Teacher’s Guide
Runyankore-Rukiga
Nimbaasa kushoma n’okuhandiika
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 or these materials.

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Hon. Maj. (Rtd) Alupo Jessica Rose Epel (MP)
Minister of Education and Sports
The **Introduction** section to the teacher’s guide provides you with an overview of the School Health and Reading Program’s literacy model.

It includes information on the following:

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

The Ministry of Education and Sports Early Grade Reading Model

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

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

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

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

Fourth, the model supports the idea that literacy skills developed in one language help a learner gain literacy skills in a second language. This is similar to the 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

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.
Introduction

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

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

Model Weekly Timetable

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

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

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

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

The MoES also recognises that the best way to assess 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.
### 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 own 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 clarity.

---

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

This is the column for writing your learners’ names.

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

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

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

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

Using the CAM Form

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

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

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

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

The first time a learner is assessed they may not perform the competence adequately and therefore receive a (/). Later in the term this learner may have improved and now performs the competence adequately. You can add a second (▽) to the mark so that it now shows that the learner is competent (▽). If by chance you observe this learner again and they are now performing the competence 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 (▽) immediately. Some outstanding learners may even earn a three-sided triangle the first time you assess them. The point is that you want a majority of your learners to attain at least a Level 2 mark (▽) by the end of the academic year for all of the competences on the CAM Form.

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

End-of-Term Assessment

Continuous assessment is the most important form of classroom assessment. But teachers can also benefit from end-of-term assessment of their learners. End-of-term assessment is one provides a snapshot of the whole class’s progress at a particular point in time. It can also involve the testing of several competences at a time. Therefore the teacher’s guide provides a set of assessments in reading, writing, listening and speaking that can be administered at the end of term. See Week 12 of each term in the Weekly Lesson Support section for more information.
<table>
<thead>
<tr>
<th>Introduction</th>
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<tr>
<td>No.</td>
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<td>LITERACY 1</td>
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<td></td>
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<tr>
<td>LITERACY 2</td>
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<tr>
<td></td>
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<tr>
<td>ORAL LITERATURE</td>
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<tr>
<td>NEWS</td>
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<td>ENGLISH</td>
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</tbody>
</table>
Primary 1 Local Language Literacy Competences: Scope and Sequence

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

<table>
<thead>
<tr>
<th>COMPETENCES:</th>
<th>Term</th>
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<tbody>
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<td>1</td>
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<td></td>
<td>2</td>
</tr>
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<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**PHONEMIC AWARENESS COMPETENCES**

*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.*

<table>
<thead>
<tr>
<th></th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PA-1.</strong> Segments words into syllables. (Literacy 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PA-2.</strong> Recites a traditional text from memory. (Oral Literature)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ALPHABETIC PRINCIPLE COMPETENCES**

*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.*

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP-1.</strong> Identifies the new letters for the day by name and sound. (Literacy 1)</td>
<td></td>
</tr>
<tr>
<td><strong>AP-2.</strong> Practices decoding words. (Literacy 1)</td>
<td></td>
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<tr>
<td><strong>AP-3.</strong> Uses first sounds, blending and context clues as word identification strategies. (Literacy 1)</td>
<td></td>
</tr>
<tr>
<td><strong>AP-4.</strong> Spells letters, syllables or words with increasing accuracy. (Literacy 2)</td>
<td>Writing</td>
</tr>
</tbody>
</table>
**FLUENCY COMPETENCES**

*In reading, the ability to read a text with good speed, accuracy and expression. In writing, the focus is on forming letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.*

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

**VOCABULARY COMPETENCES**

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

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

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

#### Before Reading or Writing

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

#### During Reading or Writing

| C-7. Composes a story together with the teacher. (Literacy 2) | Writing |
| C-8. Assists the teacher in making corrections in the story’s spelling, grammar and meaning. (Literacy 2) | Writing |
| C-9. Reads the story with support from the teacher. (Literacy 2) | Reading |
| C-10. Listens attentively to the teacher. (Oral Literature) | Listening |
| C-11. Uses context to make predictions about what will happen next in the story. (Literacy 1 and Oral Literature) | Listening |
| C-12. Uses pictures, words and sentences to represent a meaningful news story. (News) | Writing |
| **After Reading or Writing** |  |
|-----------------------------|  |
| **C-13.** Identifies whether his/her predictions were correct. (Literacy 1) | Listening  |
|                             |Speaking |
| **C-14.** Responds correctly to In the Text Questions. (Literacy 1) | Speaking  |
|                             |Writing |
| **C-15.** Responds appropriately to In My Mind Questions. (Literacy 1) | Listening  |
|                             |Speaking |
| **C-16.** Answers a guiding question related to the Oral Literature story. (Oral Literature) | Listening  |
|                             |Speaking |
| **C-17.** Identifies whether a story is a fiction or informative story. (Oral Literature) | Listening  |
|                             |Speaking |
| **C-18.** Demonstrates comprehension by identifying the main characters, setting and action in a fiction story. (Oral Literature) | Listening  |
|                             |Speaking |
| **C-19.** Demonstrates comprehension by identifying the main idea in an informative story. (Oral Literature) | Listening  |
|                             |Speaking |
| **C-20.** Answers In the Text Questions about a story that has been read aloud. (Oral Literature) | Listening  |
|                             |Speaking |
| **C-21.** Answers In My Mind Questions about a story that has been read aloud. (Oral Literature) | Listening  |
|                             |Speaking |
| **C-22.** Listens attentively to peers and participates in small group activities appropriately. (News) | Listening  |
|                             |Speaking |
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](image1)
![Matching Shapes](image2)
![Matching Letters](image3)
![Matching Words](image4)
Learners start by matching pictures of real objects. As they gain confidence and skill they can match abstract shapes, followed by letters, and finally by syllables or words.

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

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

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

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

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

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

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

Animal Sounds

Objective: Learners identify and imitate common animal sounds.

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

The Sounds Around Us

Objective: Learners identify different sounds in their environment.

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

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

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

Odd One Out

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

**Introduction**

On Days 2 and 4 the literacy lesson features a magical story that learners read with support from the teacher. The story always links to the theme. The stories involve 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)
  - recalls a story from memory. (Step 2 - Day 2 only)
  - reads texts with increasing fluency (Step 3)
  - uses first, second and third person pronouns as well as word identification strategies. (Step 3)
  - identifies whether his/her predictions were correct. (Step 3)
  - responds correctly to the Text Questions. (Step 4)
  - responds appropriately to the My Mind Questions. (Step 4)

**Teaching Procedure**

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learner’s Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>1</td>
<td>Getting Ready</td>
<td>Learners sing and distribute books.</td>
</tr>
<tr>
<td>5 min</td>
<td>3</td>
<td>Define Reading - Make Predictions</td>
<td>Learners use the title, context and prior knowledge to make predictions when reading a story.</td>
</tr>
<tr>
<td>10 min</td>
<td>3</td>
<td>Read the Story</td>
<td>Learners read texts with increasing fluency.</td>
</tr>
<tr>
<td>10 min</td>
<td>4</td>
<td>After Reading - Comprehension Questions</td>
<td>Learners respond correctly to the Text Questions.</td>
</tr>
</tbody>
</table>

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

**Step-by-Step Teacher’s Activity**

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

- Sing a song to signal the beginning of the literacy hour as selected learners play the books.
- Prepare the overhead projector 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 recall 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**

- Making predictions before reading helps to improve learners’ comprehension when they read.
- On Day 4, learners begin by re-reading the story from Day 2. rereading also helps learners improve their comprehension skills.
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: Overview

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

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

Do Mores are additional activities that provide your learners with supplemental literacy experiences. Some Do Mores are designed for other areas of the curriculum, like Creative Arts and Physical Education (CAPE) and Free Activity. Other Do Mores can support your daily literacy lessons. There are also Do Mores that encourage parent and community involvement in literacy.
How to Teach: Literacy 1 - Days 1 and 3

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

Competences
The learner:

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

Teaching Procedure

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

The Chalkboard

New letter: capital and lower case (Step 2)

Review Chart (Step 3)

Read the keywords (Step 6)

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

Differentiated Learning

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

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

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

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

Do More: Phonics Centre

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

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

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

Literacy 1

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</tbody>
</table>

I see a mat.
I see a map.
I see a man.
## How to Teach: Literacy 1 - Days 1 and 3

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Getting Ready (5 minutes)</strong></td>
<td>Train your learners to distribute the books quickly and quietly. Rotate the responsibility so all learners get a chance to pass out books.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.</td>
<td></td>
</tr>
<tr>
<td>b. Prepare the chalkboard and lesson inputs as learners sing.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: The New Letters (2 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT:</td>
</tr>
<tr>
<td>a. Point to the new <strong>capital letter</strong> on the chalkboard. Say, “My name is big “ (letter name). “My sound is “ (letter sound).</td>
<td>The new letters for the week are found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>b. Ask learners to point to the letter in their books and say the <strong>My Name, My Sound</strong> phrase with you.</td>
<td>Name versus Sound? For vowels the name and the sound are the same. For consonants the name usually adds the sound “uh” after the consonant sound.</td>
</tr>
<tr>
<td>Point to the new <strong>lower-case letter</strong> on the chalkboard. Say, “My name is small “ (letter name). “My sound is “ (letter sound).</td>
<td>The <strong>name</strong> for letter k is pronounced “kuh”. When you say the <strong>sound</strong> of the letter try to leave off the “uh” sound as much as possible. Say “k”, not “kuh”.</td>
</tr>
<tr>
<td>c. Ask learners to point to the letter in their books and say the <strong>My Name, My Sound</strong> phrase with you.</td>
<td></td>
</tr>
<tr>
<td>d. Call on small groups and individuals to say the <strong>My Name, My Sound</strong> phrase independently.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Review Chart (8 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT:</td>
</tr>
<tr>
<td>a. Say the top row of vowel sounds in the <strong>Review Chart</strong> as learners listen. Repeat twice.</td>
<td>The <strong>Review Chart</strong> for this lesson can be found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>b. Continue in the same way with each row.</td>
<td>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.</td>
</tr>
<tr>
<td>c. Say the first column of sounds/ syllables as learners listen.</td>
<td></td>
</tr>
<tr>
<td>d. Continue in the same way with each column.</td>
<td></td>
</tr>
<tr>
<td>e. Point to random boxes. Ask learners to read aloud, first as a whole group then with small groups or individuals.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 4: Picture Discussion (4 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT:</td>
</tr>
<tr>
<td>a. Tell learners the theme and sub-theme for the week.</td>
<td>A <strong>Thematic Question</strong> is found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>b. Tell them to discuss the picture in small groups.</td>
<td>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.</td>
</tr>
<tr>
<td>Ask them to identify what they see in the picture and how it relates to the theme and sub-themes.</td>
<td></td>
</tr>
<tr>
<td>c. Move around the classroom listening to their conversations while supporting and guiding learners as needed.</td>
<td></td>
</tr>
<tr>
<td>d. Ask learners to share what they discussed in the small group with the whole class. Discuss the <strong>Thematic Question</strong> as appropriate.</td>
<td></td>
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</tbody>
</table>
## How to Teach: Literacy 1 - Days 1 and 3

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 5: Beat the Words (3 minutes)</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> The keywords are broken into syllables for you in the Weekly Lesson Support section. Another way to identify the number of syllables in a word is to hold your hand under your chin as you say a word. Each time your jaw pushes your hand down it is a syllable.</td>
</tr>
<tr>
<td>a. Say the first keyword. Ask learners to find it in the picture and point to it.</td>
<td></td>
</tr>
<tr>
<td>b. Repeat the keyword word and say, “Listen while I beat the word.” Say the word again while clapping the syllables.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to say the word and clap the syllables with you.</td>
<td></td>
</tr>
<tr>
<td>d. Ask learners to identify how many syllables are in the word. Repeat the word a final time.</td>
<td></td>
</tr>
<tr>
<td>e. Use your fingers to count the number of syllables together with the class.</td>
<td></td>
</tr>
<tr>
<td>f. Repeat Steps a. to e. with the other two keywords.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 6: Read the Words (3 minutes)</strong></td>
<td>In this step learners practice blending letters or syllables to form words. The lesson uses a technique called Say it slow—Say it fast to help learners develop their blending skills. Here are the steps:</td>
</tr>
<tr>
<td>a. Write the first keyword on the chalkboard. Sound out the word as you write.</td>
<td>1. Say the individual sounds or syllables slowly and distinctly (mmm---aaa---t).</td>
</tr>
<tr>
<td>b. For <strong>one-syllable words</strong>, 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.</td>
<td>2. Say the sounds again, but faster (m-a-t).</td>
</tr>
<tr>
<td>c. For <strong>multi-syllable words</strong>, 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.</td>
<td>3. Give learners time to connect the sounds together in their mind to form the word and then say the word aloud together with them in chorus (mat).</td>
</tr>
<tr>
<td>d. Repeat the above steps with the other two keywords.</td>
<td></td>
</tr>
<tr>
<td>e. Point to the three words in random order and ask learners to read the words aloud.</td>
<td></td>
</tr>
<tr>
<td>f. Ask learners to read the words in their books in pairs or small groups. Move around assessing learners’ ability to read the words independently.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 7: Read the Sentences (5 minutes)</strong></td>
<td>As you read the sentences at the chalkboard, model for learners how to use their finger when reading in the pupil book. Touch each word as you read it aloud. Try to maintain a smooth, flowing movement. There may not be time, especially in Term 1, to read all three sentences. Do as many as time permits.</td>
</tr>
<tr>
<td>a. Ask learners to watch you read the first sentence on the chalkboard. Point to each word as you read.</td>
<td></td>
</tr>
<tr>
<td>b. Repeat 1-2 times.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to read the sentence with you while they point to each word in their books. Repeat 1-2 times.</td>
<td></td>
</tr>
<tr>
<td>d. Repeat Steps a. and b. with the other two sentences.</td>
<td></td>
</tr>
<tr>
<td>e. Ask learners to read the sentences in their books in pairs or small groups. Move around assessing learners’ ability to read the sentences independently.</td>
<td></td>
</tr>
</tbody>
</table>
### How to Teach: Literacy 1 - Days 2 and 4

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

The learner:

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

#### Teaching Procedure

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

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

Differentiated Learning

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

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

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

Do More: Role Plays

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

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
</table>
| **Step 1: Getting Ready (5 minutes)**  
a. Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.  
b. Prepare the chalkboard and other lesson inputs as learners sing. | Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day. |
| **Step 2: Before Reading – Make Predictions (5 minutes)**  
a. Read the title of the story. (On Day 4 have learners retell what happened on Day 2.)  
b. Ask learners to look at the picture and share what they see.  
c. Tell learners to predict what the story might be about and share their predictions with their neighbours.  
d. Ask learners to share their predictions with whole class. Summarise learners’ predictions for the class before reading. | 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. |
| **Step 3: Reading the Story (10 minutes)**  
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 d. Your voice helps keep learners reading fluently in unison.  
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. |
### Step-by-Step Teacher’s Activity

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

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

### Extra Guidance

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

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

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

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

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

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

Teaching Procedure

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</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>1</td>
<td>Getting Ready</td>
<td>• Learners sing a song and distribute books.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Review Chart Assessment</td>
<td>• Learners read letters and syllables with increasing fluency.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Beat the Words Assessment</td>
<td>• Learners segment words into syllables.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Read the Sentences Assessment</td>
<td>• Learners blend letters and syllables to read words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners read words and simple sentences.</td>
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</tbody>
</table>
How to Teach: Literacy 1 - Day 5

**The Chalkboard**

Review Chart (Step 2)

Sentence Assessment (Step 4)

---

**Differentiated Learning**

**Remedial**

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

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

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

**Accelerated**

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

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**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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Getting Ready (3 minutes)</strong></td>
<td>Always sing the same song to begin the Literacy 1 lesson. This routine will help learners mentally prepare for the lesson. Pupil books do not need to be distributed for this lesson.</td>
</tr>
<tr>
<td>a. Guide learners to sing a reading song to signal the beginning of the LiteracyHour.</td>
<td></td>
</tr>
<tr>
<td>b. Prepare the chalkboard and other lesson inputs as learners sing.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Review Chart Assessment (10 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: The Review Chart for Day 5 is found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>a. Drill the Review Chart with learners. Say one row alone as learners listen, then repeat in chorus with learners one time.</td>
<td>Marking the CAM Form:</td>
</tr>
<tr>
<td>b. Select a learner to assess. Randomly point to a sound or syllable on the chart and have the learner read it aloud. Repeat for a total of 5 sounds/syllables per learner. Assess and mark in the CAM Form.</td>
<td>Level 3: Makes no mistakes on the Review Chart. Level 2: Makes 1-2 mistakes on the Review Chart. Level 1: Makes 3 or more mistakes on the Review Chart.</td>
</tr>
<tr>
<td>c. Repeat with as many learners as time permits.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Beat the Words Assessment (5 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: The words for the Beat the Words Assessment can be found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>a. Select a learner to assess. Say one of the keywords for the week aloud and have the learner beat the word for you. Continue with the other words so that each learner beats four words for you. Assess and mark in the CAM Form.</td>
<td>Marking the CAM Form:</td>
</tr>
<tr>
<td>b. Repeat with as many learners as time permits.</td>
<td>Level 3: Beats all 4 words correctly. Level 2: Beats 3 words correctly. Level 1: Beats 2 or fewer words correctly.</td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

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

- In pairs, ask learners to practice reading the three sentences on the chalkboard.
- 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.
- Repeat with as many learners as time permits.

### Extra Guidance

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

**Marking the CAM Form:**

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

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

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

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

Teaching Procedure

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Transition Song (1 minute)</strong>&lt;br&gt;a. Sing a song to signal the beginning of the writing portion of the Literacy Hour.</td>
<td>Every learner should get out a pencil and exercise book in preparation for this lesson.</td>
</tr>
<tr>
<td><strong>Step 2: Big Letter: In the Air (2 minutes)</strong>&lt;br&gt;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.&lt;br&gt;b. Ask the learners to air write the big letter together with you while repeating the phrase.&lt;br&gt;c. Ask small groups and individuals to air write the letter and say the phrase as you observe and provide guidance.</td>
<td>WEEKLY LESSON SUPPORT:&lt;br&gt;The letter formation phrase is found in the Weekly Lesson Support section.&lt;br&gt;Remember to demonstrate air writing with both your right and left hand.</td>
</tr>
<tr>
<td><strong>Step 3: Big Letter: In the Book (5 minutes)</strong>&lt;br&gt;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.&lt;br&gt;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.&lt;br&gt;c. Ask learners to write the letter in their exercise books several times from left to right.&lt;br&gt;d. Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation.</td>
<td>Have extra pencils and paper ready for learners who do not have their own. Set up a system so that these materials are quietly distributed and returned at the beginning and end of the lesson with minimal disturbance to the rest of the class.&lt;br&gt;Remember that you need to translate the four handwriting guidelines into your local language and use them to describe how you form the letters on the chalkboard.</td>
</tr>
<tr>
<td><strong>Step 4: Small Letter: In the Air (2 minutes)</strong>&lt;br&gt;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.&lt;br&gt;b. Ask learners to air write the small letter together with you while repeating the phrase.&lt;br&gt;c. Ask small groups and individuals to air write the letter and say the phrase as you observe and provide guidance.</td>
<td>You can also vary Step c, by having learners write on their desk, on their arm or on their neighbour’s back.</td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

<table>
<thead>
<tr>
<th>Step 5: Small Letter: In the Book (5 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ask learners to observe as you write the small letter on the chalkboard. Use the handwriting guidelines to describe where to start and how to form the letter correctly.</td>
<td>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.</td>
</tr>
<tr>
<td>b. Ask learners to use their finger to trace the letter in the book while you write on the chalkboard. Say the letter formation phrase as you write.</td>
<td>Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</td>
</tr>
<tr>
<td>c. Ask learners to write the letter in their exercise books several times from left to right.</td>
<td></td>
</tr>
<tr>
<td>d. Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation.</td>
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</tr>
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</table>

### Extra Guidance

**Step 6: Spelling Practice (7 minutes)**

<table>
<thead>
<tr>
<th>a. Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books.</th>
<th>WEEKLY LESSON SUPPORT: Suggested letters, syllables and words for spelling practice are provided in the Weekly Lesson Support section each week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. After learners have finished, write the correct answer on the chalkboard. Tell learners to check their answers.</td>
<td>Assess your learners’ spelling performance and modify your spelling practice assignment accordingly.</td>
</tr>
<tr>
<td>c. Continue with more letters, syllables or words as time permits.</td>
<td></td>
</tr>
</tbody>
</table>

### Step 7: Writing My Name (8 minutes)

<table>
<thead>
<tr>
<th>a. Ask learners to get out their name cards.</th>
<th>How to make name cards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Tell learners to trace the letters of their name with their finger.</td>
<td>• Cut manila into cards (at least 10x15 cm).</td>
</tr>
<tr>
<td>c. Tell learners to write their name at least three times in their exercise books.</td>
<td>• Rule the card with the four handwriting guidelines.</td>
</tr>
<tr>
<td>d. Learners who have mastered both their names (correct letter formation and correct spelling) can practice writing the name of the school, their village or other keywords from the lesson.</td>
<td>• Write the learner’s name. Be sure to spell it correctly and use proper letter formation. (Begin with one name only in Term 1. Add the second name in Term 2.)</td>
</tr>
<tr>
<td>e. Move around the classroom assessing learners on letter formation and name writing. Mark in the CAM Form.</td>
<td></td>
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</tbody>
</table>
How to Teach: Literacy 2 - Days 2 and 4

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

Competences
The learner:

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

Teaching Procedure

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

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!

Literacy 2

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

Differentiated Learning

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

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

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

Do More: Book Making 1
It is important to give learners an opportunity to read a variety of texts. When pupils read independently they develop an appreciation for books and reading. In Uganda we have few storybooks available in local languages, so teachers need to make their own books for the classroom. Each week you are composing stories with your learners in Literacy 2 Days 2 and 4. Use these texts to create classroom books. After the lesson, copy the story into your prep book. Later, you can turn these stories into books or charts that pupils can read in their free time or at a Book Corner during Free Activity.

Here are some different types of teacher-made books:

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

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

<table>
<thead>
<tr>
<th>Step 4: Make Corrections to the Story (5 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
</table>
| a. Tell learners you are going to read through the creative writing story to make corrections in spelling, grammar and meaning.  
 b. Read the story aloud slowly as you track with the pointer. Use the Think Aloud method to model for pupils how to make corrections in a story. | Here are some sample Think Alouds for Step 4:  
• “Let me check and see if I put all of my capital letters at the beginning of the sentences and full stops at the end of the sentences... Oh, I forgot one.”  
• “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.” |

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

<table>
<thead>
<tr>
<th>Step 5: Read the Story (7 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
</table>
| a. Ask learners to listen as you read the creative writing story aloud to them, tracking the text with a pointer. Read with meaning and fluency two times.  
 b. Ask learners to read the story together with you. Repeat 1-2 times.  
 c. Read the story together with small groups of learners.  
 d. Select 3-5 learners to come up to the chalkboard and read the story independently. Assess these learners and mark in the CAM Form for Literacy 1 (reading fluency). | Marking the CAM Form:  
Level 3: Reads the story with no mistakes and excellent fluency and expression.  
Level 2: Reads the story with 1-2 mistakes and good fluency and expression.  
Level 1: Reads the story with many mistakes and poor fluency and expression. |
How to Teach: Literacy 2 - Day 5

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

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

Teaching Procedure

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

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

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

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

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Transition Song (1 minute)</strong></td>
<td>Be sure that the learners you plan to assess today have everything they need to take the written assessments.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the writing part of the Literacy Hour.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Letter Formation Assessment (7 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: Suggested letters for assessment are provided in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>a. Air write the capital letter for assessment as learners watch.</td>
<td><strong>Marking the CAM Form:</strong></td>
</tr>
<tr>
<td>b. Tell learners to write a line of capital letters in their exercise books using the 4 guidelines.</td>
<td>Level 3: Forms all the capital and small letters correctly.</td>
</tr>
<tr>
<td>c. Air write the small letter for assessment as learners watch.</td>
<td>Level 2: Forms at least some of the capital and small letters correctly with a few small errors.</td>
</tr>
<tr>
<td>d. Tell learners to write a line of small letters in their exercise books using the 4 guidelines.</td>
<td>Level 1: Makes many mistakes in forming both the capital and small letter.</td>
</tr>
<tr>
<td><strong>Step 3: Spelling Assessment (8 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: Suggestions for the spelling assessment are provided in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>a. Tell learners it is time for the spelling test. Say the first letter, syllable or word aloud 2-3 times.</td>
<td><strong>Marking the CAM Form:</strong></td>
</tr>
<tr>
<td>b. Tell learners to write the letter, syllable or word in their exercise books. Continue with the other letters, words or syllables.</td>
<td>Level 3: Spells all the letters, syllables and words correctly.</td>
</tr>
<tr>
<td>c. Continue with more letters, syllables or words as time permits.</td>
<td>Level 2: Spells most of the letters, syllables and words correctly with 1-2 small errors.</td>
</tr>
<tr>
<td></td>
<td>Level 1: Makes many spelling errors.</td>
</tr>
</tbody>
</table>
# How to Teach: Literacy 2 - Day 5

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 4: Creative Writing Assessment (14 minutes)</strong></td>
<td>Marking the CAM Form*:</td>
</tr>
<tr>
<td>a. Ask learners to write a story of their own on a separate page of their exercise book. They can use both pictures and words to tell their story. <em>Be sure they include their name when they write their story.</em></td>
<td>Level 3: Writes a meaningful, well organised story using pictures and words.</td>
</tr>
<tr>
<td>b. Move around to the learners selected for assessment this week and have them tell their stories to you as they write.</td>
<td>Level 2: Writes a meaningful, well organised story using pictures only.</td>
</tr>
<tr>
<td>c. Collect the exercise books of at least 10 learners for assessment of handwriting, spelling, name writing and creative writing. Mark in the CAM Form.</td>
<td>Level 1: The story is poorly organised and difficult to understand the meaning.</td>
</tr>
<tr>
<td></td>
<td><em>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.</em></td>
</tr>
</tbody>
</table>
How to Teach: Oral Literature - Day 1

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

Competences
The learner:

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

Teaching Procedure

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

**The Chalkboard**

Vocabulary words from the Oral Literature story

tortoise
amble
hasty

**Differentiated Learning**

**Remedial and Accelerated**

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

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

**Do More: Story Mapping**

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

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

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

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 5    | **After Listening to the Story**  
**7 minutes**  
a. Repeat the Guiding Question. Discuss the answer as a class.  
b. Ask learners whether the story was a fiction story or an informative story. Confirm the correct answer.  
c. Tell learners you will read the story again. If they have identified the story as a fiction story they should listen to determine the characters, setting and action. If it is an informative story they should listen to determine the main idea of the story.  
d. Read the story aloud a second time without pausing.  
e. For a fiction story, have learners identify the characters, setting and action after listening to the story a second time. For an informative story have learners identify the main idea and supporting ideas. |

### Extra Guidance

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

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

The *characters* are the actors in a story. The setting is where and when the story is taking place. The *action* of a story is a summary of what happens in the story. Another word is *plot*. The *main idea* of an informative story is one sentence that summarises what the story is about.

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

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
</table>
| a. Say the first vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Read the sentence with the word in it from the Oral Literature story. Discuss the meaning of the word. Then ask learners to use the word in a new sentence.  
b. Repeat the same process for the other two vocabulary words. |

**WEEKLY LESSON SUPPORT:**  
The selected vocabulary words for the Oral Literature story are found in the Weekly Lesson Support section.  
You can also create flashcards for the vocabulary words in the Oral Literature stories. Hang them on a *story tree* or make a *word wall* in your classroom.
How to Teach: Oral Literature - Day 3

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

Competences
The learner:

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

Teaching Procedure

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

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

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

Do More: Book Making 2
Traditional texts are a great source for making classroom books. Traditional texts foster an appreciation of local culture and ensure that a community’s oral literature tradition is passed on to the next generation. Begin by collecting different kinds of traditional texts: proverbs, riddles, songs, tongue twisters, fables, rhymes and poems. The teacher’s guide provides a selection of traditional text you can use as a starting point. Create books based on different types of text: a book of proverbs, a book of tongue twisters, etc.

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

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Introductory Song (1 minute)</strong></td>
<td>The introductory song and traditional text are designed to focus learners’ attention so they are ready to listen to the story for the day.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Recite a Traditional Text (6 minutes)</strong></td>
<td>Be sure to identify the type of traditional text you are learning each week. A variety of traditional texts should be represented each term: songs, riddles, proverbs, poems, tongue twisters, rhymes, etc. Learners should be able to identify the different types of traditional text in their language.</td>
</tr>
<tr>
<td>a. Recite the same traditional text the learners were introduced to on Day 1. Learners first listen while you recite alone.</td>
<td></td>
</tr>
<tr>
<td>b. Recite the traditional text together with learners.</td>
<td></td>
</tr>
<tr>
<td>c. Ask individual learners to recite the traditional text. Assess and mark in the CAM Form.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Before Listening to the Story (6 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: The In the Text Questions can be found in the Weekly Lesson Support section of this teacher’s guide.</td>
</tr>
<tr>
<td>a. Read the title of the week’s story aloud to learners.</td>
<td>Using the CAM Form to record assessments during the Oral Literature lesson may be awkward. If so, write the names of the learners you want to assess in the Oral Literature lesson on a small scrap of paper. Use the paper to record their performance. Later, you can transfer the information onto the CAM Form.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>d. Read the two In the Text Questions for the week’s story to learners from the teacher’s guide. Tell learners to listen to the story and see if they can answer these questions when you finish reading.</td>
<td></td>
</tr>
<tr>
<td>Step-by-Step Teacher’s Activity</td>
<td>Extra Guidance</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Step 4: Reading the Story Aloud (5 minutes)</strong></td>
<td>On Day 3 you do not need to stop to ask the Prediction Question.</td>
</tr>
<tr>
<td>a. Read the story aloud to learners as they listen attentively.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 5: After Listening to the Story (6 minutes)</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong></td>
</tr>
<tr>
<td>a. Have learners answer the two In the Text Questions.</td>
<td>The In the Text and In My Mind Questions can be found in the Weekly Lesson</td>
</tr>
<tr>
<td>b. Ask other In the Text Questions of your own.</td>
<td>Support section of this teacher’s guide.</td>
</tr>
<tr>
<td>c. Ask the two In My Mind Questions found in the teacher’s guide</td>
<td>Encourage learners to pose their own</td>
</tr>
<tr>
<td>and have learners answer them.</td>
<td>comprehension questions to the class as</td>
</tr>
<tr>
<td></td>
<td>well. This can be a motivational activity</td>
</tr>
<tr>
<td></td>
<td>for accelerated learners who want an</td>
</tr>
<tr>
<td></td>
<td>extra challenge.</td>
</tr>
<tr>
<td><strong>Step 6: Vocabulary Words (6 minutes)</strong></td>
<td>Learners may find it difficult to identify</td>
</tr>
<tr>
<td>a. Ask learners to identify any words that were new or</td>
<td>new vocabulary words on their own,</td>
</tr>
<tr>
<td>unfamiliar to them in the story. Say the learner-identified</td>
<td>especially in Term 1. Encourage them</td>
</tr>
<tr>
<td>vocabulary word aloud. Have learners repeat the word. Read the</td>
<td>to listen for new or confusing words as</td>
</tr>
<tr>
<td>sentence with the word in it from the Oral Literature story.</td>
<td>you read.</td>
</tr>
<tr>
<td>Discuss the meaning of the word. Then ask learners to use the</td>
<td>Show your enthusiasm for talking</td>
</tr>
<tr>
<td>word in a new sentence.</td>
<td>about words and their meanings. This</td>
</tr>
<tr>
<td>b. Review the 3 vocabulary words from Day 1. Say each word aloud</td>
<td>will develop learners’ love and</td>
</tr>
<tr>
<td>and write it on the chalkboard. Ask individual learners to use the</td>
<td>appreciation for the words in their</td>
</tr>
<tr>
<td>word in a meaningful sentence. Assess and mark in the CAM Form.</td>
<td>language.</td>
</tr>
</tbody>
</table>
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

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

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

Differentiated Learning

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

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

Do More: Class Displays

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

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

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

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

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 4: Learners Share News Stories in Small Groups (5 minutes)</strong></td>
<td>Encourage learners to appreciate their friend’s contribution. Tell them to say thank you and good work. This is a good integration of life skills education.</td>
</tr>
<tr>
<td>a. Tell learners to take turns sharing their stories in small groups of 2-4 people.</td>
<td></td>
</tr>
<tr>
<td>b. Move around the room supporting learners who are having difficulty participating in the small groups.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 5: Selected Learners Share News Stories (10 minutes)</strong></td>
<td>Create a supportive classroom environment so that sharing news stories is fun and engaging for your learners.</td>
</tr>
<tr>
<td>a. Select 5 learners to come up and share their news stories with the whole class.</td>
<td>The focus is on assessing individual learners’ speaking competences, but teaching learners how to be good listeners, especially when their peers are speaking, is important too. Establish a few basic rules for sharing news stories at the beginning of the school year and enforce them consistently.</td>
</tr>
<tr>
<td>b. Ask learners to speak clearly and with expression.</td>
<td></td>
</tr>
<tr>
<td>c. Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the speaker.</td>
<td></td>
</tr>
<tr>
<td>d. The speaker should always begin their news story by greeting the class in a culturally appropriate manner and saying their full name.</td>
<td></td>
</tr>
<tr>
<td>e. After the speaker has completed the news story, the teacher and learners should ask questions or make comments.</td>
<td></td>
</tr>
<tr>
<td>f. Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class.</td>
<td></td>
</tr>
</tbody>
</table>

Create a supportive classroom environment so that sharing news stories is fun and engaging for your learners. The focus is on assessing individual learners’ speaking competences, but teaching learners how to be good listeners, especially when their peers are speaking, is important too. Establish a few basic rules for sharing news stories at the beginning of the school year and enforce them consistently.
How to Teach: News - Days 4 and 5

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

Competences
The learner:

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td>Prepare to Write</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>13 min.</td>
<td>2</td>
<td>Learners Write News Stories</td>
<td>• Learners use pictures and words to write a meaningful news story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners write their names.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Learners Share News Stories in Small Groups</td>
<td>• Learners listen attentively to peers and participate in small group activities appropriately.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Selected Learners Share News Stories</td>
<td>• Learners introduce themselves and greet the class using the appropriate cultural norms, including stating one’s full name.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners tell a meaningful, well organised story to the class that demonstrates fluency, appropriate expression and confidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners listen attentively to peers.</td>
</tr>
</tbody>
</table>
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 news stories with words. Some learners may have difficulty in taking this step on their own. To encourage them, write a word at the bottom of the page and tell them to copy the word next to the real object in their drawing. Then challenge them to find one more word they can write on their own. Remind them that spelling the word correctly isn’t important. They just need to listen to the sounds they hear in the word and write them down.

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

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

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

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
</table>
| **Step 4: Learners Share News Stories in Small Groups (5 minutes)**  
  a. Tell learners to take turns sharing their stories in small groups of 2-4 people.  
  b. Move around the room supporting learners who are having difficulty participating in the small groups. | Guide learners so that they are able to share their stories successfully in small groups. |
| **Step 5: Selected Learners Share News Stories (10 minutes)**  
  a. Select 5 learners to come up and share their news stories with the whole class.  
  b. Ask learners to speak clearly and with expression.  
  c. Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the speaker.  
  d. The speaker should always begin their news story by greeting the class in a culturally appropriate manner and saying their full name.  
  e. After the speaker has completed their news story, the teacher and learners should ask questions or make comments.  
  f. Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class. | Here are the writing competences learners should demonstrate over the course of the year:  
  **Term 1**: Learners draw pictures that illustrate a personal news story.  
  **Term 2**: Learners’ picture stories show an effort to organise information on the page. Learners begin to label their pictures with words.  
  **Term 3**: Learners’ picture stories are well organised and labelled with words. Learners are able to compose a simple sentence about their story. |
<table>
<thead>
<tr>
<th>English</th>
<th>Runyankore-Rukiga</th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabetic principle (phonics)</td>
<td>enkuratana y’enyuguta</td>
</tr>
<tr>
<td>choral reading</td>
<td>okushomera hamwe</td>
</tr>
<tr>
<td>collaborative learning</td>
<td>okukorera hamwe</td>
</tr>
<tr>
<td>competency-based assessment</td>
<td>okushwijuma okuri kugyendera aha byorikubaasa</td>
</tr>
<tr>
<td>comprehension</td>
<td>okwetegyereza</td>
</tr>
<tr>
<td>continuous assessment</td>
<td>okushwijuma okuri kugumizamu</td>
</tr>
<tr>
<td>differentiated learning</td>
<td>ekipande ky’okushwijuma okuri kugumizamu</td>
</tr>
<tr>
<td>echo reading</td>
<td>okugarukamu eki waashomerwa</td>
</tr>
<tr>
<td>explicit instruction</td>
<td>endagiiriro eri kushoboorora gye</td>
</tr>
<tr>
<td>fluency</td>
<td>okugamba gye</td>
</tr>
<tr>
<td>multisensory</td>
<td>okukoresa obwengye bw’emiringo mingi</td>
</tr>
<tr>
<td>orthography</td>
<td>empandiika y’orurimi</td>
</tr>
<tr>
<td>partner reading</td>
<td>okushoma babiri babiri</td>
</tr>
<tr>
<td>phonemic awareness</td>
<td>obukugu omu kuhurira amaraka g’enyaguta omu bigambo</td>
</tr>
<tr>
<td>phonological awareness</td>
<td>okukuguka omu kugamba amaraka g’enyuguta</td>
</tr>
<tr>
<td>print awareness</td>
<td>obukugu omu kwetegyereza ebihandiikirwe</td>
</tr>
<tr>
<td>scaffolding</td>
<td>okutandikira aha ki orikumanya kikakuhitsya aha kyotari kumanya</td>
</tr>
<tr>
<td>summative assessment</td>
<td>okushwijuma kwahamuheru</td>
</tr>
<tr>
<td>systematic instruction</td>
<td>endagiiriro erikutandikira aha byorobi ekaherera aha bigumire</td>
</tr>
<tr>
<td>vocabulary</td>
<td>ebigambo ebikuru omu kuhandiika</td>
</tr>
<tr>
<td>whisper reading</td>
<td>okushoma omu biho</td>
</tr>
</tbody>
</table>
Weekly Lesson Support

Term 1 Lessons
Welcome to the new school year!

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

Term 1 Materials Checklist

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

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

Orientation Week Overview

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

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

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

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

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

References:
Orientation Week NPSCU Teacher’s Guide for P1: Sample Scheme of Work, Pages 93-95.
1 Eishomero ryaitu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

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

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
Literacy 1

New Letters and Review Chart

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

Thematic Question: Gamba ebintu ebiri kushangwa omu ishomero ryaitu.

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 kukuurataho aha muheru gw’okushoma.

Term 1 Week 2
1 Eishomero nyaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

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

Beat the Words

- a-baa-na
- a-bee-gi
- a-bee-gi
- A-ga-ba
- A-ga-ba
- 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

Term 1 Week 2
**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.

<table>
<thead>
<tr>
<th><strong>Model News Drawing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of pupils with their teacher visiting the head teacher’s office.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Model News Story</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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!</td>
</tr>
</tbody>
</table>

**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.*

Term 1 Week 2
1 Eishomero ryaitu

Oral Literature
Eizooba ry’okubanza omu ishomero

Ekibuzo ky’okworekyerera: Naaza kushoma omugane, ku ndaaheze mungambire ebyashemeize omwegi ogwo ahaizooba ry’okubanza.

Ekicweka 1
Aha kutandika kw’encuro y’okubanza, abeegyesa bakaba baine enteekateeka nungi omu ishomero ryaitu. Nkagyenda na maama.


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 ekirikuhagira 1:
Omwegyesakazi kukunda abaana be.

Ekiteekateeko ekirikuhagira 2:
Abaana kuzaana hamwe.
Entebekenisa nungi aha ishomero.

Term 1 Week 2
1.2 Abantu naebirukukorerwa omu ishomero ryaitu

Oral Literature

Ekicweka 2
Omwegyesakazi ku yaareebire nshobeirwe yaanyakta 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 barikushemerererwa abeegi bato, emipiira, ebitabo, ekaraamu n’eb yokurya 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

<table>
<thead>
<tr>
<th>akapande</th>
<th>omwegyesakazi</th>
<th>entanda</th>
</tr>
</thead>
</table>

In the Text Questions
1. Omwe ahabeegyesa akabuuzaki maama?
2. Ekyakundise omwegieishomeroniki?

In My Mind Questions
1. Kuri wakuba ori iwe ahabwenki wakunzire eishomero eri?
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

<table>
<thead>
<tr>
<th>M</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>ma</td>
<td></td>
</tr>
</tbody>
</table>

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 naeirukukorerwa omu ishomero ryaitu

**Literacy 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th>M</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>ma</td>
<td></td>
</tr>
</tbody>
</table>

**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 owaaaha 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’abegi aha kiraije kukurataho aha muheru gw’okushoma.
Literacy 1 and 2
Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>ma</td>
<td></td>
</tr>
<tr>
<td>m</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

e-mee-za  a-ma-tu  a-ma-ra-ka
ma-tu     e-mee-za  e-ka-raa-mu

Sentence Assessment
1. Reeba amaraka gaitu.
2. Abeegi baine amatu.

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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a father and child at the market buying exercise books and pencils.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competencies, pages 76-77</td>
</tr>
<tr>
<td>• Sample scheme of work, pages 97-98</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 116-122</td>
</tr>
<tr>
<td>NPSCU Curriculum</td>
</tr>
<tr>
<td>• Page 15</td>
</tr>
</tbody>
</table>

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 ogu, 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 kikahika, 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’okushukyera omu bibiina ebiine omucuucu. Abaana bakakora omumanya 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 ekirikuhagira 1:**
Abana kuzaanira abazaire.

**Ekiteekateeko ekirikuhagira 2:**
Orubazo rwa Mukuru w’abeegi na Mukuru w’eishomero.

---

Term 1 Week 3
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’ebenyeshongoro ebyashemeize munonga abazaire bakabaha n’ebiconco.

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


Vocabulary Words

<table>
<thead>
<tr>
<th>kagambirizi</th>
<th>enkiiko</th>
<th>orubazo</th>
</tr>
</thead>
</table>

In the Text Questions

1. Aboojobakareeta kiahaishomero?
2. Omwebembezi w’abeegi akagamba ki omurubazo rwe?

In My Mind questions

1. Noogira ngu Mukuru w’eishomero akagamba ki omu rubazo rwe?
2. Ku waakuba Mukuru w’abeegi okagambakiomurubazo?

Term 1 Week 3
2 Eka yaitu

Literacy 1 and 2

Day 1

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th>Aa</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

**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
New Letters and Review Chart

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>aa</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

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’enki abaana baayamwize?

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 3

Day 4

90
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Aa</th>
<th>aa</th>
<th>a</th>
<th>maa</th>
<th>ma</th>
</tr>
</thead>
</table>

Beat the Words

a-baa-na  baa-ree-ba  taa-ta

taa-ta  naa-te-ma  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

Term 1 Week 4
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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a homestead with people, both young and adult.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 aunts, five nephews and six cousins who live in a homestead near our home. I like my family. I feel safe and protected at home.</td>
</tr>
</tbody>
</table>

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competencies, pages 77-78</td>
</tr>
<tr>
<td>• Sample scheme of work, pages 123-124</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 127-134</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page 17</td>
</tr>
</tbody>
</table>

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
Oral Literature
Okukwatanisa kw’eka

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

**Ekicweka 1**

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.


### Story Outline

**Ekiteekateeko ekikuru**
Ab’eka kukwatanisa omu mirimo.

**Ekiteekateeko ekirikuhagira 1:**
Abaana kwega emirimo.

**Ekiteekateeko ekirikuhagira 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, babeeshongorerwa, abaana bashemererwa. Bakiza aha ishomero, babona ebyokwegyesa bataahi baabo.


Abaana mukunde abazaire baanyu mubahurire kandi mubahe ekitiiisa.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tatenkazi</td>
<td>ishya</td>
</tr>
<tr>
<td>obugwa gye</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obwengye bw’omuntuburuga hi?</td>
<td>1. Omu mirimo egyo eri omu mugane, iwe omuka nookora eha?</td>
</tr>
</tbody>
</table>

Term 1 Week 4
2 Eka yaitu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>M</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>aa</td>
<td>a</td>
</tr>
<tr>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

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.
2.2 Emirimo na obujunaanizibwa bwa aba omuka

Literacy 1 and 2

Day 3

New Letters and Review Chart

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>m</td>
</tr>
<tr>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

Thematic Question: Abantu b’omuka yaitu bakora mirimo ki?

Beat the Words

maa-ma e-mi-kono a-ma-bee-re

Literacy 2

Letter Formation Phrase

M= Akafuha kakwataine n’akandi.

m= enkoni egondekire aha mutwe.

Spelling Practice

m, maa, ma, maama

Literacy 1

96

In the Text Question: Owaatwekyeire efuka ya Kiconco n’oха?

In My Mind Question: Abatwekyera efuka owaanyu ni baahi?

Literacy 2

Story Idea: Ekiteekateeko ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’abegi aha kiraje kukurataho aha muheru gw’okushoma.

Term 1 Week 5
2 Eka yaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>M</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>aa</td>
<td>a</td>
</tr>
<tr>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

Beat the Words

- maa-ma
- a-ma-te
- a-ma-sho
- maa-ma
- e-mi-ko-no
- a-ma-bee-re

Sentence Assessment

1. Maama aine efuka.
2. Maama aine emikono.

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 kukoran’amaani. Abaana begyesibwa emirimoabazaire baabo. Eka nungi egira obwecumibwingi, obuguuto buhingiriire, embuga n’enju byeyereire n’entebe zisiimwire.


---

**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.

---

Term 1 Week 5
2.2 Emirimo na obujunaanizibwa bwa aba omuka

Oral Literature

Ekicweka 2

Ku busheesha, itwe abaana tunaaba, turya, twozya ebikopo n’esohaani, 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’okugyendesa. Mbwenu ka tukorese ebiconco byaitu kukora emirimo. Abaana muhwere abazaire baanyu omu mirimo y’omuka ahaakuba “Kora turye tiguba mwaga.”

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ebiconco</td>
<td>omupakasi</td>
<td>ebiconco</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ahabw’enki nitwetaaga kukora omuka?</td>
<td>1. Iwe Ruhanga akakuha biconco ki?</td>
</tr>
</tbody>
</table>
2 Eka yaitu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>aa</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>me</td>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

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.
2.3 Ebintu ebiri kushangwa omuka yaitu

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
<th>e</th>
<th>aa</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ee</td>
<td>mee</td>
<td>me</td>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

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, ememe

Literacy 1

In the Text Question: Abaatangire embuzi zaheza 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 kirajje kukurateho aha muheru gw’okushoma.

Term 1 Week 6
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Ee</th>
<th>ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>mee</td>
<td>me</td>
</tr>
<tr>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

Beat the Words

- e-gaa-ri
- e-baa-fu
- e-so-haa-ni
- e-mee-za
- nee-tu-ha
- naa-ree-ba

Sentence Assessment

1. Ebaafu eri aheeru.
2. Naareeba egaari.
3. Emeeza eriho eihuri.

Literacy 2

Letter Formation Assessment

Ee, ee

Spelling Assessment

E, ee, me, mee, emeeme

Term 1 Week 6
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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a kitchen with utensils.</td>
</tr>
</tbody>
</table>

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

References

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

**NPSCU Curriculum**
- Pages 18-19

Traditional Text

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 ndaaheze mungambire eka nungi oku eshemeraire kushusha.

**Ekicweka 1**

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

Omunjuyaitu, harimu emeeza n’ebitanda ebituraaraho n’ebindibintu. Maama atwegyesa okukwata gye ebintu by’omuka, kutubishiisha bihwahojuba. Twine ebintu ebiturikukoresa burijo 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. Tukihamu esente twongyera kugura ezindi sefuriya, ebikopo, egiraasi, ebigiko n’esohaani.

**Story Outline**

**Ekiteekateeko ekikuru**
Okureeberera gye ebintu by’omuka.

**Ekiteekateeko ekirikuhagira 1:**
Abantu b’omuka bashemeraire kukora.

**Ekiteekateeko ekirikuhagira 2:**
Ebintu ebireebereirwe gye nibituura.
2.3 Ebintu ebiri kushangwa omuka yaitu

Oral Literature

Ekicweka 2

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’okuzaaniram, yaabaha ekaanyima y’enju.

| Vocabulary Words |
|---|---|---|
| eigaaniiriro | eiriiro | ekaanyima |

In the Text Questions

1. Owaateire omupiira gukata ebintu n’oha?
2. Omunjuyaitu harimu ki?

In My Mind questions

1. Noogira ebintu kuri baayasire eby’owaanyu hakaba nihabaho ki?
2. Ebyo iwe orasaasiireho okukozire kubi?

Term 1 Week 6
3 Ekyaro kyaitu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ee</td>
<td>e</td>
<td>aa</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>bee</td>
<td>be</td>
<td>baa</td>
<td>ba</td>
<td></td>
</tr>
<tr>
<td>mee</td>
<td>me</td>
<td>maa</td>
<td>ma</td>
<td></td>
</tr>
</tbody>
</table>

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 eiziba 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 kyaro kyaitu

Literacy 1 and 2

Day 3

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
<th>e</th>
<th>aa</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>bee</td>
<td>be</td>
<td>baa</td>
<td>ba</td>
</tr>
<tr>
<td>b</td>
<td>mee</td>
<td>me</td>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

Thematic Question: Ni bantu ki abari kutuura omu kyaro kyaitu?

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

Day 4

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.

Term 1 Week 7
3 Ekyaro kyaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>B</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>ee</td>
<td>e</td>
</tr>
<tr>
<td>bee</td>
<td>be</td>
</tr>
<tr>
<td>mee</td>
<td>me</td>
</tr>
<tr>
<td>ee</td>
<td>a</td>
</tr>
<tr>
<td>baa</td>
<td>ba</td>
</tr>
<tr>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

Beat the Words

- baa-naa-si
- Ba-ree-be
- Bi-ho-go

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.

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

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

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

| **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 ogu, mungambire abantu ba Nyabihoko abu baahweraire kandi n’ahu baabaire nabaruga.

**Ekicweka 1**
Kare na kare, abantu b’omu kyaro kya Nyabihoko omu disiturikiti ya Rukungiri bakaba batuura bari omu buteeka, bakaba baine obusingye barikukwatanisa, kandi barikukundana.

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

Eizooba rimwe, omu kyaro omwe hakaijamu empungi zirikuruga omuri Kongo, zirikuhunga entaro ezaabaire ziriyo. Mukuru w’ekyaro akeeta abantu boona, yaabagambira oku empungi ziizire nizihunga kandi ku zirikwenda obutaha. Abantu abaihire bakaba barimu abashaho, abeegyesa, abaserukare, abanyadiini n’abandi.

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

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

**Story Outline**

<table>
<thead>
<tr>
<th>Ekiteekateeko ekikuru</th>
<th>Abantu ba Nyabihoko kuhanuura aha kuhwera empungi.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ekiteekateeko ekirikuhagira 1:</strong></td>
<td>Mukuru w’ekyaro kweta akakiiko.</td>
</tr>
<tr>
<td><strong>Ekiteekateeko ekirikuhagira 2:</strong></td>
<td>Abantu kwikiriza kuhwera empungi.</td>
</tr>
</tbody>
</table>

Term 1 Week 7
3.1 Abantu abari omu kyaro kyaitu

Oral Literature

Ekiweca 2
Abashaho bo, bakagira ngu nibaija kuhwera omu kubaragurira okubahha 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 abeegyesa, 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 eb’abantu baateesa, kandi yaabashaba okubita omu nkora reeru ekyaro kigume omu buteeka, obusingye hamwe n’okukwatanisa n’empungi.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N’oha owaayetsire orukiiko rw’ekyaro?</td>
<td>1. Iwe okaahwera ota empungi?</td>
</tr>
<tr>
<td>2. Omurukiikoorwohakaijamuabantu ba muringo ki?</td>
<td>2. Haine ou orahweraireho?</td>
</tr>
</tbody>
</table>

Term 1 Week 7
3 Ekyaro kyaitu

Literacy 1 and 2

**Day 1**

**Literacy 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
<th>e</th>
<th>aa</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>tee</td>
<td>te</td>
<td>taa</td>
<td>ta</td>
</tr>
<tr>
<td>t</td>
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<td>ba</td>
</tr>
<tr>
<td></td>
<td>mee</td>
<td>me</td>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

**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 ahamatwe.
t= Akati karambikire ahagati y'akandi.

**Spelling Practice**

T, tee, taa, taata, tee

---

**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 aka muheru gw’okushoma.
3.2 Emirimo eri kukorwa omu kyaro kyaitu

**Literacy 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
<th>e</th>
<th>aa</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
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<td>ta</td>
</tr>
<tr>
<td>t</td>
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<td>be</td>
<td>baa</td>
<td>ba</td>
</tr>
<tr>
<td></td>
<td>mee</td>
<td>me</td>
<td>maa</td>
<td>ma</td>
</tr>
</tbody>
</table>

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.

Term 1 Week 8
3 Ekyaro kyaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
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<th>a</th>
</tr>
</thead>
<tbody>
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<td>te</td>
<td>taa</td>
<td>ta</td>
<td></td>
</tr>
<tr>
<td>bee</td>
<td>be</td>
<td>baa</td>
<td>ba</td>
<td></td>
</tr>
<tr>
<td>mee</td>
<td>me</td>
<td>maa</td>
<td>ma</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

<table>
<thead>
<tr>
<th>taa-ta</th>
<th>te-ga</th>
<th>a-tee-ki-re</th>
</tr>
</thead>
<tbody>
<tr>
<td>taa-ta</td>
<td>a-ma-te</td>
<td>ba-ke-ti</td>
</tr>
</tbody>
</table>

Sentence Assessment

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

Literacy 2

Letter Formation Assessment

T, t

Spelling Assessment

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

Term 1 Week 8
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

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies, pages 78-79</td>
</tr>
<tr>
<td>Sample scheme of work, pages 154-156</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, pages 167-176</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 22</td>
</tr>
</tbody>
</table>

Traditional Text

Akeeshongoro

Omukibira 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.

Term 1 Week 8
3 Ekyaro kyaitu

Oral Literature
Okwombeka ekiteehurizi


Ekicweka 1
Eizooba rimwe, akakiiko k’omuruka ka bwombeka omuri Mwizi, kakashutama kaaronda abantu abaraaze kugura ebintu by’okwombekyesa ekiteehurizi kyabo.


Story Outline

Ekiteekateeko ekikuru
Okwombeka ekiteehurizi.

Ekiteekateeko ekirikuhagira 1:
Okuhanuura kw’abanyakakiiko.

Ekiteekateeko ekirikuhagira 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 yaazihaho.


Vocabulary Words
omushuubuzi  kabangari  eminyororo

In the Text Questions
1. Nibaahii abariomumugane?

In My Mind questions
1. Kuri niiwe waatorotoire esente ezo okaba nooza kutwaza ota?

2. Abaagiire kugura ebintu bakaba nibakora mirimo ki aha kakiiko?

2. Omukiteehuriri nibakoreramu ki?

Term 1 Week 8
3 Ekyaro kyaitu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>ee</th>
<th>e</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>o</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 aka kiraije kukurataho aka muheru gw’okushoma.

Term 1 Week 9
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>oo</th>
<th>o</th>
<th>ee</th>
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<td>boo</td>
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<td>bee</td>
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</tr>
<tr>
<td>moo</td>
<td>mo</td>
<td>mee</td>
<td>me</td>
<td></td>
</tr>
</tbody>
</table>

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

Beat the Words

nook-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: Ekiteekateko 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

<table>
<thead>
<tr>
<th></th>
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<td>boo</td>
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<tr>
<td>moo</td>
<td>mo</td>
<td>mee</td>
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</table>

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

Beat the Words

nook-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: Ekiteekateko ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’abeegi aha kiraije kukurataho aha muheru gw’okushoma.

Term 1 Week 9

120
3 Ekyaro kyaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>oo</th>
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<tr>
<td>too</td>
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<tr>
<td>moo</td>
<td>mo</td>
<td>mee</td>
<td>me</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

- o-mu-ka-zi
- o-mu-naa-si
- o-mu-ti
- noo-baa-sa
- noo-tee-ra
- 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.

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

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

References

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

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 22-23</td>
</tr>
</tbody>
</table>

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 rukira kurwana n’oruganda rw’abantu. Abantu bakaba bataahirira enyamaishwa baziihamu ngyenzi zaazo barikwenda enyama. Omu nyamaishwa ezi hakaba harimu ezaabaire nizituura n’abantu; nk’embwa, ente, embaraaasi, enjangu, embuzi n’entaama.


Story Outline

Abarikugambwaho omu mugane
Warucuncu, Warubeba, enjoki, Wakame, Warugwe

Omwanya mukuru omu mugane
Ekishaayi kya Rweshama

Ekiri kukorwa omu mugane
okwerinda abazigu

Term 1 Week 9
Ekibuuzo ky’okutebereza: Noogira ngu ahabw’enki enyamaishwa zaahanwire ngu buri nyamaishwa egire munywari waayo?

Ekicweka 2


Vocabulary Words

<table>
<thead>
<tr>
<th>enzamba</th>
<th>omutego</th>
<th>gaamuzookire</th>
</tr>
</thead>
</table>

In the Text Questions

1. Obwakare nakare enyamaishwa zikaba zitwaza zita?
2. Ahabw’enki abantu baabaire bataahirira enyamishwa?

In My Mind questions

1. Ekyegyeso “Agu bagaya nigo gabutotsa” nikimanyisaki?
2. Ku baakugira ngu obe enyamaishwa eziri omumugane okaba eha?

Term 1 Week 9
4 Omubiri na ebyaamagara

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>oo</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ti</td>
<td>too</td>
<td>to</td>
<td>te</td>
</tr>
<tr>
<td>I</td>
<td>bi</td>
<td>boo</td>
<td>bo</td>
<td>be</td>
</tr>
<tr>
<td>I</td>
<td>mi</td>
<td>moo</td>
<td>mo</td>
<td>me</td>
</tr>
</tbody>
</table>

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.

Term 1 Week 10
4.1 Ebicweka bya omubiri na emigasho yaabyo

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th>li</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>tii</td>
<td>ti</td>
</tr>
<tr>
<td>bii</td>
<td>bi</td>
</tr>
<tr>
<td>mii</td>
<td>mi</td>
</tr>
</tbody>
</table>

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

**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**

l= 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.

---

Term 1 Week 10
4 Omubiri na ebya amagara

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>li</th>
<th>ii</th>
<th>i</th>
<th>e</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>tii</td>
<td>ti</td>
<td>te</td>
<td>to</td>
<td></td>
</tr>
<tr>
<td>bii</td>
<td>bi</td>
<td>be</td>
<td>bo</td>
<td></td>
</tr>
<tr>
<td>mii</td>
<td>mi</td>
<td>me</td>
<td>mo</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

- e-bi-ti
- e-ki-ta-bo
- e-ki-te-be
- nii-we
- ti-bii-ne
- 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

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

**Model News Drawing**

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

**Model News Story**

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

**Traditional Text**

Akeeshongoro

Ruhanga akampanza amaisho,
N'amatu g'okuhurira,
N'ebigye byokyendesa,
N'emimwa y'okuhimbisa,
N'engaro z'okukwatsa,
N'omutima gw'okumukunda.

**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

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

Term 1 Week 10
4 Omubiri na ebyaamagara

Oral Literature
Ebiconco ebi Ruhanga yaatuhaire

| Ekibuzu zo ky’okworekyerera: | Muhurikize omugane ogu, ku ndaaheze, mungambire ebiconco ebi Ruhanga yaatuhaire. |

Ekicweka 1

Story Outline

<table>
<thead>
<tr>
<th>Ekiteekateeko ekikuru</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruhanga akahanga omuntu yaamuha ekiconco ky’ebicweka by’omubiri n’emigasho yaabyo.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ekiteekateeko ekirikuhagira 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okugamba aha bicweka by’omubiri n’emigasho yaabyo.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ekiteekateeko ekirikuhagira 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kusiima Ruhanga ahabw’ebiconco ebi yaahaire omuntu.</td>
</tr>
</tbody>
</table>
4.1 Ebicweka bya omubiri na emigasho yaabyo

Oral Literature

Ekicweka 2

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.


Vocabulary Words

<table>
<thead>
<tr>
<th>engohe</th>
<th>atsimba</th>
<th>kukaga</th>
</tr>
</thead>
</table>

In the Text Questions

1. N’oha owaahangire omuntu?
2. Nibiconkokiebi Ruhangayaatuhaire ahambiri yeitungutubikorese?

In My Mind questions

1. Ni bicweka ki ebitagambirweho?
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

<table>
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<th></th>
<th>ii</th>
<th>i</th>
<th>o</th>
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</tr>
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<tbody>
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<td>K</td>
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<td>ki</td>
<td>ko</td>
<td>ke</td>
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<tr>
<td></td>
<td>bii</td>
<td>bi</td>
<td>bo</td>
<td>be</td>
</tr>
</tbody>
</table>

Thematic Question: Okaakora ki kugira amagara marungi?

Beat the Words

kaa-ka  e-ki-koo-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.

Term 1 Week 11
Literacy 1
New Letters and Review Chart

<table>
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<tr>
<th></th>
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<td>e</td>
</tr>
<tr>
<td>k</td>
<td>i</td>
<td>o</td>
<td>e</td>
</tr>
</tbody>
</table>

**Thematic Question:** Nookoresa ki kucuma ebiweka by’omubiri gwawe?

**Beat the Words**
kaa-ka    kee-ki    a-ka-kee-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 yaaarwaire yaaaza 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.
4 Omubiri na ebya amagara

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
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<th></th>
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<tr>
<td></td>
<td>bii</td>
<td>bi</td>
<td>bo</td>
<td>be</td>
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</table>

Beat the Words

<table>
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<tr>
<th></th>
<th>e-ki-ko-po</th>
<th>a-koo-ga</th>
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<td>kaa-ka</td>
<td>kaa-ka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>keeki</td>
<td>a-ka-cee-ka</td>
</tr>
</tbody>
</table>

Sentence Assessment

1. Akooga amaizi gaitu.
2. Kapa yaiha keeki.

Literacy 2

Letter Formation Assessment

K, k

Spelling Assessment

K, ki, ke, kii, 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 ebyaamagara

Oral Literature
Obwecumi bw’abaana bato

Ekibuzo ky’okworekyerera: Naaza kushoma omugane, ku ndaaheze mungambire ebintu ebi tukoresa omu kwecuma.

Ekicweka 1


Story Outline
Ekiteekateeko ekikuru
Obwecumi bw’abaana bato.
Ekiteekateeko ekirikuhagira 1:
Okwegyesa eby’obwecumi.
Ekiteekateeko ekirikuhagira 2:
Okuhwera eishomero omu bintu by’obwecumi.
4.2 Obwecumi bwa abantu

Oral Literature

Ekicweka 2


Obwecumi ka ni burungi (x3)

Twena ka twesiime.

Nimureebe amaino gangye!

Nimureebe ebijwaro byangye!

Nimureebe enono zangye!

Byona bibooneire.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Omwegyesakazi bakaba nibamweta oha?</td>
<td>1. Ni kabi ki akareetwa oburofa?</td>
</tr>
<tr>
<td>2. Waarugaomukihoronionookoraki?</td>
<td>2. Ni miringo ki y’okwecuma etaagambwaho?</td>
</tr>
</tbody>
</table>

Term 1 Week 11
END-OF-TERM ASSESSMENT TERM 1

Introduction

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

Level 3 (L3): The learner’s performance exceeds the competence expected. Symbol: Δ
Level 2 (L2): The learner’s performance meets the competence. Symbol: √
Level 1 (L1): The learner’s performance does not meet the competence. Symbol: /

Reading Assessments (administered individually)

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

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

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

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

Listening Assessment (administered as a group)

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

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

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

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

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

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

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

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

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

Speaking Assessment (administered individually)

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

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

Term 2 Lessons
5 Obwire

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>aa</td>
<td>yaa</td>
<td>ya</td>
<td>yo</td>
</tr>
<tr>
<td>kaa</td>
<td>ka</td>
<td>ko</td>
<td>kee</td>
</tr>
<tr>
<td>taa</td>
<td>ta</td>
<td>to</td>
<td>tee</td>
</tr>
</tbody>
</table>

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**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
<th>aa</th>
<th>a</th>
<th>ee</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>saa</td>
<td>sa</td>
<td>see</td>
<td>si</td>
</tr>
<tr>
<td>Y</td>
<td>yaa</td>
<td>ya</td>
<td>yee</td>
<td>yi</td>
</tr>
<tr>
<td></td>
<td>taa</td>
<td>ta</td>
<td>tee</td>
<td>ti</td>
</tr>
</tbody>
</table>

**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.

**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:** Ekiteekateko ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’abegi aha kiraije kukurataho aha muheru gw’okushoma.
5 Obwire

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>ee</th>
<th>i</th>
<th>S</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>saa</td>
<td>sa</td>
<td>see</td>
<td>si</td>
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</tr>
<tr>
<td>yee</td>
<td>yi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>taa</td>
<td>ta</td>
<td>tee</td>
<td>ti</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words

yaa-gye-nda  o-mu-ya-ga  gwa-ya-ka
sa-buu-ni     see-ri      sii-na

Sentence Assessment
1. Omushana gwayaka.
2. Seeri hariyo ebicu.
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
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 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.

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

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.

Term 2 Week 1
Ekibuzo ky’okworekyerera: Bwanyima y’okushomerwa omugane ogu 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.


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 ekihuuumuro bakoohereza Kiiza na Kiconco abaana baabo kurinda enyonyi. Nyinabo akaguma naabatwarira kyamushana.

Story Outline

<table>
<thead>
<tr>
<th>Ekiteekateeko ekikuru</th>
<th>Abantu kukwatanise omu kuhinga.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekiteekateeko ekirikuhagira 1:</td>
<td>Abaana kuhwera abazaire.</td>
</tr>
<tr>
<td>Ekiteekateeko ekirikuhagira 2:</td>
<td>Kuhinga ebyokurya n’eb yokuguza.</td>
</tr>
</tbody>
</table>

Term 2 Week 1
Ekicweka 2


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


“Kora nk’omupakasi orye nk’omukama.”

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>eihunga</td>
<td>obwisho-bwenjoki</td>
<td>entanda</td>
</tr>
<tr>
<td>1. Ekyareeteire abantu ba Katagata kuHINGA munonga n’enki?</td>
<td>1. Noogira ngu sente ezibaihire omu buro zikakora ki?</td>
<td></td>
</tr>
</tbody>
</table>

Term 2 Week 1
5 Obwire

Literacy 1 and 2

Day 1

Literacy 1
New Letters and Review Chart

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Z</td>
<td>z</td>
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</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<tr>
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<td>o</td>
<td>e</td>
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<td>za</td>
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</tr>
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<td>yaa</td>
<td>ya</td>
<td>yo</td>
<td>ye</td>
</tr>
<tr>
<td>kaa</td>
<td>ka</td>
<td>ko</td>
<td>ke</td>
</tr>
</tbody>
</table>

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 enshusha ya obwire

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>caa</td>
<td>coo</td>
<td>ca</td>
</tr>
<tr>
<td></td>
<td>ca</td>
<td></td>
<td>cee</td>
</tr>
<tr>
<td>c</td>
<td>zaa</td>
<td>zoo</td>
<td>za</td>
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<td></td>
<td>zee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>kaa</td>
<td>koo</td>
<td>ka</td>
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<tr>
<td></td>
<td>kee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Question:** Ni mirímo 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= Akicwéka ky’omupiira omuhango.
c= Akacwéka 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 kirajje kukurataho aha muheru gw’okushoma.

---

**Day 4**

**Story Idea:** Ekiteekateeko ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’abeegi aha kirajje kukurataho aha muheru gw’okushoma.
5 Obwire

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
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<th>c</th>
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<tbody>
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<td>Zaa</td>
<td>Zaa</td>
<td>Zaa</td>
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<td>Caa</td>
<td>Caa</td>
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<tr>
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<td>Koa</td>
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</tbody>
</table>

Beat the Words

<table>
<thead>
<tr>
<th>zaa-bu</th>
<th>ei-zoo-ba</th>
<th>o-mu-ka-zi</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-bi-coo-ri</td>
<td>ki-co-nco</td>
<td>e-mpo-ca</td>
</tr>
</tbody>
</table>

Sentence Assessment

1. Eizooba ryayaka munonga.
2. Kiconco ariomu musiri.

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

References

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

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 29-30</td>
</tr>
</tbody>
</table>

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
Obwire

Oral Literature
Oburo bugira emirimo

**Ekibuzo ky’okworekyerera:** Bwanyima y’okushomerwa omugane ogu ogurikukwata aha kuHINGA oburo, nimuza kungambira ebi barikkura omu kuHINGA oburo.

**Ekicweka 1**
Omu kyaro kya Katagata hakateera eihunga ringi eryamazireho entookye, n’emisiri ekasirikara. Baakarya ebyokurya byahwa haza bateerwa enjara, ekireeteire abantu kuHINGA munonga.

Mayonza akashohoza efuka ye kuHINGA oburo. Iba Kamanzi, yaihayo omuhoro gwe n’ekibango yaabita ah’iebega, 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**

<table>
<thead>
<tr>
<th>Ekiteekateeko ekikuru</th>
<th>Abantu kukwatanise omu kuHINGA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekiteekateeko ekirikuhagira 1:</td>
<td>Abaana kuHWERA abazaire.</td>
</tr>
<tr>
<td>Ekiteekateeko ekirikuhagira 2:</td>
<td>KuHINGA ebyokurya n’ebyokuguza.</td>
</tr>
</tbody>
</table>
Ekicweka 2

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


“Kora nk’omupakasi orye nk’omukama.”

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>obwisho-bwenjoki</th>
<th>entanda</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the Text Questions</strong></td>
<td><strong>In My Mind questions</strong></td>
<td></td>
</tr>
<tr>
<td>1. Ekyareeteire abantu ba Katagata kuhunga munonga n’enki?</td>
<td>1. Noogira ngu sente ezibaihire omu buro zikakora ki?</td>
<td></td>
</tr>
</tbody>
</table>

Term 2 Week 2
Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>oo</th>
<th>o</th>
<th>aa</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>doo</td>
<td>do</td>
<td>daa</td>
<td>da</td>
</tr>
<tr>
<td>zoo</td>
<td>zo</td>
<td>zaa</td>
<td>za</td>
</tr>
<tr>
<td>koo</td>
<td>ko</td>
<td>kaa</td>
<td>ka</td>
</tr>
</tbody>
</table>

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

Day 2

In the Text Question: Omwariro gukira kutwarwa ki?

In My Mind Question: Owaanyu mwarira bihingwa ki?

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

New Letters and Review Chart

<table>
<thead>
<tr>
<th>W</th>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>d</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>oo</th>
<th>e</th>
<th>aa</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>woo</td>
<td>we</td>
<td>waa</td>
<td>wa</td>
</tr>
<tr>
<td>doo</td>
<td>de</td>
<td>daa</td>
<td>da</td>
</tr>
<tr>
<td>koo</td>
<td>ke</td>
<td>kaa</td>
<td>ka</td>
</tr>
</tbody>
</table>

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 biilha?

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 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Letter</th>
<th>oo</th>
<th>e</th>
<th>aa</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>wo</td>
<td>we</td>
<td>waa</td>
<td>wa</td>
</tr>
<tr>
<td>D</td>
<td>doo</td>
<td>de</td>
<td>daa</td>
<td>da</td>
</tr>
<tr>
<td></td>
<td>koo</td>
<td>ke</td>
<td>kaa</td>
<td>ka</td>
</tr>
</tbody>
</table>

Beat the Words

e-di-ri-sa  ke-di-ri-sa  a-ma-di-ri-sa
waa-ko-ra  waa-hi-nga  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 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.

Model News Drawing

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

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

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

Term 2 Week 3
5 Obwire

Oral Literature
Ebijwaro omu bwire bwabyo

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

Ekicweka 1

Omuihangwe omushana gukajwa, ekyoya kyabaita. Omwegyesa waabo akabashoha aheeru, baayegyera ahansi y’omuti omu kibunda. Omwegyesa akabagambira ngu abaine amashweta n’ebindibintu ebi baaba beeufubikire baabiihemu ahabw’okuba haabaho ekyoya.

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

Story Outline
Ekiteekateeko ekikuru
Abeegi kwegyesibwa enjwara y’obwire.
Ekiteekateeko ekirikuhagira 1:
Abeegi okumanya ebijwaro by’okujuwa omu bwire butari bumwe.
Ekiteekateeko ekirikuhagira 2:
Abaana kushoboororera abazaire ebijwaro by’okujuwa omu bwire butari bumwe.

Term 2 Week 3
Ekicweka 2
Omwegi omwe akabuuza yaaba Kiiza yaabaire ajwaire eby’enjura. Omwegyesa akabagambira, ngu Kiiza akaba ajwaire ebijwaro by’omushana. Okwiha obwo abeegi baamanya ebi bashemereire kujwara omu bwire butari bumwe na bumwe.

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>kwegama</td>
<td>vesiti</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kiiza na Kiconco bakaba nibashomeraha hi?</td>
<td>1. Iwe nookira kukora ki haabaho omushana n’enjura?</td>
</tr>
</tbody>
</table>

Term 2 Week 3
6 Okwerinda butandu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>U</th>
<th>u</th>
<th>oo</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>wu</td>
<td>woo</td>
<td>wo</td>
<td>we</td>
<td></td>
</tr>
<tr>
<td>ku</td>
<td>koo</td>
<td>ko</td>
<td>ke</td>
<td></td>
</tr>
<tr>
<td>bu</td>
<td>boo</td>
<td>bo</td>
<td>be</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Gamba zabutandu eziri kukira kubahoho.

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: Taatanamaama kubari kukusiga omuka, iwe okora ki?

Literacy 2

Story Idea: Ekitakeekoo ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’abeegi aha kiraije kukurataho aha muheru gw’okushoma.
6.1 Okwerinda butandu omuka

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
<th>u</th>
<th>aa</th>
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</thead>
<tbody>
<tr>
<td>N</td>
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<td>naa</td>
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<td>ne</td>
</tr>
<tr>
<td>ku</td>
<td>kaa</td>
<td>ka</td>
<td>ke</td>
<td></td>
</tr>
<tr>
<td>bu</td>
<td>baa</td>
<td>ba</td>
<td>be</td>
<td></td>
</tr>
</tbody>
</table>

**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.

t= 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.

---

Term 2 Week 4
6 Okwerinda butandu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>u</th>
<th>aa</th>
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<th>e</th>
</tr>
</thead>
<tbody>
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<td>ne</td>
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<tr>
<td>N</td>
<td>ku</td>
<td>kaa</td>
<td>ka</td>
<td>ke</td>
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<tr>
<td></td>
<td>bu</td>
<td>baa</td>
<td>ba</td>
<td>be</td>
</tr>
</tbody>
</table>

Beat the Words

- hu-nga
- naa-he-nde-ka

Sentence Assessment
1. Omutumba gwine ekitookye.
2. Enkumu ziriho enono.

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

Term 2 Week 4
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

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies, page 82</td>
</tr>
<tr>
<td>Sample scheme of work, page 254</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, pages 257-266</td>
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<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 33</td>
</tr>
</tbody>
</table>

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

Ekibuzo ky’okworekyerera: Hurikiza omugane ogu, reeru aha muheru ogambe ekyareeteire Kiconco obuhuta.

Ekicweka 1


Story Outline

Ekiteekateeko ekikuru
Maama kuhabura Kiconco okutazaanira omu rutooke.

Ekiteekateeko ekirikuhagira 1:
Okweta abaana ngu bazaane.

Ekiteekateeko ekirikuhagira 2:
Eihwa ry’omucungwa kucumita Kiconco.
Ekicweka 2
Kiiza akatwaza mpora nk’omwana mukuru, yaarimwihamu. Akacwa enyabarashana, yaagijunga, yaagikomaho ngu atagaruka kujwa.


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

Onu ati, “Mbwenu shi ku araareebi noocokomba!”


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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ba Kiconco nibatuura omukyaro ki?</td>
<td>2. Gamba enfumu ei orikumanya?</td>
</tr>
</tbody>
</table>

Term 2 Week 4
6 Okwerinda butandu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>ee</th>
<th>o</th>
<th>e</th>
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</thead>
<tbody>
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<td>ra</td>
<td>ree</td>
<td>ro</td>
<td>re</td>
</tr>
<tr>
<td>r</td>
<td>na</td>
<td>nee</td>
<td>no</td>
<td>ne</td>
</tr>
<tr>
<td></td>
<td>ba</td>
<td>bee</td>
<td>bo</td>
<td>be</td>
</tr>
</tbody>
</table>

Thematic Question: Gamba zaabantandu 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 kiralje kukurataho aha muheru gw'okushoma.

Term 2 Week 5
6.2 Okwerindabutandu aharmuhanda

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
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<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>ga</td>
<td>goo</td>
<td>go</td>
<td>ge</td>
</tr>
<tr>
<td></td>
<td>ra</td>
<td>roo</td>
<td>ro</td>
<td>ge</td>
</tr>
<tr>
<td></td>
<td>na</td>
<td>noo</td>
<td>no</td>
<td>ne</td>
</tr>
</tbody>
</table>

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 enkoní egondekire aha mutwe.
g= Omucungwa, enkoní 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 kiabeegi abarinka Kiiza?

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
6 Okwerinda butandu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>G</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
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<td>r</td>
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<table>
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<td>go</td>
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<tr>
<td>na</td>
<td>noo</td>
<td>no</td>
<td>ne</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words
ra-hu-ka  o-ru-guu-to  nee-ru-ma
ru-guu-to  o-mu-go-ngo  ki-ru-gu

Sentence Assessment
1. Embwa neeruma.
2. Embuzi eine omugongo.
3. Embuzi eri mu kirugu.

Literacy 2

Letter Formation Assessment
R, r
G, g

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

Term 2 Week 5
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.*

Term 2 Week 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 Rwairaara. Nibeega omu ky’okubanza.

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


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

Akeemereza emotoka kwonka omuvugi tiyaamureeba yaagumizamu.

**Story Outline**

<table>
<thead>
<tr>
<th>Ekiteekateeko ekikuru</th>
<th>Obutazaanira omu ruguuto.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekiteekateeko ekirikuhagira 1:</td>
<td>Okukunda kuzaana akapiira.</td>
</tr>
<tr>
<td>Ekiteekateeko ekirikuhagira 2:</td>
<td>Emotoka eri kwiruka kureetwayo.</td>
</tr>
</tbody>
</table>
6.2 Okwerindabutanduahamuhanda

Oral Literature

Ekicweka 2
Aho omupooriisi akatandika kuteera orwari ari kwiruka ngu ayemereze motoka. N’abandi bantu abaabaire barikugyenda bakamukwasa enduuru yaashekyerera.


Okuruga obwo Ainemaani na bagyenzi be tibaragarukire kuzaanira omu ruguuto.

Vocabulary Words

| akasimura | bakayogoora | kihuumura |

In the Text Questions

1. Kiconco na Kiiza n’abbeegi omu kibiina kya kangahi?

2. Okuruga obwo Ainemaanina bagyenzi be bakeega ki?

In My Mind questions

1. Nooteekateeka ngu Ainemaani akeega kwerinda ki?

2. Noogirakurihaabaire hatariho omupooriisi hakaba nihabaho ki?

Term 2 Week 5
6 Okwerinda butandu

Literacy 1 and 2

Day 1

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>ii</th>
<th>i</th>
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<tbody>
<tr>
<td>P</td>
<td>pa</td>
<td>pii</td>
<td>pi</td>
</tr>
<tr>
<td>P</td>
<td>paa</td>
<td></td>
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<tr>
<td>P</td>
<td>kaa</td>
<td>kii</td>
<td>ki</td>
</tr>
</tbody>
</table>

Thematic Question: Gamba zaabandu eziri kukira kubahoro.

Beat the Words
ka-pa-paa-ri  o-mu-pii-ra  o-mu-pa-ka-si

Literacy 2
Letter Formation Phrase
P= Akati n’omupira muhango.
p= Akati n’omupira 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: Ekithekateeko ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’abeegi aha kiraije kukurataho aha muheru gw’okushoma.

Term 2 Week 6
6.3 Okwerinda butandu ha ishomero

Literacy 1
New Letters and Review Chart

<table>
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<th></th>
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<tbody>
<tr>
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<td></td>
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<td>pa</td>
<td>poo</td>
</tr>
<tr>
<td></td>
<td>kaa</td>
<td>ka</td>
<td>koo</td>
</tr>
</tbody>
</table>

Thematic Question: Gamba butandu eziri kukira kuba ah’eshomero 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 atarahrenaire 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.

Term 2 Week 6
6 Okwerinda butandu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

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<tr>
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<td>pa</td>
<td>poo</td>
<td>po</td>
</tr>
<tr>
<td>kaa</td>
<td>ka</td>
<td>koo</td>
<td>ko</td>
</tr>
</tbody>
</table>

Beat the Words

ka-pa-paa-ri  o-mu-pii-ra  o-mu-pa-ka-si
yaa-jwa  yaa-ye-sha-ra  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.*

Term 2 Week 6
Oral Literature
Ekyashashamaize eishomero

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

Ekicweka 1

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 niritseera orwari yaahika obuseeri. Akairukanga yaahika aha ishomero, kuhuumuriza abo beegi agumize ati, “Ni muhuumure! Ni muhuumure!” Kezaabu ku yaahuriire eiraka ry’omwegyesa yairuka naamuhungiraho.


Story Outline

Abarikugambwaho omu mugane
Kezaabu, omwegyesa, abeegi

Omwanya mukuru omu mugane
Ah’eishomero

Ekiri kukorwa omu mugane
Okuteera enduuru, okwirukanga barikuhunga, okuhuumuriza abeegi.

Term 2 Week 6
6.3 Okwerinda butandu ha ishomero

Oral Literature

Ekibuuzo ky’okutebereza: Mbwenu 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 yaataahire omu kibiina, yaashanga gari amooya g’ekinonyi garagarikiremu. Kwonka ahabw’okugira ngu Kezaabu akashanga hakirimu omwirima, gakashushana n’enyaruju.


Okuruga obwo Kezaabu yaayeraganisa kuguma akabanza akeetegyereza ataine ki yaagambire.

Vocabulary Words

<table>
<thead>
<tr>
<th>akashashamaza</th>
<th>akatsyokamu</th>
<th>yaamubumbatira</th>
</tr>
</thead>
</table>

In the Text Questions

1. Kezaabu akareeba ki omu kibiina?
2. Nooha owaahumuriize abeegi?

In My Mind questions

1. Ekirakutiniise niki?
2. Kuri waabaire ori Kezaabu okaba nooza kukora ki?
Literacy 1 and 2

Day 1

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>u</th>
<th>i</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>ja</td>
<td>ju</td>
<td>ji</td>
<td>jo</td>
</tr>
<tr>
<td>j</td>
<td>ba</td>
<td>bu</td>
<td>bi</td>
<td>bo</td>
</tr>
<tr>
<td></td>
<td>ka</td>
<td>ku</td>
<td>ki</td>
<td>ko</td>
</tr>
</tbody>
</table>

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
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>ha</td>
<td>hee</td>
</tr>
<tr>
<td></td>
<td>ja</td>
<td>jee</td>
</tr>
<tr>
<td>h</td>
<td></td>
<td>je</td>
</tr>
</tbody>
</table>

Thematic Question: Gamba abantu abu ori 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, heheeza, heza

Literacy 1
In the Text Question: Kiiza na Kiconco baarwanira 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.

Term 2 Week 7
Literacy 1 and 2

Day 5

Literacy 1
New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>ee</th>
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<th>i</th>
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</thead>
<tbody>
<tr>
<td>H</td>
<td>ha</td>
<td>hee</td>
<td>he</td>
<td>hi</td>
</tr>
<tr>
<td>J</td>
<td>ja</td>
<td>jee</td>
<td>je</td>
<td>ji</td>
</tr>
<tr>
<td></td>
<td>za</td>
<td>zee</td>
<td>ze</td>
<td>zi</td>
</tr>
</tbody>
</table>

Beat the Words
- a-ka-ju
- o-ku-ju
- bi-juu-mi-ki-re
- o-mu-ha-ra
- o-ru-hu
- o-mu-gu-ha

Sentence Assessment
1. Akaju kaine eibaraza.
2. Omuhara naazinga omupiira.

Literacy 2
Letter Formation Assessment
- J, j
- H, h

Spelling Assessment
- j, h, ja, ju, jo, ha, hee, he, okujaka, okuju, ijo, haza, heheza, 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

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competencies, page 83</td>
</tr>
<tr>
<td>• Sample scheme of work, page 284</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 287-293</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page 36</td>
</tr>
</tbody>
</table>

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.
7 Okutuura hamwe

Oral Literature
Obuteeka omuka ya Karuhanga

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

Ekicweka 1


Eka egyo ekagira eiziina erindi eri abataahi baagystsire “Mukama naategyeuka.” kirikumanyisa ngu abaabaire barabaho omu bwire bw’omwabazo n’omu kasheeshe kare bakaba bahurira ebyeshongoro biri aha iguru barikuhimbisa Ruhanga.

Story Outline
Ekiteekateeko ekikuru
Eka ya Karuhanga okumanya Ruhanga bakagira obwengye n’obutungi.
Ekiteekateeko ekirikuhagira 1:
Okushaba Ruhanga n’okumweshongorera.
Ekiteekateeko ekirikuhagira 2:
Abaana b’eka ya Karuhanga okushoma gye.

Term 2 Week 7
Ekicweka 2

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’emicwemirungi n’ab’oburyoink’abaana b’eka ya Karuhanga na Kyakwera?

“Omu kutiina Ruhanga nimwo obwengye buruga.”

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>amadiguri</td>
</tr>
<tr>
<td>ruranganwa</td>
</tr>
<tr>
<td>obutungi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eka ya Karuhanga ekaba eri nkahi?</td>
<td>1. Iwe kuri waabaire ori omwana wa Karuhanga okaba nooza kukorera ki?</td>
</tr>
<tr>
<td>2. Ahabw’enki eka ya Karuhanga yaatungukire?</td>
<td>2. Oyeteekateekire ota okuba omwana w’omugasho?</td>
</tr>
</tbody>
</table>

Term 2 Week 7
Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>F</th>
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<tbody>
<tr>
<td>a</td>
<td>uu</td>
</tr>
<tr>
<td>fa</td>
<td>fuu</td>
</tr>
<tr>
<td>ha</td>
<td>huu</td>
</tr>
<tr>
<td>na</td>
<td>nuu</td>
</tr>
</tbody>
</table>

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.
7.2 Emiringoy’okutuura hamwe omu ishomero

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
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<th>u</th>
</tr>
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<tbody>
<tr>
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<td>v</td>
<td>v</td>
</tr>
</tbody>
</table>

<table>
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<th>i</th>
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</thead>
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<td>vi</td>
<td>vu</td>
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<td>faa</td>
<td>fa</td>
<td>fi</td>
<td>fu</td>
</tr>
<tr>
<td>gaa</td>
<td>ga</td>
<td>gi</td>
<td>gu</td>
</tr>
</tbody>
</table>

Thematic Question: Tushemereire kutwariza tuta batahi baitu?

Beat the Words
vii-gii-za yaa-vii-gii-ra nee-vii-gii-ra

Literacy 2
Letter Formation Phrase
V= Omuhaiha gujuumwire.
v= Akahaiha kajuumwire.

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 neetwarabaana?

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 Okutuura hamwe

Literacy 1 and 2
Day 5

Literacy 1
New Letters & Review Chart

<table>
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<tr>
<th>V</th>
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<tr>
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<table>
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<th></th>
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<th>i</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>vaa</td>
<td>va</td>
<td>vi</td>
<td>vu</td>
</tr>
<tr>
<td>F</td>
<td>faa</td>
<td>fa</td>
<td>fi</td>
<td>fu</td>
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<tr>
<td></td>
<td>gaa</td>
<td>ga</td>
<td>gi</td>
<td>gu</td>
</tr>
</tbody>
</table>

Beat the Words
fu-ta-na  e-fu-re-mbe  e-ki-fu-ba
vii-gii-za  yaa-vii-gii-ra  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

Term 2 Week 8
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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of pupils practicing for the music contest.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competencies, page 83</td>
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<td>• Sample scheme of work, page 285</td>
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<td>• Lesson Plan Guidelines, pages 294-301</td>
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<table>
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<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page 37</td>
</tr>
</tbody>
</table>

Traditional Text

Ekikwate

Ebiragiro bituhabura,
Omwe kwega kwaitu,
Omwe ishomero,
Omuka,
Tukuratire ebiragiro,
Bituhabure,
Tube abaana barungi.

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

Term 2 Week 8
7 Okutuura hamwe

Oral Literature
Okutuura kurungi

Ekibuuzo ky’okworekyerera: Muhurikirize omugane ogu, mungambire ebirikugambwa 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.


Abeegi abari kukora kurungi okukiza abandi babaha ebiconco. Abarikirayo okukora kimwe kurungi omuribyona, babaha obuhwezi bw’okushomera busha omwaka gwona.

Story Outline

Ekiteekateeko ekikuru
Kaaro oku yaabaire rurangaanwa omu kweshongora, kandi abantu kuhwera omu ntunguuka.
Ekiteekateeko ekirikuhagira 1:
Empaka z’okweshongora.
Ekiteekateeko ekirikuhagira 2:
Okusinga kw’abeegi omu kweshongora.
Ekicweka 2
Abeegi n’abeegyesa baabo baine ekiro eki bari kukorera hamwe n’abantu bomu kyaro kya Kaaro. Nibakora burungi bwansi, aha iziba, hamwe n’okuhweru abantu abakuzire.

Mbwenu eizooba rimwe abeeshongozi b’eishomero bakeeshongora, baazina kurungi baasinga disiturikiti yoonaa. 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 omuishomero. Kaaro ekeeyongyera kukurabaayomboke an’ebyombeko ebindi bingi. Kyayorekagye ngu ‘ageeteeraine nigo gaata eigufa’.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ekarangaanwa</td>
<td>hangahari</td>
</tr>
<tr>
<td>burungi-bwansi</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nibantu ki abari omumugane?</td>
<td>1. Iwe okunda byeshongoro ki?</td>
</tr>
</tbody>
</table>

Term 2 Week 8
7 Okutuura hamwe

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>Mb</th>
<th>mb</th>
</tr>
</thead>
<tbody>
<tr>
<td>aa</td>
<td>a</td>
</tr>
<tr>
<td>mbaa</td>
<td>mba</td>
</tr>
<tr>
<td>haa</td>
<td>ha</td>
</tr>
<tr>
<td>taa</td>
<td>ta</td>
</tr>
</tbody>
</table>

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 kiraize kukurataho aha muheru gw’okushoma.
7.3 Emiringo y’okutuura omukyaro

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Nd</td>
<td>ndaa</td>
<td>nda</td>
<td>nde</td>
</tr>
<tr>
<td>Nd</td>
<td>mbaa</td>
<td>mba</td>
<td>mbe</td>
</tr>
<tr>
<td>Nd</td>
<td>haa</td>
<td>ha</td>
<td>he</td>
</tr>
</tbody>
</table>

**Thematic Question:** Abantu b’aha kyaro kyanyu nibatwaza bata?

**Beat the Words**

- e-ndaa-ho
- e-nde-gye
- e-ndi-angi-ri

**Literacy 2**

**Letter Formation Phrase**

n= Akati keemereire, enkonoi 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.

Term 2 Week 9
7 Okutuura hamwe

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Nd</th>
<th>nd</th>
<th>mb</th>
<th>mb</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>a</td>
<td>e</td>
<td>o</td>
</tr>
<tr>
<td>ndaa</td>
<td>nda</td>
<td>nde</td>
<td>ndo</td>
</tr>
<tr>
<td>mbaa</td>
<td>mba</td>
<td>mbe</td>
<td>mbo</td>
</tr>
<tr>
<td>ha</td>
<td>ha</td>
<td>he</td>
<td>ho</td>
</tr>
</tbody>
</table>

Beat the Words

mba-ri-ya e-mba-nju-re e-mi-tu-mba

e-ndaa-ho e-nde-gye 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

Term 2 Week 9
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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of an election rally.</td>
</tr>
</tbody>
</table>

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!

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>Competencies, page 83</td>
</tr>
<tr>
<td>Sample scheme of work, page 286</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, pages 302-307</td>
</tr>
<tr>
<td><strong>NPSCU Curriculum</strong></td>
</tr>
<tr>
<td>Page 38</td>
</tr>
</tbody>
</table>

Traditional Text

Ekikwate

Enkombe egyenda n’einama, 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.

Term 2 Week 9
7 Okutuura hamwe

Oral Literature

Ntuuha na Kikoona

| Ekibuzo ky’okworekyerera: | Ku muraaheze kuhurikiza omugane, ninyenda mungambire ekyaitsire omukago gwa Ntuuha na Kikoona. |

Ekicweka 1
Ira na ira, hakaba hariho abashaija babiri barikutuura omu kyaró kya Kajunju. Omwe akaba naayetwa Ntuuha kandi ondijo arikwetwa Kikoona.


Kikoona akaba akora omu ofiisi, asiiba ajwairesi ya mutare 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, bakaija banywana kandi kwo baagira omukago guhamire. Kikoona akaba agura ebyokurya owa Ntuuha kandi obumwe Ntuuha amuha n’ebya busha ahabw’omukago ogu baabaire baine.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abarikugambwaho omu mugane</td>
</tr>
<tr>
<td>Ntuuha na Kikoona</td>
</tr>
<tr>
<td>Omwanya mukuru omu mugane</td>
</tr>
<tr>
<td>Omu muti, omu kisharara</td>
</tr>
<tr>
<td>Ekiri kukorwa omu mugane</td>
</tr>
<tr>
<td>Omukago gwa Ntuuha na Kikoona n’oku baahemukaineho.</td>
</tr>
</tbody>
</table>

Term 2 Week 9
7.3 Emiringo y'okutuura omu kyaro

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 amutaayayire owe omu muti.

Ntuuha akaikirizana n’eka ye ku bataayaayira Kikoona. Batyo bashengyerera emishenga y’oburo n’ebihimba, abaana n’omukazi baabyekorera baagyenda.

Eka ya Kikoona ekabaakiira kurungi, boona baashemererwa n’omukago gwahama. Ntuuha n’eka ye bakamarira Kikoona ebiro bibiri batyo baataha.


Vocabulary Words

<table>
<thead>
<tr>
<th>omukago</th>
<th>baashengyerera</th>
<th>emishenga</th>
</tr>
</thead>
</table>

In the Text Questions | In My Mind questions
1. Omurimogwa Ntuuha gukabaguri guuha? | 1. Iwe ku waakuba oine munywani waawe, mukatwaza muta?  

Term 2 Week 9
8 Ebyokurya n'endya yaabyo

**Literacy 1 and 2**

**Day 1**

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>i</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ry</td>
<td>rya</td>
<td>ro</td>
<td>ri</td>
<td>rye</td>
</tr>
<tr>
<td>na</td>
<td>no</td>
<td>ni</td>
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<tr>
<td>ta</td>
<td>to</td>
<td>ti</td>
<td>te</td>
<td></td>
</tr>
</tbody>
</table>

**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 khiikami.

**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 khiikire kuruga omu kuteebereza kw’abeegi aka kiraije kukurataho aka muheru gw’okushoma.

Term 2 Week 10
8.1 Amaziina g'eb yokurya n’oburugo bwabyo

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>ee</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ky</td>
<td>kya</td>
<td>kyaa</td>
<td>kyee</td>
<td>kye</td>
</tr>
<tr>
<td>Ry</td>
<td>rya</td>
<td>rya</td>
<td>rye</td>
<td>rye</td>
</tr>
</tbody>
</table>

Thematic Question: Gamba amaziina g'eb yokurya 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’ekyenyanja?

In My Mind Question: Ekyenyanja owaanyu mukiiha hi?

Literacy 2

Story Idea: Ekiteekateeko ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’abeego aha kiraje kukurataho aha muheru gw’okushoma.

Term 2 Week 10
Literacy 1 and 2

Day 5

Literacy 1

**New Letters & Review Chart**

<table>
<thead>
<tr>
<th>Ky</th>
<th>ky</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>aa</td>
</tr>
<tr>
<td>kya</td>
<td>kya</td>
</tr>
<tr>
<td>kye</td>
<td>kye</td>
</tr>
<tr>
<td>Ry</td>
<td>ry</td>
</tr>
<tr>
<td>rya</td>
<td>rya</td>
</tr>
<tr>
<td>ryee</td>
<td>ryee</td>
</tr>
<tr>
<td>ra</td>
<td>raa</td>
</tr>
<tr>
<td>re</td>
<td>re</td>
</tr>
</tbody>
</table>

**Beat the Words**

 ryaa-ree-ba 
 kya-ree-ba 
 kya-sha-mi 
 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 Amaziina g'ebenyokurya 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 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**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
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</thead>
<tbody>
<tr>
<td>Competencies, page 84</td>
</tr>
<tr>
<td>Sample scheme of work, page 308</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, pages 311-317</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 40</td>
</tr>
</tbody>
</table>

**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
Oral Literature
Mugurusi na Murungi

Ekibuzo ky’okworekyerera: Muhurikirize omugane ogu ku guraahwe mungambire ebindi byokurya ebi muri kumanya ebitagambwaho nahi biri kuruga.

Ekicweka 1


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abarikugambwaho omu mugane</td>
</tr>
<tr>
<td>Kirungi, Murungi, Mugurusi</td>
</tr>
<tr>
<td>Omwanya mukuru omu mugane</td>
</tr>
<tr>
<td>Omuka, aha kyaro</td>
</tr>
<tr>
<td>Ekiri kukorwa omu mugane</td>
</tr>
<tr>
<td>Okwegyesa abantu empinga nungi y’ebyokurya.</td>
</tr>
</tbody>
</table>

Term 2 Week 10
8.1 Amaziina g'eb yokurya n’oburugo bwabyo

Oral Literature

Ekibuuzo ky’okutebereza: Mbwenu noogira ngu hakabaho ki ahabwa Mugurusi na Murungi kubura kugira omwana?

Ekicweka 2


Abantu ku baakoreise obwengye bwa Kirungi obu yaabahaire, baayeza. Bakeeza ebitookye, oburo, muhogo n’ebindi. Akabeegyesa n’okuriisa enjoki, enkoko, ebyenyanja n’okuhinga obutuzi. Weeza ekyaro kyoona kikagira ebyokyura biri kumara n’ebindi baabiguza baagira esente; baatunguka.

Vocabulary Words

<table>
<thead>
<tr>
<th>kucuukuuka</th>
<th>bahakuura</th>
<th>omujinya</th>
</tr>
</thead>
</table>

In the Text Questions

1. Ekaya Mugurusi ekaba eiha nkahe ebyokyura?
2. Kirungi akashoma ki?

In My Mind questions

1. Owaanyu nimukira kuhinga byokyura ki?
2. Iwe nooyenda ngu okore murimo ki waaheza kushoma?

Term 2 Week 10
8 Ebyokurya n'endya yaabyo

Literacy 1 and 2

Day 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>e</th>
<th>o</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sh</td>
<td>sha</td>
<td>she</td>
<td>sho</td>
<td>shuu</td>
</tr>
<tr>
<td>sh</td>
<td>nda</td>
<td>nde</td>
<td>ndo</td>
<td>nduu</td>
</tr>
<tr>
<td></td>
<td>ma</td>
<td>me</td>
<td>mo</td>
<td>muu</td>
</tr>
</tbody>
</table>

**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 musheenyi.

h= Akati keemereire, enkoni egondekire aha mutwe.

**Spelling Practice**

sh, sha, sho, she, eshande, 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’endeeberera yaabyo

**Literacy 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>i</th>
<th>a</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ng</td>
<td>ngo</td>
<td>ngi</td>
<td>nga</td>
<td>nge</td>
</tr>
<tr>
<td>sho</td>
<td>shi</td>
<td>sha</td>
<td>she</td>
<td></td>
</tr>
<tr>
<td>bo</td>
<td>bi</td>
<td>ba</td>
<td>be</td>
<td></td>
</tr>
</tbody>
</table>

**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 kukurataho aha muheru gw’okushoma.

---

**Term 2 Week 11**

Day 3

Day 4

202
8 Ebyokurya n'endya yaabyo

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Ng</th>
<th>ng</th>
<th>o</th>
<th>i</th>
<th>a</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sh</td>
<td>sh</td>
<td>ngo</td>
<td>ngi</td>
<td>nga</td>
<td>nge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sho</td>
<td>shi</td>
<td>sha</td>
<td>she</td>
</tr>
<tr>
<td></td>
<td></td>
<td>bo</td>
<td>bi</td>
<td>ba</td>
<td>be</td>
</tr>
</tbody>
</table>

Beat the Words

- e-sha-nde
- a-ma-sha
- e-sho-he-ra
- bi-ngi
- nyi-ngi
- 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, eshande, shoma, eshenda, emishango, bingi, bashange
8.2 Ebyokurya n'endeeberera 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.

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**References**

- **NPSCU Teacher’s Guide**
  - Competencies, page 84
  - Sample scheme of work, page 309
  - Lesson Plan Guidelines, pages 318-323

- **NPSCU Curriculum**
  - Page 41

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**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.*

Term 2 Week 11
8 Ebyokurya n'endya yaabyo

Oral Literature
Okweteekateekyera obugenyi

Ekibuuzo ky'okworekyerera: Muhurikirize ku ndaaheze kushoma omugane mungambire ebyokurya ebi Karenga yaatebeekaniise.

Ekicweka 1

Ku haabaire nihaburayo emyezi mukaaga kuhika aha bugenyi Karenga akaihayo oburo, omugusha n'engano yaabihuura. Kirunga akabire yaaboneza baabibiika omu magutiya.

Bakagura eby'enyanja n'enyama baabikariiirira reeru baabifundikira kurungi ngu embeba zitabirya. Bakaihayo ebihimba, ebicoori, n'amasa, baahuura, bwanyima baahunika gye omu magutiya. Ebihimba bakabitamu omubazi ngu bitamungwa.

Karenga akagura amajuta g'okwija kurunga eshabwe baagafundikira gye omu nsimbo. Nyinento 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 izoo ra ny'obugenyi. |

Term 2 Week 11
8.2 Ebyokurya n'endeeberera yaabyo

Oral Literature

Ekibuuzo ky'okutebereza: Noogira ngu ebyokkurya ebyo bakabibiika kuhisya ryari?

Ekicweka 2

Aha izooba ry'obugyenyi abateeki bakashoroma emboga baazoozya, baazishara kurungi. Bakarima ebitakuri n'emondi baabibihaa reeru baatandika kuteeka. Obugyenyi bwa Kirunga bukabonera abantu boona baasiima.

Vocabulary Words

| yaabihuura | eshabwe | bakashigisha |

In the Text Questions

1. Karenga n'omuhara bakaba nibatuura hi?
2. Amajuta bakagibiika he?

In My Mind questions

1. Aha bugyenyi bakira kugabura byokunywa ki?
2. Ku waakukora obugyenyi 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: ∆
Level 2 (L2): The learner’s performance meets the competence. Symbol: ∧
Level 1 (L1): The learner’s performance does not meet the competence. Symbol: /

Reading Assessments (administered individually)

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

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

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

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

Listening Assessment (administered as a group)

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

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

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

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

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

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

**Creative Writing and Name Writing Assessments:**
Tell learners to write a story about how food is prepared and eaten in their family. Explain that they can use pictures and words to tell their story. Make sure learners write their name. Collect and assess.

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

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

**Speaking Assessment (administered individually)**

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

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

Term 3 Lessons
9 Eby'engyenda yaitu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>e</th>
<th>i</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cw</td>
<td>cwa</td>
<td>cwe</td>
<td>cwi</td>
<td>cwo</td>
</tr>
<tr>
<td>na</td>
<td>ne</td>
<td>ni</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>sa</td>
<td>se</td>
<td>si</td>
<td>so</td>
<td></td>
</tr>
</tbody>
</table>

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, cwii, cwanisa, ocwe, cwisa, cwa

Day 2

Literacy 1

In the Text Question: Abeegi baareeba 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 kiraije 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

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
<th>e</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bw</td>
<td>bwo</td>
<td>bwa</td>
<td>bwe</td>
<td>bwi</td>
</tr>
<tr>
<td></td>
<td>cwo</td>
<td>cwa</td>
<td>cwe</td>
<td>cwi</td>
</tr>
<tr>
<td></td>
<td>to</td>
<td>ta</td>
<td>te</td>
<td>ti</td>
</tr>
</tbody>
</table>

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

Day 4

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 kukurataho aha muheru gw’okushoma.

Term 3 Week 1
9 Eby'engyenda yaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Bw</th>
<th>bw</th>
<th>a</th>
<th>e</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>bwo</td>
<td>bwa</td>
<td>bwe</td>
<td>bwi</td>
<td></td>
</tr>
<tr>
<td>cwo</td>
<td>cwa</td>
<td>cwe</td>
<td>cwi</td>
<td></td>
</tr>
<tr>
<td>to</td>
<td>ta</td>
<td>te</td>
<td>ti</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words
- cwa-ni-sa
- cwe-ka-ni-sa
- rya-cwe-ka-ni-sa
- o-bwa-na
- o-bwa-to
- 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, wisabwo, 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

Aschoolbus 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.


Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.
9 Eby’engyenda yaitu

Oral Literature
Omugurusi w’omukyene

**Ekibuzo ky’okworekyerera:** Mwaheza kuhurikiza omugane ogu, 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 ogu akaba ahingire omu musiri gwe, reero empungu yaija yaamugambira eti, “Naaza kukuha obutungi kwonka nooguma n’ompa ebyokurrya.”


**Story Outline**

<table>
<thead>
<tr>
<th>Abarikugambwaho omu mugane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omugurusi Karenga, empungu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Omwanya mukuru omu mugane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omu ka, omu musiri</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ekiri kukorwa omu mugane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omugurusi Karenga okaruga omu bukyene.</td>
</tr>
</tbody>
</table>
9.1 Emiringo y'engyenda n'ebiri kukoresibwa

Oral Literature

Ekibuuzo ky’okutebereza: Noogira ngu n’enki ekyabaire aha mugurusi?

Ekicweka 2


Vocabulary Words

<table>
<thead>
<tr>
<th>omukyene</th>
<th>ruranganwa</th>
<th>enjara</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Omugurusi n’empungu bakaragaana kukora ki?</td>
<td>1. Iwe okatwarize ota waheza kukora endagaano?</td>
</tr>
<tr>
<td>2. Empungu ekashashura ki omugurusi ahabw’okuhenda endagaano?</td>
<td>2. Aha mugurusi n’empungu n’oha owaafeerereiwe munongaomugisha?</td>
</tr>
</tbody>
</table>

Term 3 Week 1
9 Ebya engyenda yaitu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>u</th>
<th>i</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>ts</td>
<td>tso</td>
<td>tsu</td>
<td>tsi</td>
<td>tsa</td>
</tr>
<tr>
<td>go</td>
<td>gu</td>
<td>gi</td>
<td>ga</td>
<td></td>
</tr>
<tr>
<td>mo</td>
<td>mu</td>
<td>mi</td>
<td>ma</td>
<td></td>
</tr>
</tbody>
</table>

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 musheenyi.

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: Ekiteekteko ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’abeegi aha kiralje kukurataho aha muheru gw’okushoma.

Term 3 Week 2
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>aa</th>
<th>i</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ny</td>
<td>nyo</td>
<td>nyaa</td>
<td>nyi</td>
<td>nye</td>
</tr>
<tr>
<td>n</td>
<td>tso</td>
<td>tsaa</td>
<td>tsi</td>
<td>tse</td>
</tr>
<tr>
<td>g</td>
<td>go</td>
<td>gaa</td>
<td>gi</td>
<td>ge</td>
</tr>
</tbody>
</table>

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 owaaahaire taata esente?

In My Mind Question: Iwe owaaanyu 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.

Term 3 Week 2
9 Ebya engyenda yaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>o</th>
<th>aa</th>
<th>i</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ny</td>
<td>ny</td>
<td>nyo</td>
<td>nyaa</td>
<td>nyi</td>
<td>nye</td>
</tr>
<tr>
<td>Ts</td>
<td>ts</td>
<td>tso</td>
<td>tsaa</td>
<td>tsi</td>
<td>tse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>go</td>
<td>gaa</td>
<td>gi</td>
<td>ge</td>
</tr>
</tbody>
</table>

Beat the Words

- o-mu-tsi-ga-zi
- yaa-tsi-mbu-ra
- e-bi-nyaa-tsi
- nyi-na-ri-mi
- e-nyo-nyi
- 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, tsu, nya, nyo, nye, ny, tso, tsiga, omutsitsa, omutsi, enyaanya, enyonyi, nyetsige, nyiga
9.2 Ebirikukoresibwa 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.

Term 3 Week 2
9 Ebya engyenda yaitu

Oral Literature
Kateesigwa

Ekibuuzo ky’okworekyerera: Naaza kubashomera omugane, ahanyima mungambire ekyabaire aha kanyankogote.

Ekicweka 1

Owa ishezaara kishwera hakaba hari omu iguru. Obwire bwa kishwera kwakiira omugore owa ishezaara, ku bwahikire buri omwe yaayebuza oku baaraheke omu iguru owa ishe w’omugore. bakashutama, baikirizana ngu enyonyi zonka ezirikubaasa kuguruka zibe nizo zaagyenda na kishwera mugyeni ziwaabo. Nangwa nakigamba bugyenyi Wakame nwe yaikiriza.

**Story Outline**

<table>
<thead>
<tr>
<th>Abarikugambwaho omu mugane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akanyankogote, Ebinyonyi</td>
</tr>
<tr>
<td><strong>Omwanya mukuru omu mugane</strong></td>
</tr>
<tr>
<td>Ensi, Eiguru</td>
</tr>
<tr>
<td><strong>Ekiri kukorwa omu mugane</strong></td>
</tr>
<tr>
<td>obugyenyi, okuguruka</td>
</tr>
</tbody>
</table>

Term 3 Week 2

221
9.2 Ebiri kukoresibwa omu ngyenda

Oral Literature

Ekibuuzo ky’okutebereza: Mbwenu noogira ngu akanyankogote kakagyenda n’abashwezi omu iguru? Kakazayo kata kataine mapapa?

Ekicweka 2


Vocabulary Words
zaajumeera
omururu
kashobangirirwa

In the Text Questions
1. N’oha owaagizire obugyenyi?
2. Akanyankogote kakaza kata omu iguru?

In My Mind questions
1. Noogira ngu akanyankogote kakagyenderera ki okweyeta Mwena?
2. Iwe akanyankogote okaakahabura ota?

Term 3 Week 2
9 Eby'engyenda yaitu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>nka</th>
<th>nki</th>
<th>nko</th>
<th>nke</th>
</tr>
</thead>
<tbody>
<tr>
<td>nga</td>
<td>ngi</td>
<td>ngo</td>
<td>nge</td>
</tr>
<tr>
<td>ba</td>
<td>bi</td>
<td>bo</td>
<td>be</td>
</tr>
</tbody>
</table>

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 nibagyenda bata baaba nibaza aha ishomero?

In My Mind Question: Kuri noogira ngu Kiconco akasiga Kiiza hakaba nihabaho ki?

Literacy 2

Story Idea: Ekteekateeko ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’abeegi aha kirajje kukurataho aha muheru gw’okushoma.

Term 3 Week 3
9.3 Ebirikukoresibwa omungyendayaitu

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nt</td>
<td>nte</td>
<td>nta</td>
<td>nto</td>
<td>ntu</td>
</tr>
<tr>
<td>Nt</td>
<td>nke</td>
<td>nka</td>
<td>nko</td>
<td>nku</td>
</tr>
<tr>
<td>Nt</td>
<td>nge</td>
<td>nga</td>
<td>ngo</td>
<td>ngu</td>
</tr>
</tbody>
</table>

Thematic Question: Ni bipimo ki ebikoresibwa omu ngyendo?

Beat the Words
e-nta-ma e-nti-ndo a-ka-nta-mbi-ra

Literacy 2
Letter Formation Phrase
n= Akati akeemereire, enkoni 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’abegi aha kiraje kukurataho aha muheru gw’okushoma.

Term 3 Week 3
9 Eby'engyenda yaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nt</td>
<td>nte</td>
<td>nta</td>
<td>nto</td>
<td>ntu</td>
</tr>
<tr>
<td>Nk</td>
<td>nke</td>
<td>nka</td>
<td>nko</td>
<td>nku</td>
</tr>
<tr>
<td></td>
<td>nge</td>
<td>nga</td>
<td>ngo</td>
<td>ngu</td>
</tr>
</tbody>
</table>

Beat the Words

- e-nko-ba
- e-nta-ma

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, ntu, nkanga, enkoba, enki, nkente, entanga, ente, entonga, entungo
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of people in a taxi giving money to the conductor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competencies, page 85</td>
</tr>
<tr>
<td>• Sample scheme of work, page 336</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 351-357</td>
</tr>
<tr>
<td>NPSCU Curriculum</td>
</tr>
<tr>
<td>• Page 46</td>
</tr>
</tbody>
</table>

**Traditional Text**
*Engondeka rurimi*
*Nyegirire, ngirira ngyende orugyendo rw’ebigyere rugyenza ira.*

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

Oral Literature
Enjojo, akame n’enyaruju

Ekibuuzo ky’okworekyerera: Naaza kubashomera omugane, reeru mungambire enyamaishwa ei murikuteekateeka ngu ekakiza ntaahi zaayo obwengye.

Ekicweka 1


Enyaruju yaamubuuza eti, “Iwe noirukanga kiromita zingahi buri shaaha? Reka twiruke, buri kiromita ei oransige niinyija ku kushashuramu esente.”

Story Outline

<table>
<thead>
<tr>
<th>Abarikugambwaho omu mugane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warujojo, Wakame, N’enyaruju</td>
</tr>
<tr>
<td>Omwanya mukuru omu mugane</td>
</tr>
<tr>
<td>Eihanuuriro</td>
</tr>
<tr>
<td>Ekiri kukorwa omu mugane</td>
</tr>
<tr>
<td>Okwiruka, okuhakahakana</td>
</tr>
</tbody>
</table>

Term 3 Week 3
9.3 Ebiri kukoresibwa omu ngyenda yaitu

Oral Literature

<table>
<thead>
<tr>
<th>Ekibuuzo ky’okutebereza: Mbwenu noogira ngu neeha eyaasingire ezindi?</th>
</tr>
</thead>
</table>

**Ekicweka 2**

Kanyonza, kanyamunyu ekikyere, engwe n’embogo bikacicweramu ngu ziiruke eziraashembe zishashure eyaazisinga. Enyamaishwa zoona zikeerundaana, engoma zaaziteera, akaari kakaza ahaiguru ziri kuha amaani eziri omu mpaka.


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

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

Term 3 Week 3
10 Ebintu ebi tukora

Literacy 1 and 2

Day 1

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>nwe</td>
<td>nwa</td>
<td>mwo</td>
<td>mwu</td>
</tr>
<tr>
<td>m</td>
<td>me</td>
<td>ma</td>
<td>mo</td>
<td>mu</td>
</tr>
<tr>
<td>h</td>
<td>he</td>
<td>ha</td>
<td>ho</td>
<td>hu</td>
</tr>
</tbody>
</table>

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, enkonzi 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, nkakoresa ki kukora omupiiro?

Literacy 2

Story Idea: Ekiteekateeko ky’omugane gw’eizooba kihikire kuruga omu kuteebereza kw’apeegi aha kiraije kukurataho aha muheru gw’okushoma.

Term 3 Week 4
10.1 Ebintu ebi turikukora omuka n’aha ishomero

Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mp</td>
<td>mpe</td>
<td>mpa</td>
<td>mpo</td>
<td>mpu</td>
</tr>
<tr>
<td></td>
<td>nwe</td>
<td>nwa</td>
<td>nwo</td>
<td>nwu</td>
</tr>
<tr>
<td></td>
<td>nge</td>
<td>nga</td>
<td>ngo</td>
<td>ngu</td>
</tr>
</tbody>
</table>

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: Nibuhwezi kiobuishe wa Kiiza na Kiconco yaabahaire?

In My Mind Question: Ni myanya kiendijioei turikushangamu enwa?

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 Ebintu ebi tukora

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Mp</th>
<th>mp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nw</td>
<td>nw</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mpe</td>
<td>mpa</td>
<td>mpo</td>
<td>mpu</td>
</tr>
<tr>
<td>nwe</td>
<td>nwa</td>
<td>nwo</td>
<td>nwu</td>
<td></td>
</tr>
<tr>
<td>nge</td>
<td>nga</td>
<td>ngo</td>
<td>ngu</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words
- e-nwa
- e-mi-nwa
- e-mpu-ni-ka
- 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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of the steps in making a mat.</td>
</tr>
</tbody>
</table>

**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...

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>• Competencies, page 86</td>
</tr>
<tr>
<td>• Sample scheme of work, page 358</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 361-367</td>
</tr>
<tr>
<td><strong>NPSCU Curriculum</strong></td>
</tr>
<tr>
<td>• Page 48</td>
</tr>
</tbody>
</table>

**Traditional Text**

Akeeshongoro

Ka nyeteerere akadongo kanye 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

Ekibuuzo 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 yaakoziire omu ruhu rw’entaama. Embuzi n’entaama akaba abitsibikisa emiguha.

Eizooba rimwe embuzi zikacwa emiguha. Rukooti akaza omu katare y’arondayo emiguha yaabura. Akagaruka omuka yaacwa ebireere yaayogosha emiguha yaatsibika amatungo ge.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abarikugambwaho omu mugane</strong></td>
</tr>
<tr>
<td>Omugurusi Rukooti, abaana, mukuru w’eishomero</td>
</tr>
<tr>
<td><strong>Omwanya mukuru omu mugane</strong></td>
</tr>
<tr>
<td>Omuka</td>
</tr>
<tr>
<td><strong>Ekiri kukorwa omu mugane</strong></td>
</tr>
<tr>
<td>Okutsibika amatungo, okuronda emiguha.</td>
</tr>
</tbody>
</table>

Term 3 Week 4
10.1 Ebintu ebi turikukora omuka n'aha ishomero

Oral Literature

Ekibuuzo ky’okutebereza: Mbwenu noogira ngu emiguha y’ebireere ku yaarahukire kucweka Rukooti akakora ki?

Ekicweka 2
Ek’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 ehuuzu bakeega okuruka ebitambaara.


Mukuru w’eishomero akagimworeka atyo yaagura ho emiguha ikumi. Yaataaha kutsibika amatungo ge.

Vocabulary Words

<table>
<thead>
<tr>
<th>amatungo</th>
<th>zikacwa</th>
<th>yaayogosha</th>
</tr>
</thead>
</table>

In the Text Questions

<table>
<thead>
<tr>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Iwe n’okunda kukora bintuki?</td>
</tr>
<tr>
<td>2. Gamba ebintu ebindi ebitukorwa aha ishomero n’omuka ebitagambwaho?</td>
</tr>
</tbody>
</table>

Term 3 Week 4
10 Ebintu ebi tukora

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>o</th>
<th>a</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tw</td>
<td>twi</td>
<td>two</td>
<td>twa</td>
<td>twe</td>
</tr>
<tr>
<td>ndi</td>
<td>ndo</td>
<td>nda</td>
<td>nde</td>
<td></td>
</tr>
<tr>
<td>zi</td>
<td>zo</td>
<td>za</td>
<td>ze</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Ni bintu ki ebi tukora?

Beat the Words

two-na o-twi-zo o-twa-bya

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 ogu 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 aka kiralje kukurataho aka muheru gw’okushoma.
Literacy 1
New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>o</th>
<th>u</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rr</td>
<td>rwi</td>
<td>rwo</td>
<td>rwu</td>
<td>rwe</td>
</tr>
<tr>
<td>twi</td>
<td>two</td>
<td>twu</td>
<td>twe</td>
<td></td>
</tr>
<tr>
<td>ri</td>
<td>ro</td>
<td>ru</td>
<td>re</td>
<td></td>
</tr>
</tbody>
</table>

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 kukurataho aha muheru gw’okushoma.

Term 3 Week 5
10 Ebintu ebi tukora

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>o</th>
<th>u</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rw</td>
<td>rwi</td>
<td>rwo</td>
<td>rwu</td>
<td>rwe</td>
</tr>
<tr>
<td>Tw</td>
<td>twi</td>
<td>two</td>
<td>twu</td>
<td>twe</td>
</tr>
<tr>
<td></td>
<td>ri</td>
<td>ro</td>
<td>ru</td>
<td>re</td>
</tr>
</tbody>
</table>

Beat the Words

two-na o-tw-i-zi o-twa-by-a
do-rwa-by-a o-rwi-gi 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

Term 3 Week 5
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 kurondayo 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

Ekibuzo ky’okworekyerera: Muhurire omugane, ku muraheze, mungambire ebintu by’abeegi baakoreire aha ishomero.

Ekicweka 1


Ekigyendererwa kikaba kiri ngu abazaire bajia kutaayaayira aha ishomero, basiime enyegyesa y’abeegyesa n’ebindi bintu ebiri kukorerwa omu ishomero.


Story Outline

<table>
<thead>
<tr>
<th>Abarikugambwaho omu mugane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamoga</td>
</tr>
<tr>
<td>Omwanya mukuru omu mugane</td>
</tr>
<tr>
<td>omuka</td>
</tr>
<tr>
<td>Ekiri kukorwa omu mugane</td>
</tr>
<tr>
<td>Kamoga kukoma entanda y’okutwarira abaanabe aha ishomero.</td>
</tr>
</tbody>
</table>

Term 3 Week 5
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.


Abazaire bakareebera okushemererwa batyo baagura babitwara owaabo.

Vocabulary Words

<table>
<thead>
<tr>
<th>ekitumbisa</th>
<th>omubiiki</th>
<th>entanda</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Abaana bakaba bakozire bintu ki?</td>
<td>1. Ku waakuba ori omuzaire abaana baawe okaabakomera ki?</td>
</tr>
<tr>
<td>2. Kamogaakakomera kiabaana be?</td>
<td>2. Amandaaazi nigateekwa gata?</td>
</tr>
</tbody>
</table>

Term 3 Week 5
10 Ebintu ebi tukora

**Literacy 1 and 2**

**Day 1**

**Literacy 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
<th>e</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gy</td>
<td>gyo</td>
<td>gya</td>
<td>gye</td>
<td>gyu</td>
</tr>
<tr>
<td></td>
<td>rwo</td>
<td>rwa</td>
<td>rwe</td>
<td>rwu</td>
</tr>
<tr>
<td></td>
<td>mo</td>
<td>ma</td>
<td>me</td>
<td>mu</td>
</tr>
</tbody>
</table>

**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?

**InMyMind Question:** Abeegi ebi bahundiiseekibiina bakabiiha nkahi?

**Literacy 2**

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

---

Term 3 Week 6
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>i</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gw</td>
<td>gwe</td>
<td>gwa</td>
<td>gwi</td>
<td>gwo</td>
</tr>
<tr>
<td>Gw</td>
<td>gye</td>
<td>gya</td>
<td>gyi</td>
<td>gyo</td>
</tr>
<tr>
<td>nde</td>
<td>nda</td>
<td>ndi</td>
<td>ndo</td>
<td></td>
</tr>
</tbody>
</table>

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 ngubakahundisabintuki?

Literacy 2

Story Idea: Ekiteekateeko ky'omugane gw'eizooba kihikire kuruga omu kuteebereza kw'abegi aha kirajje kukurataho aha muheru gw'okushoma.

Term 3 Week 6
10 Ebintu ebi tukora

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>i</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gw</td>
<td>gwe</td>
<td>gwa</td>
<td>gwi</td>
<td>gwo</td>
</tr>
<tr>
<td>Gy</td>
<td>gye</td>
<td>gya</td>
<td>gi</td>
<td>gyo</td>
</tr>
<tr>
<td></td>
<td>nde</td>
<td>nda</td>
<td>ndi</td>
<td>ndo</td>
</tr>
</tbody>
</table>

Beat the Words

- gye-nde
- e-bii-gye-re
- e-ki-gye-ga
- kya-gwa
- yaa-gwa
- 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, gyro, gye, gwa, gwe, gwi, gwo, omugyagya, egyo, gye, gyema, gwagyenda, ogwe, gwine, ogwo

Term 3 Week 6
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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a market with many things for sale.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

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

Term 3 Week 6
10 Ebintu ebi tukora

Oral Literature
Omworeso

**Ekibuuzo ky'okworekyerera:** Ninza kubashomera omugane haza ku ndaaheze mungambire ebintu ebyabaire biri omu mworeko.

**Ekicweka 1**

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 ens haho, ebiibo, ebikopo, ubanyegye, emihai mwe n’ebindi.

Ebintu byona ebyabaire bikozirwe bikaba nibishemeza. Haza bikaba bikozirwe omu bintu bya buriijo, nka enkindo, ebireere, ebiti, enfunjo, omugugu, omubimbiri, empu, eibumba, n’ebirabyo.

---

**Story Outline**

<table>
<thead>
<tr>
<th>Abarikugambwoho omu mugane</th>
</tr>
</thead>
<tbody>
<tr>
<td>enyamaishwa, abaguzi</td>
</tr>
<tr>
<td>Omwanya mukuru omu mugane</td>
</tr>
<tr>
<td>Omu mworeko</td>
</tr>
<tr>
<td>Ekiri kukorwa omu mugane</td>
</tr>
<tr>
<td>Enyamaishwa kuza omu mworeko.</td>
</tr>
</tbody>
</table>

Term 3 Week 6
Ekicweka 2
Enyamashwa zikareeba ebintu byona bibleire kwonka zikaba zitari kumanya migasho yaabyo. zikabuza abaabaire nibabiguzu emigasho yaabyo, nabo baazishoboororera.

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 owazo zaabikoresa.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>obunyegye</td>
<td>omugugu</td>
<td>ebikapu</td>
</tr>
</tbody>
</table>

1. Enyamaishwa baasi ku yaazisigire, zaacwamu kukora ki? nooza kukora ki?
2. Omu byanzi nihabikwamu ki?

1. Kuri niwe wasigirwe baasi okaba nooza kukora 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**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>u</th>
<th>e</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>nc</td>
<td>nca</td>
<td>ncu</td>
<td>nce</td>
<td>ncaa</td>
</tr>
<tr>
<td>ra</td>
<td>ru</td>
<td>re</td>
<td>raa</td>
<td></td>
</tr>
<tr>
<td>ka</td>
<td>ku</td>
<td>ke</td>
<td>kaa</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Question:** Gamba ebitwehinguririize byona ebi oriori 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= Ekićwēka ky'omupiira.

**Spelling Practice**
nc, nca, nce, ncu, ncaa, encakaare, encerere, 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.
11.1 Ebiri kukora ebitwehinguririize n'emigasho yaabyo

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>u</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>nje</td>
<td>nj</td>
<td>nju</td>
<td>njo</td>
<td></td>
</tr>
<tr>
<td>nce</td>
<td>nja</td>
<td>ncu</td>
<td>nco</td>
<td></td>
</tr>
<tr>
<td>be</td>
<td>ba</td>
<td>bu</td>
<td>bu</td>
<td></td>
</tr>
</tbody>
</table>

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 e kureeba ahansi etonyeize.

Spelling Practice

nj, nja, nje, nesta, njo, nju, enjobo, enjobe, enjubu

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’abegi aha kiraije kukurataho aha muheru gw’okushoma.

Term 3 Week 7
11 Ebitwehunguririize

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Nj</th>
<th>nj</th>
<th>Nc</th>
<th>nc</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>a</td>
<td>u</td>
<td>o</td>
</tr>
<tr>
<td>nje</td>
<td>nja</td>
<td>nju</td>
<td>njo</td>
</tr>
<tr>
<td>nce</td>
<td>nca</td>
<td>ncu</td>
<td>nco</td>
</tr>
<tr>
<td>be</td>
<td>ba</td>
<td>bu</td>
<td>bo</td>
</tr>
</tbody>
</table>

Beat the Words
ence-re-re          o-bu-ce-nce          o-bu-ca-nca-ba-ri
e-njo-ka           e-njo-ki           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

Term 3 Week 7
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**
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

**Ekibuzo ky’okworekyerera:** Ninza kubashomera omugane ogurikukwata aha bitwehinguririize. Ku ndaaheze, ninyenda ngu mungambire ebirikukizayo omugasho.

**Ekicweka 1**

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 nigagamba gaine ogwo mwepanko gw’okumanya ngunigakiza ebindiomugasho. Ebmera bikagira ngu nibyo birikukirayo omu bwingi omunsi, kandi n’emigasho yaabyo neekirayo omu bwingi. Ebimera nk’ebitakuri, omuceeri, orutookye, ebihimba n’ebindi bikagamba ngu: nibiriibwakwembeka emibiriy’abantu, babikoreshakwembeka amaju, babihamu emibazi, bihindahindura embeera y’obwire, kandi ebindi ku bijunda bireeta orwezo omu itaka.

**Story Outline**

<table>
<thead>
<tr>
<th>Ababikugambwaho omu mugane</th>
<th>Amaizi, ebimera, emigongo, n’enyamaishwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omwanya mukuru omu mugane</td>
<td>Aha nyanja Rutoto</td>
</tr>
<tr>
<td>Ekiri kukorwa omu mugane</td>
<td>Okuhakana kw’ebitwehinguririize aha migasho yaabyo.</td>
</tr>
</tbody>
</table>
11.1 Ebiri kukora ebitwehinguririize n’emigasho yaabo

Oral Literature

Ekibuuzo ky’okutebereza: Noogira ngu enshozi n’emigingo bikateesa bita?

Ekicweka 2

Bikagumizamu byagira ngu nibireeta ekibunda ky’okuhuumuriramu omushana, kandi ebimuri bikoresibwa okushemeza amaisho omu mikoro nk’embaga, omu maramizo n’ahandi. Kandi ebimera nk’emiti harugamu enku, emiti y’amashaanyarazi hamwe n’embaaho z’okubajamumu entebe, ekabada, ebitanda n’ebindi bingi.


Vocabulary Words

<table>
<thead>
<tr>
<th>emigongo</th>
<th>orwezo</th>
<th>nizeehimbisa</th>
</tr>
</thead>
</table>

In the Text Questions

<table>
<thead>
<tr>
<th>1. Amaizigakagirangugainemugashoki?</th>
<th></th>
<th>1. Noogira ngu ebitwehinguririize, ebirikukiza omugasho ni biha?</th>
</tr>
</thead>
</table>

In My Mind questions

Term 3 Week 7
11 Ebitwehinguririize

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th>Ntw</th>
<th>ntw</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>i</td>
</tr>
<tr>
<td>ntwa</td>
<td>ntwi</td>
</tr>
<tr>
<td>gwa</td>
<td>gwi</td>
</tr>
<tr>
<td>ra</td>
<td>ri</td>
</tr>
</tbody>
</table>

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, ntwa, ntwe, ntwi, ntwo, ntwara, ntwera, 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 kuku rateho aha muheru gw’okushoma.

Term 3 Week 8
11.2 Ebirikushisha ebitwehinguririze

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>i</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mpw</td>
<td>mpwe</td>
<td>mpwa</td>
<td>mpwi</td>
<td></td>
</tr>
<tr>
<td>ntwe</td>
<td>ntwa</td>
<td>ntwi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>ra</td>
<td>ri</td>
<td>rii</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Question:** Ebitwehinguriririze 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, omupira.
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’abegi aha kiraije kukurataho aha muheru gw’okushoma.

Term 3 Week 8
11 Ebitwehinguririize

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Ntw</th>
<th>ntw</th>
<th>e</th>
<th>a</th>
<th>i</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ntwe</td>
<td>ntwa</td>
<td>ntwi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>mpwe</td>
<td>mpwa</td>
<td>mpwi</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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.
3. Reka kushiisha otwizi.

Literacy 2

Letter Formation Assessment
Ntw, ntw, Mpw, mpw

Spelling Assessment
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 Story**
Soil erosion is a big problem. I see it everyday as I come to school. Erosion makes the road difficult to pass. It also takes the good topsoil from our gardens. One of the things we do at our home to stop soil erosion is to plant a cover crop to hold the soil.

**References**

**NPSCU Teacher’s Guide**
- Competencies, pages 87-88
- Sample scheme of work, page 381
- Lesson Plan Guidelines, pages 390-394

**NPSCU Curriculum**
- Pages 51-52

**Traditional Text**

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
Ebitwehinguririize

Oral Literature
Entaama, embwa n’embuzi

Ekibuuzo ky’okworekyerera: Naaza kubashomera omugane, ku ndaaheze mungambire ahabw’enki entaama etarahikire ei yaabaire neeza?

Ekicweka 1
Kare na kare, entaama, embuzi hamwe n’embwa bikagira orugyendo rw’okutaaha obugyenyi omuri Rwebikoona. Abanywani bashatu aba, bakabanza baikirizana aha shaaha z’okusimburiraho hamwe n’omwanya ogu baraabuganireho.


Embuzi n’embwa bityo byagumizamu byagyenda. Ku byahikire omu tauni endijo eya Kabwohe, embwa nayo yaahindura ebiteekateeko nayo yaarugiramu aho. Etyo yaashashura kondakita omutwaro erikwenda ngu kondakita aiheho enkumi ishatu, agigarurire shiringikashanju. Kwonka kondakita we ku yaayakiire ezoko sente yaakinga orwigi n’obwira baagumizamu atagaruriire embwa ezaasigaire. Embwa eti, “Mbwohi mbwohi... mpa sente zangye!”

Story Outline

<table>
<thead>
<tr>
<th>Abarikugambwaho omu mugane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entaama, Embwa, n’Embuzi</td>
</tr>
<tr>
<td>Omwanya mukuru omu mugane</td>
</tr>
<tr>
<td>omu motoka eri kugyenda</td>
</tr>
<tr>
<td>Ekiri kukorwa omu mugane</td>
</tr>
<tr>
<td>Orugyendo rw’okutaaaha obugyenyi, okunyaga sente.</td>
</tr>
</tbody>
</table>

Term 3 Week 8

257
11.2 Ebirikushisha ebitwehinguririze

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

| Term | Week | 258 |
11 Ebitwehinguririize

Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>o</th>
<th>i</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>By</td>
<td>bye</td>
<td>byo</td>
<td>byi</td>
<td>bya</td>
</tr>
<tr>
<td>ze</td>
<td>zo</td>
<td>zi</td>
<td>za</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>ro</td>
<td>ri</td>
<td>ra</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Question:** Gamba ebitwehinguririize byona ebi ori kumanya.

**Beat the Words**

- e-byo-zi
- baa-byra-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.
Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>ii</th>
<th>i</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>mby</td>
<td>mbya</td>
<td>mbyi</td>
<td>mbye</td>
<td></td>
</tr>
<tr>
<td>bya</td>
<td>byi</td>
<td>bye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ra</td>
<td>rii</td>
<td>ri</td>
<td>re</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Question: Gamba okutwakubaasa kurinda ebitwehinguririize.

Beat the Words

mbya-re mbyai-re mbya-rii-re

Literacy 2

Letter Formation Phrase

m= Akati keemereire, enkoni egondekire aha mutwe, enkoni 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'abegi aha kiraije kukurataho aha muheru gw'okushoma.
11 Ebitwehunguririize

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Mby</th>
<th>mby</th>
<th>a</th>
<th>ii</th>
<th>i</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>By</td>
<td>by</td>
<td>mby</td>
<td>mbyi</td>
<td>mbye</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>bya</td>
<td>byi</td>
<td>bye</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ra</td>
<td>rii</td>
<td>ri</td>
<td>re</td>
</tr>
</tbody>
</table>

Beat the Words

e-byo-zi baa-by-a-ra e-bi-ra-byo
mbyai-re mbya-rii-re 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

Term 3 Week 9
11.3 Okurinda ebitwehunguririze

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 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.

Model News Drawing
Drawing of someone using an energy saving stove.

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 bakaфа n’абандi баarвара ahabw’enjara. Bakaza kuronda obutuuro omu bindi byaro bya hare. Omushana gukaita 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 kyaro kya Kebisooni

Omwanya mukuru omu mugane
Okujwa kw’omushana mwingi

Ekiri kukorwa omu mugane
Okurinda gye eby’obuhangwa.

Term 3 Week 9
11.3 Okurinda ebitwehinguririze

Oral Literature

Ekibuuzo ky’okutebereza: Noogira ngu bwanyuma y’okutayaayirwa abakuru hakakurataho ki?

Ekicweka 2
Abakuru abobakahabura abantu emiringo mingi ei baakubaasa kurindamu eby’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 baatwarize omu myaka eyaakuratiireho. Bakeeza munonga ebyokurya, baatunga n’enshaagi.

Enshaagi ezo bakaziguza, baatunga esente z’okukoresa ebindi nka: okwongyera kubyara emiti nki karutuusi, omuvule na karivario n’endijo.

Okuruga obwo, abantu bakaguma nibeeza ebyokurya kandi n’amatungo gaabo gaakura kurungi; Enjara Rwaranda ekatuntumuka; “Obwengye n’eutungo.”

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ekyareetsire enjara Rwaranda niki?</td>
<td>1. Kuri waabaire ori omwe omubantu ba Kebisooni okaba nooza kukora ki?</td>
</tr>
<tr>
<td>2. Abakuru ba gavumenti bakahabura ki abantu ba Kebisooni?</td>
<td>2. Owaanyuku haakubayo enjara nka Rwaranda, okaateisa ngu mukore ki?</td>
</tr>
</tbody>
</table>

Term 3 Week 9
12 Obusingye na ebyakwera

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>i</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>ncwe</td>
<td>ncwa</td>
<td>ncwi</td>
</tr>
<tr>
<td>ye</td>
<td>ya</td>
<td>yi</td>
<td>yo</td>
</tr>
<tr>
<td>re</td>
<td>ra</td>
<td>ri</td>
<td>ro</td>
</tr>
</tbody>
</table>

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 aka 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.

Term 3 Week 10
12.1 Obusingye n’eb’okwerinda omu ka

**Literacy 1**

New Letters and Review Chart

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>u</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>nyw</td>
<td>nywa</td>
<td></td>
<td></td>
<td>nywe</td>
</tr>
<tr>
<td>ncywa</td>
<td></td>
<td>ncwe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ka</td>
<td></td>
<td>ku</td>
<td></td>
<td>ko</td>
</tr>
</tbody>
</table>

**Thematic Question:** Omu maka gaitu nitutwarizana tuta?

**Beat the Words**

nywa    o-ku-nywa    nee-nywa

---

**Literacy 2**

**Letter Formation Phrase**

n= Akati keemereire, enkoní, 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 kirajje kukurataho aha muheru gw’okushoma.

---

Term 3 Week 10
12 Obusingye na ebya okwerinda

**Literacy 1 and 2**

**Day 5**

**Literacy 1**

**New Letters & Review Chart**

<table>
<thead>
<tr>
<th>Nyw</th>
<th>nyw</th>
<th>u</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>nywa</td>
<td></td>
<td>nywe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ncwa</td>
<td></td>
<td>ncwe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ka</td>
<td>ku</td>
<td>ko</td>
<td>ke</td>
<td></td>
</tr>
</tbody>
</table>

**Beat the Words**

ya-ncwe-ra  e-ncwe-ra  e-ncwa-mu-twe
nywa       o-ku-nywa  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

Term 3 Week 10
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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a dog keeping watch at night.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>At my home we have a dog. Our dog is an important part of the family. At night when we are asleep he is keeping watch. He will raise an alarm if there is any danger. We appreciate our dog and care for him well. His loyalty and protectiveness keeps us safe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
</table>
| **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.*

Term 3 Week 10
12 Obusingye na ebyakwerinda

Oral Literature
Rutaaba rwengwe na Kenga

Ekibuzo 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 yaagyenziire omukaikuru yaaza omu rutookye kushaarura ebihimba.

Ahaifo y’eiziba ryabo hakaba hariho omushaaru. Omu mushaaru hakaba nihatuuramu rutaaba rw’engwe. Mbwenu omukaikuru ku aba areetsire ebihimba areeba engwe neetaaha omunju. Omukaikuru airuka aza ow’omutaahi Banywani kumweta ngu aije n’eicumu aite egyo ngwe.


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**
Okushaaruru ebihimba, engwe okutah’omunju, omutaahi owita rutaaba rw’engwe.
Ekibuuzo ky’okutebereza: Nooteekateeka Banywani akakora ki?

Ekicweka 2
Ati, “Nyakwenkuru amaisho gaawe ka ni mahango!”

Engwe eti, “N’ahabw’okuba ninyenda kukwetegeyereza gye kanywani.”

Ati, “Nyakwenkuru, eminwa yaawe ka ni mihango!”

Engwe eti, “N’ahabw’okugira ngu ninyenda kukunywegyera kanywani!”

Weeza ebintu byona areeba bhindukire agaruka abuuzza ati, “Nyakwenkuru amaino gaawe ka ni maraingwa!”

Engwe eti, “N’ahabw’okugira ngu ninyenda kukurya--a--a--”


### Vocabulary Words

<table>
<thead>
<tr>
<th>okushaaruura</th>
<th>rutaaba</th>
<th>omutaahi</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Ahaifoy’eiziba ryaba Kenga hakaba harihoki?
2. Kenga akabanza kubuuzakibuuzoki?

### In My Mind questions

1. Kuri niwi waashangire engwe omu nju, okaba nooza kukora ki?
2. Noogira ahabw’enki engwe yaashitamire omu kitanda?
Literacy 1 and 2

Day 1

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>a</th>
<th>o</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mbw</td>
<td>ngy</td>
<td>ngy</td>
<td>nyo</td>
<td></td>
</tr>
<tr>
<td>mbwe</td>
<td>mbwa</td>
<td>mbwo</td>
<td>mbwi</td>
<td></td>
</tr>
<tr>
<td>bwe</td>
<td>bwa</td>
<td>bwo</td>
<td>bwi</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Question:** Obusingye bukarindwa gye buta ahaishomero.

**Beat the Words**

e-mbwa e-mbwa-ka-zi e-mbwa-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, nga, nyo, 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 kiralje kukurataho aha muheru gw’okushoma.
12.2 Obusingye n'eby'okwerinda ahaishomero

**Literacy 1**

**New Letters and Review Chart**

<table>
<thead>
<tr>
<th>Ngy</th>
<th>ngy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngye</td>
<td>ngya</td>
</tr>
<tr>
<td>mbwe</td>
<td>mbwa</td>
</tr>
<tr>
<td>bwe</td>
<td>bwa</td>
</tr>
</tbody>
</table>

**Thematic Question:** Obusingye buukarindwa gye buta ahaishomero?

**Beat the Words**
o-bu-si-nty e-nty-me-ko a-tya-twe-nty

**Literacy 2**

**Letter Formation Phrase**
N= Akati keemereire, akati kakiikami, akati keemereire.
g= Omucungwa, enkoni egondikire 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.

Term 3 Week 11
12 Obusingye n'eb'y'okwerinda

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart

<table>
<thead>
<tr>
<th>Ngy</th>
<th>ngye</th>
<th>nga</th>
<th>nga</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mbw</td>
<td>mbwe</td>
<td>mbwa</td>
<td>mbwo</td>
</tr>
</tbody>
</table>

Beat the Words

- e-mbwa
- e-mbwa-ka-zi
- e-mbwi-shwa
- o-bu-si-ngye
- e-ngye-me-ko
- a-ma-twe-ngye

Sentence Assessment
1. Embwayaituneemoka.
2. Embwakaziebwagwire.
3. Embwa neerinda obusingye.

Literacy 2

Letter Formation Assessment
Mbw, mbw
Ngy, ngy

Spelling Assessment
mbw, ngy, mbwa, mbwa, mbwe, mbwi, ngye, nga, nga, angye, embwa, mbwenu, mbwine, mbwanike, obwengye, ngyebwe, obwangye, ngyebwa

Term 3 Week 11
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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a peaceful school environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to learn we need to have a peaceful and safe environment. That is why our school has rules that must be followed by teachers and pupils. When we follow the rules there is order and learning can take place. When we don't follow the rules there is disorder and learning can't take place.</td>
</tr>
</tbody>
</table>

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competencies, pages 88-89</td>
</tr>
<tr>
<td>• Sample scheme of work, page 401</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, pages 408-413</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• page 55</td>
</tr>
</tbody>
</table>

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.
Oral Literature
Orutaro rw'enyamaishwa n’abantu

Ekibuzo ky’okworekyerera: Ka mbashomera omugane ogu, ku ndaaheze, nimuza kungambira ekyabaire aha ruganda rw’enyamaishwa.

Ekicweka 1

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’eby’eishengyero, Warujoki akaba ayegyesa eby’obusingye n’okwerinda. Warubwa akaba ayegyesa eby’okuhiga n’emishako yoona na Warugwe akaba ayegyesa abo boona entwaza yaabo.

Warujoki akaba ari omwegyesa murungi kandi enyamaishwa zoona zikaba zimukunda.

Story Outline

Abarikugambwaho omu mugane
Warujoki, Warujojo, Warubwa, Warucuncu.

Omwanya mukuru omu mugane
Eishomero ry’enyamaishwa.

Ekiri kukorwa omu mugane
Okutenga orutaro.
Ekibuuzo ky'okutebereza: Mbwenu noogira ngu enyamaishwa ku zaateire engoma, engaro, enzamba n'akaari hakaho ki?

Ekicweka 2


Vocabulary Words

<table>
<thead>
<tr>
<th>orugamba</th>
<th>obujunanizibwa</th>
<th>enzamba</th>
</tr>
</thead>
</table>

In the Text Questions

1. Obwa kare enyamaishwa zikaba zigambazita?
2. Ahabw’enki enyamaishwa zaarwanire orutaro n’abantu?

In My Mind questions

1. Kuri waabaire ori enyamaishwa okaba nooza kukora ki?
2. Ku waakuba ori umuhabuzi wa Warucuncu, okaamuha bwengye ki?

Term 3 Week 11
END-OF-TERM ASSESSMENT TERM 3

Introduction

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

Level 3 (L3): The learner’s performance exceeds the competence expected. Symbol: △
Level 2 (L2): The learner’s performance meets the competence. Symbol: ▽
Level 1 (L1): The learner’s performance does not meet the competence. Symbol: /

Reading Assessments (administered individually)

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

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

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

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

Listening Assessment (administered as a group)

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

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

Handwriting Assessment:
Write 6 letters taught during the term on the chalkboard (3 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

<table>
<thead>
<tr>
<th>English</th>
<th>Runyankore-Rukiga</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY 1</strong></td>
<td></td>
</tr>
<tr>
<td>beat the word</td>
<td>teera ekigambo</td>
</tr>
<tr>
<td>blending (v)</td>
<td>okujwanzya</td>
</tr>
<tr>
<td>consonant</td>
<td>enyuguta enteta</td>
</tr>
<tr>
<td>context clues</td>
<td>ak’okumanyiraho omuringo ogu ekintu kirimu</td>
</tr>
<tr>
<td>decodable word</td>
<td>ekigambo ky’okwetegyereza ekihandiikirwe</td>
</tr>
<tr>
<td>in my mind question</td>
<td>ekibuuzo ekiri omu biteekateeko</td>
</tr>
<tr>
<td>in the text question</td>
<td>ekibuuzo ekiri kuruga omu mugane</td>
</tr>
<tr>
<td>letter</td>
<td>enyuguta/ebaruha</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>okuteebereza</td>
</tr>
<tr>
<td>prediction</td>
<td>ekiteeberezo</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>kugarukamu ebyahurirwa</td>
</tr>
<tr>
<td>segmenting (v)</td>
<td>okucwa omu bicweka</td>
</tr>
<tr>
<td>sentence</td>
<td>sentensi/ekibazo</td>
</tr>
<tr>
<td>sound and syllable review chart</td>
<td>ekipande ky’okushwijuma amaraka n’enginga</td>
</tr>
<tr>
<td>sub-theme</td>
<td>ekicweka ky’omutwe</td>
</tr>
<tr>
<td>syllable</td>
<td>enginga</td>
</tr>
<tr>
<td>theme</td>
<td>omutwe</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>omutwe gw’omugane</td>
</tr>
<tr>
<td>vowel</td>
<td>engambisa/enyairaka</td>
</tr>
<tr>
<td>word</td>
<td>ekigambo</td>
</tr>
<tr>
<td><strong>LITERACY 2</strong></td>
<td></td>
</tr>
<tr>
<td>air writing</td>
<td>okuhandiika omu mwanya</td>
</tr>
<tr>
<td>action (plot)</td>
<td>ekikorwa</td>
</tr>
<tr>
<td>baseline</td>
<td>omusitaari gw’obushutamo bw’enyuguta</td>
</tr>
<tr>
<td>bottom line</td>
<td>omusitaari gw’ahamuheru</td>
</tr>
<tr>
<td>centre line</td>
<td>omusitaari gw’ahagati</td>
</tr>
<tr>
<td>comma</td>
<td>akashare (, )</td>
</tr>
<tr>
<td>exclamation mark</td>
<td>akatangaazo (!)</td>
</tr>
<tr>
<td>full stop</td>
<td>akatoonyo (.)</td>
</tr>
<tr>
<td>handwriting (n)</td>
<td>empandiika</td>
</tr>
<tr>
<td>handwriting (v)</td>
<td>emihandiikire</td>
</tr>
<tr>
<td>handwriting guidelines</td>
<td>engyenderwaho waaba noohandiikisa engaro</td>
</tr>
<tr>
<td>handwriting pattern</td>
<td>okuhandiika orugyero</td>
</tr>
<tr>
<td>letter formation</td>
<td>omuringo ogu enyuguta erikuhandiikwamu</td>
</tr>
<tr>
<td>Term</td>
<td>Meaning</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>letter formation phrase</td>
<td>entebeekanisa y’enyuguta eteekateekirwe</td>
</tr>
<tr>
<td>pencil grip</td>
<td>okuhamya ekaraamu</td>
</tr>
<tr>
<td>question mark</td>
<td>akabuuza (?)</td>
</tr>
<tr>
<td>spelling (n)</td>
<td>okugaiturura</td>
</tr>
<tr>
<td>spelling (v)</td>
<td>engaiturura</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>omutwe gw’omugane</td>
</tr>
<tr>
<td>tracing (v)</td>
<td>kukorobooza</td>
</tr>
<tr>
<td>top line</td>
<td>omusitaari ogw’ahamutwe</td>
</tr>
</tbody>
</table>

**ORAL LITERATURE**

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>action (plot)</td>
<td>ekikorwa</td>
</tr>
<tr>
<td>character (in a story)</td>
<td>ekiri/ori kugambwaho omu omugane</td>
</tr>
<tr>
<td>fiction story</td>
<td>omugane</td>
</tr>
<tr>
<td>guiding question</td>
<td>ekibuuzo ky’okworekyerera</td>
</tr>
<tr>
<td>in my mind question</td>
<td>ekibuuzo ekiri omu biteekateeko</td>
</tr>
<tr>
<td>in the text question</td>
<td>ekibuuzo ekiri kuruga omu mugane</td>
</tr>
<tr>
<td>informative story</td>
<td>omugane gw’amazima</td>
</tr>
<tr>
<td>main idea (of a story)</td>
<td>ekiteekateeka ekikuru</td>
</tr>
<tr>
<td>poem/rhyme</td>
<td>ekikwate</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>okuteebereza</td>
</tr>
<tr>
<td>prediction</td>
<td>ekiteeberez o</td>
</tr>
<tr>
<td>prediction question</td>
<td>ekibuuzo ky’okuteebereza</td>
</tr>
<tr>
<td>proverb</td>
<td>enfumu</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>kugarukamu ebyahurirwa</td>
</tr>
<tr>
<td>riddle</td>
<td>ekishaaku zo</td>
</tr>
<tr>
<td>sentence</td>
<td>sentensi</td>
</tr>
<tr>
<td>setting (time and place of a story)</td>
<td>obwire hamwe n’omwanya mukuru omu mugane</td>
</tr>
<tr>
<td>story mapping</td>
<td>entebeekanisa y’omugane</td>
</tr>
<tr>
<td>supporting idea (of a story)</td>
<td>ekiteekateko ekiri kuhagira</td>
</tr>
<tr>
<td>tongue twister</td>
<td>engondeka rurimi</td>
</tr>
<tr>
<td>traditional text</td>
<td>ekihandiiko ky’obunyakare</td>
</tr>
<tr>
<td>vocabulary word</td>
<td>ebigambo ebikuru omu kuhandika</td>
</tr>
</tbody>
</table>

**NEWS**

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>news</td>
<td>amakuru</td>
</tr>
<tr>
<td>creative (free) writing</td>
<td>handiika oku orikwenda</td>
</tr>
</tbody>
</table>
Handwriting Guidelines for Primary 1

What are the handwriting competences in P1?

P1 learners should be able to demonstrate two competences.

- sit properly and holds the pencil correctly when writing.
- write letters with correct starting point, formation and direction (left to right).

These two competences can be translated into 6 observable handwriting behaviours to assess:

1. Sitting posture (This may not be possible to assess if learners don’t sit at desks.)
2. Pencil grip
3. Starting point
4. Letter formation
5. Direction (left to right)
6. Spacing between letters and words

The literacy component addressed during handwriting is primarily handwriting fluency. Regular practice of letter formation will also support learners’ knowledge of alphabetic principle.

What instructional methods do we use to teach handwriting in P1?

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

Tracing: After air writing and before writing in their exercise books, learners trace the letters in the pupil book.

The Letter Formation Phrase: When forming the letter in the air or on the chalkboard the teacher uses a simple phrase to help learners remember the correct formation.

I Do-We Do-You Do: Handwriting instruction follows this standard model of 1) teacher demonstration; 2) whole class practice; 3) individual assessment.

The Four Guidelines: These lines correspond to the lines in the exercise book. Pupils use the guidelines to support correct letter formation. The four guidelines are illustrated on the following page.
The 4 Handwriting Guidelines

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>Runyankore-Rukiga Word</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>abaana</td>
<td>children</td>
</tr>
<tr>
<td>Bb</td>
<td>baasi</td>
<td>bus</td>
</tr>
<tr>
<td>Cc</td>
<td>cooka</td>
<td>chalk</td>
</tr>
<tr>
<td>Dd</td>
<td>doodo</td>
<td>type of vegetable</td>
</tr>
<tr>
<td>Ee</td>
<td>embwa</td>
<td>dog</td>
</tr>
<tr>
<td>Ff</td>
<td>efuka</td>
<td>hoe</td>
</tr>
<tr>
<td>Gg</td>
<td>gaarubindi</td>
<td>eye glasses</td>
</tr>
<tr>
<td>Hh</td>
<td>hekaru</td>
<td>temple</td>
</tr>
<tr>
<td>Ii</td>
<td>ibiri</td>
<td>two (2)</td>
</tr>
<tr>
<td>Jj</td>
<td>juba</td>
<td>fish (verb)</td>
</tr>
<tr>
<td>Kk</td>
<td>kaaka</td>
<td>grandmother</td>
</tr>
<tr>
<td>Mm</td>
<td>maama</td>
<td>mother</td>
</tr>
<tr>
<td>Nn</td>
<td>naikondo</td>
<td>borehore</td>
</tr>
<tr>
<td>Oo</td>
<td>omupiira</td>
<td>ball</td>
</tr>
<tr>
<td>Pp</td>
<td>pikipiki</td>
<td>motocycle</td>
</tr>
<tr>
<td>Rr</td>
<td>roore</td>
<td>lorry</td>
</tr>
<tr>
<td>Tt</td>
<td>sabuuni</td>
<td>soap</td>
</tr>
<tr>
<td>Tt</td>
<td>taata</td>
<td>father</td>
</tr>
<tr>
<td>Uu</td>
<td>muha</td>
<td>fox</td>
</tr>
<tr>
<td>Vv</td>
<td>vesiti</td>
<td>vest-shirt</td>
</tr>
<tr>
<td>Ww</td>
<td>waaya</td>
<td>a piece of wire</td>
</tr>
<tr>
<td>Yy</td>
<td>yaarya</td>
<td>has eaten</td>
</tr>
<tr>
<td>Zz</td>
<td>zeero</td>
<td>zero (0)</td>
</tr>
</tbody>
</table>