Primary 2

Teacher’s Guide

Lugwere

Njezya okusoma n’okuwandiika

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Primary 2 Teacher’s Guide
Lugwere

Njezya okusoma n’okuwandiika
Primary 2 Teacher’s Guide
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Special gratitude goes to the United States Agency for International Development (USAID) for funding the USAID/Uganda School Health and Reading Program implemented by RTI International which has enabled the development of the materials. Our thanks also go to the Ministry of Education and Sports (MoES) for providing technical support and guidance, which has contributed to the smooth implementation of the Program.

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

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

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

Grace K. Baguma

DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE
Foreword

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

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

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

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

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

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

The Introduction section to the Teacher’s Guide provides you with an overview of the School Health and Reading Program’s literacy model. It includes information on the following:

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

The Ministry of Education and Sports' Early Grade Reading Model

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

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

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

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

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

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

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

Above all, the School Health and Reading Program model is designed to help your learners. By following this model you will provide your learners with the foundational skills that they need to become successful readers and writers.
Introduction

The Foundation: The Five Components of Literacy Instruction

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

**Explicit** means that you model.

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

The five components are:

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

**Phonemic Awareness**

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

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

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

**Alphabetic Principle (Phonics)**

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

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

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

Fluency

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

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

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

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

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

Partner Reading: Several learners read the text together.

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

Vocabulary

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

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

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

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

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

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

Major Methods in the Early Grade Reading Model

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

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

**Collaborative Learning**

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

Continuous Assessment

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

I Do, We Do, You Do

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

Multisensory Instruction

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

Oral Language: Phonological Awareness and Vocabulary

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

Print Awareness

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

Scaffolding

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

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

The Thematic Curriculum

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

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

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

Model Weekly Timetable

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

**MODEL P2 TIMETABLE**

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

The Assessment Model

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

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

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

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

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

The Ministry of Education and Sports’ early grade reading model encourages continuous assessment by building assessment activities into every lesson template. In addition, the Day 5 lessons are specially designed so teachers can do extra assessments of learners.

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

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

This is the column for writing your learners’ names.

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

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

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

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

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

<table>
<thead>
<tr>
<th>LITERACY 1</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads a story with appropriate fluency.</td>
<td>Answers comprehension questions appropriately.</td>
<td>Uses vocabulary word in meaningful sentences.</td>
<td>Completes a Word or Sentence Structure exercise correctly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LITERACY 2</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms and evaluates letters with attention to accuracy and speed.</td>
<td>Spells words accurately.</td>
<td>Reflects on learning in journal appropriately.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORAL LITERATURE</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recites a traditional tale from memory.</td>
<td>Retells a story from memory.</td>
<td>Uses vocabulary in meaningful sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEWS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Greets and introduces one's self using culturally appropriate norms.</td>
<td>Reads a personal story with meaning, expression and confidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and reads thematic vocabulary words.</td>
<td>Answers comprehension questions correctly.</td>
<td>Recognizes sounds and letters taught.</td>
<td>Reads decodable words and simple sentences with fluency and accuracy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: Δ

**Level 2:** The learner’s performance meets the competence. Symbol: △

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

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

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

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

End-of-Term Assessment

Continuous assessment is the most important form of classroom assessment. But teachers can also benefit from end-of-term assessment of their learners. End-of-term assessment provides a snapshot of the whole class’s progress at a particular point in time. It can also involve the testing of several competences at a time. Therefore the Teacher’s Guide provides a set of assessments in reading, writing, listening and speaking that can be administered at the end of term. See Week 12 of each term in the Weekly Lesson Support section for more information.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
</table>

**LITERACY 1**
- Reads a story with appropriate fluency.
- Answers comprehension questions appropriately.
- Uses vocabulary word in meaningful sentences.
- Completes a Word or Sentence Structure exercise correctly.

**LITERACY 2**
- Forms and evaluates letters with attention to accuracy and speed.
- Spells words accurately.
- Reflects on learning in journal appropriately.

**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.
- Reads/tells a personal story with meaning, expression and confidence.

**ENGLISH**
- Identifies and reads thematic vocabulary words.
- Answers comprehension questions correctly.
- Recognises sounds and letters taught.
- Reads decodable words and simple sentences with fluency and accuracy.
**Introduction**

**Primary 2 Local Language Literacy Competences: Scope and Sequence**

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

<table>
<thead>
<tr>
<th>COMPETENCES:</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>PHONEMIC AWARENESS COMPETENCES</strong></td>
<td></td>
</tr>
<tr>
<td><em>This is the ability to hear and use sounds in spoken language, including words, syllables and individual letter sounds. Phonemic awareness is a listening and speaking skill.</em></td>
<td></td>
</tr>
<tr>
<td>PA-1. Recites the letters in alphabetical order. (Literacy 2)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td>PA-2. Recites a traditional text from memory. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>ALPHABETIC PRINCIPLE COMPETENCES</strong></td>
<td></td>
</tr>
<tr>
<td><em>This is the understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.</em></td>
<td></td>
</tr>
<tr>
<td>AP-1. Identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>AP-2. Arranges words in alphabetical order. (Literacy 2)</td>
<td>Reading</td>
</tr>
<tr>
<td>AP-3. Reviews letter sounds introduced in P1. (Literacy 2)</td>
<td>Reading</td>
</tr>
<tr>
<td>AP-4. Segments words into individual sounds and syllables in order to spell correctly. (Literacy 2)</td>
<td>Writing</td>
</tr>
</tbody>
</table>
**FLUENCY COMPETENCES**

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

<table>
<thead>
<tr>
<th>FLUENCY COMPETENCE</th>
<th>LITERACY LEVEL</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F-1.</strong> Reads words and texts with increasing fluency.</td>
<td><strong>Literacy 1</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>F-2.</strong> Forms and evaluates letters and words with attention to accuracy and speed.</td>
<td><strong>Literacy 2</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>F-3.</strong> Writes his/her name with correct spelling and letter formation.</td>
<td><strong>News</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>F-4.</strong> Introduces one’s self and greets the class using the appropriate cultural norms, including stating one’s full name.</td>
<td><strong>News</strong></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td><strong>F-5.</strong> Tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence.</td>
<td><strong>News</strong></td>
<td><strong>Speaking</strong></td>
</tr>
</tbody>
</table>

**VOCABULARY COMPETENCES**

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

<table>
<thead>
<tr>
<th>VOCABULARY COMPETENCE</th>
<th>LITERACY LEVEL</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V-1.</strong> Identifies vocabulary words in a story.</td>
<td><strong>Literacy 1</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>V-2.</strong> Uses vocabulary words to make meaningful sentences and identifies words with similar and opposite meanings.</td>
<td><strong>Literacy 1</strong></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td><strong>V-3.</strong> Identifies and uses grammatical features of the language correctly.</td>
<td><strong>Literacy 1</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>V-4.</strong> Identifies and defines thematic vocabulary.</td>
<td><strong>Literacy 1</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>V-5.</strong> Identifies vocabulary words from the story and uses them in a meaningful sentence.</td>
<td><strong>Oral Literature</strong></td>
<td><strong>Listening</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Speaking</strong></th>
<th><strong>Reading</strong></th>
</tr>
</thead>
</table>
**Introduction**

**COMPREHENSION COMPETENCES**

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

<table>
<thead>
<tr>
<th>Before Reading or Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1. Discusses concepts related to the weekly sub-theme. (Literacy 1)</td>
<td>Speaking</td>
</tr>
<tr>
<td>C-2. Retells a story from memory. (Literacy 1)</td>
<td>Listening,Speaking</td>
</tr>
<tr>
<td>C-3. Formulates questions that might be answered in the text. (Literacy 1)</td>
<td>Speaking</td>
</tr>
<tr>
<td>C-4. Plans a story that has a beginning, middle and ending together with the teacher. (Literacy 2)</td>
<td>Speaking</td>
</tr>
<tr>
<td>C-5. Uses the story title, context and prior knowledge to make predictions about what will happen in the story. (Literacy 1 and Oral Literature)</td>
<td>Listening,Speaking</td>
</tr>
<tr>
<td>C-6. Re-tells a fiction story that has been read aloud and demonstrates comprehension by identifying the main characters, setting and action. (Oral Literature)</td>
<td>Listening,Speaking</td>
</tr>
<tr>
<td>C-7. Re-tells an informative story that has been read aloud and demonstrates comprehension by identifying the main idea of the story. (Oral Literature)</td>
<td>Listening,Speaking</td>
</tr>
<tr>
<td>C-8. Listens to the teacher model a News story. (News)</td>
<td>Listening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Reading or Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-9. Composes a story together with the teacher. (Literacy 2)</td>
<td>Writing</td>
</tr>
<tr>
<td>C-10. Assists the teacher in making corrections in the story’s spelling, grammar and meaning. (Literacy 2)</td>
<td>Writing</td>
</tr>
<tr>
<td>C-11. Reads the story with support from the teacher. (Literacy 2)</td>
<td>Reading</td>
</tr>
<tr>
<td>C-12. Listens attentively to the teacher. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td>C-13. Uses pictures, words and sentences to represent a meaningful News story. (News)</td>
<td>Writing</td>
</tr>
<tr>
<td>After Reading or Writing</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>C-14.</strong> Identifies whether or not his/her predictions were correct and questions were answered. (Literacy 1)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-15.</strong> Responds correctly to In the Text Questions. (Literacy 1)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-16.</strong> Responds appropriately to In My Mind Questions. (Literacy 1)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-17.</strong> Reflects on his/her learning and writes a short summary of what he/she has learned. (Literacy 2)</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-18.</strong> Answers a guiding question related to the story. (Oral Literature)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-19.</strong> Identifies whether the story is a fiction or informative story. (Oral Literature)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-20.</strong> Demonstrates comprehension by identifying the main characters, setting and action in a fiction story. (Oral Literature)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-21.</strong> Demonstrates comprehension by identifying the main idea in an informative story. (Oral Literature)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-23.</strong> Answers In My Mind Questions about a story that has been read aloud. (Oral Literature)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C-24.</strong> Listens attentively to peers and participates in small group activities appropriately. (News)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
</tbody>
</table>
The *How to Teach* section of this Teachers’ Guide provides lesson templates to help you plan all of the local language literacy lessons taught each week. Each template is four pages long. The first two pages give you an overview of the entire lesson. The second two pages provide you with a detailed explanation of how to deliver the lesson to your learners.

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

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

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

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

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

How to Teach: Literacy 3 - Days 2 & 4

**Introduction**

On Days 2 and 4 the Literacy 3 lesson features a meaningful story that learners read with support from the teacher. The story always links to the theme. The stories involve around a village family and the main characters are a boy and girl in P3. 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 3)
- retells a story from memory. (Step 2 - Day 4 only)
- reads text with increasing fluency. (Step 3)
- uses first sounds, blending and context clues as word identification strategies. (Step 5)
- identifies whether his/her predictions were correct. (Step 3)
- responds appropriately to In My Mind 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 nursery rhymes.</td>
</tr>
<tr>
<td>5 min</td>
<td>2</td>
<td>Read the Story</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 retell a story from memory.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>After Reading:</td>
<td>Learners respond correctly to In My Mind Questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension:</td>
<td>Learners respond appropriately to In My Mind Questions.</td>
</tr>
</tbody>
</table>

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.

On Day 2, learners begin by reading the story from Day 1. Working in pairs helps to improve learners’ comprehension skills.
The Chalkboard shows you exactly what the chalkboard should look like at the end of the lesson.

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

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

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

Introduction
On Days 1 and 3 learners read a meaningful story that links to the theme and sub-theme. The characters in the story are based on the ones introduced in P1. The reading competences for Days 1 and 3 are focused on vocabulary development, reading fluency and comprehension.

Competences
The learner:

• discusses concepts related to the weekly sub-theme. (Step 2)
• uses the title, context and prior knowledge to make predictions when reading a story. (Step 3)
• retells a story from memory. (Step 3 - Day 3 only)
• formulates questions that might be answered in the text. (Step 4)
• reads texts with increasing fluency. (Step 5)
• identifies whether or not his/her predictions were correct and questions were answered. (Step 5)
• responds correctly to In the Text Questions. (Step 6)
• responds appropriately to In My Mind Questions. (Step 6)

Teaching Procedure

<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>Getting Ready</td>
<td>• Learners sing and distribute books.</td>
</tr>
<tr>
<td>3 min.</td>
<td>2</td>
<td>Discuss the Theme and Sub-theme</td>
<td>• Learners discuss concepts related to the weekly sub-theme.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Before Reading: Predicting and Retelling</td>
<td>• Learners use the title, context and prior knowledge to make predictions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners retell a story from memory. (Day 3 only)</td>
</tr>
<tr>
<td>3 min.</td>
<td>4</td>
<td>Before Reading: Asking Questions</td>
<td>• Learners formulate questions that might be answered in the text.</td>
</tr>
<tr>
<td>12 min.</td>
<td>5</td>
<td>Reading the Story</td>
<td>• Learners read texts with increasing fluency.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners identify whether their predictions were correct and questions were answered.</td>
</tr>
<tr>
<td>5 min.</td>
<td>6</td>
<td>After Reading: Comprehension Questions</td>
<td>• Learners respond correctly to In the Text and In my Mind Questions.</td>
</tr>
</tbody>
</table>
### The Chalkboard

<table>
<thead>
<tr>
<th>Literacy 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes of problems between school and neighbourhood</td>
</tr>
</tbody>
</table>

**Write the sub-theme for the week on the chalkboard in the local language (Step 2)**

### Differentiated Learning

**Remedial**

How can we help learners with comprehension problems? First, remember that most comprehension problems are linked to fluency problems. By addressing fluency issues you will help solve comprehension problems. Here are a few ideas:

- Pair struggling readers with fluent readers and have them read together in chorus.
- Give them P1 stories to read. These stories are short and simple. Readers struggling with fluency and comprehension may have more success when reading simpler text.
- Create a text rich environment in your classroom. Label items in the room and make a word tree or word wall.
- Use flash cards to build up the number of high frequency words they can identify quickly by sight.
- Talk to parents and encourage them to give the learner many opportunities to practice reading at home.

### Do More: Role Plays

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

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

<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></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: Discuss the Theme and Sub-theme (3 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>a. Tell learners the theme for the week. Read the sub-theme for the week from the chalkboard.</td>
<td></td>
</tr>
<tr>
<td>b. Ask learners to share what they know about the sub-theme.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners the thematic question found in the Teacher’s Guide. Discuss their answers and expand upon them as time permits. Link to the day’s story when appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Before Reading - Predicting and Retelling (5 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>a. Read the title of the story. On Day 1 go immediately to Step 3b. On Day 3 ask learners to remember what happened in the Pupil Book story on Day 1 and retell the story to the whole class.</td>
<td></td>
</tr>
<tr>
<td>b. Ask learners to look at the illustration in the Pupil Book and share what they see.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to predict what the story might be about and share their predictions with their neighbours.</td>
<td></td>
</tr>
<tr>
<td>d. Ask learners to share their predictions with the whole class.</td>
<td></td>
</tr>
<tr>
<td>e. Summarise the learners’ predictions for the whole class.</td>
<td></td>
</tr>
</tbody>
</table>
**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 4: Before Reading - Asking Questions (3 minutes.)</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong></td>
</tr>
<tr>
<td>a. Ask learners the <em>guiding question</em> found in the Teacher’s Guide or create another guiding question of your own.</td>
<td>A <em>guiding question</em> for each story is provided in the Weekly Lesson Support section of this Teacher’s Guide.</td>
</tr>
<tr>
<td>b. Ask learners to talk to their neighbours and think of another question that might be answered in the story.</td>
<td>Asking questions about a story helps motivate learners to read with comprehension.</td>
</tr>
<tr>
<td>c. Ask learners to share their questions with the class.</td>
<td></td>
</tr>
</tbody>
</table>

**Step 5: Read the Story (9 minutes)**

<table>
<thead>
<tr>
<th><strong>Step 5: Read the Story (9 minutes)</strong></th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tell learners to read the story silently first.</td>
<td>It is important that learners use their fingers to track their reading in early primary. It helps the learner to keep their eyes focused and moving in the right direction. It also helps the teacher identify learners who are having reading problems.</td>
</tr>
<tr>
<td>b. Read the story aloud to the learners while they listen and track the words in their books with their fingers.</td>
<td>Don’t forget Step 5c. After making predictions and asking questions in Steps 3-4 learners need to evaluate their predictions and answer the questions they posed.</td>
</tr>
<tr>
<td>c. After reading the story, ask learners if their predictions were correct and their questions were answered. Discuss.</td>
<td></td>
</tr>
<tr>
<td>d. Read the story phrase by phrase while the class repeats each phrase in chorus.</td>
<td></td>
</tr>
<tr>
<td>e. Read the whole story with the class as they read along with you in chorus.</td>
<td></td>
</tr>
<tr>
<td>f. Ask learners to read the story to each other in pairs. Move around the room listening to learners read.</td>
<td></td>
</tr>
<tr>
<td>g. Ask selected learners to read aloud to the whole class as time permits. Mark in the CAM Form.</td>
<td></td>
</tr>
</tbody>
</table>

**Step 6: After Reading - Comprehension Questions (5 minutes)**

<table>
<thead>
<tr>
<th><strong>Step 6: After Reading - Comprehension Questions (5 minutes)</strong></th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ask the <em>In the Text Question</em> found in the Teacher’s Guide.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong></td>
</tr>
<tr>
<td>b. Ask the <em>In My Mind Question</em> found in the Teacher’s Guide.</td>
<td>The <em>In the Text Questions</em> are found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>c. Assess selected learners’ comprehension as they answer the questions. Mark in the CAM Form.</td>
<td><em>In the Text Questions</em>: These are literal questions. The answers are “right there” in the text. Learners can point to the answer.</td>
</tr>
<tr>
<td>d. Ask learners to predict what might happen next in the story. (<em>IMPORTANT NOTE: You will use these predictions to compose a class story in the Literacy 2 lesson that immediately follows this lesson, so be sure to remember them.</em>)</td>
<td><em>In My Mind Questions</em>: These questions are inferential and evaluative. Learners must use their prior knowledge to answer these types of questions.</td>
</tr>
</tbody>
</table>

---

**WEEKLY LESSON SUPPORT:**

- The *In the Text Questions* are found 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. Learners must use their prior knowledge to answer these types of questions.
How to Teach: Literacy 1 - Days 2 & 4

Introduction
On Days 2 and 4 the reading lesson encourages learners to discover how their language is constructed. On Day 2 learners explore morphemes (the smallest meaningful units of language) and learn how to use morphemes to change the meaning of words. On Day 4 learners look at how sentences are constructed and discover the rules of grammar they use every day when they speak. Developing an understanding of how language works at the word and sentence level supports the development of learners’ vocabulary and comprehension competences.

Competences

The learner:
- reads words with increasing fluency. (Step 2)
- identifies vocabulary words in a story. (Step 2)
- uses vocabulary words to make meaningful sentences and identifies words with similar and opposite meanings. (Step 3)
- identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Step 4 – Day 2)
- identifies and uses grammatical features of the language correctly. (Step 4 – Day 4)

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>1</td>
<td>Getting Ready</td>
<td>• Learners sing and distribute books.</td>
</tr>
<tr>
<td>5 min.</td>
<td>2</td>
<td>Our Vocabulary Words</td>
<td>• Learners read words with increasing fluency.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners identify vocabulary words in a story.</td>
</tr>
<tr>
<td>10 min.</td>
<td>3</td>
<td>Word Exploration</td>
<td>• Learners use vocabulary words to make meaningful sentences and identify similar and opposite words.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Word Structures (Day 2)</td>
<td>• Learners identify and combine meaningful word segments (morphemes) to read whole words with increasing fluency.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Sentence Structures (Day 4)</td>
<td>• Learners identify and use grammatical features of the language correctly.</td>
</tr>
</tbody>
</table>
**The Chalkboard**

The vocabulary words (Step 2)

Word or Sentence Structure exercise (Step 4)

**Differentiated Learning**

**Remedial**

For learners who are having difficulties in reading the week’s vocabulary words, create flash cards with one vocabulary word on each card. Learners can practice reading these cards in their free time. They can challenge themselves to read the words as fast as possible. They can create sentences using the word on the flash card. They can make up games where they compete against each other to read the word first. Learners can also take the flashcards home and practice them with their parents.

**Accelerated**

Challenge the learners who excel at grammar activities to come up with more examples of the word structure and sentence structure activities for the week in their free time.

**Do More: Chalkboard Word Game**

This is a fun game to play with the whole class. Learners must figure out a word by guessing the letters. Here are the rules:

- Think of a simple word.
- Count the number of letters in the word and make a blank space for each letter on the chalkboard.
- Learners take turns guessing a letter they think might be in the word.
- If the letter the learner says is found in the word, fill that letter in all the correct spaces.
- If the learner says a letter that is not in the word, write the incorrect letter to the side and draw one part of an animal. Start with the body. Add the head, eyes, ears and mouth. Add four legs and finish with the tail.
- Continue until the learners figure out the word.
- If you draw the tail then the game is over and the learners have lost! Show the learners the correct word.

**Literacy 1**

| neighbourhood | theft |
| quarrel       | fight |
| swearing      | trespassing |

| teach       | teach-er | teacher |
| work        | work-er  | worker  |
## 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>
<tbody>
<tr>
<td><strong>Step 1: Getting Ready (5 minutes)</strong></td>
<td>Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day.</td>
</tr>
<tr>
<td>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>c. Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Discuss the Theme and Sub-theme (3 minutes)</strong></td>
<td>Your learners will encounter words they can't read every day. This step gives you the opportunity to model how to decode an unfamiliar word. Select one of the six vocabulary words and pretend you are having trouble reading it. Demonstrate how you blend the letters and syllables to read the word.</td>
</tr>
<tr>
<td>a. Ask learners to watch you as you read each vocabulary word aloud from the chalkboard. Move your finger or pointer under each word as you read it aloud. Repeat 1-2 times.</td>
<td></td>
</tr>
<tr>
<td>b. Ask learners to find the first vocabulary word in the book and read the word with you while they point with their fingers. Repeat with the other words.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to read each word aloud to a partner. Move around the room and assess individual learners’ progress in reading words with fluency.</td>
<td></td>
</tr>
<tr>
<td>d. Ask learners to work in pairs to find the vocabulary words in the week’s story.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Word Exploration (10 minutes)</strong></td>
<td>The word exploration process has 3 steps:</td>
</tr>
<tr>
<td>a. Return to the first vocabulary word and model for learners the word exploration process: Start by reading the word. Then use the word in a meaningful sentence. Finally, try to give another word that means the same and/or a word that means the opposite.</td>
<td></td>
</tr>
<tr>
<td>b. Do the same word exploration process with the second and third words as a whole class.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to work in pairs to follow the word exploration process with the last three words.</td>
<td></td>
</tr>
<tr>
<td>d. Ask selected learners to share the word exploration process for the last three words with the whole class. Assess and mark in the CAM Form.</td>
<td></td>
</tr>
<tr>
<td>The word exploration process has 3 steps:</td>
<td></td>
</tr>
<tr>
<td>1. Read the word.</td>
<td></td>
</tr>
<tr>
<td>2. Use the word in a meaningful sentence.</td>
<td></td>
</tr>
<tr>
<td>3. Find another word that means the same or the opposite.</td>
<td></td>
</tr>
<tr>
<td>It may be difficult to move through this process for all six vocabulary words in 10 minutes, especially early in the year. Do as many words as you can in 10 minutes.</td>
<td></td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

**Step 4: Word Structure, Day 2 (10 minutes)**

- Write the first Word Structure exercise on the chalkboard.
- Read the different segments, pointing out the meaning of each part as learners listen.
- Ask learners to read aloud the first Word Structure exercise together with you. They should read from their books, tracking the words with their fingers.
- Tell learners to read the exercise to each other in pairs, tracking the words with their fingers.
- Repeat with the second and third Word Structure exercises.
- When you have completed all three Word Structure exercises, write the Word Structure Application exercises on the chalkboard. Have learners complete the exercise independently.

**Extra Guidance**

**WEEKLY LESSON SUPPORT:**
Word Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher’s Guide.

On Day 2 this step takes words and breaks them down into smaller meaningful segments (morphemes). This helps learners discover the meanings of these word parts, which supports comprehension skills. It also helps learners recognise the meaningful units as part of a whole word, which increases reading fluency and spelling skills.

---

**Step 4: Sentence Structure, Day 4 (10 minutes)**

- Write the first Sentence Structure exercise on the chalkboard.
- Read the different sentences, pointing out the meaning of each part as learners listen.
- Ask learners to read aloud the first Sentence Structure exercise together with you. They should read from their books, tracking the words with their fingers.
- Tell learners to read the exercise to each other in pairs, tracking the words with their fingers.
- Repeat with the second and third Sentence Structure exercises.
- When you have completed all three Sentence Structure exercises, write the Sentence Structure Application exercises on the chalkboard. Have learners complete the exercise independently.

**Extra Guidance**

**WEEKLY LESSON SUPPORT:** Sentence Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher’s Guide.

On Day 4 the Sentence Structure activity looks at sentences to explore grammatical features of the language.
How to Teach: Literacy 1 - Day 5

Introduction
During Literacy 1 on Day 5 you will have an opportunity to assess learners on four of the five components of literacy instruction: 1) retelling a story from memory (comprehension); 2) reading aloud (alphabetic principle and fluency); 3) using vocabulary words appropriately (vocabulary); 4) using morphemes to change the meaning of words (vocabulary and comprehension); and 5) using grammatical features correctly (comprehension). Try to assess between 5-10 learners during the lesson and mark the results in the CAM Form.

Competences
The learner:
• retells a story from memory. (Step 2)
• reads texts with increasing fluency. (Step 2)
• identifies and defines thematic vocabulary. (Step 3)
• identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Step 4)
• identifies and uses grammatical features of the language correctly. (Step 5)

Teaching Procedure

<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 a song.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Read the Story</td>
<td>• Learners retell a story from memory. • Learners read texts with increasing fluency.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Vocabulary Assessment</td>
<td>• Learners identify and define thematic vocabulary.</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Word Structure Assessment</td>
<td>• Learners identify and combine meaningful word segments (morphemes) to read whole words with increasing fluency.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td>Sentence Structure Assessment</td>
<td>• Learners identify and use grammatical features of the language correctly.</td>
</tr>
</tbody>
</table>
The Chalkboard

Word Structure Assessment (Step 4)

Sentence Structure Assessment (Step 5)

Differentiated Learning

Remedial
Learners are expected to recite the traditional text from memory by the end of the week. Here is how you can help learners who struggle to master this competence:

• Encourage them to recite the traditional text in their free time, aloud if possible. This way, they hear the words as they say them. If that isn’t possible, they can repeat the text silently to themselves.
• Encourage learners to demonstrate their mastery of the traditional text at home to their family.

Accelerated
Select fluent readers to read the weekly story aloud to the class as part of the Day 5 lesson. This motivates fluent readers and provides good role models for struggling readers. You should also try to provide fluent readers with extra books and other reading materials that they can take home and read with their families.

Do More: Acrostic Poems
Acrostic poems are a good introduction to poetry in P2. They can be illustrated, so they are an appropriate activity for CAPE 3 (Art and Technology). In an acrostic poem a letter from each line spells out a word or phrase that can be read vertically. To create an acrostic poem, follow these five easy steps:

1. Select the word you what to write about.
2. Write your word down vertically.
3. Brainstorm words or phrases that describe your word.
4. Place your brainstormed words or phrases on the lines that begin with the same letters.
5. Fill in the rest of the lines to create a poem.

Here is a simple acrostic poem written by a woman named Mary about herself:

Merciful
Active
Realistic
Youthful

Once learners have written their acrostic poems, they can illustrate them, too.
## How to Teach: Literacy 1 - Day 5

<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>Always sing the same song to begin the Literacy 1 lesson. This routine will help learners mentally prepare for the lesson.</td>
</tr>
</tbody>
</table>
| a. Guide learners to sing a reading 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. | |
| **Step 2: Read the Whole Story (10 minutes)** | Marking the CAM Form: |
| a. Ask selected learners to retell this week's story in full.  
b. Read the story aloud once as learners listen and track with their fingers.  
c. Read the story together with the learners once.  
d. Ask learners to read the story to each other in pairs.  
e. Ask individual learners to read selected sentences from the story to the whole class. Assess and mark in the CAM Form. | Level 3: Reads the text with no mistakes and excellent fluency and expression.  
Level 2: Reads the text with a few mistakes and good fluency and expression.  
Level 1: Reads the text with many mistakes and poor fluency and expression. |
| **Step 3: Vocabulary Assessment (5 minutes)** | Marking the CAM Form: |
| a. Remind learners of the week's theme and sub-theme. Ask them to explain what the picture tells them about this thematic topic.  
b. Ask learners to look at the picture and find all of the vocabulary words that they can.  
c. As they find a picture of a word, write the word on the chalkboard. Ask individual learners to use the word in a meaningful sentence. Assess and mark in the CAM Form. | Level 3: The learner’s sentence creatively demonstrates the meaning of the vocabulary word.  
Level 2: The learner’s sentence uses the vocabulary word correctly.  
Level 1: The learner’s sentence does not convey the correct meaning of the vocabulary word. |
### Step-by-Step Teacher’s Activity

**Step 4: Word Structure Assessment (5 minutes)**

| a. | Write the first Word Structure exercise in the Pupil Book on the chalkboard. |
| b. | Read the different segments, pointing out the meaning of each part as learners listen. |
| c. | Ask learners to open the Pupil Book and read aloud the first Word Structure exercise together with you. They should read from their books, tracking the words with their fingers. |
| d. | Write the second Word Structure Application exercise on the board. Ask an individual learner to complete the structure using the pattern they learned this week. |
| e. | Write the correct answer on the chalkboard. Read the answer on your own and then with learners. Ask the same learner if they can think of another example that uses the same word structure. Assess and mark in the CAM Form. |
| f. | Repeat steps d. and e. with the third structure. |

**Step 5: Sentence Structure Assessment (5 min.)**

| a. | Write the first Sentence Structure exercise on the chalkboard. |
| b. | Read the two different sentences, pointing out the meaning of each as learners listen. |
| c. | Ask learners to read aloud the first Sentence Structure exercise together with you. |
| d. | Ask learners to read the second Sentence Structure exercise silently as you read it aloud. Ask an individual learner to construct the new sentence using the grammatical feature of the week. Ask the learner if they can think of another example using the same sentence structure. Assess and mark in the CAM Form. |
| e. | Repeat the second Sentence Structure exercise aloud to learners, saying it correctly. |
| f. | Repeat steps d. and e. with the third exercise. |

### Extra Guidance

**WEEKLY LESSON SUPPORT:**
The answers to the Word Structure Assessment can be found in the Weekly Lesson Support section.

**Marking the CAM Form:**

- **Level 3:** The learner completes the Word Structure Application exercise correctly and independently provides another example that uses the same word structure.
- **Level 2:** The learner completes the Word Structure Application exercise correctly.
- **Level 1:** The learner is unable to complete the Word Structure Application exercise on their own.

**WEEKLY LESSON SUPPORT:**
The answers to the Sentence Structure Assessment can be found in the Weekly Lesson Support section.

**Marking the CAM Form:**

- **Level 3:** The learner completes the Sentence Structure Application correctly and independently provides another example that uses the same sentence structure.
- **Level 2:** The learner completes the Sentence Structure Application exercise correctly.
- **Level 1:** The learner is unable to complete the exercise.
How to Teach: Literacy 2 - Days 1 and 3

Introduction
On Days 1 and 3 of Literacy 2 learners focus on the creative components of writing. With the teacher’s support, learners plan and compose an original story. They identify the characters, setting and action and then compose four sentences that represent the beginning, middle and ending of the story. The teacher also models revising a story. Learners read the story with the teacher and independently.

Competences
The learner:

• recites letters in alphabetical order. (Step 1)
• plans a story that has a beginning, middle and ending together with the teacher. (Step 2)
• composes a story together with the teacher. (Step 3)
• assists the teacher in making corrections in the story’s spelling, grammar and meaning. (Step 4)
• reads the story with support from the teacher. (Step 5)

Teaching Procedure

<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>Alphabet Song/Chant</td>
<td>• Learners recite letters in alphabetical order.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Plan the 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 write 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>
How to Teach: Literacy 2 - Days 1 and 3

The Chalkboard

Differentiated Learning

Remedial

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

- Seat the learner to optimise the impaired sense. Closeness to the teacher, chalkboard and appropriate lighting are issues to consider.
- Pair a disabled learner with an able-bodied learner who can provide support.
- Visually impaired learners may need paper with bold lines when writing. Modify the size of text on the chalkboard and create books and work cards with big text.

Cows in the classroom

Tom and Mary were walking to church. They saw two cows in their school classroom! They chased them away. The cows were eating children’s books and papers!

Do More: Book Making

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

Here are some different types of teacher-made books:

- Manila cover and stationery pages (glued together, stapled or tied)
- Binder with pages added each week
- Exercise books with special cover
- Photo albums with text and drawings inserted instead of photos
- Wall chart stories
# How to Teach: Literacy 2 - Days 1 and 3

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Alphabet Song/Chant (1 minute)</strong>&lt;br&gt; a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour.</td>
<td>This step is very brief. The song/chant signals to learners that the first half of the literacy hour (reading) is over and it is time to begin the writing half of the literacy hour.</td>
</tr>
<tr>
<td><strong>Step 2: Plan the Story, Day 1 (10 minutes)</strong>&lt;br&gt; a. Tell learners that they are going to write a creative writing story together as a class. The story they write together will be based on the predictions they just made in Literacy 1 about what will happen next in the Pupil Book story.&lt;br&gt; b. Summarise the predictions learners made about the Pupil Book story during Literacy 1. Decide on the prediction they most want to write about as a class.&lt;br&gt; c. Discuss and plan what will happen at the beginning of the creative writing story (one idea), in the middle of the story (two ideas) and at the end of the story (one idea).&lt;br&gt; d. When you have planned the creative writing story to learners’ satisfaction, retell the story in full, emphasising the main ideas.</td>
<td>During the planning stage of writing the teacher and learners tell their creative writing story aloud without writing anything on the chalkboard.&lt;br&gt; If the planning step is done well, the other steps in this lesson will fall into place much easier. Take the time to talk through the different ideas for the creative writing story and encourage participation from as many learners as possible.&lt;br&gt; It is helpful to have the outline of a possible story in your mind before you begin the lesson, especially early in the year when this step is new to learners. If learners are struggling, you can model the planning process for them. After a few weeks they will begin to understand what is required of them and take over the planning process.</td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

#### Step 3: Write the Story (7 minutes)

**a.** Read the title of the story and ask learners to suggest a good first sentence. After listening to 2-3 suggestions pick the best sentence and write it on the chalkboard.

**b.** Ask learners, “What happens next?” Have them suggest 2 sentences that summarise the two middle ideas you discussed. Select the best sentences and write them on the chalkboard.

**c.** Tell learners, “Now let’s end our story with a final sentence.” Again, take 2-3 sentence suggestions that summarise the ending idea from your planning step. Write the final sentence that you and the class like best.

---

### Extra Guidance

As you write the words and sentences of your story on the chalkboard it is important that you say the words aloud as you write.

You should also use the *Think Aloud* method as you write. Here are some examples of what you might think aloud:

- “I am starting a new sentence. That means I need to capitalize the first letter.”
- “It is the end of the sentence so let me put a full stop here.”

#### Step 4: Make Corrections to the Story (5 min.)

**a.** Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books.

**b.** After learners have finished, write the correct answer on the chalkboard. Tell learners to check to see if their answer is the same as the one on the chalkboard.

**c.** Continue with more letters, syllables or words as time permits.

---

Here is a sample think aloud 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.”

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

**a.** Ask learners to listen as you read the story aloud to them, tracking the text with a pointer. Read with meaning and fluency 2 times.

**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 under 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 a few mistakes and good fluency and expression.
- **Level 1:** Reads the story with many mistakes and poor fluency and expression.
How to Teach: Literacy 2 - Days 2 and 4

Introduction
Learners develop their concept of alphabetical order in the Literacy Day 2 and 4 lessons. They also continue to refine and improve their handwriting skills with an emphasis on improving speed, accuracy and the ability to evaluate their own handwriting. Spelling is another focus on Days 2 and 4. Finally, learners write in a Learning Journal. The Journal is designed to encourage reflection and independent writing skills. It is also an excellent tool for the teacher to communicate directly with individual learners about their literacy progress.

Competences
The learner:

- recites the letters in alphabetical order. (Step 1)
- reviews letter sounds introduced in P1. (Step 2)
- forms and evaluates letters and words with attention to accuracy and speed. (Step 3)
- segments words into individual sounds and syllables in order to spell correctly. (Step 4)
- reflects on his/her learning and writes a short summary of what he/she has learned. (Step 5)

Teaching Procedure

<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>Alphabet Song/Chant</td>
<td>• Learners recite the letters in alphabetical order.</td>
</tr>
<tr>
<td>3 min.</td>
<td>2</td>
<td>Breaking and Making</td>
<td>• Learners review letter sounds introduced in P1 by breaking down and building up words that feature the review sound.</td>
</tr>
<tr>
<td>10 min.</td>
<td>3</td>
<td>Handwriting Practice</td>
<td>• Learners form and evaluate letters and words with attention to legibility and speed.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Spelling Practice</td>
<td>• Learners segment words into individual sounds and syllables in order to spell correctly.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td>Learning Journal</td>
<td>• Learners reflect on their learning and write a short summary of what they have learned.</td>
</tr>
</tbody>
</table>
Differentiated Learning

Remedial
Learners who struggle with spelling are likely to have problems in segmenting words. Encourage learners who have trouble with spelling to first segment the word they are going to spell into its syllables. Then take one syllable at a time and repeat the syllable aloud while listening carefully. Segment the syllable into its individual sounds. Write down each sound and then continue to the next syllable.

Accelerated
The Learning Journals are an excellent way for you to communicate with your learners, but especially advanced learners because they are able to read and write at a higher level. Use the Journal to motivate and challenge these learners. Give them extra challenges or puzzles to solve. Ask them questions and encourage them to write to you about their interests and challenges in school.

Do More: Spelling Contests
Spelling contests give learners a chance to practice spelling in a fun, competitive game. Select 20 learners to line up in the front of the class. Move from left to right asking each learner to spell a word. If a learner is unable to spell the word correctly, they return to their seat. Continue until only one learner remains standing. Here is the procedure to follow during the contest:

- Teacher says the word aloud to the learner.
- The learner repeats the word aloud to the teacher to make sure they have understood it correctly.
- When the learner says the word correctly they should then try to spell it. Give a time limit of 1 minute.
- When the learner has finished spelling the word he/she should say the whole word aloud one more time to indicate he/she are done.
- The Teacher either indicates the word is spelled correctly or tells the learner the word has not been spelled correctly and asks the learner to be seated.
### How to Teach: Literacy 2 - Days 2 and 4

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Alphabet Song/Chant (2 minutes)</strong></td>
<td>Refer to the first page of the Pupil Book for the correct alphabet with the letters in the proper order.</td>
</tr>
<tr>
<td>• Sing/chant all of the letters of the alphabet to signal the writing portion of the Literacy Hour.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Breaking and Making (3 minutes)</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> A sample Breaking and Making word is provided in the Weekly Lesson Support section of this Teacher’s Guide.</td>
</tr>
<tr>
<td>a. Show learners the review letter sound for the day. Write the big and small form of the letter on the chalkboard. Remind learners of the name of the letter and the sound the letter makes.</td>
<td>The Breaking and Making activity is designed to review the letter sounds introduced in P1 by identifying the letter sound in a specific word. Here is an example for the letter f.</td>
</tr>
<tr>
<td>b. Write the word from the Teacher’s Guide that contains the letter sound on the chalkboard.</td>
<td>F f</td>
</tr>
<tr>
<td>c. Break the word down as outlined in the Weekly Lesson Support section, and then build the word back up.</td>
<td>finish f</td>
</tr>
<tr>
<td>d. Have the learners repeat the break down and build up process with you.</td>
<td>f fi</td>
</tr>
<tr>
<td>e. Call on selected learners to break down and build up the word on their own.</td>
<td>f finish</td>
</tr>
<tr>
<td><strong>Step 3: Handwriting Practice (10 minutes)</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> Letters, syllables and words for handwriting practice are provided in the Weekly Lesson Support section of this Teacher’s Guide.</td>
</tr>
<tr>
<td>a. Introduce the letter for the day in both its capital and small form. Tell learners both the name and sound of the letter.</td>
<td>Try giving learners who are having difficulties managing correct letter formation slates and chalk before they use their exercise books. Let them write the letters as big as they want and don’t worry about the four guiding lines.</td>
</tr>
<tr>
<td>b. Air write the capital form as learners watch. Then air write the letter together with learners.</td>
<td></td>
</tr>
<tr>
<td>c. Write the capital letter on the chalkboard using the four guiding lines as learners watch. Have learners write a line of capital letters in their exercise books using the four guiding lines. Ask them to self-evaluate their writing with a partner.</td>
<td></td>
</tr>
<tr>
<td>d. Follow steps b. to d. with the small letter for the day.</td>
<td></td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

<p>| | |</p>
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<tbody>
<tr>
<td>e.</td>
<td>Write the first word for handwriting practice on the chalkboard using the four guiding lines as learners watch. Have learners copy the word three times in their exercise books using the guiding lines. Do the same with the other word. Ask learners to evaluate their handwriting with a partner.</td>
</tr>
<tr>
<td>f.</td>
<td>Move around the room assessing learners’ handwriting posture, pencil grip and letter formation. Mark in the CAM Form for selected learners.</td>
</tr>
</tbody>
</table>

### Extra Guidance

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<tbody>
<tr>
<td></td>
<td>Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</td>
</tr>
</tbody>
</table>

### Step 4: Spelling Practice (10 minutes)

| a. | Ask learners to turn to a clean sheet of exercise paper. Erase the handwriting words from the chalkboard. |
| b. | Say the first word (Term 1) or sentence (Terms 2-3) aloud slowly. Repeat 2-3 times. Tell learners to write the word/sentence in their exercise book. When most learners are finished, write the word/sentence on the chalkboard and tell learners to check their work and make corrections. |
| c. | Move around the room assessing learners’ spelling and handwriting. |
| d. | Repeat with the second word/sentence. |

### Weekly Lesson Support:

**Suggested spelling words or sentences are provided in the Weekly Lesson Support section of this Teacher’s Guide.**

Assess your learners’ spelling performance and modify your spelling practice assignment accordingly.

### Step 5: Learning Journal (5 minutes)

| a. | Ask learners to write one thing that they have learned today during the literacy hour in their Learning Journal exercise books. |

|   | Collect selected Learning Journals after each lesson and write supportive comments to encourage your learners. |
How to Teach: Literacy 2 - Day 5

Introduction
During Literacy 2 on Day 5 you will have an opportunity to assess learners on the following writing competences: 1) understanding alphabetical order (alphabetic principle); 2) handwriting (fluency); 3) spelling (alphabetic principle); and 4) creative writing (vocabulary and comprehension). In Literacy 2 you can collect learners’ work at the end of the lesson and mark results in the CAM Form.

Competences
The learner:
• recites letters in alphabetical order and arranges words in alphabetical order. (Steps 1 and 2)
• forms letters with attention to legibility and speed. (Step 3)
• segments words into individual sounds and syllables in order to spell correctly. (Step 4)
• reflects on his/her learning and writes a short summary of what he/she has learned. (Step 5)

Teaching Procedure

<table>
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<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>Alphabet Song/Chant</td>
<td>• Learners recite letters in alphabetical order.</td>
</tr>
<tr>
<td>3 min.</td>
<td>2</td>
<td>Alphabet Game</td>
<td>• Learners identify letters in the alphabet by name and sound.</td>
</tr>
<tr>
<td>10 min.</td>
<td>3</td>
<td>Handwriting Assessment</td>
<td>• Learners form letters with attention to legibility and speed.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Spelling Assessment</td>
<td>• Learners segment words into individual sounds and syllables in order to spell correctly.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td>Learning Journal</td>
<td>• Learners reflect on their learning and write a short summary of what they have learned.</td>
</tr>
</tbody>
</table>
How to Teach: Literacy 2 - Day 5

The Chalkboard

Handwriting Assessment (Step 3)

Differentiated Learning

Remedial
How can you help learners in your class who have handwriting problems?

• #1 suggestion: Lots of extra practice!
• Write the patterns and letters in the learner’s exercise book in pencil for the learner to trace.
• Encourage learners to write letters and words in the sand using their finger or a stick during breaktime.
• Keep families informed. Encourage families to have the learner help with food preparation to develop fine motor skills. Weaving mats helps fine motor skills, too.

Accelerated
What can you do to challenge the superior spellers in your class? One suggestion is to include a bonus spelling word on the Friday spelling test. Spelling the word isn’t required, but those who spell it correctly get a bonus point.

Do More: Clay Models

Another CAPE 3 (Art and Technology) activity you can do that supports learners’ story comprehension is the creation of clay models and dioramas. A diorama is a model that represents a scene with three-dimensional figures. Choose an Oral Literature story that has a rich set of characters and interesting settings. In your CAPE 3 lesson have learners create clay models of all the characters.

When the models are dry, have learners work in groups to create dioramas for each of the settings in the story. Learners enjoy making dioramas because they have to use their imagination to create a setting using locally available resources to represent real life objects. For example, a stick can become a tree and an old Blue Band container turned upside down can become a hut. When the dioramas are complete, learners will enjoy making plays from the story using the clay models.
## How to Teach: Literacy 2 - Day 5

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Alphabet Song/Chant (2 minutes)</strong>&lt;br&gt;a. Sing/chant all the letters of the alphabet to signal 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>
</tbody>
</table>
| **Step 2: Alphabet Game (3 minutes)**<br>a. Play the Alphabet Game with learners. The game changes each term, as outlined below:  
   **Term 1**<br>• Learners say the letters of the alphabet in order. (Learners can use their books.)<br>• Teacher says a letter.<br>• Learners find the letter in the book. Learners say its name and sound.  
   **Term 2**<br>• Learners say the letters of the alphabet in order, but without using the book.<br>• Learners open the book and teacher says a letter.<br>• Learners find the letter in the book. They say the name of letter, then the letters before and after the named letter.  
   **Term 3**<br>• Learners say the letters of the alphabet in order from memory.<br>• Teacher says a letter and learners say the names of letters before and after the named letter, also from memory. | Think of other games to test your learners’ knowledge of alphabetical order. |
## How to Teach: Literacy 2 - Day 5

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</thead>
<tbody>
<tr>
<td><strong>Step 3: Handwriting Assessment (10 minutes)</strong></td>
<td>Marking the CAM Form:</td>
</tr>
<tr>
<td>• Ask learners to prepare their pencils, exercise books and body posture for writing.</td>
<td>Level 3: Forms all of the capital and small letters correctly.</td>
</tr>
<tr>
<td>• Write the two letters for the week on the chalkboard in their capital and small form.</td>
<td>Level 2: Forms at least some of the capital and small letters correctly with a few small errors.</td>
</tr>
<tr>
<td>• Tell learners to write a line of each letter in their exercise books in their best handwriting.</td>
<td>Level 1: Makes many mistakes in forming both the capital and small letter.</td>
</tr>
<tr>
<td>• Move around the room assessing learners’ handwriting posture, pencil grip and letter formation.</td>
<td></td>
</tr>
</tbody>
</table>

| **Step 4: Spelling Assessment (10 minutes)**  | Marking the CAM Form: |
| • Say the first word (Term 1) or sentence (Terms 2-3) aloud slowly. Repeat 2-3 times. Tell learners to write the word/sentence in their exercise book using their best spelling and handwriting. They should also use the four guiding lines.  | Level 3: Spells all of the words correctly and uses the correct punctuation and capitalisation when writing full sentences. |
| • Move around the room assessing learners’ spelling and handwriting.  | Level 2: Spells most of the words correctly with 1-2 small errors in spelling, punctuation or capitalisation. |
| • Follow steps 4a. and 4b. with the second word or sentence.  | Level 1: Makes many errors in spelling, punctuation and capitalisation. |

| **Step 5: Learning Journal (5 minutes)**  | Collect selected Learning Journals after each lesson and write supportive comments to your learners to encourage them. |
| • Ask learners to write one thing that they have learned this week in their Learning Journal.  | |
| • Collect the exercise books and journals for selected learners. Assess their handwriting, spelling and journal writing and mark in the CAM Form.  | |
How to Teach: Oral Literature - Day 1

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

Competences
The learner:

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

Teaching Procedure

<table>
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<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>
The Chalkboard

Vocabulary words from the Oral Literature story (Step 6)

Oral Literature

tortoise
amble
hasty

Differentiated Learning

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

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

Do More: Story Mapping

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

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

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

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</thead>
</table>
| **Step 5: After Listening to the Story (7 minutes)**  
  a. Repeat the guiding question. Discuss the answer as a class.  
  b. Discuss whether the story was a fiction story or an informative story.  
  c. Tell learners you will read the story again. If they have identified the story as a fiction story they should listen to determine the characters, setting and plot. If it is an informative story they should listen to determine the main idea of the story.  
  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.  

**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 idea.

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)**  
  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 with 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. Learners develop comprehension skills by answering In the Text and In My Mind Questions.

### Competences

The learner:

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

### Teaching Procedure

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

### The Chalkboard

**Vocabulary Words**

<table>
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<tr>
<th>Step 6</th>
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<tbody>
<tr>
<td>tortoise</td>
</tr>
<tr>
<td>amble</td>
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<tr>
<td>hasty</td>
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### Differentiated Learning

**Remedial**

Some of your learners may have difficulty retelling the Oral Literature story on Day 3. To support learners who have difficulty in remembering and retelling stories in sequential order and as a fun activity for all learners in your class, create 3-5 picture cards that represent the actions in the story you read on Day 1. Place the cards in the front of the classroom, but in a scrambled order. Have the learners look at the picture cards and describe what they see. Then challenge the class to put the cards in the correct sequence. When this is done, have learners retell the story using the picture cards as a prompt. The cards should help remedial learners retell the story with more success.

**Accelerated**

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

### Do More: Book Making 2

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

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

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

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<tbody>
<tr>
<td><strong>Step 1: Introductory Song (1 minute)</strong>&lt;br&gt;a. Sing a song to signal the beginning of the lesson.</td>
<td>The introductory song is designed to focus learners’ attention so they are ready for the lesson.</td>
</tr>
<tr>
<td><strong>Step 2: Recite a Traditional Text (6 minutes)</strong>&lt;br&gt;a. Recite the same traditional text learners were introduced to on Day 1. Learners first listen while you recite alone.&lt;br&gt;b. Recite the traditional text together with learners.&lt;br&gt;c. Ask individual learners to recite the traditional text. Assess and mark in the CAM Form.</td>
<td>Be sure to identify the type of traditional text you are teaching each week. A variety of traditional texts should be represented each term: songs, riddles, proverbs, poems, tongue twisters, rhymes, etc. Learners should be able to identify the different types of traditional text in their language.</td>
</tr>
<tr>
<td><strong>Step 3: Before Listening to the Story (6 minutes)</strong>&lt;br&gt;a. Read the title of the week’s story aloud to learners.&lt;br&gt;b. If the text is a fiction story, learners should retell the story by identifying the main characters, setting and describing the action in the correct sequential order. Assess and mark in the CAM Form.&lt;br&gt;c. If the text is an informative story, learners should retell the story by identifying the main idea and supporting ideas. Assess and mark in the CAM Form.&lt;br&gt;d. Read the two In the Text Questions to learners from the Teacher’s Guide. Tell learners to listen to the story and see if they can answer these questions when you finish reading.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The In the Text Questions can be found in the Weekly Lesson Support section of this Teacher’s Guide.&lt;br&gt;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>
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### How to Teach: Oral Literature - Day 3

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</thead>
<tbody>
<tr>
<td><strong>Step 4: Reading the Story Aloud (5 minutes)</strong>&lt;br&gt;a. Read the story aloud to learners as they listen attentively.</td>
<td><strong>On Day 3 you do not need to stop to ask the prediction question. (For fiction stories.)</strong></td>
</tr>
<tr>
<td><strong>Step 5: After Listening to the Story (6 minutes)</strong>&lt;br&gt;a. Have learners answer the two In the Text Questions.&lt;br&gt;b. Ask other In the Text Questions of your own.&lt;br&gt;c. Have learners answer the two In My Mind Questions.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The In the Text and In My Mind Questions can be found in the Weekly Lesson Support section of this Teacher’s Guide.&lt;br&gt;Encourage learners to pose their own comprehension questions to the class. This can be a motivational activity for accelerated learners who want an extra challenge.</td>
</tr>
<tr>
<td><strong>Step 6: Vocabulary Words (6 minutes)</strong>&lt;br&gt;a. Ask learners to identify any words that were new or unfamiliar to them in the story. Say the learner-identified vocabulary word aloud. Have learners repeat the word. Read the sentence with the word in it from the Oral Literature story. Discuss the meaning of the word. Then ask learners to use the word in a new sentence.&lt;br&gt;b. Review the three vocabulary words from Day 1. Say each word aloud and write it on the chalkboard. Ask individual learners to use each word in a meaningful sentence. Assess and mark in the CAM Form.</td>
<td><strong>Learners may find it difficult to identify new vocabulary words on their own, especially in Term 1. Encourage them to listen for new or confusing words as you read.</strong>&lt;br&gt;Show your enthusiasm for talking about words and their meanings. This will develop learners’ love and appreciation for the words in their language.</td>
</tr>
</tbody>
</table>
How to Teach: News - Day 2

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

Competences
The learner:

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

Teaching Procedure

<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 story for P2 Term 1. By Term 3 many learners will be writing multiple sentence stories.

Differentiated Learning

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

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

Do More: Class Displays

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

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

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

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Prepare to Write (2 minutes)</strong></td>
<td>Every learner should have paper and a pencil for this lesson.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the lesson as you distribute the writing materials and learner name cards.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Model News Story (6 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT:</td>
</tr>
<tr>
<td>a. Tell a News Story to the class. As you tell your story draw simple pictures on the chalkboard to illustrate your story for learners.</td>
<td>A model News Story is provided in the Weekly Lesson Support section of this Teacher’s Guide. Adapt it or make up your own. Try to link your model News Story to the sub-theme for the week, if possible.</td>
</tr>
<tr>
<td>b. In Term 2, label the pictures with simple words learners can decode.</td>
<td>Learners should tell News Stories about real events that have happened in their lives. You should do the same when you model a story for them. Learners will enjoy hearing stories about your life now or as a learner.</td>
</tr>
<tr>
<td>c. In Term 3, use the words in your story to create a simple sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Learners Write News Stories (8 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>a. Tell learners it is now time for them to write their own News Story. Explain that they can use pictures and words. Remind learners that they should write their names in their exercise books.</td>
<td>In Term 1 the stories learners write will consist entirely of pictures. Some of these stories will be easier to “read” than others. In Term 2, encourage learners to label their picture stories with words they can decode. In Term 3, model for learners how to take the words in their story to make simple sentences. Encourage learners who are ready to write their own simple sentences.</td>
</tr>
<tr>
<td>b. Move around the room observing learners as they write. Ask questions about their stories and provide support as needed.</td>
<td></td>
</tr>
<tr>
<td>c. When there are 3 minutes remaining, tell learners they have 3 minutes to complete their work, including writing their name.</td>
<td></td>
</tr>
</tbody>
</table>
## 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 on the CAM Form and ask the next learner to read/tell their story to the class.</td>
<td></td>
</tr>
</tbody>
</table>
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>
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<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>
</tbody>
</table>
| 13 min.| 2    | Learners Write News Stories         | • Learners use pictures and words to write a meaningful News Story.  
• Learners write their names. |
| 5 min. | 3    | Learners Share News Stories in Small Groups | • Learners listen attentively to peers and participate in small group activities appropriately. |
| 10 min.| 4    | Selected Learners Share News Stories | • Learners introduce themselves and greet the class using the appropriate cultural norms, including stating one’s full name.  
• Learners tell a meaningful, well organised story to the class that demonstrates fluency, appropriate expression and confidence.  
• Learners listen attentively to peers. |
How to Teach: News - Days 4 and 5

The Chalkboard

The chalkboard is not used in this lesson.

Differentiated Learning

Remedial
In P2 learners should write simple sentences. Some learners may have difficulty in taking this step on their own. To encourage them, write a short sentence in their exercise book related to the story the learner has drawn. Encourage the learner to write the next sentence on their own. Remind the learner that spelling the words correctly isn’t important. They just need to listen to the sounds they hear in the words and write them down as best they can.

Accelerated
Advanced writers should be encouraged to write longer stories. Keep your News writing assignments open-ended. For example, do not say, “I want you to write a three sentence story today.” Instead say “Write a story using as many sentences as you can.”

Do More: Parent Involvement

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

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

<table>
<thead>
<tr>
<th><strong>Step-by-Step Teacher’s Activity</strong></th>
<th><strong>Extra Guidance</strong></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 class as you distribute the writing materials and learner 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?</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>• Do their pictures match the story?</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>• Are the pictures well organised on the page?</td>
</tr>
<tr>
<td></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>
### Step-by-Step Teacher’s Activity

#### Step 4: Learners Share News Stories in Small Groups (5 minutes)
- **a.** Tell learners to take turns sharing their stories in small groups of 2-4 people.
- **b.** Move around the room supporting learners who are having difficulty participating in the small groups.

#### Step 5: Selected Learners Share News Stories (10 minutes)
- **a.** Select 5 learners to come up and share their News Stories with the whole class.
- **b.** Ask learners to speak clearly and with expression.
- **c.** Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the speaker.
- **d.** The speaker should always begin their News Story by greeting the class in a culturally appropriate manner and saying their full name.
- **e.** After the speaker has completed the News story, the teacher and learners should ask questions or make comments.
- **f.** Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class.

### Extra Guidance
- Guide learners so that they are able to share their stories successfully in small groups.
- Here are the writing competences learners should demonstrate over the course of the year in P2.
  - **Term 1:** Learners draw pictures that illustrate a News Story. They label the pictures and compose at least one sentence about their News Story.
  - **Term 2:** Learners write 2-3 sentences about their News Story.
  - **Term 3:** Learners write a short 3-4 sentence News Story using words only.
## Lugwere Technical Literacy Terms

<table>
<thead>
<tr>
<th>English</th>
<th>Lugwere</th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabetic principle (phonics)</td>
<td>iteeka lyakalifu</td>
</tr>
<tr>
<td>choral reading</td>
<td>kusoma ngawabirana</td>
</tr>
<tr>
<td>collaborative learning</td>
<td>njega yaamo</td>
</tr>
<tr>
<td>competency-based assessment</td>
<td>kukebera okusinsirira okubusoboli</td>
</tr>
<tr>
<td>comprehension</td>
<td>kutegeera ekysoma</td>
</tr>
<tr>
<td>continuous assessment</td>
<td>kupima busoboli bw’abeegi buli lunaku</td>
</tr>
<tr>
<td>differentiated learning</td>
<td>njega enjawule</td>
</tr>
<tr>
<td>echo reading</td>
<td>kwiramwebyomusomesyesybysoma</td>
</tr>
<tr>
<td>end of term assessment</td>
<td>kupima busoboli oluzwanyuma lw’etaamu</td>
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<tr>
<td>explicit instruction</td>
<td>ndagiriro ey’enkukunala</td>
</tr>
<tr>
<td>fluency</td>
<td>kutumula atali kwesitaala</td>
</tr>
<tr>
<td>multisensory</td>
<td>ekiyimbya okubona, okuwulira n’okufunyirya</td>
</tr>
<tr>
<td>orthography</td>
<td>empandiika y’olutumu/amateeka</td>
</tr>
<tr>
<td>partner reading</td>
<td>kusoma n’omwinawo</td>
</tr>
<tr>
<td>phonemic awareness</td>
<td>kumanya njugisya yamagono g’enyukuta</td>
</tr>
<tr>
<td>phonological awareness</td>
<td>bumanyi bwenjuga y’amagono g’enyukuta</td>
</tr>
<tr>
<td>print awareness</td>
<td>bumanyi bw’okuwandiika enyukuta egitali nyungisye</td>
</tr>
<tr>
<td>scaffolding</td>
<td>madaala</td>
</tr>
<tr>
<td>systematic instruction</td>
<td>ndagiriro eyabira oku ntegeka</td>
</tr>
<tr>
<td>vocabulary</td>
<td>bibono ebiyaka egiri abeegi</td>
</tr>
<tr>
<td>whisper reading</td>
<td>kusoma ng’oweweeta</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: learners, parents, instructional materials, the classroom environment and school rules and procedures, among others. The information on this page is designed to help you prepare for the beginning of the new school year so that you are ready to manage your responsibilities well.

Term 1 Materials Checklist

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

- Completed schemes of work and lesson plans
- P2 Teacher’s Guides for your local language and English
- Enough copies of the *I Can Read and Write* Pupil Books in your local language and English (one for each learner)
- Classroom rules chart
- Enough copies of the Continuous Assessment Monitoring Form so that each learner’s name can be entered on a line
- Learner name cards for handwriting lessons
- Manila, sugar paper, markers, pens and pencils
- Chalk and dusters
- Classroom furniture and clock

Early Assessment

In the first days and weeks of the new school year the teacher should keenly observe learners to assess what competences and knowledge they bring from P1. Here are a few basic competences to look for at the beginning of P2:

- The learners know their full name and can use it to introduce themselves and greet others appropriately.
- The learners write their full name with correct spelling and letter formation.
- The learner handles a book properly. (i.e., identifies the front and back of the book correctly; knows how to turn the pages properly; treats a book respectfully during distribution/collection and the class lesson).
- The learners are able to identify letters by name and sound and can read simple decodable words and sentences.

During the first weeks of school the teacher should also identify any learners whose vision and hearing are not normal or who display any other learning disabilities. Teachers should also identify left-handed learners and seat them appropriately.

Teachers may also want to refer to the P1 records or discuss individual learner’s performance with their P1 teacher, especially if a learner demonstrated poor performance at the end of P1. These learners may need special attention at the beginning of P2.
1 Eismero lyaiswe n’omulirano

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Eismero lyaiswe libbeereire litya ekitundu kyaiswe okukulaakulana?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanye ng’oWeenene owaabbeerabaana abainaye okwisomero.

After Reading: In the Text Question
OWeenene yasomeire mwisomeroki omwaka ogwo?

After Reading: In My Mind Question
Wankatakire kubbeera otya omukaagwawo nga muleme?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
musomesya  mu-somesya  ba-somesya
musumbi     mu-sumbi    ba-sumbi

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>abala   a</td>
<td>A, a</td>
</tr>
<tr>
<td>ba      ba</td>
<td>abala, asaba, abakali</td>
</tr>
<tr>
<td>a       abala</td>
<td></td>
</tr>
</tbody>
</table>
1.1 Ekifo, obubonero, n’emigaso gy’eisomero lyaiswe

Literacy 1

Thematic Question
Eisomero lyaiswe libbeereire litya ekitundu kyaiswe okukulaakulana?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice engeri egendi oWeenene eg’abbeeramu abaana abainaye okwisomero.

After Reading: In the Text Question
Oweekuuyo obubonero bubiri obw’eisomero oWeenene omwasomera?

After Reading: In My Mind Question
Lwaki wankatakire okusuna eky’emisana okwisomero?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Musaiza musa omu kidaalakye.
Baisaiza basa omu bidaala bwabwe.

Acaazire mugeni musa ino.
Acaazire bageni basa ino.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>amozi</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma</td>
<td>ma</td>
</tr>
<tr>
<td>a</td>
<td>amozi</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

A, a

amozi, alima, asoma
1 Eisomero lyaiswe n'omulirano

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

mwala                     kibiina                     einifoomu
ebbendera                 ebbaaji                     musaale

Word Structure Review: Answers

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

Sentence Structure Review: Answers

Musaiza musa omu kidaalakye.
Basaiza basa omu bidaala byabwe.

Acaazire mugeni musa ino.
Acaazire bageni basa ino.

Literacy 2

Handwriting and Spelling Assessment

abala                     asoma                      alima
1.1 Ekifo, obubonero, n’emigaso gy’eisomero lyaiswe

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| A flat rock near the school entrance. The big gong is near the rock. Children and goats playing together. |

**Model News Story**

There is a flat rock at the entrance to our school and the big gong nearby. Yesterday at break time, some children were chasing the goats around the rock, others were playing hide and seek with the kids. It was a pleasant time for both children and the animals. Suddenly the prefect sounded the gong and everyone rushed to the classroom. I was amused to see goats seated among the children.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Competences, page 71</td>
</tr>
<tr>
<td>● Sample Scheme of Work, pages 83-85</td>
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</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Page 14</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Kembo**

Naani ataka okusoma? x2
Ninze. x2
Obbutule obubonero,
Obw’eisomero.
Obbutule akasooka,
Kipande.
Obbutule akokubiri,
Bbaaji.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
1 Eisomero lyaiswe n’omulirano

Oral Literature

Eisomero lyaiswe

<table>
<thead>
<tr>
<th>Kibuulyo ekirungamya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oseeqa oti ekifumo kinu kikwgesya niki oku bubonero bw’eisomero lyonalyona.</td>
</tr>
</tbody>
</table>


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

Story Outline

<table>
<thead>
<tr>
<th>Kiseego ekikulu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egitwagirya eisomero ly’e Doodi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kiseego ekiwigira ebikulu ebiri omu kifumo 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubonero bw’eisomero linu.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kiseego ekiwigira ebikulu ebiri omu kifumo 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bwabula eisomero linu n’agandi.</td>
</tr>
</tbody>
</table>
1.1 Ekifo, obubonero, n’emigaso gy’eisomero iyaiswe

Oral Literature

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

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bupalama</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. Naani eyatwaire OKademere okwisomero?</td>
<td>1. Wankakolere niki singa oiteewo agaana okukutwala okwisomero?</td>
</tr>
<tr>
<td>2. Bintuki ebiraga enjawulo y’eisomero linu n’agandi?</td>
<td>2. Wankatakire kwaba mwisomeroki?</td>
</tr>
</tbody>
</table>
1 Eisomero lyaiswe n’omulirano

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Eisomero libbeera litya omulirano?

Before Reading: Guiding Question
Eisomero libbeera litya abantu abagaitibwa omu kitundu?

After Reading: In the Text Question
Babyaire baani abataka ino oKibbumba?

After Reading: In My Mind Question
Wena owangaku ababyairebo amalabuki? Malabuki?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
mucungwa           mu-cungwa         mi-cungwa
mukooge            mu-kooge         mi-kooge

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kabada</td>
<td>k</td>
</tr>
<tr>
<td>ka</td>
<td>ka</td>
</tr>
<tr>
<td>k</td>
<td>kabada, kiswa, kitabo</td>
</tr>
</tbody>
</table>
1.2 Emigaso gy’eisomero egiri omulirano

Literacy 1

Thematic Question
Eisomero libbeera litya omulirano?

Before Reading: Guiding Question
Bintuki ebikolebwa ng’abantu bategeka embaga y’okugaitibwa?

After Reading: In the Text Question
Oiteeye wa Kiirya bategekeire yaina ebyokulya?

After Reading: In My Mind Question
Niki ekitira okukusanyusa buli owooyaba oku mbaga y’obugole?

Literacy 2

Plan the Story
Kiseego isa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Ntaka mucungwa musa.

Ntaka micungwa misa.

Mukooge mukambwe ino.

Mikooge mikambwe ino.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kanisa</td>
<td>K, k</td>
</tr>
<tr>
<td>ka</td>
<td>kanisa</td>
</tr>
<tr>
<td>k</td>
<td>kide, kimuli</td>
</tr>
</tbody>
</table>
1 Eismoruyo n’omulirano

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
ekisawwe  emeeza  entebe

Tanka  ebyokulya  abasaiza

Word Structure Review: Answers
mucungwa  mu-cungwa  mi-cungwa

Mukooge  mu-kooge  mi-kooge

Sentence Structure Review: Answers
Ntaka mucungwa musa.
Ntaka micungwa misa.

Mukooge mukambwe ino.
Mikooge mikambwe ino.

Literacy 2

Handwriting and Spelling Assessment
kabada  kitabo  kide

77 Term 1 Week 2
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

People in a meeting at the school playground. They are seated on chairs. A male person (chairman) is standing and talking to them.

**Model News Story**

I stay near the Local Council office. The Local Council chairman often conducts village meetings. I allowed him to use the school playground. He also borrows chairs from the school. He thanks the school for the playground and the chairs.

**References**

NPSCU Teacher’s Guide
- Competences, page 71
- Sample Scheme of Work, pages 91-92

NPSCU P2 Curriculum
- Pages 14-15

**Traditional Text**

**Kikwate**

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

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
1 Eisomero lyaiswe n'omulirano

Oral Literature

Obusa bw'eisomero

Kibuulyo ekrungamya
Migasoki egitsusuna omwisomero?

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

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

Story Outline

Bazeenyi omu kifumo
Culi, Kibbwe, Nkima, Nankololo, Nyange.

Kifo
Mwisomero.

Kikole
Kuluka Isomero.
1.2 Emigaso gy'eisomero egiri omulirano

Oral Literature

Kibuulyo ekiragula
Migasoki egitusuna omwisomero?

Kitundu kyokubiri

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

### Vocabulary Words

<table>
<thead>
<tr>
<th>akatake</th>
<th>emirimo</th>
<th>okukulaakulana</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Niki ekyayambire ebigosi by'ekitundu kinu okukendeera?
2. Naani eyaleetere ekiseego ky'okuluka eisomero?

### In My Mind Questions

1. Singa niwe oCuli wankakolere niki?
2. Nga muli n'ebigosi omu kitundu kyanywe mubimalawo mutya?
1 Eisomero lyaiswe n’omulirano

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Eisomero n’omulirano bankasaanire kwebitya batya?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice ng’ow’epoliisi yakolere kita ooba kibbiibi.

After Reading: In the Text Question
Babibire igaali lyani okwisomero?

After Reading: In My Mind Question
Owulira otya nga bakwibbireku ekintukyo okwisomero?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
kiswa         ki-swa         bi-swa
kiina         ki-ini         bi-ini

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>a</th>
<th>akasaka</th>
</tr>
</thead>
<tbody>
<tr>
<td>ka</td>
<td>akasaka</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
A, a
amagi, mama, gama
1.3 Ebireeta ebigosi akati w’esisomera n’omulirano

Literacy 1
Thematic Question
Eisomero n’omulirano bankasaaniire kwebitya batya?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice ng’oowePoliisi yakolere kisa oba kibibi.

After Reading: In the Text Question
Naani eyabbingire omwibbi n’amukwata?

After Reading: In My Mind Question
Weekuuma otya abaibbi okwisomero?

Literacy 2
Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1
Sentence Structure Application
KINU KISWO EKIYAAKA.

Binu bisawo ebiyaaka.

KINU KISIKI EKBEBETEU.

Binu bisiki ebibbeeteku.

Literacy 2
Breaking and Making

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>amata</td>
<td>a</td>
</tr>
<tr>
<td>ma</td>
<td>ma</td>
</tr>
<tr>
<td>a</td>
<td>amata, kabada, kasale</td>
</tr>
</tbody>
</table>
1 Eismero lyaiswe n'omulirano

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
epoliisi          omwibbi          igaali
olukiiko         babyaire         olukita

Word Structure Review: Answers

kiswa            ki-swa            bi-swa

kiina            ki-inna           bi-inna

Sentence Structure Review: Answers

Kinu kisawo ekiyaaka.
Binu bisawo ebiiyaaka.

Kinu kisiki ekibbeteetu.
Binu bisiiki eebibbeteetu.

Literacy 2

Handwriting and Spelling Assessment
mama              gama              amata
1.3 Ebireeta ebigosi akati w’eisomo no n’omulirano

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A man is chasing a cow.</td>
</tr>
</tbody>
</table>

Model News Story

One Saturday morning, I found a cow grazing in our school garden. It belonged to one of the school neighbours. I ran after it to chase it away and I unfortunately knocked a stone and fell down. I lost one of my toenails and I was very much annoyed.

Traditional Text

Kembo

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

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
1 Eismero lyaiswe n'omulirano

Oral Literature

Oculi aira obumo n'ongaiza

Kibuulyo ekirungamya
Osome ekifumo kini kaisi omanyice Iwaki oCuli n'oNgaiza bairire obumo.

Kitundu ekisooka

Omwami oNgaiza yatambwire mpola mpola n'ayaba omu yafeesiye eyabbaire omu mpaso y'ekiswa. Wabaire wakaali okubitawo ekisera ekine, oCuli n'aisa embuligye omu kisawwe ky'eisomero, ate nga tasunire olukusa okuzwa egiri omukulu w'eisomero.

Story Outline

<table>
<thead>
<tr>
<th>Bazeenyi omu kifumo</th>
<th>Kifo</th>
<th>Kikole</th>
</tr>
</thead>
<tbody>
<tr>
<td>oCuli, oNgaiza.</td>
<td>Mwisomero.</td>
<td>oNgaiza n'oCuli bairire bumo.</td>
</tr>
</tbody>
</table>

85 Term 1 Week 3
1.3 Ebireeta ebigosi akati w'eisomero n'omulirano

Oral Literature

Kibuulyo ekiragula
Oseega oti niki omwami oNgaiza ekiyakolere?

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

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

Vocabulary Words

<table>
<thead>
<tr>
<th>ekiriraine</th>
<th>olukusa</th>
<th>kyanyiizire</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Text Questions</td>
<td>In My Mind Questions</td>
<td></td>
</tr>
<tr>
<td>1. Naani eyaali omukulu w'eisomero ly'e Kiswa?</td>
<td>1. Wankakolere niki singa wabbaire niiwe oCuli, oNgaiza ng'akubbingire?</td>
<td></td>
</tr>
<tr>
<td>2. Bisoboky omwami oCuli ebiyakolere omwisomero ly'e Kiswa?</td>
<td>2. Wankatakire embeera y'obutali bumo okubbaawo? Lwaki?</td>
<td></td>
</tr>
</tbody>
</table>
2 Eika ewaiswe n’ekitundu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bintuki eibiraga obumbo bw’ekidaala n’ekitundu?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyaba kukwegesya niki oku lulyo omu kidaala kya baKiirya?

After Reading: In the Text Question
Bantuki abali omu kidaala kya baKiirya?

After Reading: In My Mind Question
Iwe okola mulimoki kaisi n’oiza okwisomero?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
iziga i-ziga ma-ziga
iwa i-wa ma-wa

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kusumba k</td>
<td>K, k</td>
</tr>
<tr>
<td>ku ku</td>
<td>kusumba, kuwaata, kusereka</td>
</tr>
<tr>
<td>k kusumba</td>
<td></td>
</tr>
</tbody>
</table>
2.1 Olulyo lw’abantu b’omu kidaala

Literacy 1

Thematic Question
Bintuki ebiraga obumo bw’ekidaala n’ekitudu?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyaba ku kwegesya niki oku lulyo omu kidaala?

After Reading: In the Text Question
Naani eyanoonerye obuko?

After Reading: In My Mind Question
Wankatakire kukola niki singa niwe omwiwa wa Kiiry?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Iwa niiryo erimusumutire.

Mawa niigo agamusumutire.

Amenyere onte eiziga.
Amenyere onte amaziga.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kulima</td>
<td>k</td>
</tr>
<tr>
<td>ku</td>
<td>ku</td>
</tr>
<tr>
<td>k</td>
<td>kulima, kukama, kuluka</td>
</tr>
</tbody>
</table>
2 Eika ewaiswe n’ekitundu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ekidaala    omaaye    oiteeye
ozeiza      omwiwa    okoizawe

Word Structure Review: Answers

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

Sentence Structure Review: Answers

Iwa niiryo erimusumutire.
Mawa niigo agamusumutire.

Amenyere onte eiziga.
Amenyere onte amaziga.

Literacy 2

Handwriting and Spelling Assessment

kulima    kukama    kusumba
2.1 Olulyo lw’abantu b’omu kidaala

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| A child hugging a male person. |

**Model News Story**

When I was a child my father used to play with me. He used to hide behind the door. When I would find his hiding place, I could hug him. One time he put there a long broom and covered it with a curtain. He hid in the corner. Upon seeing the broom, I hugged it through the curtain thinking it was him. Then he laughed at me in the corner.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 72</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 105</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page 17</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Kikoiko**

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

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

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
2 Eika ewaiswe n’ekitundu

Oral Literature

Ekisanyusa abaana ewa zeiza

Kibuulyo ekirungamya
Naani abali n’olulyo n’oNdooli?

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

ONdooli oweyamalire okusoma, yasanire omulimo gw’obusawo era n’asuna obufumbo. Tibalwire ni babyala omwana waabwe mwala ni bamwerula eriina lya Bbaluka. OBbaluka onu yabbaire niiye ozeiza wa iteeye ONdooli. Yabbaire w’ekika kyabalangira.

Story Outline

Kiseego ekikulu
ONdooli yatakanga owa zeizawe.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1
Ozeizawe yamufumiranga ebifumo.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2
Okoiza wa Bbaluka yabbaire n’eTerefaina.
2.1 Olulyo lw’abantu b’omu kidaala

Oral Literature

OBaluka owayakulire, yaabanga okucaala owa zeizawe omu kivuumulo. Lumo, yaabire okucaalira ozeizawe n’ayajirayo omaaye omuto ogubeeta oLehema ng’aaleeteire abazeizabe oYidi. Ozeizawe yasumbire egino oku migangi oLehema egiyaleetere ni balya n’omwizukuluwe.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ozeizawe</td>
</tr>
<tr>
<td>omaaye</td>
</tr>
<tr>
<td>koizawe</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. ONdobooli mutaane waani?</td>
<td>1. Osuubira kubba niki ng’omalire okusoma?</td>
</tr>
<tr>
<td>2. Lwaki oBaluka yasangaire okugona omwa koizawe?</td>
<td>2. Wena osangaalira okwaba owa zeizawo ng’oBaluka? Lwaki?</td>
</tr>
</tbody>
</table>
2 Eika ewaiswe n’ekitundu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abantu b’omu kitundu bali n’obuvunaanyizibwaki?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice ng’oiteeye wa Kiirya yatuukiriirye obuvunaanyizibwabwe oba bbe.

After Reading: In the Text Question
Lwaki okiirya ataka kubba dokita?

After Reading: In My Mind Question
Otaka kubba niki ng’omalire okusoma?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th>kakoko</th>
<th>ka-koko</th>
<th>bu-koko</th>
</tr>
</thead>
<tbody>
<tr>
<td>kamuli</td>
<td>ka-muli</td>
<td>bu-muli</td>
</tr>
</tbody>
</table>

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>entebe e be e</td>
<td>E, e entebe, ente, fene</td>
</tr>
</tbody>
</table>
2.2 Obuvunaanyizibwa bw’abantu ab’enjawulo omu kitundu

Literacy 1

Thematic Question
Abantu b’omu kitundu bali n’obuvunaanyizibwaki?

Before Reading: Guiding Question
Osome ekifumo kini kaisi omanyice ng’oKiirya yatuukiriirye ekiyatakire okubba.

After Reading: In the Text Question
Naani eyaguliire oKiirya entebe?

After Reading: In My Mind Question
Iwe otaka kusoma mulimoki? Lwaki?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Ntaka kakoko akatokato.

Ntaka bukoko obutobuto.

Ompe kasawo akayaaka.

Ompe busawo obuyaaka.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>emere</td>
<td>E, e</td>
</tr>
<tr>
<td>me</td>
<td>emere, kengere, idebe</td>
</tr>
<tr>
<td>e</td>
<td></td>
</tr>
</tbody>
</table>
2 Eika ewaiswe n’ekitundu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>musawo</th>
<th>dokita</th>
<th>ajanjabyenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>odereeva</td>
<td>ombuli</td>
<td>omukali</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>kakoko</th>
<th>ka-koko</th>
<th>bu-koko</th>
</tr>
</thead>
<tbody>
<tr>
<td>kamuli</td>
<td>ka-muli</td>
<td>bu-muli</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

Ntaka kakoko akatokato.
Ntaka bukoko obutobuto.

Ompe kasawo akayaaka.
Ompe busawo obuyaaka.

Literacy 2

Handwriting and Spelling Assessment

<table>
<thead>
<tr>
<th>entebe</th>
<th>fene</th>
<th>emere</th>
</tr>
</thead>
</table>
2.2 Obuvunaanyizibwa bw’abantu ab’jenjawulo omu kitundu

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| Children in their school uniforms singing happily. |

**Model News Story**

I like the work of different people including fishermen and tailors. One day, the local tailor made colourful uniforms for the Primary 2 children. They wore them performing at a school music competition, that they won. The teacher was pleased and proud of them. She brought a big Nile Perch which they ate for dinner. Everyone felt very happy.

**References**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Competences, page 72</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 108-109</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 17-18</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Nkazalulimi**

Omusirikale asikambulya omusibe okumusindika omu musiisi, amusikambulya gwaki?

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
2 Eika ewaiswe n’ekitundu

Oral Literature

Abantu b’ebitiisya

**Kibuulyo ekirungamya**
Osee ga oti olugero lunu lukwegesya niki oku buvunaanyizibwa bwa bantu?

**Kitundu ekisooka**

Omuro kya Nabbwolo mwabinairemu abantu bangi ab’ebitiisya. Abantu banu babaire n’obuvunaanyizibwa bw’engeri nyingi. Obumo oku buvunaanyizibwa bwali:- kusomesya, kujanjabya, kukuuma ideembe, kubaiza, kutunda maduuka na kuvuga motoka.


---

**Story Outline**

**Bazeenyi omu kifumo**
Nabbwolo, Ikere, oMese.

**Kifo**
Ika wa Nabbwolo.

**Kikole**
Kugabangana buvunaanyizibwa.
2.2 Obuvunaanyizibwa bw’abantu ab’enjawulo omu kitundu

Oral Literature

**Kibuulyo ekiragula**
Oseega oti abantu baizire okuteesa bangi oba bbe? Lwaki?

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

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


<table>
<thead>
<tr>
<th><strong>Vocabulary Words</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>kujanjabya</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>In the Text Questions</strong></th>
<th><strong>In My Mind Questions</strong></th>
</tr>
</thead>
</table>
2 Eika ewaiswe n’ekitundu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
By’obuwanagwaki eby’omaiteko omu kitundukyo?

Before Reading: Guiding Question
Oseega otya oku bikwata oku kwakira obwita?

After Reading: In the Text Question
Mukoloki ogw’obuwanagwa ogwali e wa koiza wa Kiirya?

After Reading: In My Mind Question
Mukoloki ogw’obuwanagwa ogw’oyabangaku ebukoizawo?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeggi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
musaiza  mu-saiza  o-mu-saiza
katebe  ka-tebe  a-ka-tebe

Literacy 2

Breaking and Making

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>mulimi</td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>mu</td>
<td>mu</td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>mulimi</td>
<td></td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
M, m
mulimi, muvubi, mubaizi
2.3 Eby’obuwangwa n'amakulu gaabyo omu kitundu

Literacy 1

Thematic Question
By’obuwangwaki eby’omaiteku omu kitundukyo?

Before Reading: Guiding Question
Oseega otya okubikwata oku kukuwakira obwita?

After Reading: In the Text Question
Oku mukolo gw’okwakira obwita e bukoiza wa Kiirya, oKiirya yakolere mulimoki?

After Reading: In My Mind Question
Wena omaawo akutwalangaku e bukoizawo okukola emikolo gy’obuwangwa? Wakolere mukoloki?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Mbona musaiza.
Mbona omusaiza.
Mbona katebe.
Mbona akatebe.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>Breaking</th>
<th>Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>musawo</td>
<td>m</td>
</tr>
<tr>
<td>mu</td>
<td>mu</td>
</tr>
<tr>
<td>m</td>
<td>musawo</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
M, m

musawo, mutundi, mubuulizi
2 Eika ewaiswe n'ekitudu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

okusaba  
mukolo  
okweya

kunaabya  
kusumba  
balya

Word Structure Review: Answers

musaiza  
mu-saiza  
o-mu-saiza

katebe  
ka-tebe  
a-ka-tebe

Sentence Structure Review: Answers

Mbona mubaizi.

Mbona omubaizi.

Mbona katebe.

Mbona akatebe.

Literacy 2

Handwriting and Spelling Assessment

mulimi  
mubaizi  
mutundi
2.3 Eby'obuwangwa n'amakulu gaabyo omu kitundu

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

Cows grazing in the potato garden.
One bull is slaughtered.
_Hildren eating happily.

**Model News Story**

In our culture, problems are settled in the community court. Last December a neighbour’s cows ate all the potatoes from the school garden. The court decided that the neighbour should payback with a bull. The bull was slaughtered for the school children. All the children were excited as they ate meat for two days.

**Traditional Text**

**Kembo**

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

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

**References**

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</thead>
<tbody>
<tr>
<td>• Page 18</td>
</tr>
</tbody>
</table>

Term 1  Week 6
2 Eika ewaiswe n’ekitundu

Oral Literature

Obuvunaanyizibwa bw’ababyaire

Kibuulyo ekirungamya
Osee ga otu olugero lunu lukwesya niki oku by’obuwangwa n’amakulu gaabyo omu
Kitundu.

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

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

Story Outline

Kiseego ekikulu
Ababyaire okukulya abaana nga bamaite eby’obuwangwa bwabwe.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1
Baleeegera abaana empisa ensa.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2
Beegesya abaana eby’obuwangwa n’amakulu gaabyo.
2.3 Eby’obuwangwa n’amakulu gaabyo omu kitundu

Oral Literature

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

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>okulabirira</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. Banaani abakolanga okolo w’okusumba omagera?</td>
<td>1. Oku mirimo egitukola e ika, iwe osinga kutaka guliina? Lwaki?</td>
</tr>
</tbody>
</table>
3 Omubiri gw’omuntu n’obwomi

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Oyeyza okutumulaku oku bitundu by’omubiri?

Before Reading: Guiding Question
Ekifumo kinu kikwesya niki omu kukuuma ebitundu by’omubirigwo?

After Reading: In the Text Question
Kitunduki eky’omubiri gwa Weenene ekyanikokere?

After Reading: In My Mind Question
Oyeyza otya okwekuuma obutakosa ebimo oku bitundu by’omubirigwo?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
kusaba  ku -saba  a -saba
kugaba  ku -gaba  a -gaba

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuloba</td>
<td>B, b</td>
</tr>
<tr>
<td>ba</td>
<td>ba</td>
</tr>
<tr>
<td>b</td>
<td>kuloba</td>
</tr>
<tr>
<td></td>
<td>kuloba, kuzuba, kubaiza</td>
</tr>
</tbody>
</table>

105
Literacy 1

Thematic Question
Twezya kukolessya tutya ebitundu ebitalo oku mibiri gyaiswe?

Before Reading: Guiding Question
Ekifumo kinu kikwegesya niki omu kukuuma ebitundu by’omubirigwo?

After Reading: In the Text Question
Naani eyeetere odokita omuyindi okubbeera oWeenene ng’ekisaiga kiniokokere?

After Reading: In My Mind Question
Naani ababeera ng’omuntu aniokokere omu kitundu ky’e waanywe?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Apuuya omu nyumba.

Bapuuya omu nyumba.

Aliisya omu kigona.

Baliisya omu kigona.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kubina</td>
<td>b</td>
</tr>
<tr>
<td>bi</td>
<td>bi</td>
</tr>
<tr>
<td>b</td>
<td>kubina</td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ekigere  okutambula  engalo
mutwe  amazwi  yairukire

Word Structure Review: Answers

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

Sentence Structure Review: Answers

Apuuya omu nyumba.
Bapuuuya omu nyumba.

Aliisyaa omu kigona.
Baliiya omu kigona.

Literacy 2

Handwriting and Spelling Assessment

kuloba  kubina  kusaba
3.1 Ebitundu by’omubiri n’emigaso gyabyo

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher and learners dressed in their cultural wears, performing dancing and singing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love Primary 2 children! I train them to compose songs in the languages that they speak. Last month we performed on a Speech Day. I watched them as they presented. Their heads, shoulders, hands and feet were moving together in harmony.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
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<tr>
<td>• Page 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kikwate</strong></td>
</tr>
<tr>
<td>OKibumba musa ino, x3</td>
</tr>
<tr>
<td>Yabbumbire omutwe,</td>
</tr>
<tr>
<td>N’atekaku amaiso,</td>
</tr>
<tr>
<td>N’ateekaku enindo,</td>
</tr>
<tr>
<td>N’ateekaku omunwa,</td>
</tr>
<tr>
<td>Okwo n’agaitaku amatwi n’enziiri,</td>
</tr>
<tr>
<td>Kaisi n’owulira okweyagala.</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
3 Omubiri gw’omuntu n’obwom

Oral Literature

Ab’ebitiisya abasatu

Kibuulyo ekirungamya
Niki eky’oseega oti ekifumo kinu kyaba kukwesya oku bitundu by’omubiri?

Kitundu ekisooka
Eira eino wabairewo ab’ebitiisya basatu nga niibo oMpologoma omukali, oMbiri n’oNsuje. OMPologoma n’oMbiri buli owebalolanga oku Nsuje, yabafaaniranga ngeri. Lumo batyaime nì bateesa bati tukole ekintu ekifaanana n’omunaiswe onu oNsuje. Owebakobeireku oNsuje yasangaire ino era n’aikirirya.


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bazeenyi omu kifumo</td>
</tr>
<tr>
<td>Mpologoma, Mbiri, Nsuje.</td>
</tr>
<tr>
<td>Kifo</td>
</tr>
<tr>
<td>Kigona.</td>
</tr>
<tr>
<td>Kikole</td>
</tr>
<tr>
<td>Babbumbire omuntu.</td>
</tr>
</tbody>
</table>
3.1 Ebitundu by’omubiri n’emigaso gyabyo

Oral Literature

**Kibuulyo ekirugula**
Oseega oti niki ekyaiririire owebamalire okusuna eriina ly’ekintu ekibabbumbire?

**Kitundu kyokubiri**
Owebamalire okusuna eriina ly’ekibumbbe kyabwe, bawaire buli kitundu ekibateekere oku kibumbbe kyabwe omugaso, eky’okuboneraku:- amaiso kubona, amatwi kuwulira, omunwa kulya n’okutumula, ebigere kutambulisya, engalo kuwandilikisa.

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

---

**Vocabulary Words**

<table>
<thead>
<tr>
<th>kutambulisya</th>
<th>kuwulira</th>
<th>kulya</th>
</tr>
</thead>
</table>

**In the Text Questions**

| 1. B’ebitiisyaki abasatu ababumbire omuntu? |
| 2. Owekuuyo ebintundu bibiri eby’omubiri eby’omaite. |

**In My Mind Questions**

| 1. Lwaki wankatakire ebitundu by’omubirigwo okubba biyonjo? |
| 2. Niki ekoyoeyza okukola olwe’bitundu by’omubirigwo obutatuukaku ebigosi? |

Term 1  Week 7
3 Omubiri gw’omuntu n’obwomi

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Lwaki tuli n’okukuma eika n’ekibiina kyaiswe nga biyonjo?

Before Reading: Guiding Question
Ngeriki egitwezya okukuma eika n’ekibiina kyaiswe nga biyonjo?

After Reading: In the Text Question
OWeekuuyo ebintu bisatu eby’okolesyangaku ng’onaabya amasaani eika ewaanywe.

After Reading: In My Mind Question
Osunangaku bugosiki olw’okubba omu kifo ekitali kiyonjo.? 

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
nkola   n-kola   tu-kola
nkubba  n-kubba  tu-kubba

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>kuloba</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>ba</td>
<td>ba</td>
</tr>
<tr>
<td>b</td>
<td>kuloba</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

B, b
kuloba, kuzuba, kubaiza
3.2 Obuyonjo

Literacy 1

Thematic Question
Lwaki tuli n’okukuuma eika n’ekibiina kyaiswe nga biyonjo?

Before Reading: Guiding Question
Ngeriki egitwezya okukuuma eika n’ekibiina kyaiswe nga biyonjo?

After Reading: In the Text Question
Otumuleku eby’okukolesya bibiri ababyaire baWeenene n’abomulirano ebibanaabya olw’okukuuma obuyonjo omu bisaala byabwe.

After Reading: In My Mind Question
OWeekuuyo ebintu bisatu eby’okolesyangaku ng’onaabya amasaani eika ewaanywe.

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Ntaka okusoma ino.

Tutaka okusoma ino.

Nsoma ekitabo kinu.

Tusoma ekitabo kinu.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kubina</td>
<td>B, b</td>
</tr>
<tr>
<td>bi</td>
<td>kubina</td>
</tr>
<tr>
<td>b</td>
<td>kusaba, kubatiza</td>
</tr>
</tbody>
</table>

Day 4

Term 1 Week 8
3 Omubiri gw’omuntu n’obwomi

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
banaaba       byolooni       etanka
ebibiina      booca          basaawula

Word Structure Review: Answers
nkola          n-kola         tu-kola
nkubba         n-kubba        tu-kubba

Sentence Structure Review: Answers
Ntaka okusoma ino.
Tutaka okusoma ino.

Nsoma ekitabo kinu.
Tusoma ekitabo kinu.

Literacy 2

Handwriting and Spelling Assessment
kubina        kubatiza        kuzuba
3.2 Obuyonjo

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and children cleaning up a home. Some children dressed in school uniforms and others dressed in normal dresses are playing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday was our school’s clean-up day. I led Primary 2 teachers and learners to a family of four orphans whose parents died of HIV/AIDS. We slashed, swept and cleaned the home. We talked and played. We gave the family food, soap and sugar and they were grateful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 73</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 112</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 20-21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kembo</td>
</tr>
<tr>
<td>Maka macaafu,</td>
</tr>
<tr>
<td>Macaafu oo maka macaafu gasaana kuyonja. x2</td>
</tr>
<tr>
<td>Obone bisaasiro, ebisaasiro oo maka macaafu gasaana kuyonja.</td>
</tr>
<tr>
<td>Ale mulime eika,</td>
</tr>
<tr>
<td>Mulime eika oo maka macaafu gasaana kuyonja.</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
3 Omubiri gw'omuntu n'obwomi

Oral Literature

Obwomi obusa

Kibuulyo ekirungamywa
Tukola tutya okuyonja eika ewaiswe n’okwisomero?

ONamaja yaali musomi w’ekibiina kyokubiri. Omwisomero ly’abaNamaja, babakobere okweya ekibiina kyabwe, oluuga n’okuyonja ebyolooni. Owebalimire okuyonja eisomero, bakubbire ekide okwaba egibeekumbaniryi okubakobera eby’okukola omu wiiki. Omusomesya w’ewiiki yabakobere ati, “Muli n’okubba bayonjo era n’okuyonja egimuuba eino okwisomero n’e ika.” Bangiire ebiibiina okutandiika okusoma. Ekyasangairye oNamaja, niiye omusomesya okutandiika eisomolye nga likwata ku buyonjo.

Omusomesya yeeyongeire okukakatya eisomolye na binu:- muli n’okunaaba omu ngalo gitukula kaisi ni mulya, Muli n’okunaaba omu ngalo nga muzwa omu kyolooni, Okweya e nza n’omu nyumba egimuuba, okusaawula ebibo ebitweruguuliriire e ika n’okwisomero, aamo n’okuyonja ebyolooni. Omusomesya yabakalaattiire okukolesya amalabuki ago buli wantu egibabba olw’obutasuna endwaiire egitali gimo. Yabasomserye ati abaala n’abaisuka kibeetaagisya okupuuya enyumba egibagona kaisi tibasuna obulwaire.

Story Outline

Kiseego ekiulu
Obuyonjo e ika n’okwisomero.

Kiseego ekiwagira ebikulu ebiiri omu kifumo 1
Omusomesya yakobere abeegi okubba bayonjo.

Kiseego ekiwagira ebikulu ebiiri omu kifumo 2
Abasowo b’ebiy’obwomi basomeserye abantu oku by’obuyonjo.
3.2 Obuyonjo

Oral Literature

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

Vocabulary Words

<table>
<thead>
<tr>
<th>okweya</th>
<th>okusaawula</th>
<th>okuyonja</th>
</tr>
</thead>
</table>

In the Text Questions

<table>
<thead>
<tr>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ONamaja beegere niki okwisomero olunaku olwo?</td>
</tr>
<tr>
<td>2. Naani eyasomeserye abantu oku by’obwomi?</td>
</tr>
<tr>
<td>1. Singa niiwe ONamaja nga wakobeireku ababyairebo ebyoyegere? Lwaki?</td>
</tr>
<tr>
<td>2. Oku mirimo egiri omu kifumo, mirimoki egimukola eika ewaanywe?</td>
</tr>
</tbody>
</table>

Term 1  Week 8
3 Omubiri gw’omuntu n’obwomi

Literacy 1 and 2

Day 1

**Literacy 1**

**Thematic Question**

Lwaki ky’omugaso ino okukuuma emibiri gyaiswe nga miyonjo?

**Before Reading: Guiding Question**

Niki ekitwezya okukola olw’okukuuma emibiri gyaiswe nga miyonjo?

**After Reading: In the Text Question**

Oiteeye wa Kiirya akola atya okuleeta obuyonjo omu kidaalakye?

**After Reading: In My Mind Question**

Niki eky’okola amakeezi buli olwoza omu buliribwo?

**Literacy 2**

**Plan the Story**

Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegg bakaya okusuna ebiseego by’omu bifuwo byabwe.

Day 2

**Literacy 1**

**Word Structure Application**

<table>
<thead>
<tr>
<th>ogona</th>
<th>o-gona</th>
<th>mu-gona</th>
</tr>
</thead>
<tbody>
<tr>
<td>okubba</td>
<td>o-kubba</td>
<td>mu-kubba</td>
</tr>
</tbody>
</table>

**Literacy 2**

**Breaking and Making**

<table>
<thead>
<tr>
<th>dokita</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>do</td>
</tr>
<tr>
<td>d</td>
<td>dokita</td>
</tr>
</tbody>
</table>

**Handwriting and Spelling Practice**

O, o

dokita, poliisi, isomero
3.3 Obuyonjo bw'omuntu

Literacy 1

Thematic Question
Lwaki ky’omugaso ino okukuuma emibirigaiswe nga miyonjo?

Before Reading: Guiding Question
Niki ekitwezya okukola olw’okukuuma emibirigaiswe nga miyonjo?

After Reading: In the Text Question
AbaKiriya basooka kukola niki kaisi ni balya emere?

After Reading: In My Mind Question
Niki ekimusooka okukola ewaanywe nga mukaali okulya emere?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Buli lunaku olima.

Buli lunaku mulima.

Buli mweri ogabana.

Buli mweri mugabana.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kolokolo</td>
<td>o</td>
</tr>
<tr>
<td>ko</td>
<td>ko</td>
</tr>
<tr>
<td>o</td>
<td>kolokolo</td>
</tr>
</tbody>
</table>

O, o

kolokolo, woloni, motoka
3 Omubiri gw’omuntu n’obwomi

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

boozza osaabbuuni akadomoolo
obumweso katandaalo kabada

Word Structure Review: Answers

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

Sentence Structure Review: Answers

Buli lunaku olima.
Buli lunaku mulima.
Buli mweri ogabana.
Buli mweri mugabana.

Literacy 2

Handwriting and Spelling Assessment

dokita woloni isomero
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

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

Model News Story
Last year I was the senior woman teacher. I wanted all the children to be clean and smart. I used to give gifts to the cleanest children in the school. Primary 2 children loved washing their hands. They always brushed their teeth, bathed and kept themselves clean.

Traditional Text
Kikwate
Omwegi omuyonjo! Omwegi omuyonjo!
Awwuna n’akuuta amaino, N’airuka n’anaaba amaiso.

Omwegi omuyonjo! Omwegi omuyonjo!
Anaaba omubiri bulijo, N’ayoza engoye gitukula.

Omwegi omuyonjo! Omwegi omuyonjo!
Ayeya omunyumba bulijo, N’ayeya oluuga bulijo.

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

References
NPSCU Teacher’s Guide
- Competences, page 73
- Sample Scheme of Work, page 113

NPSCU P2 Curriculum
- Page 21
3 Omubiri gw'omuntu n'obwomi

Oral Literature

ONjitandawula alwanisya obucaafu

<table>
<thead>
<tr>
<th>Kibuulyo ekirungamyya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twezya tutya okukuuma obuyonjo bw'emibiri gyaiswe?</td>
</tr>
</tbody>
</table>

Kitundu ekisooka

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


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bazeenyi omu kifumo</strong></td>
</tr>
<tr>
<td>Njitandawula, mwebbemberi, agasaiza aganene.</td>
</tr>
<tr>
<td><strong>Kifo</strong></td>
</tr>
<tr>
<td>Kitundu ky'e Kabbusule.</td>
</tr>
<tr>
<td><strong>Kikole</strong></td>
</tr>
<tr>
<td>Kulwanisya bucaafu.</td>
</tr>
</tbody>
</table>
### 3.3 Obuyonjo bw’omuntu

**Oral Literature**

<table>
<thead>
<tr>
<th><strong>Kibuulyo ekiragula</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Niki ekuyaiririire?</strong></td>
</tr>
</tbody>
</table>

**Kitundu kyokubiri**

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

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

<table>
<thead>
<tr>
<th><strong>Vocabulary Words</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>okwoza</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>In the Text Questions</strong></th>
<th><strong>In My Mind Questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Niki ekyaileetanga obulwaire e Kabbusule?</td>
<td>1. Singa e Kabbusule waali waanywe, wankakolere niki?</td>
</tr>
</tbody>
</table>

**Term 1  Week 9**
Literacy 1

Thematic Question
Bikaaki eby’emere eby’omaiteku?

Before Reading: Guiding Question
Endya ensa niiyo etya?

After Reading: In the Text Question
Obbutule ebika by’emere bisatu omaaye wa baKiirya ebyasumba.

After Reading: In My Mind Question
Mereki esinga okukuwoomera?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
abina a-bina ba-bina
asuka a-suka ba-suka

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>namadu n</td>
<td>N, n</td>
</tr>
<tr>
<td>na na</td>
<td>namadu, nindo, namunaga</td>
</tr>
</tbody>
</table>
Literacy 1

Thematic Question
Bikaaki eby’emere ebyomaiteku?

Before Reading: Guiding Question
Endya ensa niyyo etya?

After Reading: In the Text Question
Bisaaki abaKiirya ebibasuna okuzwa omu ndya ensa omawaabwe egyabawa?

After Reading: In My Mind Question
Binenekaki ebindi ebiniku ewaanywe?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>naka</td>
<td>N, n</td>
</tr>
<tr>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>n</td>
<td>naka, iniko, kinamulo</td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

amatooke  

omuwogo  
asumba

banywa  
ocaayi  
enyanyansi

Word Structure Review: Answers

abina  
a-bina  
ba-bina

asuka  
a-suka  
ba-suka

Sentence Structure Review: Answers

Abo bana bonka.
Abo baana bonka.

Omukali agaya onkoko.
Omukali agaaya onkoko.

Literacy 2

Handwriting and Spelling Assessment

namadu  
nindo  
naka
4.1 Bibiina by’emere

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

| Children displaying different types of food. |

Model News Story

Last year I was invited to a school show in our neighbouring school. I was so excited with what the Primary 2 learners had prepared. They showed collections of different foods: energy foods, body building foods and health-giving foods. Everybody was happy and the Primary 2 class won the prize for the day.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 74</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 115-116</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page 23</td>
</tr>
</tbody>
</table>

Traditional Text

Kikoiko

Omaama agabeere!
Papaali.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
4 Emere n'ebiriisya

Oral Literature

Emigaso gy'emere erimu ebiriisya

Kibuulyo ekirungamya
Ekifumo kinu kitwegesya niki?

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

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

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

Story Outline

Kiseego ekikulu
Mere n'obwomi.

Kiseego ekiwigira ebikulu ebiri omu kifumo 1
Okulya emere erimu ebiriisya obba n'omubiri omujimu.

Kiseego ekiwigira ebikulu ebiri omu kifumo 2
Okulya emere erimu ebiriisya osuna amaani.
Abantu b’e Bugwere olw’okubba bakomere ebineneka mu bungi omu bidaala byabwe, abaana n’abakulu balya emere erimu ebiriisya emibirí gyabwe. Abatafaayo okulima, okuliisya n’okukoma ebineneka tibálya emere egasa emibirí gyabwe, era basuna obugosi bunu:’ abaana balwala eryose, abantu bafaamu amaiso, lwisi emibirí gyabwe gíbbimbabimbba oba gy’ondolokoka, abaana tibasoma kusa, abandi bafa. Owebabatwala omwidwaliro nga basunire obugosi obwo, abasawo babawa malabuki g’okulya mere erimu ebiriisya. Owebakola ebyo abantu batira okubba n’obwomi obusa.

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebineneka</td>
</tr>
<tr>
<td>amaani</td>
</tr>
<tr>
<td>ebiriisya</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ebineneka bibbeera byita abantu b’e Bugwere?</td>
<td>2. Mereki egimusinga okulya eika ewaanywe?</td>
</tr>
</tbody>
</table>
4 Emere n'ebiriisya

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Omu nseegayo bikaaki eby’emere eby’omugaso oku bwomi bw’omuntu?

Before Reading: Guiding Question
Endya ensa niiyo etya?

After Reading: In the Text Question
Obbutule ebika bibiri eby’emere ezimba omubiri.

After Reading: In My Mind Question
Mereki egendi egy’otira okulya ewaanywe?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
akema a-kema ta-kema
agona a-gona ta-gona

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>musuuja</td>
<td>u</td>
</tr>
<tr>
<td>mu</td>
<td>mu</td>
</tr>
<tr>
<td>u</td>
<td>musuuja</td>
</tr>
<tr>
<td></td>
<td>U, u</td>
</tr>
<tr>
<td></td>
<td>musuuja, kusesema, kukolola</td>
</tr>
</tbody>
</table>
4.2 Endya ensa

Literacy 1
Thematic Question
Omu nseegeyo bikaaki eby'emere eby'omugaso oku bwomi bw'omuntu?

Before Reading: Guiding Question
Endya ensa niiyo etya?

After Reading: In the Text Question
Kabbiibbiki omuntu akaasuna nga tasengereirye endya ensa?

After Reading: In My Mind Question
Niki eky'okola buli omubirigwo owegubba munafu?

Literacy 2
Plan the Story
Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1
Sentence Structure Application
Onyana akula.

Onyana takula.

Omusaiza asekta.

Omusaiza taseka.

Literacy 2
Breaking and Making
<table>
<thead>
<tr>
<th>bulezi</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>bu</td>
<td>bu</td>
</tr>
<tr>
<td>u</td>
<td>bulezi</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
U, u
bulezi, obuleme, mulalama

Term 1 Week 11
4 Emere n'ebiriisya

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>okulya</td>
<td>omusawo</td>
</tr>
<tr>
<td>mere</td>
<td>omukene</td>
</tr>
<tr>
<td></td>
<td>amagi</td>
</tr>
<tr>
<td></td>
<td>obobyo</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

akema      | a-kema    |
agona      | a-gona    |

Sentence Structure Review: Answers

Onyana akula.
Onyana takula.

Omusiza aseka.
Omusiza taseka.

Literacy 2

Handwriting and Spelling Assessment

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>musuua</td>
<td>bulezi</td>
</tr>
<tr>
<td></td>
<td>mulalama</td>
</tr>
</tbody>
</table>
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Story**
There was a woman in my village that was a good farmer and had a lot of food stuff in her granary, but she did not feed her children on the different foods. She instead sold everything because she wanted to be called the richest woman in the village. Her children grew thin, weak and sickly. In the end she spent all her money treating the children and remained a very poor woman.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
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</thead>
<tbody>
<tr>
<td>• Competences, page 74</td>
</tr>
<tr>
<td>• Sample Scheme of Work,</td>
</tr>
<tr>
<td>pages 116-117</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 23-24</td>
</tr>
</tbody>
</table>

**Traditional Text**

Nkazalulimi

Omusaiza timusaiza okunkusulisya onkoko oguntaalyeku.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
4 Emere n'ebiriisya

Oral Literature

Okutamanya bulwaire

Kibuulyo ekirungamya
Osome ekifumo kinu kaisi omanyakie muntuki eyeegere endya ensa ng'amalire kulwata.

Kitundu ekisooka
Om ukyalo ky'eKatiryo mwabbairemu abaami babiri nga niibo omwami oTinhaayo n'omwami oNamairu. Omwami oNamairu yabbaire musaiza musuni ino, era ng'ali n'abaanabe abaisuka n'abaala. Buli lunaku yaliiranga binoli. Iye omwami oTinhaayo yaali musaiza mutaki. Yatiranga kulya bwita, bijo, muwogo kaisi osyodo yatiranga kukulessya doodoo, kabbeji, njagi, era ng'atira okukolesyaku ebineneka ng'emicungwa, nyanyansi, n'ebindi.


Story Outline

Bazeenyi omu kifumo
Mwami oTinhaayo, Mwami oNamairu.

Kifo
Kyalo ky'e Katiryo.

Kikole
Batandiikire okukolesya endya ensa.
Oral Literature

4.2 Endya ensa

Kibuulyo ekiragula
Oseega oti omwami oNamairu yaikiriirye amalabuki oKasimu aqeyamuwaire?

Kitundu kyokubiri
Olunaku olwairireku oNamairu yawiine makeezi kwaba mwidwaliro. Odokita yamuwandiihire
n’ayaba okumukebera omusaaye. Odokita yaabire okusoma ebizwire omu kumukebera,
ng’oNamairu ali n’obulwaire bwa sukaali. Odokita oweyamukobire ati ali n’osukaali mungi omu
mubiri, oNamairu yasangaire ino era n’akobila odokita ati yena ayaba kutandiika okutunda
osukaali. Odokita yamukobere ati bbe obwo bulwaire endya embibbi niyo ebuleeta, ng’okulya
eby’amasavu amangi, obwito, okunywa osukaali omungi, osooda n’okutacuusacuusaku emere.

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

Vocabulary Words

doodo  binoli  nyanyansi

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Oweekuuuyo ebika by’emere bibiri oTinfaayo ebiyaalyanga?</td>
<td>2. Kikaaki eky’emere ekibatumwireku ekimusinga okukolesya eika ewaanywe?</td>
</tr>
</tbody>
</table>
TERM 1 END OF TERM ASSESSMENT

Introduction

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

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

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

Reading Assessments (administered individually)

Fluency and Vocabulary Assessment:
Ask the learner to read the Week 4 story in the Pupil Book aloud to you. Ask one In the Text and one In my Mind comprehension question.

L3: Reads with excellent fluency. L3: Answers both the comprehension questions correctly.
L2: Reads with average fluency. L2: Answers at least one comprehension question correctly.
L1: Reads with poor fluency. L1: Does not answer the comprehension questions.

Grammar and Vocabulary Assessment:
Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask him/her to read the word and then use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.
L2: Successfully completes the task for 3-4 vocabulary words.
L1: Completes the task for 2 or fewer vocabulary words.

Listening Assessment (administered as a group)

Listening Comprehension Assessment:
Compose a story to tell to the class or find a story to read. Create 5 comprehension questions about the story. Tell/read the story to the class and then ask the questions one at a time. Have learners write (or draw) their answers on a piece of paper. Make sure learners include their names. Collect and assess.

L3: Answers all 5 questions correctly.
L2: Answers 3-4 questions correctly.
L1: Answers 2 or fewer questions correctly.
**Writing Assessment (administered as a group)**

**Handwriting Assessment:**
Write 3 short sentences on the chalkboard. Ask learners to copy them in their exercise books using their best handwriting.

L3: Formation of the letters and spacing between words is excellent. No errors.
L2: Formation of the letters and spacing between words is good. A few errors.
L1: Formation of the letters and spacing between words is poor. Many errors.

**Spelling Assessment:**
Select 5 spelling words from the term. Dictate the words one at a time to the class and have learners write them in their exercise books. Collect and assess.

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

**Creative Writing Assessment:**
Tell learners to write a story about the foods they most enjoy eating and why. Explain that they can use pictures and words to tell their story but that they should also include at least one full sentence. Make sure learners include their names. Collect and assess.

L3: Writes a meaningful, well-organised story with 2 or more sentences.
L2: Writes a meaningful, well-organised story with at least 1 sentence.
L1: The story does not include a full sentence.

**Speaking Assessment (administered individually)**

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

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

Term 2 Lessons
5 Ebitweruguuliriire

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Oyezya okubbutulaku amaliina g’ebisolo?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyaba kukwegesya niki oku bisolo n’enyonyi?

After Reading: In the Text Question
Okobeku ebisolo bisatu eby’etukuuma e ika.

After Reading: In My Mind Question
Eika ewaanywe muli n’enyumba y’ebisolo n’enyonyi?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
oluka o-luka to-luka
oluma o-luma to-luma

Literacy 2

Breaking and Making
| kuliisya | ii |
| lii | lii |
| ii | kuliisya |

Handwriting and Spelling Practice

| li, ii |
| kuliisya, muliibi, kuniina |
5.1 Ebisolo n’enonyi ebya buliijo

Literacy 1

Thematic Question
Oyeza okubbutulaku amaliina g’ebisolo?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyaba kukwegesa niki oku bisolo n’enonyi?

After Reading: In the Text Question
Oweekuuyo enonyi ibiri egy’omu kigona egy’omaiteku.

After Reading: In My Mind Question
Oliisyaku nyonyiki eika ewaanywe?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Omaite okuwandiika.

Tomaite okuwandiika.

Oluka nakusa ekiibo.

Toluka nakusa ekiibo.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>mukiiko ii</td>
<td>Ii, ii</td>
</tr>
<tr>
<td>kii</td>
<td></td>
</tr>
<tr>
<td>ii mukiiko</td>
<td>mukiiko, muyiigi, nziiri</td>
</tr>
</tbody>
</table>
5 Ebitweruguuliriire

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ente  madaala  ekulukulu  
embuli  ewungwe  emiyaayu

Word Structure Review: Answers

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

Sentence Structure Review: Answers

Omaite okuwanikka.
Tomaite okuwanikka.

Oluka nakusa ekiibo.
Toluka nakusa ekiibo.

Literacy 2

Handwriting and Spelling Assessment

kuliisya  muyiigi  nziiri
5.1 Ebisolo n’enyonyi ebya buliijo

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A puppy is chasing a cat while the dog looks on. The cat is running towards the kraal, where the cow and the goat are.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last evening my mother and I were walking. We saw a dog, its puppy, a rat and cat. The cat chased the rat and caught it. The puppy chased the cat. The cat ran into a kraal. A cow and goat were there. The puppy stopped chasing the cat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 75</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 119</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Page 26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kembo</td>
</tr>
<tr>
<td>Ontaama obbaalaale naani akobere ati obbaalaale. x2</td>
</tr>
<tr>
<td>Ontaama, ati bba. kaisi onte, ati bbuuwa. x2</td>
</tr>
<tr>
<td>Akapuusi, kati myawu. kaisi, ombwa ati uu. x2</td>
</tr>
</tbody>
</table>

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

Oral Literature

Abantu bavumbula emigaso gy'ebisolo n'enyonyi

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

OKibumba oweyaali abbumba ekalo, yakibumbire nga kyereere. Oluzwanyuma, yeseegere n’abona nga ky’omugaso okuteekamu ebintu ebindi ng’emisaale, enyanza, n’enyonyi. OKibumba n’abbumba ebisolo ng’ente, embuli, entaama, empologoma, epuusi, engaiza, culi, embwa, empiri, ensuje, n’embiri. Enyonyi igyo yabbumbire enkoko, ekulukulu, enjiwa, amakisyoyo, enankololo, n’egindi nyingi ino ensaiza n’enkali.

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

---

**Story Outline**

- **Kiseego ekikulu**
  Bisolo n’enyonyi ebya bulijo.

- **Kiseego ekiwagira ebikulu ebiri omu kifumo 1**
  By’omugaso egiri obantu.

- **Kiseego ekiwagira ebikulu ebiri omu kifumo 2**
  Biwa obantu enyama, amata, n’amagi.
5.1 Ebisolo n'enyonyi ebya bulijjo

Oral Literature

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

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>embwa</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. Oweeyo ebisolo bisatu ebitukuuma e ika.</td>
<td>1. Oweeyo engeri egitali gimo egy’olabiriramu ebisolo by’e ika ewaanywe.</td>
</tr>
<tr>
<td>2. Obbutule ebisolo bibiri ebibba omu kigona.</td>
<td>2. Migasoki egy’osuna omu bisolo n'enyonyi ebimukuuma e ika ewaanywe?</td>
</tr>
</tbody>
</table>
5 Ebitweruguuliriirye

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Omaiteku maliina g’ebiwuukaki?

Before Reading: Guiding Question
Oseega oti eriyo ebisuuka eby’omugaso?

After Reading: In the Text Question
Obbutule ebisuuka eby’omugaso egiri abantu.

After Reading: In My Mind Question
Olyangaku omujenene?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
ntumula n-tumula ti-n-tumula
nkola n-kola ti-n-kola

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>iruba</td>
<td>i</td>
</tr>
<tr>
<td>iru</td>
<td>iro</td>
</tr>
<tr>
<td>i</td>
<td>iruba</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

1, i

iruba, ikoke, ibabu

145  Term 2  Week 2
5.2 Ebiwuuka ebya buliijo

**Literacy 1**

**Thematic Question**
Omaiteku maliina g’ebiwuuukaki?

**Before Reading: Guiding Question**
Oseega oti eriyo ebiwuuka eby’omugaso?

**After Reading: In the Text Question**
Oweekuuyo engeri ibiri abaWeenene egibalwanisyamu omusuuja eika ewaabwe.

**After Reading: In My Mind Question**
Niki ekyokola ng’olwaire obulwaire bw’omusuuja?

**Literacy 2**

**Plan the Story**
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

---

**Literacy 1**

**Sentence Structure Application**
Nsiga obulo.

Tinsiga obulo.

Nkuuola umuwogo.

Tinkuula umuwogo.

---

**Literacy 2**

**Breaking and Making**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ikala</td>
<td>i</td>
</tr>
<tr>
<td>ika</td>
<td>ika</td>
</tr>
<tr>
<td>i</td>
<td>ikala</td>
</tr>
</tbody>
</table>

**Handwriting and Spelling Practice**

I, i

ikala, ikoti, isimu
5 Ebitweruguuliriire
Literacy 1 and 2
Day 5

Literacy 1
Vocabulary Review
badeeyaa  enzoki  omuwenene
butimba  bagona  bafuwira

Word Structure Review: Answers
ntumula  n-tumula  ti-n-tumula
nkola  n-kola  ti-n-kola

Sentence Structure Review: Answers
Nsiga obulo.
Tinsiga obulo.
Nkula omuwogo.
Tinkula omuwogo.

Literacy 2
Handwriting and Spelling Assessment
ikoke  isimu  ibabu
5.2 Ebiwuuka ebya buliijo

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A crow on a tree branch trying to sing and a chunk of meat falling off from the mouth and the cat under the tree.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last week I saw a crow in the tree. It had a chunk of meat in its mouth. There came a hungry cat. It tricked the crow by asking it to sing. The crow was so happy but when it tried to sing, the chunk of meat fell. The cat picked it and said bye-bye to the crow.</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>• Competences, page 75</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 120-121</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Pages 26-28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kikoiko</strong></td>
</tr>
<tr>
<td>Ndi n’onte wange aliisirya kwizuli.</td>
</tr>
<tr>
<td>Nsekere.</td>
</tr>
</tbody>
</table>

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

Oral Literature

Ebigosi omu bwa Ikumbaania bw’ebiwuuka

Kibuulyo ekirungamya
Omus kitundu ky’ele waanywe mulimu ebiwuuka?

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


Story Outline

Bazeenyi omu kifumo
Namumbuye, Birumba, Nzoki, Mutemambaizi.

Kifo
Mu kigona.

Kikole
Kuteesa.
5.2 Ebiwuuka ebya buliijo

Oral Literature

Kibuulyo ekiragula
Oseega oti ebiwuuka byabire omu lukiiko ewa Ikumbania?

Kitundu kyokubiri
Omwaala wa Namumbuye ng’aira okwisomo, eidoboozi lyamwiziire ni limulagira lite, “Ebigosi by’obwa Ikumbania bw’ebiwuuka byawa nga mutyamisirye lukiiko.” Kinu, kyawaire omwaala wa Namumbuye okuseega engeri amawuliro egigawuna okutuuka ku buli kiuuka omu bwa Ikumbania.

Amalabuki gamwiziire gamukoba okwaba okulonseryaku enzoki. Bakumbaganiryie ebiseego paka enzoki igyo owegyewaireyo okusansa amawuliro nga gibitira omu ba’yowi b’emyoyo omu makanisa, mizigiti, n’amakereziya. Babakobere abasaiza n’abakali okwaba okuteesa omu lubiri ewa Ikumbania. Ebyazwire omu kuteesa byabbaire biziiza n’okukendeerya okufa kw’ebiwuuka omu bungi. Bazwireyo nga batuukire ku binu:- babbaire n’okwesabiranga buli kaseera, balondere akulira eby’okusaba omu bwa Ikumbania bw’ebiwuuka nga niiye oMutenmambaizi, babbaire n’okukoleranga aamo oti nkababe. Omukulu w’olukiiko yabatakiiryee okwirayo mirembe egibazwereire n’okuteeka omu nkola ebibasalirewo.

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

**In the Text Questions**

<table>
<thead>
<tr>
<th><strong>1. Niiki ekyayambire okutoolawo ebigosi by’ebiwuuka?</strong></th>
<th><strong>2. Naani eyaleetere ekiseego ky’okukumbaana omu lukiiko?</strong></th>
</tr>
</thead>
</table>

**In My Mind Questions**

| **1. Singa niwe omwaala wa Namumbuye wankakolere niki? Iwaki?** | **2. Mumalawo mutya ebigosi omu bitundu byanywe?** |

Term 2  Week 2
5 Ebitweruguulliriye

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bimeraki eby’omugaso egiri abantu n’ebisolo?

Before Reading: Guiding Question
Biseeraki ebibakomeramu ebimera?

After Reading: In the Text Question
OWeenene bakolesya niki okulima?

After Reading: In My Mind Question
Bigosiki eby’oyeyza okusuna owootakolesya enkumbi kusa?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by’omu
bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
musaba       mu-saba         ti-mu-saba

    tukoma       tu-koma         ti-tu-koma

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>tukuli</td>
<td>t</td>
</tr>
<tr>
<td>tu</td>
<td>tu</td>
</tr>
<tr>
<td>t</td>
<td>tukuli</td>
</tr>
</tbody>
</table>

tukuli, tanka, mataba
5.3 Ebimera ebya buliljo

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question
Bimeraki eby’omugaso egiri abantu n’ebisolo?

Before Reading: Guiding Question
Biseeraki ebibakomeramu ebimera?

After Reading: In the Text Question
Naani eyakwire ebiina abaWeenene ebibateekeremu endokwa?

After Reading: In My Mind Question
Okolangaku ebbeedi y’ensigo? Nsigoki?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 4

Literacy 1

Sentence Structure Application
Tugona bwire.

Titugona bwire.

Munywa amaizi.

Timunywa amaizi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>isana</td>
<td>S, s</td>
</tr>
<tr>
<td>sa</td>
<td>sa</td>
</tr>
<tr>
<td>s</td>
<td>isana, isubi, isusi</td>
</tr>
</tbody>
</table>

Term 2  Week 3  152
5 Ebitweruguulliirye

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

enkumbi miyembe micungwa
enduli okusakia endokwa

Word Structure Review: Answers

musaba mu-saba ti-mu-saba

Sentence Structure Review: Answers

Tugona bwire.
Titugona bwire.

Munywa amaizi.
Timunywa amaizi.

Literacy 2

Handwriting and Spelling Assessment

tanka isana isusi
5.3 Ebimera ebya bulijio

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different kinds of plants in the garden.</td>
</tr>
</tbody>
</table>

Model News Story

When I was young, my grandmother grew different kinds of food. We would go in the garden and harvest beans, ground nuts and maize. We would keep the harvest in the granary One time, we found a big squirrel stealing our groundnuts in the granary. We chased it.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 75</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 121-122</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 27-28</td>
</tr>
</tbody>
</table>

Traditional Text

Nkazalulimi

Ensigo egitusiga obusigi,
Omusigi agisigire omu kisigiro,
Nga tigisigika.

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

Oral Literature

Ebimera bimanyica obusa bwa Kibumba

Kibuulyo ekirungamya
Ebimera byetaaga niki kaisi ni byama ebibala?

Kitundu ekisooka

OKimuli n’oKisaale baagiane abantu nga bateesa okusaawula ebimera byonabyona babyoce olw’okubba byali tibibawa ebibala by’okulya, embaawo gy’okukolesya, ebiiriiry e omo byaba na era n’ebimuli okunyumisya ebidaala byabwe.


Story Outline

Bazeenyi omu kifumo
Kisaale, Kimuli, bimera, bantu.

Kifo
Mu kyaloo.

Kikole
Bimera kwama bibala.
5.3 Ebimera ebya buliijo
Oral Literature

Kibuulyo ekiragula
Oseega oti niki ekairyiriire?

Kitundu kyokubiri

O’Kimuli n’oKisaale owebawullire ng’abantu basangaire, bakobeireku abanaabwe ni bategeka embaga okujaguzu. Ebimera byategekere ebyokulya, ebyokunywa, n’ebijuga bingi. Ekiseera ekya kujaguzu owekyatuukire, byasangaire ino ni birya, binywa era ni bibina. Abantu bawuliranga nyembo naye nga tibamaite ekyamlaba omu maiso.

Vocabulary Words

<table>
<thead>
<tr>
<th>ebibala</th>
<th>ebimera</th>
<th>ebimuli</th>
</tr>
</thead>
</table>

In the Text Questions

1. Abantu baali bateesa kukola niki ebimera?
2. Lwaki ebimera byajaguzire?

In My Mind Questions

1. Oseega oti niki ekyankabbairewo singa oKimuli n’oKisaale tibatambula?
2. Singa waali niiwe oKimuli wankakolere niki?
6 Ebantu ebitukola

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Oyezya okuseegaku ebantu ebitukola omu kitundu kyaiswe?
Bintuki?

Before Reading: Guiding Question
Oseega oti abaana abasiya bamugaso oba bbe? Lwaki?

After Reading: In the Text Question
Bintuki OMasipe ebibyeegere okukola omwitendekero iy'ebengalo omu bakatuliki e Budaka?

After Reading: In My Mind Question
Oikirirya oti obuleme tikitegeesa buteezya? Lwaki?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omo bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
atuma  atum-a  atum-e
asiba  asib-a  asib-e

Literacy 2

Breaking and Making
Lukone  I
Lu      Lu
I       lukone

Handwriting and Spelling Practice
L, I
lukone, lukoba, lukita
6.1 Ebuntu ebitukola omu kitundu

Literacy 1

**Thematic Question**
Oyeza okuseegaku ebitukola omu kitundu kyaiswe?
Bintuki?

**Before Reading: Guiding Question**
Oseega oti abaana abasiya bamugaso oba bbe? Lwaki?

**After Reading: In the Text Question**
Oweekuuyo ebintu ebindi bisatu oMasipe ebyagulya abantu ewuwe.

**After Reading: In My Mind Question**
Imwe ewaanywe mugula yaina ebitu ebibakola n’engalo?

Literacy 2

**Plan the Story**
Kiseego kisika okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa aбеги bakaya okusuna ebiseego by’omu bifumo byabwe.

---

Literacy 1

**Sentence Structure Application**
Ozuba obulo.
Ozube obulo.
Osuka amata.
Osuke amata.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>lumole</td>
<td>L, l</td>
</tr>
<tr>
<td>lu</td>
<td>lu</td>
</tr>
<tr>
<td>l</td>
<td>lumole</td>
</tr>
</tbody>
</table>

Term 2  Week 4
Literacy 1

Vocabulary Review

eikolerolye  ekyeyo  sigiri
ebiwuulo  guduliya  emikeeka

Word Structure Review: Answers

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

Sentence Structure Review: Answers

Ozuba obulo.
Ozube obulo.
Osuka amata.
Osuke amata.

Literacy 2

Handwriting and Spelling Assessment

lukita  lutalo  kulumu
6.1 Ebintu ebitukola omu kitundu

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person making fish nets.</td>
</tr>
</tbody>
</table>

**Model News Story**

My neighbour is good at making fish nets. Last year he made one for me and I used it on a weekend. I caught plenty of tilapia fish which I sold for good money. I then use some of it to take my class for a tour of our district town. All the children were excited to see all kinds of vehicles.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 76</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 124</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 29-31</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Ngero**

Omubbumbi aliira ku lujo.

Amakulu: omuntu talaga ekyali.

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

Oral Literature
Abantu b’eNabuli

Kibuulyo ekirungamya
Abantu b’e Nabuli bakola batya?


---

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kiseego ekikulu</strong></td>
</tr>
<tr>
<td>Abantu b’e Nabuli bakolera aamo.</td>
</tr>
<tr>
<td><strong>Kiseego ekiwagira ebikulu ebiri omu kifumo 1</strong></td>
</tr>
<tr>
<td>Beegeranga aamo okukola eby’engalo.</td>
</tr>
<tr>
<td><strong>Kiseego ekiwagira ebikulu ebiri omu kifumo 2</strong></td>
</tr>
<tr>
<td>Batunda ebyengalo byabwe kaisi ni beezya okusomesya abaana baabwe.</td>
</tr>
</tbody>
</table>
6.1 Ebintu ebitukola omu kitundu
Oral Literature

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

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebiwuulo</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. Naani eyasingire omu basaiza?</td>
<td></td>
</tr>
<tr>
<td>2. Omucaala oBbaluka iye yabaizire niki?</td>
<td>1. Oseega oti abantu b'e Nabuli bakolere kusa? Iwaki?</td>
</tr>
<tr>
<td></td>
<td>2. Singa niwe omucaala oKantono wankakolere ekyo ekiyakolere? Iwaki?</td>
</tr>
</tbody>
</table>
6 Ebintu ebitukola omu kitundu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ebintu ebitukoleya bizwa yaina?

Before Reading: Guiding Question
Lunakuki eisomero lyanywe ow'erikolera ebyengalo?

After Reading: In the Text Question
Lunakuki olubalagiriranga okuleeta eby'okukolesya?

After Reading: In My Mind Question
Mukola byengaloki omwisomero lyanywe?

Literacy 2

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

Day 2

Literacy 1

Word Structure Application

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

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>baana</td>
<td>Aa, aa</td>
</tr>
<tr>
<td>baa</td>
<td>baana, kibaati, kusaala</td>
</tr>
<tr>
<td>aa</td>
<td></td>
</tr>
</tbody>
</table>
6.2 Ebitukolesya n'egibizwa

Literacy 1

Thematic Question
Ebituntu ebitukolesya bizwa yaina?

Before Reading: Guiding Question
Lunakuki eisomero lyanywe owerikolera ebyengalo?

After Reading: In the Text Question
Niki ekibakolamu omukeeka, ebikapu n'enkofiira?

After Reading: In My Mind Question
Bintuki ebindi eby’omaite ebibakolamu ebyengalo?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Oseke kusa.
Tiwaseka kusa.
Otmule amazima.
Tiwatumula amazima.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>saat</td>
<td>aa</td>
</tr>
<tr>
<td>saa</td>
<td>saa</td>
</tr>
<tr>
<td>aa</td>
<td>saati</td>
</tr>
</tbody>
</table>

Day 4

Handwriting and Spelling Practice
Aa, aa
saati, kucaana, musaale
6 Ebintu ebitukola omu kitundu

Literacy 1 and 2

Day 5

**Literacy 1**

**Vocabulary Review**

obudubi  
ebikapu  
balukamu

ebigoogo  
omwoleso  
ebitambaala

**Word Structure Review: Answers**

okunge  
o-kung-e  
tiwa-kung-a

oize  
o-iz-e  
tiwa-iz-a

**Sentence Structure Review: Answers**

Oseke kusa.

Tiwaseka kusa.

Otumule amazima.

Tiwatumula amazima.

**Literacy 2**

**Handwriting and Spelling Assessment**

baana  
kusaala  
staati
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Story**
My uncle makes papyrus mats. One day, he went to buy papyrus in a valley near our home. The car got stuck in the valley that was full of mud. My Primary 2 children had gone to fetch papyrus too. Men helped to push the car out of the mud. My uncle did not buy the papyrus but instead gave the children a ride back to school and they were all very excited.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 76</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 125</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 29-31</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Kikwate**
Akaalo, akaalo, akaalo,
Akaalo k’eBugwere kalimu ebisa,
Kalimu emiiga n’ebibira,
Akaalo, akaalo, kalimu emiiga,
Tutoolayo onyadu n’ebitooko,
Tubbumbamu ensaka tulukamu empaali,
Akaalo kalimu eebibira,
Tutoolamu ensaale n’ensansa,
Tulukamu eebibo, n’emikeeka.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
6 Ebintu ebitukola omu kitundu

Oral Literature

Oluikiiko Iwa Ikumbaania wa Bugwere

Kibuulyo ekirungamya
Osome ekifumo kinu kaisi omanyice ebitukolesya n'egibizwa?

Lwali lumo olkumbaania wa Bugwere oweyalingiriire ng'aBagwere tibamusangaalya, olw'okubba ebidaala ebisinga obungi byali bibula ebyokukolesya. Olkumbaania yatyai me n'aseega niki ekyayezya okukola kaisi aBagwerebe babbe bantu abeeyagalaya omubwa Ikumbaaniabwe.

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

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

---

Story Outline

<table>
<thead>
<tr>
<th>Kiseego ekiiku</th>
<th>Embeera embiibi eya Bagwere.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiseego ekiwigira ebikulu ebiri omu kifumo 1</td>
<td>Baali tibamaite eby'okukolesya n'egibizwa.</td>
</tr>
<tr>
<td>Kiseego ekiwigira ebikulu ebiri omu kifumo 2</td>
<td>Babasomesereye eby'okukolesya n'egibizwa.</td>
</tr>
</tbody>
</table>

167  Term 2  Week 5
6.2 Ebitukolesya n'egisibizwa

Oral Literature

Olkumbaania n'okusangaala okw'amaani yakobeire aBagwere ati ng'aBagwere bali n'okwebalya oKibumba olw'ebiyookesya ebayabawaire. Ebimo oku by'okukolesya ebyo niibyo:- ebigoogo, enkokooli, ensansa, ebitooko, ewuuzi, amatafaali, eitakali, emisumaali, enkaadiro, eisubi, omosenye, embaabo, n'amabaati.

Olkumbaania yeeyeongire n'akobera aBagwere ati ebyookesya ebyo beezya okubyajirya omu bife ng'ebibira, emisiri, emiiga, amaduuka, n'omu makolero. Yamaliriire nga abalabbiira ati ebifo ebyo ebiyaboolamu ebyookesya bali n'okubikuuma nakusa kaisi basigale nga beezya okusanabinda.


Vocabulary Words

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebigoogo</td>
<td>emiiga</td>
</tr>
</tbody>
</table>

In the Text Questions

1. Okobeku ebintu bisatu ebiyabolesya e ika ewaanywe.
2. Naani eyeyegeeserye aBagwere oku bintu ebibakolesya n'egibizwa?

In My Mind Questions

1. Naani akwesgesya oku bintu eby'okolesya n'egisibiza ng'oli okwisomero?
2. Ngeriki egoozeesya okukuuma kusa ebifo ebitukolesya egibizwa?
6 Ebintu ebitukola

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Migasoki egiri omu bintu ebitukola omu kitundu kyaiswe?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice emigaso gy’ebintu ebitukola omu kitundu kyaiswe.

After Reading: In the Text Question
Niki ekyabbeereire oiteeye wa Kiirya enzala okutaluma ekidaalakye?

After Reading: In My Mind Question
Niki eky’okolesya okubisamu engoyegyo eika ewaanywe?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th>Koma</th>
<th>n-kom-a</th>
<th>n-kom-e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sala</td>
<td>n-sal-a</td>
<td>n-sal-e</td>
</tr>
</tbody>
</table>

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canisi c</td>
<td>C, c</td>
</tr>
<tr>
<td>Ca ca</td>
<td>Canisi, kuca, kucakala</td>
</tr>
<tr>
<td>C canisi</td>
<td></td>
</tr>
</tbody>
</table>
6.3 Emigaso gy’ebintu ebitukola

Literacy 1

Thematic Question
Migasoki egiri omu bintu ebitukola omu kitundu kyaiswe?

Before Reading: Guiding Question
Osome ekifumo kina omanyice emigaso gy’ebintu ebitukola omu kitundu kyaiswe?

After Reading: In the Text Question
Oweekuuyo ebintu bibiri oiteeye wa Kiirya ebyakolesya okubisamu obulobwe?

After Reading: In My Mind Question
Niki ekimukolesya eika ewaanywe okubisamu ebirime byanywe?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Nkola dolu omunene.

Nkole dolu omunene.

Nsoma ino ebitabo.

Nsome ino ebitabo.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kucaala c</td>
<td>C, c</td>
</tr>
<tr>
<td>caa caa</td>
<td>kucaala, kucaata, kucemuka</td>
</tr>
<tr>
<td>c kucaala</td>
<td></td>
</tr>
</tbody>
</table>
6 Ebintu ebitukola

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
ewiriballo  emiini  yayeesere
owambe    okusomberaku  esanduuku

Word Structure Review: Answers
koma  n-kom-a  n-kom-e
sala  n-sal-a  n-sal-e

Sentence Structure Review: Answers
Nkola dole umunene.  
Nkole dole umunene.  
Nsoma ino ebitabo.  
Nsome ino ebitabo.

Literacy 2

Handwriting and Spelling Assessment
canisi    kuca    kucemuka
6.3 Emigaso gy'ebintu ebitukola

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children wearing necklaces and singing in the concert.</td>
</tr>
</tbody>
</table>

Model News Story
My mother makes many things like necklaces, bags and mats. Last year she made necklaces for all children in my class. They all put on their necklaces during the school concert and were very colourful. They won the prize. It made the children happy and excited. They sent a thank you letter to John’s mother.

References

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 76</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 126</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 30-31</td>
</tr>
</tbody>
</table>

Traditional Text
Kikoiko
Niki ekyaleegeire omuzungu
Okukola endege?

Nyonyi

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

Oral Literature

Ebintu ebitukola by'omugaso

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

Kitundu ekisooka
Omukibira ky'e Ngonantyaine e buzva isana mwabbairemu ebisolo n'ebintu ebibikola bingi.
Ebimo oku bisolo ebyo, byali niibyo:- ewawolovu, enzogi, empiri, emiyaayu, enkima, n'amafudu.
Ebintu egibyakolanga ebyali omukibira kinu byali niibyo:- entebe, emikeeka, emiguwa, ensaka, enkumbi emeeza, owambe, emiini gy'enkumbi, emipiira n'ebindi bingi.

Lumo, ebimo oku bisolo ebyali omukibira kinu byali bironsya byonka na byonka, ni bye buulya biti ebintu binu ebitukola ebitubba nabyo omu bidaala byaiswe by'omugasokiggituli? Buli Kisolo yalolere oku mwinaye naye tiwabbairewo kadi kisolo omoiza eyabbaire n'ekyokwiramu.

Story Outline

<table>
<thead>
<tr>
<th>Bazeenyi omu kifumo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bisolo.</td>
</tr>
<tr>
<td><strong>Kito</strong></td>
</tr>
<tr>
<td>Mu kibira ky'e Ildudi.</td>
</tr>
<tr>
<td><strong>Kikele</strong></td>
</tr>
<tr>
<td>Byavumbwire emigaso gy'ebintu ebigikola.</td>
</tr>
</tbody>
</table>
6.3 Emigaso gy'ebintu ebitukola

Oral Literature

Kibuulyo ekiragula
Osee ga oti niki ekyaiririire owebatuukire owa kitisisa waabwe?

Kitundu kyokubiri
Ebisolo binu owebatuukire egiri, omukali Walovu, byakubibire esaluuti okumusugiry. ONkima yadoodere oku bintu ebibaali n'abyo nga waaceera, n'okuwandiika omwibbanga nga kwataire.

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

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

Vocabulary Words

<table>
<thead>
<tr>
<th>okuliiraku</th>
<th>bazeenyesya</th>
<th>okulimira</th>
</tr>
</thead>
</table>

In the Text Questions

1. Kibiraki ekyabbairemu ebisolo n’ebintu ebibikola ebingi?
2. Oweekuuyo engeri ibiri egitukolesyamu emikeeka.

In My Mind Questions

1. Niki eky'okolesya okusyoma amaizi oku naikonta?
2. Ekibira ky'omugasoki egyoli?

Term 2  Week 6
7 Entambula omu kitundu kyaiswe

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ntambulaki egitukolesya omu kitundu kyaiswe?

Before Reading: Guiding Question
OWeenene yaabanga atya okwisomero?

After Reading: In the Text Question
OWeenene yaginganga niki ng'ayaba okwisomero?

After Reading: In My Mind Question
Iwe okolesya ntambulaki ng'oyaba okwisomero?

Literacy 2

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

Day 2

Literacy 1

Word Structure Application
nkusa  nkus-a  nkus-ire
nkubba  nkubb-a  nkubb-ire

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>zeiza</td>
<td>Z, z</td>
</tr>
<tr>
<td>za</td>
<td>za</td>
</tr>
<tr>
<td>z</td>
<td>zeiza, izuli, koiza</td>
</tr>
</tbody>
</table>

Term 2  Week 7
7.1 Engeri n'emigaso gy'entambula omu kitundu kyaiswe

Literacy 1

Thematic Question
Ntambulaki egitukolesya omu kitundu kyaiswe?

Before Reading: Guiding Question
OWeenene yaabanga atya okwisomero?

After Reading: In the Text Question
Naani eyakobere oWeenene okumutwalaku?

After Reading: In My Mind Question
Oiteewo akolesya ntambulaki ngaira eika?

Literacy 2

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

Literacy 1

Sentence Structure Application
Nsumbu osyodo musa.

Nsumbire osyodo musa.

Nsuka amaizi ansi.

Nsukire amaizi ansi.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>kizo</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>zo</td>
<td>zo</td>
</tr>
<tr>
<td>z</td>
<td>kizo</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Z, z

kizo, musaiza, mukuza
7 Entambula omu kitundu kyaiswe

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

igaali abantu motoka
kuvuga epikipikiye ensawo

Word Structure Review: Answers

nkuusa nkuus-a nkuus-ire
nkubba nkubb-a nkubb-ire

Sentence Structure Review: Answers

Nsumba osoyodo musa.
Nsumbire osoyodo musa.

Nsuka amaiizi ansi.
Nsukire amaiizi ansi.

Literacy 2

Handwriting and Spelling Assessment

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

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different types of vehicles on the road.</td>
</tr>
</tbody>
</table>

Model News Story

Last Christmas I visited my mother. She lives in Kampala. I went by bus. Along the way I saw cars, motorcycles, bicycles and buses. The vehicles were carrying people, food, animals and chicken among other things. It was exciting to see different means of transport.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page 77</td>
</tr>
<tr>
<td>Sample Scheme of Work, pages 127-128</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages 32-34</td>
</tr>
</tbody>
</table>

Traditional Text

Kikwate

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

Entambula, entambula, entambula,
Owootambulya eryato, oseeyeeya-kuseeyeeya,
Owootambulya emeeri oweweera-kuweweera.

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

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
7 Entambula omu kitundu kyaiswe

Oral Literature

Amina ayaba okwisomero

Kibuulyo ekirungamya
Amina ayaba okwisomero

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

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

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

---

Story Outline

Kiseego ekiuku
Entambula egitukolesya e waiswe.

Kiseego ekiwagira ebikulu ebiri omu kifumo 1
Ebiiruka eb'etiika abantu.

Kiseego ekiwagira ebikulu ebiri omu kifumo 2
Ebiiruka eb'etiika emigugu.
7.1 Engeri n'emigaso gy'entambula omu kitundu kyaiswe

Oral Literature

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

Amina yasangaire ino, olw’okubba yaali aboine epipiki ng’ebasomberaku omuwogo gw’okukeka ewaabwe. Yakobeire omusomesya ati, epipiki yona yeetiika abantu n’emigugu. OYokaana omuleme yasetukire n’akobera abainaye n’omusomesya ati, ewaabwe eriyo eigaali, era bamuleetaku buli makeezi. Yabakakasire ati eigaali iyabwe libasombera amaizi. Amina oweyatuukire ewaabwe yalonsieryeke omaye ebyayegere okwisomero, era n’asuubiza ati oweyalimala okusoma yaligula emotoka okubbeerangaku ababayairebe, ate niiye eyalibba odereeva.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebiiruka</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. Amina asoma ky'okumeka?</td>
<td>1. Osuubira kugula kiirukaki ng’omalire okusoma?</td>
</tr>
<tr>
<td>2. Kiirukaki abantu ekibakolesya nga baaba eyala eino?</td>
<td>2. Kiirukaki iwe eky'otaka okutambuliramu?</td>
</tr>
</tbody>
</table>

Term 2  Week 7  180
7 Entambula omu kitundu kyaiswe

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Twekuuma tutya oku nzira?

Before Reading: Guiding Question
Abaana bali n'okwebitya batya oku nzira?

After Reading: In the Text Question
Naani ayemerera oku zebbula omu nzira?

After Reading: In My Mind Question
Owa tulafiki e waanywe ayemerera yaina?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omo bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
nkona  nkon-a  nkon-ere
nkola  nkol-a  nkol-ere

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>meeza</td>
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</tbody>
</table>

Ee, ee

meeza, mukeeka, kuleeta
7.2 Okwekuuma oku nzira

Literacy 1

Thematic Question
Twekuuma tutya oku nzira?

Before Reading: Guiding Question
Abaana bali n’okwebitya batya oku nzira?

After Reading: In the Text Question
Naani eyafuuwire efirimbi kaisi ni basalawo? Lwaki?

After Reading: In My Mind Question
Oseega oti okuzeenyera okumpi n’oluguudo kita? Lwaki?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by’omu
bifumo byabwe.

Literacy 1

Sentence Structure Application
Omusaisa asyoma amaizi.
Omusaisa asyomeri amaizi.

Okoiza aleeta ente.
Okoiza aleetere ente.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
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<tbody>
<tr>
<td>eiteeka eee</td>
<td>Ee, ee</td>
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<tr>
<td>tee tee</td>
<td></td>
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<tr>
<td>ee eiteeka</td>
<td>eiteeka, kukeeta, kuteesa</td>
</tr>
</tbody>
</table>
7 Entambula omu kitundu kyaiswe

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
emotoka epikipiki balola
tulafiki oluguudo okusalawo

Word Structure Review: Answers
nkona nkon-a nkon-ere
nkola nkol-a nkol-ere

Sentence Structure Review: Answers
Omusaiza asyoma amaizi.
Omusaiza asyomere amaizi.

Okoiza aleeta ente.
Okoiza aleetere ente.

Literacy 2

Handwriting and Spelling Assessment
meeza kukeeta kuteesa
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

| Children and teachers standing at a zebra crossing. |

**Model News Story**

I took Primary 2 children for a field trip. We went singing with jubilation. Along the way, I showed them a zebra crossing and the children crossing. I explained to them how a zebra crossing works. They promised me that they will be careful while crossing a road.

**References**

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<thead>
<tr>
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<tbody>
<tr>
<td>• Competences, page 77</td>
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</table>

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<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
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<tbody>
<tr>
<td>• Pages 32-34</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Kembo**

Olola enyuma banange olola enyuma olwo n'osalawo. x2
Olola enyuma banange olola enyuma olwo n'osalawo. x2
Kaade olole eenu,
Mazima, olola enyuma olwo n'osalawo.
Kaade olole eedi,
Mazima, olola enyuma olwo n'osalawo
Kaade olole kunu,
Mazima, olola enyuma olwo n'osalawo
Ale tete olole kudi,
Mazima, olola enyuma olwo n'osalawo.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
7 Entambula omu kitundu kyaiswe

Oral Literature

Enzira ya Wairuke

**Kibuulyo ekirungamya**
Oseea otya oki wuuka okukulira oluguudo?

**Kitundu ekisooka**

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

**Story Outline**

- **Bazeenyi omu kifumo**
  ONsuna, oNamukungubye, oNankibobbo.

- **Kifo**
  Kitundu Ky’e Mavungo.

- **Kikole**
  Kwegendereza.
7.2 Okwekuuma oku nzira

Oral Literature

**Kibuulyo ekiragula**
Enzira ginu gibba gitya amakeezi n’eigulo?

**Kitundu kyokubiri**
Esaawa gy’amakeezi n’eigy’eigulo enzira ginu giizula-bwizuli. Abantu ab’ebigere, ab’emotoka n’ab’epikipiki babba bangi oku nzira gyonagyona. Enzira ya Wairuke iyo tete obula n’eigyobitya ekgere. Omwami oNamunkugubye yeebuuba eenu n’eedi ng’alambuula oluuguudo Iwa Wairuke n’egindi. Omucaala oNsuna olwisi niyiye avuga n’afuuwa ewoloni nga yeebuuba oti mwami oNamukungubye olwokubba tibataka obubenje oku nzira. Omwami oNankibobbo iye ayemerera okulola eenu n’eedi kaisi n’asalawo mangu.

---

**Vocabulary Words**

<table>
<thead>
<tr>
<th>ayemerera</th>
<th>ewoloni</th>
<th>entambula</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Nziraki ekola okuzwa amakeezi okutuucu eigulo?

2. Naani akulira eby’entambula omu kitundu ky’e Mavungo?

**In My Mind Questions**

1. Singa niije omucaala oNsuna, wankakolere niki?

2. Obonangaku owa tulafiki oku nzira? Yaina?

---

Term 2  Week 8
7 Entambula omu kitundu kyaiswe

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bigosiki ebiwasunireku ng’osalawo enzira?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice eby’obulabe ebibba oku nzira.

After Reading: In the Text Question
Niki ekyasalire omwegi ayaali atambulira oku mwigo ng’ayaba okwisomero?

After Reading: In My Mind Question
Nga niwe oWeenene obbeera otya omwinawo asunire ekigosi nga mwaba okwisomero?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobo ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
njugire  n-jugire  tu-jugire
ntundire  n-tundire  tu-tundire

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th></th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kibira</td>
<td>R, r</td>
</tr>
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<td>ra</td>
<td>ra</td>
</tr>
<tr>
<td>r</td>
<td>kibira, musiri, isomero</td>
</tr>
</tbody>
</table>
7.3 Eby’obulate oku nzira

Literacy 1

Thematic Question
Bigosiki ebiwasunireku ng’osalawo enzira?

Before Reading: Guiding Question
Osome ekifumo kinsa omanyice eby’obulabe ebibba oku nzira.

After Reading: In the Text Question
Naani eyabbeereiku ow’epolisi okusetula omwegi eyaali asunire ekgosi oku nzira?

After Reading: In My Mind Question
Niki ekyoyeza okukola ng’omwinawo asunire ekgosi oku nzira?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Nsabire ekalaamu.

Tusabire ekalaamu.

Nkumire omusyo.

Tukumire omusyo.

Literacy 2

<table>
<thead>
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<td>eibireri</td>
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<td>re</td>
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<tr>
<td>r</td>
<td>eibireri</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
R, r

ebireri, imerera, kira
7 Entambula omu kitundu kyaiswe

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
okwibbaale yamusalire ewaaya
ekidere ebbaasi bajejera

Word Structure Review: Answers
njugire n-jugire tu-jugire
ntundire n-tundire tu-tundire

Sentence Structure Review: Answers
Nsabire ekalaamu.
Tusabire ekalaamu.

Nkumire omusyo.
Tukumire omusyo.

Literacy 2

Handwriting and Spelling Assessment
kibira ebireri musiri
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

### Model News Drawing

| A child being helped by medical personnel at a clinic. |

### Model News Story

On Friday as I was going home, I found children playing by the roadside. The road had potholes, water passages, broken glasses, broken electric wires, waste disposal and many other dangerous things. As they were playing with a ball, one child fell into the pothole. He was cut by broken glasses from the pothole. I rushed and gave him first aid then took him to the nearby clinic.

### References

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</table>

### Traditional Text

**Nkazalulimi**

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

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

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

Kibuulyo ekirungamya
Osome ekifumo kinu kaisi omanyice bintuki eby’obulabe ebibba oku nzira.


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

Story Outline

Kiseego ekikulu
Nzira ezwa e Katiryo okwaba e Kibuku.

Kiseego ekiwigira ebikulu ebiri omu kifumo 1
Eriku eby’obulabe bingi.

Kiseego ekiwigira ebikulu ebiri omu kifumo 2
Bikonko, misumaali, myala gy’amaizi.
7.3 Eby’obulabe oku nzira

Oral Literature

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

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
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<tbody>
<tr>
<td>misumaali</td>
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<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Naani eyeyegeerye abatyami b’oku nzira y’eKatiryo eby’obulabe oku nzira?</td>
<td>1. Malabukiki agandi omwebbemberi agaayeyya okuwa okukendeerya ebigosi oku nzira?</td>
</tr>
<tr>
<td>2. Malabukiki abatyami b’ekatiryo agebasunire agabeseyya okukendeerya ebigosi oku nzira?</td>
<td>2. Bintuki eby’obulabe oku nzira ebiri omu kifumo ebiri oku nzira y’evaanywe?</td>
</tr>
</tbody>
</table>
8 Obabenje n’okubwekuuma

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Neebityaki ey’abaana ereeta obabenje nga batambula oku nzira?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyaba kukwegesya niki oku bubenje?

After Reading: In the Text Question
Niki ekyasalire omwana einiko ng’azwire oku muyembe n’agwa?

After Reading: In My Mind Question
Bubenjeki obw’osunanangaku olw’okuniina emisaale?

Literacy 2

Plan the Story
Kiseego kisa okuteekateekaa ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
ntemere  n-temere  mu-temere
nkomere  n-komere  mu-komere

Literacy 2

Breaking and Making
| duuma | uu |
| duu  | duu |
| uu  | duuma |

Handwriting and Spelling Practice
Uu, uu

duuma, iduuka, buuji
8.1 Ebireeta obubenje bwa bulilio

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question
Neebityaki ey’abaana ereeta obubenje nga batambula oku nzira?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyaba kukwegesya niki oku bubenge?

After Reading: In the Text Question
Obbutule ebintu bisatu ebireeta obubenje bwa bulilio omu kitundu kyaiswe?

After Reading: In My Mind Question
Bintuki ebitira okuleeta obubenje okwisomero?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 4

Literacy 1

Sentence Structure Application
Nkonere obulo.

Mukonere obulo.

Nkomere oduuma.

Mukomere oduuma.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
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<tr>
<td>mayuuni</td>
<td>Uu, uu</td>
</tr>
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<td>yuu</td>
<td>yuu</td>
</tr>
<tr>
<td>uu</td>
<td>mayuuni, kisuju, kukuula</td>
</tr>
</tbody>
</table>

Term 2  Week 10

194
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
enkumbi akambe kamusala
eisaayi mpiso yalaabbiire

Word Structure Review: Answers
ntemere n-temere mu-temere
nkomere n-komere mu-komere

Sentence Structure Review: Answers
Nkonere obulo.
Mukonere obulo.

Nkomere oduuma.
Mukomere oduuma.

Literacy 2

Handwriting and Spelling Assessment
duuma kukuula buuji
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Story
A woman had many rats in her house and went to buy rat poison. She placed it on the floor in the kitchen. A crawling baby picked the poison and threw in the sauce with food. Before she could serve the food, she sensed that it did not smell right. She could not serve it and the family was saved from poisoning.

References

NPSCU Teacher’s Guide
- Competences, page 78
- Sample Scheme of Work, pages 131-132

NPSCU P2 Curriculum
- Pages 35-37

Traditional Text
Kembo
Banange twekuume obubenje. x2
Twekuume, twekuume banaiswe twekuume. x2

Oku nguudo twekuume obubenje, x2
Twekuume, twekuume obubenje twekuume.

Buli egitubba twekuume obubenje, x2
Twekuume ...

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
8 Obubenje n’okubwekuuma

Oral Literature

Okwaci n’omuyembe

Kibuulyo ekirungamya
Bintuki ebitira okuleeta obubenje ewaanywe?

O Kwaci yaali mwisuka nga mugeni omu Bugwere. Yazeenyanga n’abakaagwabe babiri oNtondo n’oNamunwa. Abaana banu bakobere oKwaci bati emiyembe gy’e waiswe enu giwomma okukiraku egindi. Baali bakaali bazeena, omaaye wa Ntondo n’amweta n’amukoba ayabe amaizi okwiruba. ONtondo yaabire n’aleeta akadomoolo n’akoba abainaye bamwerekeku. Owebaali baaba, oKwaci yaboina omuyembe omwengi oku kitina n’akoba abainaye okumukuuma asooke agwanule. O Kwaci oweyaniinire ekitina, nga yatira okutuuka oku muyembe omwengi, yaboina ompiri omunene nga yeeringiire oku kasaga ni yeerinduka n’agwa ansi n’abbaliika.


Story Outline

Kiseego ekiku
Kuzwa kumuyembe kugwakuzwa kumuyembe kugwa.

Kiseego ekiwigira ebikulu ebiri omu kifumo 1
Kukubba kanankobero.

Kiseego ekiwigira ebikulu ebiri omu kifumo 2
Kutwala kwacwi mwidwaliro.
8.1 Ebireeta obubenje bwa buliijo

Oral Literature

Kibuulyo ekiragula

Kitundu kyokubiri

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

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

In the Text Questions

1. Naani omaaye egiyakobere okuleetamaazi?
2. Naani eyatwairo oKwaci omwidwaliro?

In My Mind Questions

1. Singa waali mukaagwa wa Kwaci wankamubbeereire otya?
2. Embeera eyabbaire oku Kwaci ekubbangakuku? Wakolere otya?
8 Obubenje n’okubwekuuma

Literacy 1 and 2

**Day 1**

**Literacy 1**

**Thematic Question**
Naani ogw’osuubira okukubbeera ng’osunire akabenje?

**Before Reading: Guiding Question**
Omuntu ayeza kwerabirira atya ng’asunire akabenje?

**After Reading: In the Text Question**
Niki oiteeye wa Kiirya ekiyabaire ayabire okunoonia omu nyumba kaisi obuujji bwoce omwanawe?

**After Reading: In My Mind Question**
Mbeeraki embiibi etira okukubbisya enduulu?

**Literacy 2**

**Plan the Story**
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abegi bakaya okusuna ebiseego by’omu bifumo byabwe.

**Day 2**

**Literacy 1**

**Word Structure Application**

<table>
<thead>
<tr>
<th>omalire</th>
<th>o-malire</th>
<th>mu-malire</th>
</tr>
</thead>
<tbody>
<tr>
<td>salire</td>
<td>o-salire</td>
<td>mu-salire</td>
</tr>
</tbody>
</table>

**Literacy 2**

<table>
<thead>
<tr>
<th><strong>Breaking and Making</strong></th>
<th><strong>Handwriting and Spelling Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>kikuyu</td>
<td>Y, y</td>
</tr>
<tr>
<td>yu</td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>kikuyu, suniya, kiyaago</td>
</tr>
</tbody>
</table>
8.2 Okwerabirira obubenje

Literacy 1
Thematic Question
Naani ogw'osuubira okukubbeera ng'osunire akabenje?

Before Reading: Guiding Question
Omuntu ayezya kwerabirira atya ng'asunire akabenje?

After Reading: In the Text Question
Abasawo balaabbiire batya ababyaire b'omwana obuujj ogubwocereye?

After Reading: In My Mind Question
Niki eky'oyezya okukola olw'okwerabirira obuujj okutakwoca?

Literacy 2
Plan the Story
Kiseego kita okuteekateeka ekifumo ky'ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by'omu
bifumo byabwe.

Literacy 1
Sentence Structure Application
Osukire amata ansi.
Musukire amata ansi.
Osiimire ino.
Musiiimire ino.

Literacy 2
Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>kuya</td>
<td>y</td>
</tr>
<tr>
<td>ya</td>
<td>ya</td>
</tr>
<tr>
<td>y</td>
<td>kuya</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Y, y

kuya, kuyeera, mugayi
8 Obubenje n’okubwekuuma

Literacy 1 and 2

Day 5

**Literacy 1**

**Vocabulary Review**

enduuulu  \hspace{1cm} \textbf{bumwocerye}  \hspace{1cm} \textbf{okumuginga}

eisimu  \hspace{1cm} \textbf{ambyulensi}  \hspace{1cm} \textbf{omwidwaliro}

**Word Structure Review: Answers**

omalire  \hspace{1cm} \textit{o-malire}  \hspace{1cm} \textit{mu-malire}

osalire  \hspace{1cm} \textit{o-salire}  \hspace{1cm} \textit{mu-salire}

**Sentence Structure Review: Answers**

Osukire amata ansi.

Musukire amata ansi.

Osiimire ino.

Musiiimire ino.

**Literacy 2**

**Handwriting and Spelling Assessment**

kikuyu  \hspace{1cm} \textit{kuya}  \hspace{1cm} \textit{mugayi}
8.2 Okwerabirira obubenje

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>People helping the injured.</td>
</tr>
</tbody>
</table>

**Model News Story**

Last year a taxi got in an accident at my village. We ran to the scene and helped the injured and bleeding passengers. As the villagers were carrying the injured passengers to the side of the road, I shouted to them, “Please, don’t get in touch with the blood! You might get HIV!” Nurses from a nearby health centre came and gave the villagers gloves to help the injured people.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>• Competences, page 78</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 132-133</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Pages 35-37</td>
</tr>
</tbody>
</table>

**Traditional Text**

*Kikoiko*

Ndi n’abasirikale bange, abatobato niibo abalwana.

Bitununu.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
8 Obubenje n’okubwekuuma

Oral Literature
Lwaki ofudu mwatiki w’eidiba?

Kibuulyo ekirungamya
Bintuki ebyogi ebyeza okuleeta akabenje e ika?

Kitundu ekisooka


Story Outline

Bazeenyi omu kifumo
Fudu, Mbiri, Mpunda, Ngoona, nyoni.

Kifo
Mu kidaala kya FuduMu kidaala kya Fudu.

Kikole
Mu kidaala kya Fudu.
8.2 Okwerabirira obubenje

Oral Literature

Kibuulyo ekiragula

Oseega oti niki ekyaiririire ng’oFudu ali omwidwaliro?

Kitundu kyokubiri


Ng’ali e ika abakaagwabe n’abazigube baizire okumubona bamwisuuce olumbe. Omukali wa Fudu yatabukiire abazigu n’ababbingirira n’ogwig’o ng’akoba ati, “Mwizire okwegoona ate nga niimwe owmal aesteserye binul!” Enyonyi ni giguluka nga gikoba git, “Aji, asaana atyo.” Omwawule oNankololo yasigaire n’amusabira kaisi n’ayaba. Ofudu bamujanjabireye paka oweyalamire. Omubirigwe gwasigaire nga guliku ebisalesele ebimubona okuti.

Vocabulary Words

| Term 2 | Week 11 |

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>bamunaabya</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. Ofudu yaibire yaina n’enyonyi?</td>
<td>1. Singa niwe omukali wa Fudu wankakolere niki? Lwaki?</td>
</tr>
</tbody>
</table>
TERM 2 END OF TERM ASSESSMENT

Introduction

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

Level 3 (L3): The learner’s performance exceeds the competence expected. Symbol: △
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:**
Ask the learner to read the Week 4 story in the Pupil Book aloud to you. Ask one In the Text and one In my Mind comprehension question.

L3: Reads with excellent fluency. L3: Answers both the comprehension questions correctly.
L2: Reads with average fluency. L2: Answers at least one comprehension question correctly.
L1: Reads with poor fluency. L1: Does not answer the comprehension questions.

**Grammar and Vocabulary Assessment:**
Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask him/her to read the word and then use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.
L2: Successfully completes the task for 3-4 vocabulary words.
L1: Completes the task for 2 or fewer vocabulary words.

Listening Assessment (administered as a group)

**Listening Comprehension Assessment:**
Compose a story to tell to the class or find a story to read. Create 5 comprehension questions about the story. Tell/read the story to the class and then ask the questions one at a time. Have learners write (or draw) their answers on a piece of paper. Make sure learners include their names. Collect and assess.

L3: Answers all 5 questions correctly.
L2: Answers 3-4 questions correctly.
L1: Answers 2 or fewer questions correctly.
Writing Assessment (administered as a group)

Handwriting Assessment:
Write 3 short sentences on the chalkboard. Ask learners to copy them in their exercise books using their best handwriting.

L3: Formation of the letters and spacing between words is excellent. No errors.
L2: Formation of the letters and spacing between words is good. A few errors.
L1: Formation of the letters and spacing between words is poor. Many errors.

Spelling Assessment:
Select 5 spelling words from the term. Dictate the words one at a time to the class and have learners write them in their exercise books. Collect and assess.

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

Creative Writing Assessment:
Tell learners to write a story about an accident they have had themselves or witnessed in their community. Explain that they can use pictures and words to tell their story but that they should also include at least one full sentence. Make sure learners include their names. Collect and assess.

L3: Writes a meaningful, well organised story with 2 or more sentences.
L2: Writes a meaningful, well organised story with at least 1 sentence.
L1: The story does not include a full sentence.

Speaking Assessment (administered individually)

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

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

Term 3 Lessons
9 Eidembe n’obukuumi

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Naani eyeemigira omu by’okukuuma eidembe omu kitundu kyanywe?

Before Reading: Guiding Question
Osome ekifumo kinai omanyice obuvunaanyizibwa bwa bakuumi b’eidembe.

After Reading: In the Text Question
Iteeye waani eyaabire omu lukiiko lw’ikutundu okuteesa oku by’okukuuma eidembe?

After Reading: In My Mind Question
Banaani abakuuma eidembe omu kitundu kyanywe?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
asabire    a-sabire    ya-sabire
asibire    a-sibire    ya-sibire

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>igaali</td>
<td>g</td>
</tr>
<tr>
<td>gaa</td>
<td>gaa</td>
</tr>
<tr>
<td>g</td>
<td>igaali</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

G, g
igaali, kigere, mugayi
9.1 Obuvunaanyizibwa bwa bakuumi b’eidembe n’obukuumi

Literacy 1
Thematic Question
Naani eyeemigira omu by’okukuuma eidembe omu kitundu kyanywe?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice obuvunaanyizibwa bwa bakuumi b’eidembe.

After Reading: In the Text Question
Bigosiki ab’epoliisi n’abantu b’eikitundu ebibali kwaba okulwanisya olw’okukolera aamo?

After Reading: In My Mind Question
Eisomerolyo lirwanisya litya obwibbi?

Literacy 2
Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeeji bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1
Sentence Structure Application
Afuuwire efirimbi.

Yafuuwire efirimbi.

Avugire bundi emotoka.

Yavugire bundi emotoka.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>waaya</td>
<td>W, w</td>
</tr>
<tr>
<td>waa</td>
<td>w</td>
</tr>
<tr>
<td>w</td>
<td>waaya, saawa, okuwuuna</td>
</tr>
</tbody>
</table>

Day 3

Day 4
Literacy 1

Vocabulary Review
ababyaire  abanadiini  epoliisi
abeebbemperi  oluikiiko  kukuuma

Word Structure Review: Answers
asibire  a-sabire  ya-sabire
asibire  a-sibire  ya-sibire

Sentence Structure Review: Answers
Afuuwire efirimbi.
Yafuuwire efirimbi.
Avugire bundi emotoka.
Yavugire bundi emotoka.

Literacy 2

Handwriting and Spelling Assessment
igaali  bigere  saawa
9.1 Obuvunaanyizibwa bwa bakuumi b'eidembe n'obukuumi

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Drawing**

Two people (male and female) dressed in police uniforms talking to with a man (thief) and an old woman (holding a basket with chicken) standing near a homestead.

---

**References**

**NPSCU Teacher’s Guide**
- Competences, page 79
- Sample Scheme of Work, page 135

**NPSCU P2 Curriculum**
- Page 38

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**Model News Story**

My uncle is a policeman. One morning he was walking to work. He heard a noise in the neighbourhood. People were chasing a thief. The thief stole chickens from an old woman’s homestead. My uncle called other policemen to help. They looked for the thief and caught him. The policemen also found the chickens. They gave the chickens back to the old woman. After that, there was peace in the village.

---

**Traditional Text**

**Kembo**

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

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
9 Eidembe n'obukuumi

Oral Literature

Obuvunaanyizibwa bwa bakuumi b'eidembe n'obukuumi

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

Omu disitulikiti ye Kibuku mulimu abakuumi b'eidembe bangi. Abamo kwabo niibo epoliisi abakali n'abasaiza, abakuuma oku pulizoni, abakuumi b'omu bitundu, aba Salasiini, n'abaziiza ebigosii. Abatyami b'omu disitulikiti enu baabire nga babonaabantu banu oku nzira, oku masomero, oku mizigi to'oku makanisa naye nga tibamaithe obuvunaanyizibwa bwabwe. Ebiseera ebisinga obungi, abantu abakuulu n'abaana b'omu disitulikiti enu owebabonanga abakuumi b'eidembe bateekangaku mbiro.

Abeebsbembe b'ebalo ebitali bimo omu disitulikiti enu beekumbaaniryeye omwaka oguwoire ni beebeeulya niki ekibeezya okukola kaisi babakobere obuvunaanyibwa bw'abantu banu abali omu bitundu byabwe. Amalabuki agebasunire gaali g'okweta mwebbembe w'abakuumi b'eidembe banu abanyonyole ebikwata oku bantube.

Story Outline

| Kiseego ekikulu          | Bakuumi b'eidembe n'obukuumi. |
|-------------------------------------------------|
| Kiseego ekiwagira ebikulu ebiri omu kifumo 1 | Bali n'obuvunaanyizibwa bungi. |
| Kiseego ekiwagira ebikulu ebiri omu kifumo 2 | Bakuuma eidembe omu kitundu. |
9.1 Obuvunaanyizibwa bwa bakuumi b'eidembe n'obukuumi

Oral Literature

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

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebigosi</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. Buvunaanyizibwaki abakuumi b'eidembe n'obukuumi obubali nabwo?</td>
<td>1. Naani akuuma eidembe okwisomero lyanywe?</td>
</tr>
<tr>
<td>2. Naani eyeegeserye abatyami b'e Kibuku oku buvunaanyizibwa bwa bakuumi b'eidembe?</td>
<td>2. Buvunaanyizibwaki obwoli nabwo okwisomerolyo?</td>
</tr>
</tbody>
</table>

Term 3  Week 1
9 Eideembe n’obukuumi

Literacy 1 and 2

Day 1

**Literacy 1**

**Thematic Question**
Abaana bona beeya kukola niki olw’okuleeta eidembe n’obukuumi omu kitundu?

**Before Reading: Guiding Question**
Osome ekifumo kinu kaisi omanyice oba ab’e mirirano ababiri bairire aamo oba bbe.

**After Reading: In the Text Question**
Oweekuuyo ekibbiibbi kimo omulirana wa baWeenene ekiyakolanga ekyabamalireku eidembe?

**After Reading: In My Mind Question**
Iwe niki ekirita okukumalaku eidembe?

**Literacy 2**

**Plan the Story**
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

**Literacy 1**

**Word Structure Application**

<table>
<thead>
<tr>
<th>akolere</th>
<th>a-kolere</th>
<th>ya-kolere</th>
</tr>
</thead>
<tbody>
<tr>
<td>azeenyere</td>
<td>a-zeenyere</td>
<td>ya-zeenyere</td>
</tr>
</tbody>
</table>

**Literacy 2**

**Breaking and Making**

<table>
<thead>
<tr>
<th>paasi</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>paa</td>
<td>paa</td>
</tr>
<tr>
<td>p</td>
<td>paasi</td>
</tr>
</tbody>
</table>

**Handwriting and Spelling Practice**
P, p

paasi, esapatu, lupapula
9.2 Engerí y’okusetula eidembe

Literacy 1

Thematic Question
Abanaa bona bezya kukola niki olw’okuleeta eidembe n’obukuumi omu kitundu?

Before Reading: Guiding Question
Osome ekifumo kaisi omanyice nga ab’omurirano ababiri bairire aamo oba bbe.

After Reading: In the Text Question
Bintuki oPaasita ebiyatumwireku omu kanisa ebireeta eidembe omu kitundu?

After Reading: In My Mind Question
Bintuki kwebyo ebireeta eidembe ebiri omu kifumo ebyokolaku egiri abainawo okwisomero?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeebi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
OGasyodo abbeetere enkwi makezi.
OGasyodo yabbeetere enkwi izuuli.
Osaala asomere kusa leero.
Osaala yasomere kusa ludi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>pata p</td>
<td>P, p</td>
</tr>
<tr>
<td>pa pa</td>
<td>pata, puusi, olupaali</td>
</tr>
</tbody>
</table>

Day 3

Day 4

Term 3 Week 2 216
9 Eidembe n’obukuumi

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
okusaba bembere okusugirya
omuliranwano muntu beenenyere

Word Structure Review: Answers
akobere a-kobere ya-kobere
azeenyere a-zeenyere ya-zeenyere

Sentence Structure Review: Answers
OGasyodo abbetere enkwi makeezi.
OGasyodo yabbetere enkwi izuuli.
Osaala asomere kusa leero.
Osaala yasomere kusa ludi.

Literacy 2

Handwriting and Spelling Assessment
paasi lupapula olupaaL
9.2 Engeri y’okusetula eidembe

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

**Model News Story**

Last month there was a football match in the village and the two teams played to a draw. When the match was over, a fight broke out between the two teams. The village chief, who was among the spectators, ordered his guards to stop the fight. When the guards stopped the fight, they also assisted people to walk away. This helped to keep peace at the football match.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>People watching the football match.</td>
</tr>
</tbody>
</table>

**References**

<table>
<thead>
<tr>
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<td>• Competences, page 79</td>
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<td>• Sample Scheme of Work, pages 136-137</td>
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</table>

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<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 38-40</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Kikwate**

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

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
9 Eidembe n’obukuumi

Oral Literature

Engeri onte egiyaziremu omu kidaala ky’omuntu

<table>
<thead>
<tr>
<th>Kibuulyo ekirungamya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bisoloki ebitureetera eidembe n’obukuumi e ika?</td>
</tr>
</tbody>
</table>

Kitundu ekisooka

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

Omuntu yeekulembeiry eONte n’amutwala e ika. Yamusibiremu omuguwa oku kigere n’amala n’amusiba oku kisaale. Omusaiza, omukali n’abaana bonabona balabiriranga oONte onu. ONte Yamalire enaku ntono n’abyala onyana.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bazeenyi omu kifumo</td>
</tr>
<tr>
<td>omuntu, Nte.</td>
</tr>
<tr>
<td>Kifó</td>
</tr>
<tr>
<td>ika.</td>
</tr>
<tr>
<td>Kikole</td>
</tr>
<tr>
<td>kutwala nte ika.</td>
</tr>
</tbody>
</table>
9.2 Engeri y’okusetula eidembe

Oral Literature

Kibuulyo ekiragula
Niki ekyabbairewo ng’oNte abyaire?

Kitundu kyokubiri


Vocabulary Words

<table>
<thead>
<tr>
<th>amulabirira</th>
<th>ika</th>
<th>omukaagwawe</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Text Questions</td>
<td>In My Mind Questions</td>
<td></td>
</tr>
<tr>
<td>2. Onite w’omugasoki egiri omuntu?</td>
<td>2. Ewaanywe eriyo ente? Mugikuuma mutya?</td>
<td></td>
</tr>
</tbody>
</table>
9 Eidembe n’obukuumi

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bisaaki ebizwa omu kusetula eidembe n’obukuumi?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice obusa bw’okusetula eidembe n’obukuumi.

After Reading: In The Text Question
Naani agadya ofaazali?

After Reading: In My Mind Question
Singa niwe oisenga wa Faazali wank’ebitirye otya?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa ahegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th>akula</th>
<th>a-kula</th>
<th>ya-kula</th>
</tr>
</thead>
<tbody>
<tr>
<td>atuma</td>
<td>a-tuma</td>
<td>ya-tuma</td>
</tr>
</tbody>
</table>

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kutyama ty</td>
<td>Ty, ty</td>
</tr>
<tr>
<td>tya tya</td>
<td>kutyama, kutyaba, kityamo</td>
</tr>
<tr>
<td>ty kutyama</td>
<td></td>
</tr>
</tbody>
</table>
9.3 Omugaso gw’okusetula eidembe n’obukuumi

Literacy 1

Thematic Question
Bisaaki ebizwa omu kusuljei n’obukuumi?

Before Reading: Guiding Question
Osome ekifumo kini kaisi omangice obusa bw’okusetula

After Reading: In the Text Question
Naa nii eyataasire oFaazali nga bamukubba?

After Reading: In My Mind Question
Ewaanywe babitya batya abafuubbi?

Literacy 2

Plan the Story
Kiseego kisaa okuteekateeka ekifumo ky’ebikobe ebina,
okwetegekera singa abeegi bakaya okusuna ebiseego by’omu

Day 3

Literacy 1

Sentence Structure Application
Ow’epoliisi atumula.

Day 4

Literacy 2

Breaking and Making
mutwe  tw

twe   twe

tw    mutwe

Handwriting and Spelling Practice
Tw, tw

mutwe, museetwe, otweyo
9 Eidembe n'obukuumi

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

amukubba  omwalimu  oisengawe
amugadya  amusima  yamulabirira

Word Structure Review: Answers

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

Sentence Structure Review: Answers

Ow'epoliisi atumula.
Ow'epoliisi yatumula.

Omusaiiza airuka.
Omusaiiza yairuka.

Literacy 2

Handwriting and Spelling Assessment

kityamo  kutyama  museetwe
9.3 Omugaso gw'okusetula eidembe n'obukuumi

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>People wearing t-shirts (with a label “we want peace in our village”) at a party.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last month there was campaign in our village. Two people contested for the post of Local Council chairman. Before the elections, the officer in our district organised a big party and invited everyone in the village where he gave everyone a t-shirt which is labelled “we want peace in our village”. All people on and promised to keep peace during voting.</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>- Competences, page 79</td>
</tr>
<tr>
<td>- Sample Scheme of Work, page 137</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>- Pages 39-40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kikoiko</strong></td>
</tr>
<tr>
<td>Ndi n'abakali bange basatu, omoiza owaabulawo, ababiri tibasumba.</td>
</tr>
<tr>
<td>Maiga.</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
9 Eidembe n'obukuumi

Oral Literature

ONkukuni n'oNsekere balwanira ensalo y'ekigona

Kibuulyo ekirungamya
Basetula batya eidembe n'obukuumi omu kitundu kyanywe?

Kitundu ekisooka
Lwali lumo, oNkababe yabbaire aliisya entegye oku mwiga, yaajiirye ng'oNkukuni bali kulwana n'oNsekere. Onsekere yasindikanga oNkukuni n'agwa eedi, oNkukuni iye yasambanga-busambi oNsekere. ONkababe oweyaboine ng'oNsekere n'oNkukuni bonabona basanka isaaye, niwo okubagaya. Nankabaire yaali muleme w'ekigere ekigooda, yeezere okutaasa abainaye.

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

Story Outline

Bazeenyi omu kifumo
ONkababe, olsusi, oNkukuni, oNsekere, jeeja.

Kifo
Mu musiri.

Kikole
Kusaba kisonyiwo.
9.3 Omugaso gw’okusetula eidembe n’obukuumi

Oral Literature

Kibuulyo ekiragula

ONkababe yairire nakola niki?

Kitundu kyokubiri

ONkababe oweyaboine ng’ebintu bigosiire, niowo okutoola akasimuke n’akubbira omukulu w’eikitundu omucaala olsusi. Yamukobere ati ebigosi biri oku mwig. Tiyalwire, yena n’aiza n’oNamumbuye okalaaniwe, oHaji Kirumba omukumi w’eidembe omu kitundu kinu yena n’atuukirawo. Omucaala olsusi yakobere oHaji Kirumba n’okalaaniwe oNamumbuye ati, balalike abantu nyumba ku nyumba eizo baize omu muyembe egibateeseranga.


Vocabulary Words

<table>
<thead>
<tr>
<th>kutakangana</th>
<th>kuyambagana</th>
<th>kutalwana</th>
</tr>
</thead>
</table>

In the Text Questions

1. Naani omukuulu w’eikitundu ekibatumwireku?
2. Naani eyakubbire akasimu?

In My Mind Questions

1. Naani akulira eikitundu ky’e waanywe?
2. Obonangaku abalwanira ensalo y’ekigona Yaina?

Term 3 Week 3
10 Obukuumi bw’omwana

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abaana beeyaa okutandiika okukola emirimyo nga b’emyaka mimeka?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi manyice emirimyo gy’abaana n’engeri egibatulugunyamyo abaana.

After Reading: In the Text Question
Obbutule emirimyo mibiri egya maani oNawula egiyakolanga owa koizawe.

After Reading: In My Mind Question
Singa niwe oNawula, wankabbage musangaali okukola emirimyo oti nigyo egyo? Lwaki?

Literacy 2

Plan the Story
Kiseego kisa okuteekateekaa ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
alera a-lera yali-lera
azuma a-zuma yali-zuma

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bbuutusi bb</td>
<td>Bb, bb</td>
</tr>
<tr>
<td>bbuu</td>
<td>bbuu</td>
</tr>
<tr>
<td>bb</td>
<td>bbuutusi</td>
</tr>
</tbody>
</table>

227 Term 3 Week 4
Literacy 1
Thematic Question
Abaana beezya okutandiika okukola emirimo nga b’emyaka mimeka?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanye emirimo gy'abaana n’engeri egibatulugunyaamu abaana

After Reading: In the Text Question
Omkulu w’esisomero lya ba Kiiry a yabbeereire atya oNawula okusuna eideembe?

After Reading: In My Mind Question
Niki ekoyooyeeyaa okukola ng’oli n’omukaagwawo ababyaire ogubatulugumya?

Literacy 2
Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1
Sentence Structure Application
Omama akesa obulo.
Omama yalikesa obulo.
Omama akubba omwana.
Omama yalekubba omwana.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bbinika</td>
<td>Bb, bb</td>
</tr>
<tr>
<td>bbi</td>
<td>bbi</td>
</tr>
<tr>
<td>bb</td>
<td>bbinika</td>
</tr>
</tbody>
</table>

Term 3  Week 4  228
10 Obukuumi bw'omwana

Literacy 1 and 2

Day 5

Literacy 1

**Vocabulary Review**

<table>
<thead>
<tr>
<th>ogunywa</th>
<th>okusumba</th>
<th>akadomoolo</th>
</tr>
</thead>
<tbody>
<tr>
<td>kweya</td>
<td>yakolanga</td>
<td>kwisomero</td>
</tr>
</tbody>
</table>

**Word Structure Review: Answers**

<table>
<thead>
<tr>
<th>alera</th>
<th>a-lera</th>
<th>yali-lera</th>
</tr>
</thead>
<tbody>
<tr>
<td>azuma</td>
<td>a-zuma</td>
<td>yali-zuma</td>
</tr>
</tbody>
</table>

**Sentence Structure Review: Answers**

Omama akesa obulo.

Omama yalikesa obulo.

Omama akubba omwana.

Omama yalikubba omwana.

Literacy 2

**Handwriting and Spelling Assessment**

<table>
<thead>
<tr>
<th>bbuutusi</th>
<th>bbinika</th>
<th>bbakuli</th>
</tr>
</thead>
</table>

Term 3  Week 4
10.1 Emirimo gy’omwana n’okutulugunya omwana

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

A seven year old lifting heavy luggage.

Model News Story

When I was a child I lived in town with my aunt’s friends. I worked for them and they paid me some money. Although, I liked assisting them with work, I did not feel happy with all the heavy work that I was instructed to do. My muscles hurt at the end of each day’s work. I learnt that unlike older people, young children were not allowed to do heavy work on days that they would be in school. Later on, I enrolled in school to study.

Traditional Text

Akeombo

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

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
10 Obukuumi bw’omwana

Oral Literature

Ekitone eky’omugaso

## Kibuulyo ekirungamywa
Osome ekifumo kinu kaisi omanyice omubyaire atulugunya omwana ng’akola kisa oba bbe.

Abaana niibo ekitone eky’omugaso eino oKibumba ekyawa abantu omu kyalu munu. Abana bali n’okukulira omu mpisa ensa era nga bakola emirimo egituukanana n’emyaka gyabwe. Egimo oku mirimo egyo abaana egibasaaniire okukola niigyo ginu:- okunaabwayo amasaani, okusumba emere, okweya oluuga, okuleeta amazzi, okullisya ebisolo by’e ika, okusangaalira abageni, n’okubawa ebityamo.

Abaana owebakola emirimo oti giigyo, tigibamenya era kibaleetera okukula n’obwomi obusa, ate nga bakoli basa. Ababyaire abateegesya abaana baabwe okukola emirimo oti giigyo baleetera abaana baabwe ebugisi omu maiso egibaaba. Abana abaaka nga tibamaite okukola emirimo niibo abebatira okusibanga olw’okubba babba bakoli b’ebibbiibi.

## Story Outline

| Kiseego ekiiku | Emirimo gy’abaana n’okutulugunya abaana. |
| Kiseego ekiwigira ebikulu ebiri omu kifumo 1 | Banaabaya amasaani n’okweya oluuga. |
| Kiseego ekiwigira ebikulu ebiri omu kifumo 2 | Babeetikisya ebizito n’okubaima emere. |
10.1 Emirimo gy’omwana n’okutulugunya omwana

Oral Literature

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


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>okweya</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. Oweekuuyo emirimo mibiri abaana egibasaanira okukola.</td>
<td>1. Mirimoki egiri omu kifumo eg yokolaku e ika ewaanywe?</td>
</tr>
<tr>
<td>2. Obbutuleku engeri ibiri ababyaire egibatulugunyamu abaana.</td>
<td>2. Idembeki ery’abaana eryomaiteku?</td>
</tr>
</tbody>
</table>
10 Obukuumi bw’omwana

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bintuki ebizwa omu kutulugunya abaana?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyakwgesya niki ekikwata oku kutulugunya abaana?

After Reading: In the Text Question
Naani eyagwire n’aniokoka ekiigere?

After Reading: In My Mind Question
Singa niiwe owaniokokere ekiigere, wankakolere otya?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
kusiba  kusib-a  kusib-isy-a
kusumba  kusumb-a  kusumb-isy-a

Literacy 2

Breaking and Making

Handwriting and Spelling Practice

<table>
<thead>
<tr>
<th>mbuli</th>
<th>mb</th>
</tr>
</thead>
<tbody>
<tr>
<td>mbuli,</td>
<td>mb</td>
</tr>
<tr>
<td>ibbembe, muyembe</td>
<td></td>
</tr>
</tbody>
</table>

Mb, mb
10.2 Ebizwa omu kutulgunya omwana

Literacy 1

Thematic Question
Bintuki ebizwa omu kutulgunya abaana?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyakwegesya niki ekikwata oku kutulgunya abaana?

After Reading: In the Text Question
OKiirya n'oGasyodo beeyamire baty'a?

After Reading: In My Mind Question
Wankatakire kubbeera otya omuntu aliku obuleme?

Literacy 2

Plan the Story
Kiseego kita okuteekteeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

---

Literacy 1

Sentence Structure Application
Ali kusiba n'omuguwa.

Ali kusibisya muguwa.

Ali kukuuma n'emundu.

Ali kukuumisya mundu.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>nganira ng</td>
<td>Ng, ng</td>
</tr>
<tr>
<td>nga nga</td>
<td>ngaiza nga</td>
</tr>
<tr>
<td>ng nganira</td>
<td>nganira ngaiza ngo</td>
</tr>
</tbody>
</table>
10 Obukuumi bw'omwana

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
emiigo
bazeenya
agwa
atambulirengku
omuleme
okubbeeranga

Word Structure Review: Answers
kusiba
kusumba
kusib-a
kusumb-a
kusib-isy-a
kusumb-isy-a

Sentence Structure Review: Answers
Ali kusiba n'omuguwa.
Ali kusibisya muguwa.
Ali kukuuma n'emundu.
Ali kukuumisya mundu.

Literacy 2

Handwriting and Spelling Assessment
ibbembe
muyembe
ngaiza
10.2 Ebiza omu kutulgunya omwana

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

| Boys digging an anthill, girls lifting jerricans of water on their heads. |

Model News Story

Sometimes, when Primary 2 learners are not obedient in class, their teachers have to discipline them. In a school where my youngest brother studied, there was a teacher who used to discipline boys by making them dig up ant hills in his compound. To discipline girls, he would make them fetch water from the valley using heavy jerricans. My brother is a big boy today, but when he sees an anthill he remembers the punishments that they would be given.

Traditional Text

Nkazalulimi

Timwalwanalwana oti baala abalwaine ni balwala.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
10 Obukuumi bw’omwana
Oral Literature
OKitaka asuna eideembe

Kibuulyo ekirungamya
Imwe ng’abaana naani abakuuma?

OKitaka yaali mwali mwegi w’ekyokubiri omwisomero eryali limanye olw’okukola kusa omu Bugwere. OKitaka yaali n’abakaagwabe omuli oTopisita, eyaali muleme, oZaituna, oYusufu, n’OJuma abakaagwabe ibo baali basigaire omu kyaluberyeberyeye. Abasomesyabe n’abakaagwabe bamutakanga ino. Oiteeye wa Kita yaali mubaizwa ow’obuvunaanyiwa olw’okubba yaguliranga abaanabe ebyetaago.

Omwala onu yaali n’obugos bwa muka iteeeye olw’okubba omaaye yaali afiire osiriimu. Omuka iteeeye oNamaliiri olwisi yamugaananga okwaba okwisomero. Kinu Kyamubityanga kubikubbi omu biseegobye era n’asigala nga muyogobali. Omusomesya wa Kita yamubwirye ogw’okugoneryanga ino ate nga musomi musa. OKitaka yairiremu omusomesya ati, “Omama niyiye angaananga okwiza okwisomero buli lunaku era nambu tiyankolerenghe.”

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

Story Outline

<table>
<thead>
<tr>
<th>Kiseego ekikulu</th>
<th>Kutulugunya mwana.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiseego ekiwagira ebikulu ebiri omu kifumo 1</td>
<td>Kuvumbula ng’omwana abula e ika.</td>
</tr>
<tr>
<td>Kiseego ekiwagira ebikulu ebiri omu kifumo 2</td>
<td>Yaabire n’alonseryaku omwawule.</td>
</tr>
</tbody>
</table>
Oiteeye wa Kitaka ng'amalire okuvumbula ati omwanawe abula e ika, yaabire okwisomero n'asaba omukulu w'eisomero okumweteraku omusomesya wa Kitaka atumuleku naye oku nsongya ya mwalawe. Omusomesya bamwetere n'ayaba omu yafeesi y'omukulu w'eisomero egiajiriye oiteeye wa Kitaka ni batumula oku nsonga y'okusoma kwa Kitaka. Omusomesya yanyonyoire umubyaire ati, “Ensoma y'omwana nsa naye embeeraye e ika niiyo eyezya okumucaaamya kaisi n'emulemesya okwaba omu maiso.”

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

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>yamugaananga</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. Lwaki oKitaka yaabire n'OZaituna ewaabwe?</td>
<td>1. Ewaanywe ababyaire bababitya kusa? Bababitya batya?</td>
</tr>
<tr>
<td>2. Niki ekyatwaire oiteeye wa Kitaka okwisomero?</td>
<td>2. Lwaki ebisito byonabyona tibibitya abaana ngeri moiza?</td>
</tr>
</tbody>
</table>

Term 3  Week 5
10 Obukuumi bw'omwana

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abaana beezya kukola niki okwekuuma?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanye ce iteeve waani eyalagire obuvunaanyizibwa bw'okukina omwanawe.

After Reading: In the Text Question
Naani eyaali oiteeye wa Naizuli?

After Reading: In My Mind Question
Bugosiki obw'osuna buli olw'ogonerya okwaba okwisomero?

Literacy 2

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

Day 2

Literacy 1

Word Structure Application
kutema  kutem-a  kutem-esy-a
kuloba  kulob-a  kulob-esy-a

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>mukeeka  ee</td>
<td>Ee, ee</td>
</tr>
<tr>
<td>kee    kee</td>
<td>mukeeka, meeza, muleeti</td>
</tr>
<tr>
<td>ee     mukeeka</td>
<td></td>
</tr>
</tbody>
</table>
10.3 Enger i’okukinga omwana

Literacy 1

Thematic Question
Abaana beezya kukola niki okwekuuma?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice iteeve waani eyalagire obuvunaanyizibwa bw’okukinga omwanawe?

After Reading: In the Text Question
Ababyaire ba Naizuli balegeire bati niki ekyabitisirye oKiirya?

After Reading: In My Mind Question
Wena ababyairebo balolecaaku ebitaborbyo ng’ozwire okwisomero?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

—

Literacy 1

Sentence Structure Application
Ali kuloba n’omulobo.

Ali kulobesya mulobo.

Ali kukoma n’enkumbi.

Ali kukomesya nkumbi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kiroowa oo</td>
<td>Oo, oo</td>
</tr>
<tr>
<td>roo roo</td>
<td>kiroowa, bitooko, kisoto</td>
</tr>
<tr>
<td>oo kiroowa</td>
<td></td>
</tr>
</tbody>
</table>

Term 3  Week 6  240
10 Obukuumi bw'omwana

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

baloleca  ababyairebe  saawa
ebitabo  ekalaamu  ebirabo

Word Structure Review: Answers

kutema  kutem-a  kutem-esya
kuloba  kulob-a  kulob-esya

Sentence Structure Review: Answers

Ali kuloba n'omulobo.
Ali kulobesya mulobo.

Ali kukoma n'enkumbi.
Ali kukomesya nkumbi.

Literacy 2

Handwriting and Spelling Assessment

mukeeka  bitooko  kisooto
10.3 Engeri y’okukinga omwana

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

A teacher talking to a group of learners.

Model News Story

One day I found the Primary 1 teacher talking to learners before they left school for lunch. She said to them, “When you are going back home or coming to school, walk in groups or pairs so that bad people will fear to do bad things to you and if anything bad happens to you or to your friend report immediately to your parents or teachers.” The children went home and told this to their parents who were very happy that the teacher cared about safety.

Traditional Text

Kikwate

Tubbe kwisomero! tubbe okwisomero!
Tubbe kwisomero, tusome.

Tubbe kwisomero! tubbe okwisomero!
Tusome paka kymusanvu.

Tubbe kwisomero! tubbe okwisomero!
Tuleke okuzeenya tusome.

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

References

NPSCU Teacher’s Guide
- Competences, page 80
- Sample Scheme of Work, page 141

NPSCU P2 Curriculum
- Pages 42-43
10 Obukuumi bw’omwana

Oral Literature

OHadija okwisomero

Kibuulyo ekirungamya
Niki ekigaana abaana abandi okusoma?

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

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

Story Outline

Kiseego ekikulu
Omusomesya abbeera OHadija okwira okwisomero.

Kiseego ekiwigira ebikulu ebiri omu kifumo 1
E Gavumenti yalagire okusiba ababyaire abagaana abaana okusoma.

Kiseego ekiwigira ebikulu ebiri omu kifumo 2
Kuleka baana okwisomero bamale ekyomusanvu.
10.3 Engeri y’okukinga omwana

Oral Literature

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

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

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekimugaana</td>
</tr>
<tr>
<td>eidembe</td>
</tr>
<tr>
<td>bakwatenge</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. Lwaki oHadija yaali tasoma?</td>
<td>1. Naani ogw’omaite eyalekerewo okusoma olw’okumugadya?</td>
</tr>
<tr>
<td>2. Naani eyabbeereire, oHadija kaisi n’aira okwisomero?</td>
<td>2. Wena omusomesyawo akufaaku? atya?</td>
</tr>
</tbody>
</table>
11 Ebipimo

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ngeriki egitwezya okubbutula ebika by’ebiseera?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyakwesya niki ekikwata oku biseera?

After Reading: In the Text Question
Naani eyabwine okwisomero ng’etaamu etandiika?

After Reading: In My Mind Question
Iwe oyaba saawa imeka okwisomero?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
kukubba  kukub-a  kukub-ira
kulima  kulim-a  kulim-ira

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>nyanza</th>
<th>ny</th>
</tr>
</thead>
<tbody>
<tr>
<td>nya</td>
<td>nya</td>
</tr>
<tr>
<td>ny</td>
<td>nyanza</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Ny, ny
nyanza, kunyonyola, atoonya
Literacy 1

Thematic Question
Ngeriki egitwezya okubbutula ebika by'ebiseera?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyakwegesya niki ekikwata oku biseera?

After Reading: In the Text Question
OWeenene bakolere niki esaawa eina?

After Reading: In My Mind Question
Iwe okola otya okukuuma ebiseera?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky'ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by'omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Tuli kulumu n'amaino.

Tuli kulumira maino.

Tuli .kukuusa n'omuguwa.

Tuli kukuusira muguwa.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngada</td>
<td>d</td>
</tr>
<tr>
<td>da</td>
<td>da</td>
</tr>
<tr>
<td>d</td>
<td>ngada</td>
</tr>
</tbody>
</table>
11 Ebipimo

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>saawa</th>
<th>kubala</th>
<th>moiza</th>
</tr>
</thead>
<tbody>
<tr>
<td>oGwokubiri</td>
<td>okuzeenya</td>
<td>Lwebbalaza</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>kukubba</th>
<th>kukubb-a</th>
<th>kukubb-ira</th>
</tr>
</thead>
<tbody>
<tr>
<td>kulima</td>
<td>kulim-a</td>
<td>kulim-ira</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

Tuli kuluma n'amaino.
Tuli kulumira maino.

Tuli kukuusa n'omuguwa.
Tuli kukuusira muguwa.

Literacy 2

Handwriting and Spelling Assessment

| nyanza | atoonya | kudaata |
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

### Model News Drawing

| A plant with three flowers and three wall clocks beside each flower to show the time when the flower is folded, when it unfolds and when it folds again. |

### Model News Story

At home I have a beautiful plant. I named it “clock plant”. In the morning, its flowers can be folded. When it is at midday, its flowers unfold, then at four in the evening they fold again. After a week all the flowers fall off. New flowers spring at the end of a fortnight.

### Traditional Text

#### Kembo

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

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

Oral Literature

Owalovu atwala ekikopo

<table>
<thead>
<tr>
<th>Kibuulyo ekirungamya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niki ekyoseega oti weega omu kifumo kinu ekikwata oku kukuuma ebiseera?</td>
</tr>
</tbody>
</table>

Kitundu ekisooka

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

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

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bazeenyi omu kifumo</strong></td>
</tr>
<tr>
<td>oNzogi, oWalovu, oMpologoma.</td>
</tr>
<tr>
<td><strong>Kifo</strong></td>
</tr>
<tr>
<td>Mukisaawe.</td>
</tr>
<tr>
<td><strong>Kikole</strong></td>
</tr>
<tr>
<td>Walovu kutwala kikopo.</td>
</tr>
</tbody>
</table>
**11.1 Biseera**

**Oral Literature**

---

**Kibuulyo ekiragula**

Ebisolo bya seegere bitya oku Walovu?

---

**Kitundu kyokubiri**


Awo n’abikoba okwetegeka. Byonabyona owebyamalire okwetegeka, ONGaiza n’Onfuko ni bisimbula abairuki. Okufuwuwa efirimbi biti, oWalovu yajuukiire ku mukira gwa Nzogi. ONZogi okutuuka ati oku kaguwa, ng’oWalovu ajuuka agwa oku kaguwa naba niyi asookere. Okuzwa kwolwo, oWalovu n’atwala ekkopo era niyiye akuuma olubiri iwa Kitiisya.

---

**Vocabulary Words**

<table>
<thead>
<tr>
<th>efuuti</th>
<th>edaakiika</th>
<th>ebiseera</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Naani eyateeekerewo okoolo w’embiro?
2. Naani eyatwaire ekikopo?

**In My Mind Questions**

1. Oseega oti oWalovu yakolere mazima? Lwaki?
2. Singa niwe ONzogi wankakolere otya oWalovu?
11 Ebipimo

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Omaite ebuntu ebitukolesya okupima eby’amaizi, obuzito n’obuwanvu?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice niki ekiyaba okukwegesya oku mbala y’ebipimo.

After Reading: In the Text Question
OWeenene bamutumire kugula kiro imeka egya sukaali?

After Reading: In My Mind Question
Iwe oiteewo atira kukutuma kugula niki okwiduuka?

Literacy 2

Plan the Story
Kiseego kita okuteekateekia ekifumo ky’ebikobe ebina, okwetegekeria singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

Word Structure Application
kugera  kuger-a  kuger-er-a
kutega  kuteg-a  kuteg-er-a

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kujuuka</td>
<td>j</td>
</tr>
<tr>
<td>juu</td>
<td>juu</td>
</tr>
<tr>
<td>j</td>
<td>kujuuka</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

J, j

kujuuka, kujanjabya, kujaagaana
11.2 Embala y’ebipimo

Literacy 1
Thematic Question
Omaite ebintu ebitukolesya okupima eby’amaizi, obuzito n’obuwanvu?

Before Reading: Guiding Question
Osome ekifumo kinu kaisi omanyice niki ekikyaba okukweseya oku mbala y’ebipimo.

After Reading: In the Text Question
OWeenene yairukire mita imeka egy’embiro?

After Reading: In My Mind Question
Iwe oyeza kwiruka mita imeka?

Literacy 2
Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1
Sentence Structure Application
Agera n’ewaaya.

Agerera waaya.

Asoma n’egalibindi.

Asomera galibindi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>maje</td>
<td>J, j</td>
</tr>
<tr>
<td>je</td>
<td>je</td>
</tr>
<tr>
<td>j</td>
<td>maje, kujejera, kujulira</td>
</tr>
</tbody>
</table>

Day 4
11 Ebipimo

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
esente  sukaali  ikumi
ekiro   erita    emita

Word Structure Review: Answers
kugera  kuger-a  kuger-er-a
kutega  kuteg-a  kuteg-er-a

Sentence Structure Review: Answers
Agera n’ewaaya.
Agerera waaya.

Asoma n’egalibindi.
Asomera galibindi.

Literacy 2

Handwriting and Spelling Assessment
kujulira  kujaagaana  kujuuka
11.2 Embala y’ebipimo

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A market setting with many items labelled with different units of measure such as litres, metres and kilograms.</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 buy and see how people measure different items. The last time I was at the market, I bought two litres of milk, a kilogram of sugar, a metre of cloth and paid twenty thousand shillings. After buying all those items, I was so excited to see the vendor give me one thousand shillings back.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 81</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 143</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 44-47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kikwate</td>
</tr>
<tr>
<td>Ebipimo! ebipimo! ebipimo!</td>
</tr>
<tr>
<td>Obuwanvu tupima mu mita,</td>
</tr>
<tr>
<td>Obuzito tupima mu kiro,</td>
</tr>
<tr>
<td>Eby’amaizi tupima mu lita.</td>
</tr>
</tbody>
</table>

_Note: The traditional text is taught in Oral Literature on Day 1 and 3._
11 Ebipimo

Oral Literature

Kamo kamo muganda

**Kibuulyo ekirungamya**
Kipimoki ekipima ebintu ebisusuka oti maizi?

**Kitundu ekisooka**


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

**Story Outline**

**Bazeenyi omu kifumo**
Nkoko, mwalawe, mukaliwe, baguli.

**Kífo**
Kibuga.

**Kikole**
okutandiika n'okutunda eiduuka.
11.2 Embala y'ebipimo
Oral Literature

Kibuulyo ekiragula
Oseega oti niki ekairyiriire?

Kitundu kyokubirir
Omwami oNkoko yasiimire omwalawe n'amukoba ati iye niyye eyagulanga ebintu bulijio.
Omwami oNkoko n'omwalawe batekekere eiduuka ni bapimaku osukaali n'ocumbi omu buveera
obw'ekiro kiro. Bateekere ebintu ebindi omu madaala kaisi ebidoomolo ni babireka ansi.
Omwami oNkoko niyye eyasigaire okutunda eiduuka. Yakobere omwalawe akobe omaaye awe
omugandawe ogondi eky'okulya amuleeterere.

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

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

Vocabulary Words

<table>
<thead>
<tr>
<th>erita</th>
<th>kiro</th>
<th>emita</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. Omu kidaala kya Nkoko mwalimu abantu bameka?</td>
<td>1. Oseega oti niki ekyabbaawo singa oNkoko yeeyongera okutunda eiduuka?</td>
</tr>
</tbody>
</table>

Term 3 Week 8

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11 Ebipimo

**Literacy 1 and 2**

**Day 1**

**Literacy 1**

**Thematic Question**
Omaite maliinaki ag’ebintu ebiri n’emboneka ey’enjawulo?

**Before Reading: Guiding Question**
Oseega oti ekifumo kinu kyakwegesya niki oku mboneka y’ebintu eby’enjawulo?

**After Reading: In the Text Question**
OWeenene asomere niki oku bintu by’emboneka egyenjawulo?

**After Reading: In My Mind Question**
Wabaire osomereku oku bintu by’emboneka ey’enjawulo?

**Literacy 2**

**Plan the Story**
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

**Day 2**

**Literacy 1**

**Word Structure Application**

<table>
<thead>
<tr>
<th>kange</th>
<th>k-ange</th>
<th>tw-ange</th>
</tr>
</thead>
<tbody>
<tr>
<td>wange</td>
<td>w-ange</td>
<td>b-ange</td>
</tr>
</tbody>
</table>

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuvuga v</td>
<td>V, v</td>
</tr>
<tr>
<td>vu v</td>
<td>kuvuga, kuvaalya, kuvumbula</td>
</tr>
<tr>
<td>v kuvuga</td>
<td></td>
</tr>
</tbody>
</table>
11.3 Emboneka n’obukalanguki bw’ebintu

Literacy 1

Thematic Question
Omaite mallinaki ag’ebintu ebiri n’emboneka ey’enjawulo?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyakwegesya niki oku mboneka y’ebintu eby’enjawulo?

After Reading: In the Text Question
Beeta batya ekintu ekiri oti lwigi?

After Reading: In My Mind Question
Oyezya okumanyica ebintu eby’emboneka gy’enjawulo omu kibiina?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Asusire omuyebe gwange.
Asusire emiyembe gyange.

Amigire eryengi lyange.
Amigire amengi gange.

Literacy 2

Breaking and Making

| kivuluga | v |
| vu | vu |
| v | kivuluga |

Handwriting and Spelling Practice

V, v

kivuluga, kaveera, maviiri
11 Ebipimo

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

lekitango saako tulaayango
sukweya emba mupiira

Word Structure Review: Answers

kange k-ange tw-ange
wange w-ange b-ange

Sentence Structure Review: Answers

Asusire omuyembe gwange.
Asusire emiyembe gyange.

Amigire eryengi lyange.
Amigire amengi gange.

Literacy 2

Handwriting and Spelling Assessment

kuvuna kivuluga kuvumbula
11.3 Emboneka n’obukalanguki bw’ebintu

News

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children decorating a hospital.</td>
</tr>
</tbody>
</table>

Model News Story

When I was in Primary 2 my teacher taught me how to make decorations and crafts. I learned how to make balls and boxes out of paper bags. Out of all of the learners, I liked making decorations very much. One day, the whole class made decorations. We used them on Christmas day to decorate a hospital in my village. I was glad to use what I had learned to make other people happy.

Traditional Text

Kikoiko

Niki ekyaleegeire omuzungu okukola olupanka?

Isana.

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

Oral Literature

OMupiira gwa laawunda lgwo tigudemba

Kibuulyo ekirungamya
Oseea otya oku mboneka n’obukalanguki bw’ebintu?

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


Story Outline

Bazeenyi omu kifumo
OMupiira, oKitabo, OBbookisi.

Kifo
Ika.

Kikole
Balekeire Awo kuzeenyanga.
11.3 Emboneka n’obukalanguki bw’ebintu
Oral Literature

**Kibuulyo ekiragula**
Niki ekayiriire?

**Kitundu kyokubiri**

Bazeenyanga emizeenyo mingi ng’okujuuka, n’okusamba omupiira okubbaka, okwiruka n’okwembwa. Abakaagwa banu abandi badembanga ino, abandi ni balwala buli owebaabanga omu kisaawe okuzeenywa. OKalaamu n’oltafaali ibo bamenyekanga bumenyekei kaisi ni babatwala wa mukinomo okubayunga amagumba.

OKitabo iye buli oweyezeenyanga, yanyiranga-bunyiiri engoyegye, kaisi oBbookisi iye yanikokanga-buniokoki era nga yena bali n’okumutwala owa mukinomo okumumiga kaisi n’aterereera. OMupiira oweyaboine ng’abainaye tibazeenywa kusa yabakobere ati balekere awo okuzeenyanga, olw’okubba kubakosa. Bonabona basembe re ekiseego ekyo era ni bakoba bati niije abasinga amaani olw’okubba tadembwa. Basumbire mangu eky’eigulo ni balya mangu kaisi eizo ni batandiika emirimo gyabwe. Abakaagwa banu basangaali ino okutuuka olw’atyanu.

**Vocabulary Words**

<table>
<thead>
<tr>
<th>laawunda</th>
<th>ekisooto</th>
<th>oitafaali</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Naani eyasingire amaani?
2. Naani eyanyirikanga engoye?

**In My Mind Questions**

1. Obonangaku omuntu aniokoka ng’azeenywa? Yaina?
2. Singa niwe omupiira ogwa laawunda wankakolere otya?
12 Eby'okwesanyusa, emikolo n'ebiwuumulo

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bintuki eby'amasanyu ebikolebwangaku eika ewaanywe?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyakwegesya niki oku bintu ebisanyusa e ika?

After Reading: In the Text Question
Naani ataka ino abaanabe?

After Reading: In My Mind Question
Iwe oiteewo akusuubizangaku niki?

Literacy 2

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

Day 2

Literacy 1

Word Structure Application
kisakakyo ki-saka-ky-o bi-saka-by-o
kisikikyo ki-siki-ky-o bi-siki-by-o

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ηάάάάάάάάάάάάaaa</td>
<td>η, η</td>
</tr>
<tr>
<td>ηααααααααααααaaa</td>
<td>ηααααααααααααaaa</td>
</tr>
<tr>
<td>η</td>
<td>ηάάάάάάάάάάάαaaa</td>
</tr>
</tbody>
</table>
12.1 Ebikole eby’amasanyu e ika n’okwisomero

Literacy 1

Thematic Question
Bintuki eby’amasanyu ebikolebwangaku eika ewaanywe?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyakwegesya niki oku bikole ebisanyusa e ika?

After Reading: In the Text Question
Naani eyatwaire okiiryu okubonaku egibakuumira ebisolo?

After Reading: In My Mind Question
Owoobba niwe okiiryu, okola otya ng’oiteewo akutwaire okubonaku egibakuumira ebisolo?

Literacy 2

Plan the Story
Kiseego kisa okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Ooyoza kitimbkoyo.
Ooyoza bitimbobyo.

Osoma kitakko.
Osoma bitakko.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>firimbi</td>
<td>F, f</td>
</tr>
<tr>
<td>fi</td>
<td>fi</td>
</tr>
<tr>
<td>f</td>
<td>firimbi, kufuwa, mufugi</td>
</tr>
</tbody>
</table>

Term 3 Week 10
12 Eby'okwesanyusa, emikolo n'ebiwuumulo

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
okusoma okulya kusaba
babone banaabire ebisolo

Word Structure Review: Answers
Kisikikyo ki-siki- ky-o bi-siki- by-o
kisakakyo ki-saka- ky-o bi-saka- by-o

Sentence Structure Review: Answers
Oyoza kitimbokyo.
Oyoza bitimbobyo.
Osoma kitabokyo.
Osoma bitabobyo.

Literacy 2

Handwriting and Spelling Assessment
kujoloota firimbi kurançala
12.1 Ebikole eby’amasanyu e ika n’okwisomero

**News**

On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven year old children at school playing simple running games and activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>My uncle taught me many things, among which, she gave me running exercises after school. The activities helped me very much. At the end of the year, when we held sports competitions and I won in every activity that involved running. I got many prizes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
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<td>• Competences, page 82</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 145</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Pages 48-50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nkazalulimi</strong></td>
</tr>
<tr>
<td>Muzeezyazeenya kuzeenyazeenya n’emizeenyo egibazeenyera omu kizeenyero.</td>
</tr>
</tbody>
</table>

Note: *The traditional text is taught in Oral Literature on Day 1 and 3.*
12 Eby'okwesanyusa, emikolo n'ebiwuumu

Oral Literature

Niki ekyleteire oMbwa oNgo n'ontaama okwawukana?

Kibuulyo ekirungamywa
Ekifumo kinu kitwgesya niki?

Kitundu ekisooka
Eira eino, oNgo yabaire n'ekisitokye omu kibira. Yabaire n'abaana bangi naye nga abula muntu amubbeeraku okubalibirira ng'ayabire okuyiiga ekibaalya. O Ngo oweyaali atambula ng'ayaba okuyiiga, yasisinkaine ombwa omupere. O Ngo yasugiirye oMbwa kaisi n'amukoba ati, “Nkusaba twabe e wange ombeerengeku okulibirira abaana nga njabire okuyiiga ebisolo by'okulya.”
OMbwa yairiremu ati, “Nze ogwo mulimo mwangu.” O Ngo yakobere oMbwa okwaba yeteeketeekte kaisi ayabe amulagire ng'oweyakolanga olw'okutereerya n'okutagwa omu nsobi.

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

Story Outline

Bazeenyi omu kifumo
Ngo, Mbwa, Ntaama.

Kifo
Mu kidaala.

Kikole
Kulabirira.

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12.1 Ebikole eby’amasanyu e ika n’okwisomero

Oral Literature

Kibuulyo ekiragula
Oseega oti Ombwa yakolere omulimo kusa?

Kitundu kyokubiri
Owebwaceire, oNgoyonkesereya abaana kaisi n’ayaba omu kuyiiga ng’alekeire Ombwa n’abaana enyama ebamala okulya. OMbwa olwamairu amangii, yaliire enyama natandiika n’okubenena amagumba nga yeerabiire ekibamugaine. Oweyalumire eigumba n’amaani, iyasambukire ni likubba owmana wa Ngo omu liiso. Omwana n’agwa eedi n’abbalika.

Omuksisa Ombwa oguyali nagwo, omwana yairiwire. Ombwa yamutwaire okugona naye ng’akosewere eriiso. ONgo oweyairire, oMbwa yamujawunire omugugu. ONgo yamukobere okumuleetera abaana okwonka. Yatwareku aboomi n’alekayo oodi omulwaire. OMbwa oweyalugwire eizuli, yeekubbire mu kigona kwiruka n’agotawo.

ONgo yaleetere ebijuga okujaguzu okulama kw’omwanawe. ONtaama owewuliiire ebijuga, n’akoba ombwa baabe okubina. ONtaama yagumirye oMbwa ati iye yamubisa omwikira ONgo tiyamubone. Ombwa yeebisire omwikira lya Ntaama, batyo ni baaba omu kibina. Amabina oweganyumire, ONtaama yamadukire oMbwa n’awunukanagwa. Yaagwanga kaisi ONgo amuboine. OMbwa yaweetera nairuka embiro gy’okufa. ONgo yagezerye okumubbinga naye kadi kumukwata. Okuzwa kwolwo oMbwa, ONgo, n’oNtaama babula omukago.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>okumulagira</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. Ekisito kya Ngo kyabbaire yaina?</td>
<td>1. Oseega oti ONgo, oMbwa n’oNtaama tete balikolagana? Lwaki?</td>
</tr>
<tr>
<td>2. Lwaki oNgoy, oMbwa n’oNtaama tibatakangana?</td>
<td>2. Niki ekireetera abantu oukaawangana?</td>
</tr>
</tbody>
</table>
12 Ebyokwesanyusa, emikolo n’ebiwumulo

Literacy 1 and 2

Day 1

Literacy 1

**Thematic Question**
Mikoloki egyobuwangwa egibakolangaku eika ewaanywe?

**Before Reading: Guiding Question**
Oseega oti ekifumo kinu kyakwegesya niki oku mikolo gy’obuwangwa?

**After Reading: In the Text Question**
Naani eyabyaire abalongo?

**After Reading: In My Mind Question**
Singa omaowo niiye eyabyaire abalongo wankakolere otya?

Literacy 2

**Plan the Story**
Kiseego kita okuteekateekita ekifumo ky’ebikobe ebina, okwetegekera singa abeeji bakaya okusuna ebiseego by’omu bifumo byabwe.

Day 2

Literacy 1

**Word Structure Application**

<table>
<thead>
<tr>
<th>kibinakye</th>
<th>ki-biina-ky-e</th>
<th>bi-biina-by-e</th>
</tr>
</thead>
<tbody>
<tr>
<td>kimulikye</td>
<td>ki-muli-ky-e</td>
<td>bi-muli-by-e</td>
</tr>
</tbody>
</table>

Literacy 2

**Handwriting and Spelling Practice**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>luyiira</td>
<td>ii</td>
</tr>
<tr>
<td>yii</td>
<td>yii</td>
</tr>
<tr>
<td>ii</td>
<td>luyiira</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>luyiira, nsiti, kuyiga</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1

Thematic Question
Mikoloki egyobuwangwa egibakolangaku eika ewaanywe?

Before Reading: Guiding Question
Oseega oti ekifumo kinu kyakwgesya niki oku mikolo gy’obuwangwa?

After Reading: In the Text Question
Naani eyabinire n’omuko?

After Reading: In My Mind Question
Singa niwi oiteeye wa Kiirya wankakolere otya?

Literacy 2

Plan the Story
Kiseego kita okuteekateeka ekifumo ky’ebikobe ebina, okwetegekera singa abeegi bakaya okusuna ebiseego by’omu bifumo byabwe.

Literacy 1

Sentence Structure Application
Azuba kibirakye.

Azuba bibirabye.

Asiba kiraboky.  
Asiba biraboby.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>kudooka</th>
<th>oo</th>
</tr>
</thead>
<tbody>
<tr>
<td>doo</td>
<td>doo</td>
</tr>
<tr>
<td>oo</td>
<td>kudooka</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Oo, oo

kudooka, biroodo, doodo
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
muceredede babinire baliire
abalongo omwiwa oiteeye

Word Structure Review: Answers
kibiinakye ki-biina-ky-e bi-biina-by-e
kimulikye ki-muli-ky-e bi-muli-by-e

Sentence Structure Review: Answers
Azuba kibirakye.
Azuba bibirabye.
Asiba kirabokye.
Asiba birabobyte.

Literacy 2

Handwriting and Spelling Assessment
kudooka biroodo luylira
On the first News lesson of the week (Day 2) the teacher models a News story to the class. Below is a sample News story you can use. You can also tell a News story of your own. As you tell your News story draw pictures to illustrate what you are saying, just like you want your learners to do. After you are done telling the story, label your drawings with words the learners can easily decode. After you model your News story to the class, use the words you have labelled in your drawing to compose an example sentence.

Model News Drawing

| People at a ceremony watching a traditional dance. |

Model News Story

During school term holidays my parents took my siblings and I to attend different interesting festivals. One holiday, we attended a cultural day festival. We saw men putting on animal skins dancing. We also saw different cultural groups dance. This really helped me appreciate different cultures and way of living up to now.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Competences, page 82</td>
</tr>
<tr>
<td>● Sample Scheme of Work, page 146</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Pages 48-50</td>
</tr>
</tbody>
</table>

Traditional Text

Kembo

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

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

Noiza eizo n’oira obbaire osoosera ino eky’esaaawa omukaaga nenca olyanga waiswe. x2

Noiza eizo n’oira obbaire osoosera ino eky’esaaawa omukaaga nenca olyanga waiswe. x2

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
12 Ebyokwesanyusa, emikolo n’ebiwuumulo

Oral Literature

Emigaso gy’emikolo gy’obuwangwa

Kibuulyo ekirungamya
Osome ekifumo kinu kaisi omanyice emikolo gy’obuwangwa omu Bugwere.

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

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

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kiseego ekikulu</strong></td>
</tr>
<tr>
<td>Emikolo gy’obuwangwa omu Bugwere.</td>
</tr>
<tr>
<td><strong>Kiseego ekiwagira ebikulu ebiri omu kifumo 1</strong></td>
</tr>
<tr>
<td>Kwerula baana, kubina irongo. Kwerula baana, kubina irongo.</td>
</tr>
<tr>
<td><strong>Kiseego ekiwagira ebikulu ebiri omu kifumo 2</strong></td>
</tr>
<tr>
<td>Gigaita aBagwere n’okwegesya abaana empisa ensa.</td>
</tr>
</tbody>
</table>
12.2 Emikolo gy'obuwangwa

Oral Literature


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

### Vocabulary Words

<table>
<thead>
<tr>
<th>okwerula</th>
<th>okwakira</th>
<th>okwabya</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Oweekuuyo emikolo gy’obuwangwa mibiri egy’omaiteku.
2. Obbutuleku emigaso gy’emikolo gy’obuwangwa.

### In My Mind Questions

1. Niki ekisinga okukusangaalya oku mikolo gy’obuwangwa?
2. Mukoloki ogw’obuwangwa ogubatumwireku omu kifumo ogwoseega oti ababyairebo bagukukolereku?

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TERM 3 END OF TERM ASSESSMENT

Introduction

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

Level 3 (L3): The learner’s performance exceeds the competence expected. Symbol: △
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:
Ask the learner to read the Week 4 story in the Pupil Book aloud to you. Ask one In the Text and one In my Mind comprehension question.

L3: Reads with excellent fluency. L3: Answers both the comprehension questions correctly.
L2: Reads with average fluency. L2: Answers at least one comprehension question correctly.
L1: Reads with poor fluency. L1: Does not answer the comprehension questions.

Grammar and Vocabulary Assessment:
Select 5 vocabulary words from the term and write them on individual flashcards. Show the learner a card. Ask him/her to read the word and then use it in a meaningful sentence.

L3: Successfully completes the task for all 5 vocabulary words.
L2: Successfully completes the task for 3-4 vocabulary words.
L1: Completes the task for 2 or fewer vocabulary words.

Listening Assessment (administered as a group)

Listening Comprehension Assessment:
Compose a story to tell to the class or find a story to read. Create 5 comprehension questions about the story. Tell/read the story to the class and then ask the questions one at a time. Have learners write (or draw) their answers on a piece of paper. Make sure learners include their names. Collect and assess.

L3: Answers all 5 questions correctly.
L2: Answers 3-4 questions correctly.
L1: Answers 2 or fewer questions correctly.
Writing Assessment (administered as a group)

Handwriting Assessment:
Write 3 short sentences on the chalkboard. Ask learners to copy them in their exercise books using their best handwriting.

L3: Formation of the letters and spacing between words is excellent. No errors.
L2: Formation of the letters and spacing between words is good. A few errors.
L1: Formation of the letters and spacing between words is poor. Many errors.

Spelling Assessment:
Select 5 spelling words from the term. Dictate the words one at a time to the class and have learners write them in their exercise books. Collect and assess.

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

Creative Writing Assessment:
Tell learners to write a story about what they plan to do during the school holidays. Explain that they can use pictures and words to tell their story but that they should also include at least one full sentence. Make sure learners include their names. Collect and assess.

L3: Writes a meaningful, well organised story with 2 or more sentences.
L2: Writes a meaningful, well organised story with at least 1 sentence.
L1: The story does not include a full sentence.

Speaking Assessment (administered individually)

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

L3: Tells a meaningful, engaging story with excellent confidence and good expression.
L2: Tells a meaningful story to the class with confidence.
L1: Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.
# Lugwere Grammar Scope and Sequence

## Word Structures (Day 2)

### Term 1 Lesson Topic

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Replace mu- with ba- to change common nouns from singular to plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Replace mu- with mi- to change common nouns from singular to plural</td>
</tr>
<tr>
<td>Week 3</td>
<td>Replace ki- with bi- to change common nouns from singular to plural</td>
</tr>
<tr>
<td>Week 4</td>
<td>Replace i- with ma- to change common nouns from singular to plural</td>
</tr>
<tr>
<td>Week 5</td>
<td>Replace ka- with bu- to indicate something small in likeness</td>
</tr>
<tr>
<td>Week 6</td>
<td>Contrast augmentation with no augmentation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Replace n- prefix with tu- prefix for first person singular to first person plural</td>
</tr>
<tr>
<td>Week 8</td>
<td>Replace a- prefix with mu- prefix for second person singular to second person plural</td>
</tr>
<tr>
<td>Week 9</td>
<td>Replace a- prefix with ba- prefix for third person singular to third person plural</td>
</tr>
<tr>
<td>Week 10</td>
<td>Contrast prefix a- with na- to indicate third person singular</td>
</tr>
</tbody>
</table>

### Term 2 Lesson Topic

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Replace prefix o with to. Second person singular positive to second person singular negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Replace prefix n- with ti-. First person singular positive to first person singular negative</td>
</tr>
<tr>
<td>Week 3</td>
<td>Add prefix ti- for plurals of first, second and third persons</td>
</tr>
<tr>
<td>Week 4</td>
<td>Replace suffix -a with -e for positive imperatives</td>
</tr>
<tr>
<td>Week 5</td>
<td>Add prefix -tiwa to the imperative to change it from a positive imperative to a negative imperative</td>
</tr>
<tr>
<td>Week 6</td>
<td>Replace ku- with n- prefixes, -e suffix for subjunctives first person</td>
</tr>
<tr>
<td>Week 7</td>
<td>Replace -a suffix with -ire suffix to indicate a change from present to past first person singular</td>
</tr>
<tr>
<td>Week 8</td>
<td>Replace -a suffix with -ere suffix to indicate present to near past, first person singular</td>
</tr>
<tr>
<td>Week 9</td>
<td>First person singular near past to first person plural near past (n-/tu-)</td>
</tr>
<tr>
<td>Week 10</td>
<td>First person singular near past to second person plural near past (n-/mu-)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Replace a- with mu- for second person singular to second person plural near past</td>
</tr>
</tbody>
</table>

### Term 3 Lesson Topic

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Replace a- with ya- for third person singular near past to far past (-ir- infix)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Replace a- with ya- for third person singular near past to far past. (-er- infix)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Simple present to near future for third person</td>
</tr>
<tr>
<td>Week 4</td>
<td>Simple present to far future for third person</td>
</tr>
<tr>
<td>Week 5</td>
<td>Constrain suffix -a with infix -isy- for an active causative verb form (cause somebody to do something)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Constrain suffix -a with infix -esy- for an active causative verb form (cause somebody to do something)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Constrain an active verb form with the applicative verb form (-ir- do something for someone)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Add infix -er- to infinitive verbs with a suffix -a</td>
</tr>
<tr>
<td>Week 9</td>
<td>Contrast prefix gw- with gy-, ky- with by-, ly- with g- or independent possessives pronouns for singular and plural (first person)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Contrast prefix ki- with bi- for independent possessives prefix ky-o and by-o (second person)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Contrast prefix ki- with bi- for independent possessives prefix ky-e and by-e (third person)</td>
</tr>
</tbody>
</table>
# Lugwere Grammar Scope and Sequence

## Sentence Structures (Day 4)

### Term 1 Lesson Topic

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replace <strong>mu</strong>- prefix with <strong>ba</strong>- prefix on the noun to change sentence from singular to plural</td>
</tr>
<tr>
<td>2</td>
<td>Replace <strong>mu</strong>- prefix with <strong>mi</strong>- prefix on the noun to change sentence from singular to plural</td>
</tr>
<tr>
<td>3</td>
<td>Replace <strong>ki</strong>- prefix with <strong>bi</strong>- prefix on the noun to change sentence from singular to plural. Also demonstrative pronoun (<strong>kinu</strong>) changed to plural (<strong>binu</strong>)</td>
</tr>
<tr>
<td>4</td>
<td>Replace <strong>i</strong>- with <strong>ma</strong>- on the noun to change sentence from singular to plural</td>
</tr>
<tr>
<td>5</td>
<td>Replace <strong>ka</strong>- with <strong>bu</strong>- in sentences to show something small in likeness</td>
</tr>
<tr>
<td>6</td>
<td>Constrast sentences with augmentation (singular and plural)</td>
</tr>
<tr>
<td>7</td>
<td>Constrast sentences with <strong>a/ba</strong> third person singular with third person plural</td>
</tr>
<tr>
<td>8</td>
<td>Constrast sentences with first person singular and first person plural</td>
</tr>
<tr>
<td>9</td>
<td>Constrast sentences with second person singular and second person plural (<strong>o/mu</strong>)</td>
</tr>
<tr>
<td>10</td>
<td>Replace short vowel with long vowel to contrast meaning of words</td>
</tr>
<tr>
<td>11</td>
<td>Constrast sentences with third person singular positive and third person singular negative (<strong>a/to</strong>)</td>
</tr>
</tbody>
</table>

### Term 2 Lesson Topic

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Constrast sentences with second person singular positive and second person singular negative (<strong>o/to</strong>)</td>
</tr>
<tr>
<td>2</td>
<td>Constrast sentences with first person singular positive and first person singular negative (<strong>n/ti</strong>)</td>
</tr>
<tr>
<td>3</td>
<td>Add prefix <strong>ti</strong>- to the noun for plurals of first, second and 3rd persons</td>
</tr>
<tr>
<td>4</td>
<td>Positive imperatives with suffix <strong>-a</strong> and <strong>-e</strong></td>
</tr>
<tr>
<td>5</td>
<td>Add <strong>tiwa</strong>- prefix to the imperative to change it from a positive imperative to a negative imperative</td>
</tr>
<tr>
<td>6</td>
<td>Replace <strong>ku</strong>- with <strong>n</strong>- prefixes, <strong>-e</strong> suffix for subjunctives</td>
</tr>
<tr>
<td>7</td>
<td>Replace <strong>-a</strong> suffix with <strong>-ire</strong> suffix to indicate present to past, first person singular</td>
</tr>
<tr>
<td>8</td>
<td>Replace <strong>-a</strong> suffix with <strong>-ere</strong> suffix to indicate present to near past, first person singular</td>
</tr>
<tr>
<td>9</td>
<td>First person singular near past to first person plural near past</td>
</tr>
<tr>
<td>10</td>
<td>First person singular near past to first person plural near past</td>
</tr>
<tr>
<td>11</td>
<td>Replace <strong>o</strong>- with <strong>mu</strong>- for Second person singular to second person plural near past</td>
</tr>
</tbody>
</table>

### Term 3 Lesson Topic

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Constrast sentences in third person singular near past to far past (<strong>a/ya</strong> prefix, <strong>-ir</strong>- infix)</td>
</tr>
<tr>
<td>2</td>
<td>Constrast sentences in third person singular near past to far past (<strong>a/ya</strong> prefix, <strong>-er</strong>- infix)</td>
</tr>
<tr>
<td>3</td>
<td>Constrast sentences in the simple present to sentences in near future</td>
</tr>
<tr>
<td>4</td>
<td>Constrast sentences in the simple present to sentences in the far future</td>
</tr>
<tr>
<td>5</td>
<td>Changing sentences to causative sentences (add <strong>-asy</strong>- infix)</td>
</tr>
<tr>
<td>6</td>
<td>Changing sentences to causative sentences (add <strong>-esy</strong>- infix)</td>
</tr>
<tr>
<td>7</td>
<td>Changing sentences to applicative sentences (add <strong>-ir</strong>- infix)</td>
</tr>
<tr>
<td>8</td>
<td>Changing sentences to applicative sentences (add <strong>-er</strong>- infix)</td>
</tr>
<tr>
<td>9</td>
<td>Contrast sentences with independent possessives (first person)</td>
</tr>
<tr>
<td>10</td>
<td>Contrast sentences with independent possessives (second person singular)</td>
</tr>
<tr>
<td>11</td>
<td>Contrast sentences with independent possessives (third person singular)</td>
</tr>
</tbody>
</table>
Handwriting Guidelines for Primary 2

What are the handwriting competences in P2?

The School and Health Reading Program Literacy model assumes that learners have mastered the basics of handwriting in P1. In P2 the teacher should focus on improving learners’ writing fluency. Teachers should also encourage learners to evaluate their own handwriting.

There is only one P2 handwriting competence for learners to demonstrate:

Form and evaluate letters and words with attention to accuracy and speed.

In addition to assessing learners on accuracy speed, and sounding out the sound of a letter rather than its name the P2 teacher should continue to assess learners’ competences in the 6 basic handwriting behaviours:

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

What instructional methods do we use to teach handwriting in P2?

Formal handwriting is taught during Literacy 2, Days 2 and 4. Learners also have many opportunities to practice their handwriting every day. Below are the major instructional methods teachers use during handwriting instruction:

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

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

Learner Self Evaluation: After completing a handwriting task, learners evaluate their handwriting with a partner.

The Four Lines to Guide Handwriting: These lines correspond to the lines in the exercise book. Learners use the guidelines to support letter formation. The four lines to guide handwriting are illustrated on the following page.
The 4 Lines to Guide Handwriting

Top line
Centre line
Baseline
Bottom line

Learners were introduced to the four lines to guide handwriting in P1 and used them when forming letters throughout the year, so they should be familiar with this instructional method.

The names for these four lines have been translated into your local language. They can be found in the Glossary in the appendices of this Teacher’s Guide.

What is the handwriting focus in P2?
Spacing between letters is one of the 6 basic skills emphasized in handwriting instruction. In P1, the focus is on mastering the first 5 skills. Once learners have mastered letter formation, the focus can shift in P2 to spacing between letters and words as the illustration below demonstrates.

What about left-handed writers and other special needs learners?

Learners who favour their left-hand for writing should not be forced to use their right hand. Special considerations for left-handed learners include:

• Identify left-handed writers as early as possible so that appropriate interventions can begin.
• Seat left-handed learners at the left end of a desk so they have enough space to write and do not interfere with right-handed learners.
• Demonstrate air writing for both right- and left-handed learners.

Modifications for learners with physical disabilities or visual challenges should be considered on an individual basis.
# Glossary of Lugwere Literacy Terms

<table>
<thead>
<tr>
<th>English</th>
<th>Lugwere</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY 1</td>
<td></td>
</tr>
<tr>
<td>adjective</td>
<td>kibono ekisonzola eriina</td>
</tr>
<tr>
<td>adverb</td>
<td>kibono ekisonzola ekibono ekitaka</td>
</tr>
<tr>
<td>application (for word and sentence structure)</td>
<td>nkolesya (y’enyombeka y’ekibono n’ekikobe)</td>
</tr>
<tr>
<td>assessing (learners) (v)</td>
<td>kupima (abeegi)</td>
</tr>
<tr>
<td>beat the Word</td>
<td>kumenya ekibono omu nkenga</td>
</tr>
<tr>
<td>blending (v)</td>
<td>kutabangania amagono g’embutuli n’ensiriki</td>
</tr>
<tr>
<td>breaking and making</td>
<td>okumenya ekibono omu nkenga n’okukola</td>
</tr>
<tr>
<td>consonant</td>
<td>nyukuta ensiriki</td>
</tr>
<tr>
<td>context clues</td>
<td>bibono eebiikula amakulu</td>
</tr>
<tr>
<td>decoding (v)</td>
<td>kukola eeebibono ebirimu enyukuta egibeegeeseryeku</td>
</tr>
<tr>
<td>I do, We do, You do</td>
<td>Nkola, Tukola, Okola</td>
</tr>
<tr>
<td>In My Mind Question</td>
<td>kibuulyo ky’omu biseego byange</td>
</tr>
<tr>
<td>In the Text Question</td>
<td>kibuulyo ky’omu kifumo</td>
</tr>
<tr>
<td>letter</td>
<td>nyukuta</td>
</tr>
<tr>
<td>meaningful (part of the word)</td>
<td>ekitundu ek’amakulu omu kibono</td>
</tr>
<tr>
<td>noun</td>
<td>liina ly’ekintu, omuntu ooba kifo</td>
</tr>
<tr>
<td>object</td>
<td>Kintu eebiikureku ekikole</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>kulagula ekyairirira</td>
</tr>
<tr>
<td>prediction</td>
<td>kulagula</td>
</tr>
<tr>
<td>prefix (of a word)</td>
<td>kibbubbu ky’enyukuta egeybapaya enyuma w’ekibono okulaga enjawulo y’amakulu</td>
</tr>
<tr>
<td>pronoun</td>
<td>kibono eekikiikira ekintu ekeinyerenyeere</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>kwiramu okukoba ekifumo ekiyiye oba ekitumula oku biriwo nga kizwa mu mutwegwo</td>
</tr>
<tr>
<td>reviewing (v)</td>
<td>kwemunikuta</td>
</tr>
<tr>
<td>root (of the word)</td>
<td>nsibuko y’ekibono</td>
</tr>
<tr>
<td>segmenting (v)</td>
<td>kwabulaabula bibono omu nkenga gyabo</td>
</tr>
<tr>
<td>sentence</td>
<td>kikobe</td>
</tr>
<tr>
<td>sentence structure</td>
<td>enyombeka y’ekikobe</td>
</tr>
<tr>
<td>sound</td>
<td>magono g’enyukuta</td>
</tr>
<tr>
<td>story</td>
<td>kifumo</td>
</tr>
<tr>
<td>subject</td>
<td>ekitumulwaku/ekiwandiikibwaku</td>
</tr>
<tr>
<td>sub-theme</td>
<td>kisaga</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>suffix (of a word)</td>
<td>kibbubu eky’enyukuta egyebbaapya omu maiso g’ekibono okucuusa amakulu</td>
</tr>
<tr>
<td>syllable</td>
<td>nkenga gy’ekibono</td>
</tr>
<tr>
<td>tense (of a verb)</td>
<td>ndagiriro y’ekiseera/ owekyabbeerawo</td>
</tr>
<tr>
<td>Thematic Question</td>
<td>kibuulyo ekitumula oku mutwe omukulu</td>
</tr>
<tr>
<td>theme</td>
<td>mutwe omukulu</td>
</tr>
<tr>
<td>verb</td>
<td>kibono ekikola</td>
</tr>
<tr>
<td>vowel</td>
<td>nyukuta embutuli</td>
</tr>
<tr>
<td>word</td>
<td>kibono</td>
</tr>
<tr>
<td>word exploration</td>
<td>kuvumbula kibono</td>
</tr>
<tr>
<td>word structure</td>
<td>enyombeka y’ekibono</td>
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<tr>
<td>Literacy 2</td>
<td></td>
</tr>
<tr>
<td>action (plot)</td>
<td>kikole</td>
</tr>
<tr>
<td>alphabetical order</td>
<td>empanga ya walifu</td>
</tr>
<tr>
<td>baseline</td>
<td>omusitaale enyukuta okugityama</td>
</tr>
<tr>
<td>bottom line</td>
<td>omusitaale enyukuta egirí n’emikira okugikoma</td>
</tr>
<tr>
<td>centre line</td>
<td>musitaale gw’akati</td>
</tr>
<tr>
<td>comma</td>
<td>kabonero akawuumulya</td>
</tr>
<tr>
<td>exclamation mark</td>
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## ORAL LITERATURE

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## NEWS

| creative (free) writing      | mpandiika enjiiye                      |
| modeling (a story)           | kuyeesa kifumo                         |
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Quick Reference Guide: Lugwere Orthography

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

\[
a \ a a \ b \ b b \ c \ d \ e \ e e \ f \ g \ i \ i i \ j \ k \ l \ m \ n \ n y \ \eta \ o \ o o \ p \ r \ s \ t \ u \ u u \ v \ w \ y \ z
\]

**Vowel Rules** *(see Orthography Guide section 4.0)*

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

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

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

- After combinations of a consonant plus *w*:
  - **kutwala** ‘to take’
  - *not* **kutwaala**
- After combinations of a consonant plus *y*:
  - **syodo** ‘vegetables’
  - *not* **syoodo**
- Before combinations of a nasal plus consonant:
  - **kukanta** ‘to jeer’
  - *not* **kukaanta**
- Before combinations of a nasal plus nasal:
  - **gummenya** ‘(it) is breaking me’
  - *not* **guummenya** cf. **kumenya**
- **Tikinnuma** ‘It is not hurting me’
  - *not* **tikiinnuma** cf. **kuluma**

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

- **igi** ‘egg’ *not* **iigi** cf. **magi** ‘egg’
- **iwe** ‘you (sg)’ *not* **iiwe** cf. **na iwe** ‘with-you’

**Consonant Rules** *(see Orthography Guide section 3.0)*

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

- **mulere** ‘flute’
- *mirere* ‘flutes’

**Writing < bb >:** The ‘soft’ ‘b’ sound as < b > and the ‘hard’ counterpart as ‘bb’, as in:

- **kubbeya** ‘to deceive’
- **kubeya** ‘to wiggle as of maggots’

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

- *m* is written **mm-**;  
- *n* is written **nn-**;
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\textit{ny} is written \textit{nny}-, while \textit{ŋ} is written \textit{ŋŋ}-.

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

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

\begin{itemize}
  \item ennwe \textit{‘toes’} \textit{cf}. lunwe
  \item ammiga \textit{‘He press me down’} \textit{cf}. kumiga
\end{itemize}

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

\begin{itemize}
  \item (a) A nasal plus <b> should have been <mb> but instead, it becomes <mm>, as in:
    \begin{itemize}
      \item mmambula \textit{‘I peel off’} \textit{cf}. kumbambulula
    \end{itemize}
  \item (b) Where a nasal plus <l> should have been <nd> but it, instead, becomes <nn>:
    \begin{itemize}
      \item nnimi \textit{‘tongues’} \textit{cf}. lulimi
      \item nnengera \textit{‘I see from a far’} \textit{cf}. kulengera
    \end{itemize}
  \item (c) A <y> plus a nasal should have become <nj> but it instead becomes <nny>, as in:
    \begin{itemize}
      \item nnyunga \textit{‘I join’} \textit{cf}. kuyunga
    \end{itemize}
  \item (d) A nasal plus <g> should have been <ng> but, instead, it becomes <ŋŋ>, as in:
    \begin{itemize}
      \item ŋŋunju \textit{‘civet cats’} \textit{cf}. lugunju
    \end{itemize}
  \item (e) Where a nasal prefix on a V-initial root should become nasal plus <j>, as in:
    \begin{itemize}
      \item njoza \textit{‘I wash’ from kwoza} \textit{cf}. ayozza
    \end{itemize}
\end{itemize}

Instead it becomes <nny>, as in:

\begin{itemize}
  \item nnyanda \textit{‘I spew’} < ny(j=ny)anda \textit{cf}. kwanda compare: ayanda
  \item nnyonka \textit{‘I suckle’} < ny(j=ny)onka \textit{cf}. kwonka compare: ayonka
\end{itemize}

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

\begin{itemize}
  \item Ekiina kyabbaire kyabiriri. \textit{‘The hole was so deep.’}
  \item Oçaane amagi omu kiibo kyange. \textit{‘Pack the eggs in my basket.’}
  \item Ekisampa kyange kiçuçukire. \textit{‘My mat is faded.’}
\end{itemize}

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

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CONSONANT RULES (continued)

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

Emirimo gyonyonyona gyawoire. ‘All the tasks were completed.’

* cf. Omulimo gwonyonyona gwawoire.

Esaati eegyo tigya kujaagiija. ‘Those shirts are not for misusing.’

* cf. Esaati eeyo tiya kujaagiija.

Omwana yeejigijirya giri maaye. ‘A baby feels good if with the mother’

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

kubutuka ‘to get a skin rash’ > mbutuka ‘I develop a skin rash’

* cf. kuwutuka ‘to tug’ > mputuka ‘I tug’

kubona ‘to see’ > mbona ‘I see’

* cf. kwona ‘to be cured’ > mpona ‘I am’

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

bwire ‘night time’ not *wiire

bwomi ‘life’ not *woomi

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

kugota ‘to be lost’ not *ugota or *wugota

kukubba ‘to beat’ not *ukubba or *wukubba

WORD BOUNDARY RULES (see Orthography Guide section 6.0)

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

kanuunambuli ‘type of grass’ cf. kunuuna, mbuli

koizeeyo ‘how are you’ cf. koizi, eyo

makangaika ‘finale’ cf. kukanga, ika

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

kjuukajukua ‘to hop-skip’ babiribi ‘in twos’

That in which a thing/action is heightened or lessened in extent, strength, spacing, or pace, or
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that it is allotted to a group, we write each part separately, as in:

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

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

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

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

- kukola-bukoli ‘to simply work’
- ky eru-bweru ‘(it is) simply white’
- agona-bugoni ‘he just sleeps’
- agona-kugona ‘he just sleeps’

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

- Omukali eyaizire aanu ‘The woman who came here’
- Omama owaatuuka e ika ‘When mother reaches home’

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

- Ganu mata gange or Gange ganu amata. ‘This is my milk.’
- muntuwe ‘her person’ not *muntu we

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

- maviiri ga nyonyi ‘A bird’s feathers’
- Eenu gomasi ya isenga ‘This is aunt’s traditional wear’

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

- Oluguudo lw’eitakali ‘A murram road’ from ... lwa eitakali

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

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