwamu

letter formation phrase	entebeekanisa y'enyuguta eteekateekirwe
pencil grip	okuhamya ekaraamu
question mark	akabuuza ( ? )
spelling (n)	okugaiturura
spelling (v)	engaiturura
title (of a story)	omutwe gw'omugane
tracing (v)	kukorobooza
top line	omusitaari ogw'ahamutwe
ORAL LITERATURE	
action (plot)	ekikorwa
character (in a story)	ekiri/ori kugambwaho omu omugane
fiction story	omugane
guiding question	ekibuuzo ky'okworekyerera
in my mind question	ekibuuzo ekiri omu biteekateeko
in the text question	ekibuuzo ekiri kuruga omu mugane
informative story	omugane gw'amazima
main idea (of a story)	ekiteekateeka ekikuru
poem/rhyme	ekikwate
predicting (v)	okuteebereza
prediction	ekiteeberezo
prediction question	ekibuuzo ky'okuteebereza
proverb	enfumu
retelling (v)	kugarukamu ebyahurirwa
riddle	ekishaakuzo
sentence	sentensi
setting (time and place of a story)	obwire hamwe n'omwanya mukuru omu mugane
story mapping	entebeekanisa y'omugane
supporting idea (of a story)	ekiteekateeko ekiri kuhagira
tongue twister	engondeka rurimi
traditional text	ekihandiiko ky'obunyakare
vocabulary word	ebigambo ebikuru omu kuhandika
NEWS	
news	amakuru
creative (free) writing	handiika oku orikwenda

# Handwriting Guidelines for Primary 1

What are the handwriting competences in P1?

P1 learners should be able to demonstrate two competences.

- sit properly and holds the pencil correctly when writing.
- write letters with correct starting point, formation and direction (left to right).

These two competences can be translated into 6 observable handwriting behaviours to assess:

1. Sitting posture (This may not be possible to assess if learners don't sit at desks.)
2. Pencil grip
3. Starting point
4. Letter formation
5. Direction (left to right)
6. Spacing between letters and words

The literacy component addressed during handwriting is primarily handwriting **fluency**. Regular practice of letter formation will also support learners' knowledge of **alphabetic principle**.

## What instructional methods do we use to teach handwriting in P1?

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

Tracing: After air writing and before writing in their exercise books, learners trace the letters in the pupil book.

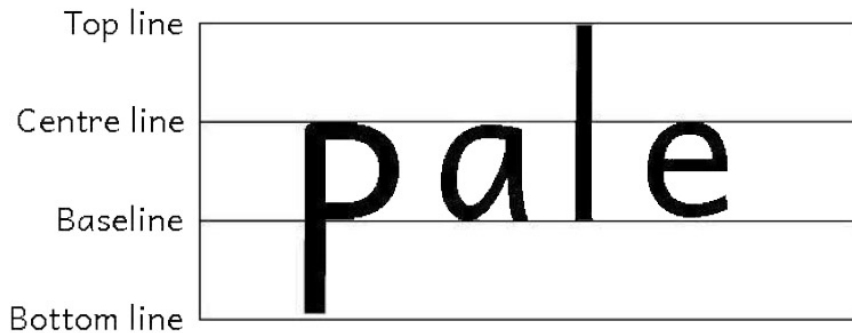
The Letter Formation Phrase: When forming the letter in the air or on the chalkboard the teacher uses a simple phrase to help learners remember the correct formation.

I Do-We Do-You Do: Handwriting instruction follows this standard model of 1) teacher demonstration; 2) whole class practice; 3) individual assessment.

The Four Guidelines: These lines correspond to the lines in the exercise book. Pupils use the guidelines to support correct letter formation. The four guidelines are illustrated on the following page.



# The 4 Handwriting Guidelines



The names for these four lines have been translated into your local language. They can be found in the glossary of this teacher's guide.

Don't expect learners to master using the guidelines until the middle of Term 2.  
Be patient. Learning good handwriting takes daily practice over many, many months.

## **What about left-handed writers and other special needs learners?**

Learners who favour their left-hand for writing should not be forced to use their right hand.  
Special considerations for left-handed learners include:

- Identify left-handed writers as early as possible so that appropriate interventions can begin.
- Seat left-handed learners at the left end of a desk so they have enough space to write and do not interfere with right-handed learners.
- Demonstrate air writing for both right- and left-handed learners.

Modifications for learners with physical disabilities or visual challenges should be considered on an individual basis.

# Runyankore-Rukiga Letter-Sound Chart

Letter	Runyankore-Rukiga Word	English Word
Aa	abaana	children
Bb	baasi	bus
Cc	cooka	chalk
Dd	doodo	type of vegetable
Ee	embwa	dog
Ff	efuka	hoe
Gg	gaarubindi	eye glasses
Hh	hekaru	temple
Ii	ibiri	two (2)
Jj	juba	fish (verb)
Kk	kaaka	grandmother
Mm	maama	mother
Nn	naikondo	borehole
Oo	omupiira	ball
Pp	pikipiki	motorcycle
Rr	roore	lorry
Tt	sabuuni	soap
Tt	taata	father
Uu	muha	fox
Vv	vesiti	vest-shirt
Ww	waaya	a piece of wire
Yy	yaarya	has eaten
Zz	zeero	zero (0)



