Primary 2

Teacher’s Guide

Lusoga

Nsobola okusoma n’okughandiika

Restricted copy for research purposes only
Nsobola okusoma n’okughandiika
Primary 2 Teacher’s Guide
Table of Contents

1. Acknowledgements .................................................................................. 1
2. Foreword ........................................................................................................ 2
3. Introduction ................................................................................................... 4
   a. The Ministry of Education and Sports Early Grade Reading Model ........... 5
   b. The Foundation: The Five Components of Literacy Instruction 6
      1. Phonemic Awareness
      2. Alphabetic Principle (Phonics)
      3. Fluency
      4. Vocabulary
      5. Comprehension
   c. Major Methods in the Early Grade Reading Model ......................... 9
      1. Collaborative Learning
      2. Continuous Assessment
      3. I Do, We Do, You Do
      4. Multisensory Instruction
      5. Oral Language: Phonological Awareness and Vocabulary
      6. Print Awareness
      7. Scaffolding
   d. The Ministry of Education and Sports Early Grade Reading Model and the MoES Thematic Curriculum .............. 10
      1. The Thematic Curriculum
      2. Model Weekly Timetable
      3. The Assessment Model
      4. Overview of the P2 Continuous Assessment Monitoring Form
      5. Using the CAM Form
      6. End of Term Assessment
      7. Primary 2 Local Language Literacy Competences Scope and Sequence
4. How to Teach ................................................................. 22
   a. How to Teach Overview .............................................. 23
   b. Literacy 1 ................................................................. 25
   c. Literacy 2 ................................................................. 37
   d. Oral Literature ....................................................... 49
   e. News ........................................................................ 57
   f. Local Language Technical Literacy Terms .................. 65

5. Weekly Lesson Support ................................................... 66
   a. Term 1 .................................................................... 68
   b. Term 2 .................................................................... 138
   c. Term 3 .................................................................... 208

6. Appendices ................................................................... 278
   a. Grammar Scope and Sequence ................................. 279
   b. Handwriting Guidelines ............................................. 281
   c. Glossary of Local Language Literacy Terms .............. 283
   d. Quick Reference Orthography Guide ....................... 287
Acknowledgements

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

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

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

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

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

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, recent research has constantly revealed that Uganda’s children are unable to read in both their mother tongue and English. These revelations constitute a threat that universalisation of basic education without systematic reading instruction will not offer Uganda’s children the benefit of literacy.

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

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

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

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

Hon. Maj. (Rtd) Alupo Jessica Rose Epel (MP)
Minister of Education and Sports
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 School Health and Reading Program Literacy 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 local language boards, developed the following literacy model. You, as a classroom teacher, are key to this model’s success. The literacy 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.
The Foundation: The Five Components of Literacy Instruction

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

**Explicit** means that you model.

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

The five components are:

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

**Phonemic Awareness**

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

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

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

**Alphabetic Principle (Phonics)**

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

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

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

Fluency

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

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

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

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

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 learners' chances to practice new information with others. It also helps manage the reality of large class sizes.
Introduction

Continuous Assessment

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

I Do, We Do, You Do

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

Multisensory Instruction

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

Oral Language: Phonological Awareness and Vocabulary

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

Print Awareness

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

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

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

The Thematic Curriculum

In 2005, the 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.

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

The Assessment Model

Assessment in the 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 learners’ 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 is very important that teachers monitor learners’ performance closely in early primary and modify their teaching to make sure that as many learners as possible acquire the foundational literacy skills required to become successful readers.

The Ministry of Education and Sports’ early grade reading model encourages continuous assessment by building assessment activities into every lesson template. In addition, the 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.
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>

### 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 tale from memory.
- Retells a story from memory.
- Uses vocabulary in meaningful sentences.

### NEWS
- Greets and introduces one's self using culturally appropriate names.
- Reads 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

Using the CAM Form

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

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

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

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

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

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

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

End-of-Term Assessment

Continuous assessment is the most important form of classroom assessment. But teachers can also benefit from end-of-term assessment of their learners. End-of-term assessment 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
- **Reading**: Reads a story with appropriate fluency.
- **Comprehension**: Answers comprehension questions appropriately.
- **Vocabulary**: Uses vocabulary word in meaningful sentences.
- **Structure**: Completes a Word or Sentence Structure exercise correctly.

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

### ORAL LITERATURE
- **Listening**: Recites a traditional text from memory.
- **Retelling**: Retells a story from memory.
- **Vocabulary**: Uses vocabulary in meaningful sentences.

### NEWS
- **Speaking**: Greets and introduces one’s self using culturally appropriate norms.
- **Personal**: Reads/tells a personal story with meaning, expression and confidence.

### ENGLISH
- **All 4 Competences**: Identifies and reads thematic vocabulary words.
- **Comprehension**: Answers comprehension questions correctly.
- **Phonics**: Recognises sounds and letters taught.
- **Fluency**: 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></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHONEMIC AWARENESS COMPETENCES</td>
<td></td>
</tr>
</tbody>
</table>

*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.*

| PA-1. Recites the letters in alphabetical order. (Literacy 2) | Listening |
|                                                              | Speaking  |
| PA-2. Recites a traditional text from memory. (Oral Literature) | Listening |
|                                                              | Speaking  |

| ALPHABETIC PRINCIPLE COMPETENCES                             |      |

*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.*

| AP-1. Identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Literacy 1) | Reading |
| AP-2. Arranges words in alphabetical order. (Literacy 2) | Reading |
| AP-3. Reviews letter sounds introduced in P1. (Literacy 2) | Reading |
| AP-4. Segments words into individual sounds and syllables in order to spell correctly. (Literacy 2) | Writing  |
### 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.*

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>V-1. Identifies vocabulary words in a story. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>V-2. Uses vocabulary words to make meaningful sentences and identifies words with similar and opposite meanings. (Literacy 1)</td>
<td>Speaking, Reading</td>
</tr>
<tr>
<td>V-3. Identifies and uses grammatical features of the language correctly. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>V-4. Identifies and defines thematic vocabulary. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>V-5. Identifies vocabulary words from the story and uses them in a meaningful sentence. (Oral Literature)</td>
<td>Listening, Speaking, Reading</td>
</tr>
</tbody>
</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><strong>C-1.</strong> Discusses concepts related to the weekly sub-theme. (Literacy 1)</td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-2.</strong> Retells a story from memory. (Literacy 1)</td>
<td>Listening</td>
</tr>
<tr>
<td><strong>C-3.</strong> Formulates questions that might be answered in the text. (Literacy 1)</td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-4.</strong> Plans a story that has a beginning, middle and ending together with the teacher. (Literacy 2)</td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-5.</strong> 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</td>
</tr>
<tr>
<td><strong>C-6.</strong> Re-tells a fiction story that has been read aloud and demonstrates comprehension by identifying the main characters, setting and action. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td><strong>C-7.</strong> Re-tells an informative story that has been read aloud and demonstrates comprehension by identifying the main idea of the story. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td><strong>C-8.</strong> 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><strong>C-9.</strong> Composes a story together with the teacher. (Literacy 2)</td>
<td>Writing</td>
</tr>
<tr>
<td><strong>C-10.</strong> Assists the teacher in making corrections in the story’s spelling, grammar and meaning. (Literacy 2)</td>
<td>Writing</td>
</tr>
<tr>
<td><strong>C-11.</strong> Reads the story with support from the teacher. (Literacy 2)</td>
<td>Reading</td>
</tr>
<tr>
<td><strong>C-12.</strong> Listens attentively to the teacher. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td><strong>C-13.</strong> 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>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-15.</strong> Responds correctly to In the Text Questions. (Literacy 1)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-16.</strong> Responds appropriately to In My Mind Questions. (Literacy 1)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</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>Writing</td>
</tr>
<tr>
<td><strong>C-18.</strong> Answers a guiding question related to the story. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-19.</strong> Identifies whether the story is a fiction or informative story. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</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>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-21.</strong> Demonstrates comprehension by identifying the main idea in an informative story. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-22.</strong> Answers In My Mind Questions about a story that has been read aloud. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>C-23.</strong> Listens attentively to peers and participates in small group activities appropriately. (News)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
</tbody>
</table>
The *How to Teach* section of this teacher’s guide provides lesson templates to help you plan all of the local language literacy lessons taught each week. Each template is four pages long. The first two pages give you an overview of the entire lesson. The second two pages provide you with a detailed explanation of how to deliver the lesson to your learners.

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

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

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

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

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

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

How to Teach: Literacy 1 - Days 2 & 4

The Chalkboard

Write the Day 2 or 4 page look back story on the chalkboard before class (Step 3).

Literacy 1

Time to clean
Mother told Harry and Tim to clean the compound. Tim swept the compound. Mary turned the water on for the sink.

Differentiated Learning

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

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

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

Do More: Role Play

Children love role play. They can then develop children's speaking, listening, and comprehension competencies, and help develop life skills, too. Role play activities are easy to integrate into your CAPE (Unified) lesson plans. Here is a simple outline of a role play activity:

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

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.  &lt;br&gt;• Learners retell a story from memory. (<em>Day 3 only</em>)</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.                                     &lt;br&gt;• 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>
How to Teach: literacy 1 - Days 1 and 3

The Chalkboard

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

Literacy 1

Causes of problems between school and neighbourhood

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>Train learners to distribute the books quickly and quietly. Rotate the responsibility so all learners get a chance to pass out books.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the literacy Hour as selected learners distribute the books.</td>
<td></td>
</tr>
<tr>
<td>b. Prepare the chalkboard and lesson inputs as learners sing.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Discuss the Theme and Sub-theme (3 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: A thematic question is provided in the Weekly Lesson Support section of this Teacher’s Guide.</td>
</tr>
<tr>
<td>a. Tell learners the theme for the week. Read the sub-theme for the week from the chalkboard.</td>
<td>Remember that learners come to school with knowledge they have acquired at home. Recognise and appreciate the knowledge and skills of your learners. This will give them confidence to learn new things.</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>Predicting and retelling are both important comprehension skills in reading.</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>Predicting actively engages learners in the reading process. It also encourages them to monitor their comprehension as they read.</td>
</tr>
<tr>
<td>b. Ask learners to look at the illustration in the Pupil Book and share what they see.</td>
<td>Retelling requires learners to focus on the bigger picture of the story and allows the teacher to see how well a learner understands the story as a whole.</td>
</tr>
<tr>
<td>c. Ask learners to predict what the story might be about and share their predictions with their neighbours.</td>
<td>If learners are having trouble making predictions, help them out by modelling both a good and bad prediction about a story. Learners will enjoy identifying which is the good prediction and which is the bad prediction.</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>
Step-by-Step Teacher’s Activity | Extra Guidance
--- | ---
**Step 4: Before Reading - Asking Questions (3 minutes.)**<br>a. Ask learners the *guiding question* found in the Teacher’s Guide or create another guiding question of your own.<br>b. Ask learners to talk to their neighbours and think of another question that might be answered in the story.<br>c. Ask learners to share their questions with the class.<br><br>**WEEKLY LESSON SUPPORT:**<br>*A guiding question* for each story is provided in the Weekly Lesson Support section of this Teacher’s Guide.<br>Asking questions about a story helps motivate learners to read with comprehension.

**Step 5: Read the Story (9 minutes)**<br>a. Tell learners to read the story silently first.<br>b. Read the story aloud to the learners while they listen and track the words in their books with their fingers.<br>c. After reading the story, ask learners if their predictions were correct and their questions were answered. Discuss.<br>d. Read the story phrase by phrase while the class repeats each phrase in chorus.<br>e. Read the whole story with the class as they read along with you in chorus.<br>f. Ask learners to read the story to each other in pairs. Move around the room listening to learners read.<br>g. Ask selected learners to read aloud to the whole class as time permits. Mark in the CAM Form.<br><br>**WEEKLY LESSON SUPPORT:**<br>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.<br>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.

**Step 6: After Reading - Comprehension Questions (5 minutes)**<br>a. Ask the *In the Text Question* found in the Teacher’s Guide.<br>b. Ask the *In My Mind Question* found in the Teacher’s Guide.<br>c. Assess selected learners’ comprehension as they answer the questions. Mark in the CAM Form.<br>d. Ask learners to predict what might happen next in the story. (*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.*)
<br><br>**WEEKLY LESSON SUPPORT:**<br>*The In the Text* and *In My Mind Questions* are found in the Weekly Lesson Support section.<br>*In the Text Questions*: These are literal questions. The answers are “right there” in the text. Learners can point to the answer.<br>*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.
# How to Teach: Literacy 1 - Days 2 and 4

## Step-by-Step Teacher’s Activity

<table>
<thead>
<tr>
<th>Step 1: Getting Ready (5 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
</table>
| a. Sing a song to signal the beginning of the literacy hour as selected learners distribute the books.  
b. Prepare the chalkboard and lesson inputs as learners sing. | Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day. |

## Step 2: Discuss the Theme and Sub-theme (3 minutes)

| 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.  
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.  
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.  
d. Ask learners to work in pairs to find the vocabulary words in the week’s story. | 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. |

## Step 3: Word Exploration (10 minutes)

| 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.  
b. Do the same word exploration process with the second and third words as a whole class.  
c. Ask learners to work in pairs to follow the word exploration process with the last three words.  
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. | The word exploration process has 3 steps:  
1. Read the word.  
2. Use the word in a meaningful sentence.  
3. Find another word that means the same or the opposite.  
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. |
## How to Teach: Literacy 1 - Days 2 and 4

### Step-by-Step Teacher’s Activity

<table>
<thead>
<tr>
<th>Step 4: Word Structure, Day 2 (10 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Write the first Word Structure exercise on the chalkboard.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> Word Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher’s Guide.</td>
</tr>
<tr>
<td>b. Read the different segments, pointing out the meaning of each part as learners listen.</td>
<td>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.</td>
</tr>
<tr>
<td>c. 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.</td>
<td></td>
</tr>
<tr>
<td>d. Tell learners to read the exercise to each other in pairs, tracking the words with their fingers.</td>
<td></td>
</tr>
<tr>
<td>e. Repeat with the second and third Word Structure exercises.</td>
<td></td>
</tr>
<tr>
<td>f. When you have completed all three Word Structure exercises, write the Word Structure Application exercises on the chalkboard. Have learners complete the exercise independently.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEKLY LESSON SUPPORT:</strong> Sentence Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher’s Guide.</td>
</tr>
<tr>
<td>On Day 4 the Sentence Structure activity looks at sentences to explore grammatical features of the language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4: Sentence Structure, Day 4 (10 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Write the first Sentence Structure exercise on the chalkboard.</td>
<td></td>
</tr>
<tr>
<td>b. Read the different sentences, pointing out the meaning of each part as learners listen.</td>
<td></td>
</tr>
<tr>
<td>c. 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.</td>
<td></td>
</tr>
<tr>
<td>d. Tell learners to read the exercise to each other in pairs, tracking the words with their fingers.</td>
<td></td>
</tr>
<tr>
<td>e. Repeat with the second and third Sentence Structure exercises.</td>
<td></td>
</tr>
<tr>
<td>f. When you have completed all three Sentence Structure exercises, write the <em>Sentence Structure Application</em> on the chalkboard. Have learners complete the exercise independently.</td>
<td></td>
</tr>
</tbody>
</table>
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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 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>
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 want 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:

M
Merciful
A
Active
R
Realistic
Y
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>
<tr>
<td>a. Guide learners to sing a reading 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 other lesson inputs as learners sing.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Read the Whole Story (10 minutes)</strong></td>
<td>Marking the CAM Form:</td>
</tr>
<tr>
<td>a. Ask selected learners to retell this week’s story in full.</td>
<td>Level 3: Reads the text with no mistakes and excellent fluency and expression.</td>
</tr>
<tr>
<td>b. Read the story aloud once as learners listen and track with their fingers.</td>
<td>Level 2: Reads the text with a few mistakes and good fluency and expression.</td>
</tr>
<tr>
<td>c. Read the story together with the learners once.</td>
<td>Level 1: Reads the text with many mistakes and poor fluency and expression.</td>
</tr>
<tr>
<td>d. Ask learners to read the story to each other in pairs.</td>
<td></td>
</tr>
<tr>
<td>e. Ask individual learners to read selected sentences from the story to the whole class. Assess and mark in the CAM Form.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Vocabulary Assessment (5 minutes)</strong></td>
<td>Marking the CAM Form:</td>
</tr>
<tr>
<td>a. Remind learners of the week’s theme and sub-theme. Ask them to explain what the picture tells them about this thematic topic.</td>
<td>Level 3: The learner’s sentence creatively demonstrates the meaning of the vocabulary word.</td>
</tr>
<tr>
<td>b. Ask learners to look at the picture and find all of the vocabulary words that they can.</td>
<td>Level 2: The learner’s sentence uses the vocabulary word correctly.</td>
</tr>
<tr>
<td>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.</td>
<td>Level 1: The learner’s sentence does not convey the correct meaning of the vocabulary word.</td>
</tr>
</tbody>
</table>
### How to Teach: Literacy 1 - Day 5

**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>
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.

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></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>a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Plan the Story, Day 1 (10 minutes)</strong></td>
<td>During the planning stage of writing the teacher and learners tell their creative writing story aloud without writing anything on the chalkboard.</td>
</tr>
<tr>
<td>a. Tell learners that they are going to write a creative writing 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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>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>
<tr>
<td>d. When you have planned the creative writing story to learners’ satisfaction, retell the story in full, emphasising the main ideas.</td>
<td></td>
</tr>
</tbody>
</table>
**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>
</table>
| **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. | 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. Tell learners you are going to read through the story to make corrections in spelling, grammar, and meaning.  
b. Read the story aloud slowly. Use the *Think Aloud* method to model for learners how to make corrections in a story. | Here is a sample think aloud for Step 4:  
• “Let me sound out this word to see if I spelled it correctly. po-ta-to. Yes, I did spell it right!”  
• “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>&lt;br&gt;• Sing/chant all of the letters of the alphabet to signal the writing portion of the Literacy Hour.</td>
<td>Refer to the first page of the Pupil Book for the correct alphabet with the letters in the proper order.</td>
</tr>
</tbody>
</table>
| **Step 2: Breaking and Making (3 minutes)**<br>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.  
b. Write the word from the Teacher’s Guide that contains the letter sound on the chalkboard.  
c. Break the word down as outlined in the Weekly Lesson Support section, and then build the word back up.  
d. Have the learners repeat the break down and build up process with you.  
e. Call on selected learners to break down and build up the word on their own. | **WEEKLY LESSON SUPPORT:** A sample Breaking and Making word is provided in the Weekly Lesson Support section of this Teacher’s Guide.  
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.  
F f  
finish f  
fi fi  
f finish |
| **Step 3: Handwriting Practice (10 minutes)**<br>a. Introduce the letter for the day in both its capital and small form. Tell learners both the name and sound of the letter.  
b. Air write the capital form as learners watch. Then air write the letter together with learners.  
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.  
d. Follow steps b. to d. with the small letter for the day. | **WEEKLY LESSON SUPPORT:** Letters, syllables and words for handwriting practice are provided in the Weekly Lesson Support section of this Teacher’s Guide.  
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. |
### 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>e. 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>
<td>Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</td>
</tr>
<tr>
<td>f. Move around the room assessing learners’ handwriting posture, pencil grip and letter formation. Mark in the CAM Form for selected learners.</td>
<td></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. | WEEKLY LESSON SUPPORT: Suggested spelling words or sentences are provided in the Weekly Lesson Support section of this Teacher’s Guide. |
| 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. | Assess your learners’ spelling performance and modify your spelling practice assignment accordingly. |
| c. Move around the room assessing learners’ spelling and handwriting. | |
| d. Repeat with the second word/sentence. | |

### 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>
<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 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>
<th>Extra Guidance</th>
</tr>
</thead>
</table>
| **Step 1: Alphabet Song/Chant (2 minutes)**  
a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour. | Every learner should get out a pencil and exercise book in preparation for this lesson. |
| **Step 2: Alphabet Game (3 minutes)**  
a. Play the Alphabet Game with learners. The game changes each term, as outlined below: | Think of other games to test your learners’ knowledge of alphabetical order. |
| **Term 1**  
• Learners say the letters of the alphabet in order. (Learners can use their books.)  
• Teacher says a letter.  
• Learners find the letter in the book. Learners say its name and sound. | |
| **Term 2**  
• Learners say the letters of the alphabet in order, but without using the book.  
• Learners open the book and teacher says a letter.  
• Learners find the letter in the book. They say the name of letter, then the letters before and after the named letter. | |
| **Term 3**  
• Learners say the letters of the alphabet in order from memory.  
• Teacher says a letter and learners say the names of letters before and after the named letter, also from memory. | |
### How to Teach: Literacy 2 - Day 5

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 3: Handwriting Assessment (10 minutes)</strong></td>
<td><strong>Marking the CAM Form:</strong></td>
</tr>
</tbody>
</table>
| • Ask learners to prepare their pencils, exercise books and body posture for writing.  
• Write the two letters for the week on the chalkboard in their capital and small form.  
• Tell learners to write a line of each letter in their exercise books in their best handwriting.  
• Move around the room assessing learners’ handwriting posture, pencil grip and letter formation. | Level 3: Forms all of the capital and small letters correctly.  
Level 2: Forms at least some of the capital and small letters correctly with a few small errors.  
Level 1: Makes many mistakes in forming both the capital and small letter. |
| **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.  
• Move around the room assessing learners’ spelling and handwriting.  
• Follow steps 4a. and 4b. with the second word or sentence. | Level 3: Spells all of the words correctly and uses the correct punctuation and capitalisation when writing full sentences.  
Level 2: Spells most of the words correctly with 1-2 small errors in spelling, punctuation or capitalisation.  
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>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Transition Song</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>9 min.</td>
<td>2</td>
<td>Recite a Traditional Text</td>
<td>• Learners recite a traditional text from memory.</td>
</tr>
<tr>
<td>4 min.</td>
<td>3</td>
<td>Before Listening to the Story</td>
<td>• Learners use the story title and prior knowledge to make predictions about what will happen in the story.</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Reading the Story Aloud</td>
<td>• Learners listen attentively to the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners use the story context to make predictions about what will happen next in the story.</td>
</tr>
<tr>
<td>7 min.</td>
<td>5</td>
<td>After Listening to the Story</td>
<td>• Learners answer the guiding question.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners identify whether the story was a fiction or informative story.</td>
</tr>
<tr>
<td>4 min.</td>
<td>6</td>
<td>Vocabulary Words</td>
<td>• Learners identify vocabulary words from the story and use them in a meaningful sentence.</td>
</tr>
</tbody>
</table>
How to Teach: Oral Literature - Day 1

The Chalkboard

Vocabulary words from the Oral Literature story (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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Introductory Song (1 minute)</strong>&lt;br&gt;a. Sing a song to signal the beginning of the lesson.</td>
<td>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><strong>WEEKLY LESSON SUPPORT:</strong> 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><strong>WEEKLY LESSON SUPPORT:</strong> The guiding question is found on the Oral Literature pages of the Weekly Lesson Support section of this Teacher’s Guide. The words in your language for fiction story and informative story are provided in the glossary. Fiction stories are about imaginary people or events. Informative stories are about real people, facts or events.</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><strong>WEEKLY LESSON SUPPORT:</strong> The Oral Literature story and prediction question are found in the Weekly Lesson Support section. Be sure to practice reading the story several times before class so that you can read it with fluency and expression. Reading aloud with fluency and expression helps learners comprehend the meaning of the story and adds to the overall enjoyment of the listening experience.</td>
</tr>
</tbody>
</table>
### How to Teach: Oral Literature - Day 1

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 5: After Listening to the Story (7 minutes)</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong></td>
</tr>
<tr>
<td>a. Repeat the guiding question. Discuss the answer as a class.</td>
<td>A story outline in the Weekly Lesson Support section of this Teacher’s Guide will tell you whether the story is a <strong>fiction</strong> or <strong>informative</strong> story and list the characters, setting and action or the main idea.</td>
</tr>
<tr>
<td>b. Discuss whether the story was a fiction story or an informative story.</td>
<td>The words in your language for <strong>characters</strong>, <strong>setting</strong>, <strong>action</strong> and <strong>main idea</strong> are provided in the glossary.</td>
</tr>
<tr>
<td>c. Tell learners you will read the story again. If they have identified the story as a fiction story they should listen to determine the characters, setting and plot. If it is an informative story they should listen to determine the main idea of the story.</td>
<td>The <strong>characters</strong> are the actors in a story. The setting is where and when the story is taking place. The <strong>action</strong> of a story is a summary of what happens in the story. Another word is <strong>plot</strong>.</td>
</tr>
<tr>
<td>d. Read the story aloud a second time without pausing.</td>
<td>The <strong>main idea</strong> of an informative story is one sentence that summarises what the story is about.</td>
</tr>
<tr>
<td>e. For a fiction story, have learners identify the characters, setting and action after listening to the story a second time. For an informative story, have learners identify the main idea.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong></td>
</tr>
<tr>
<td><strong>Step 6: Vocabulary Words (4 minutes)</strong></td>
<td>The selected vocabulary words for the Oral Literature story are found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>a. Say the first vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Read the sentence with the word in it from the Oral Literature Story. Discuss the meaning of the word. Then ask learners to use the word in a new sentence.</td>
<td>You can also create flashcards for the vocabulary words in the Oral Literature stories. Hang them on a <strong>story tree</strong> or make a <strong>word wall</strong> in your classroom.</td>
</tr>
<tr>
<td>b. Repeat with the other two vocabulary words.</td>
<td></td>
</tr>
</tbody>
</table>

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

Remedial
Some of your learners may have difficulty retelling the Oral Literature story on 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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Introductory Song (1 minute)</strong>&lt;br&gt;a. Sing a song to signal the beginning of the lesson.</td>
<td>The introductory song 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> The In the Text Questions can be found in the Weekly Lesson Support section of this Teacher’s Guide. Using the CAM Form to record assessments during the Oral Literature lesson may be awkward. If so, write the names of the learners you want to assess in the Oral Literature lesson on a small scrap of paper. Use the paper to record their performance. Later, you can transfer the information onto the CAM Form.</td>
</tr>
</tbody>
</table>
## Step-by-Step Teacher’s Activity

### Step 4: Reading the Story Aloud (5 minutes)

- a. Read the story aloud to learners as they listen attentively.

### Step 5: After Listening to the Story (6 minutes)

- a. Have learners answer the two In the Text Questions.
- b. Ask other In the Text Questions of your own.
- c. Have learners answer the two In My Mind Questions.

**WEEKLY LESSON SUPPORT:**
The In the Text and In My Mind Questions can be found in the Weekly Lesson Support section of this Teacher’s Guide.

Encourage learners to pose their own comprehension questions to the class. This can be a motivational activity for accelerated learners who want an extra challenge.

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

- 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.
- 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.

**Extra Guidance**

- On Day 3 you do not need to stop to ask the prediction question. (For fiction stories.)

- 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.

- Show your enthusiasm for talking about words and their meanings. This will develop learners’ love and appreciation for the words in their language.
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>
</tbody>
</table>
| 10 min.| 5   | 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 of speech, appropriate expression and confidence.  
- Learners listen attentively to peers. |
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 News 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>&lt;br&gt; a. Sing a song to signal the beginning of the lesson as you distribute the writing materials and learner name cards.</td>
<td>Every learner should have paper and a pencil for this lesson.</td>
</tr>
<tr>
<td><strong>Step 2: Model News Story (6 minutes)</strong>&lt;br&gt; a. Tell a News Story to the class. As you tell your story draw simple pictures on the chalkboard to illustrate your story for learners.</td>
<td>WEEKLY LESSON SUPPORT: A model News Story is provided in the Weekly Lesson Support section of this Teacher’s Guide. Adapt it or make up your own. Try to link your model News Story to the sub-theme for the week, if possible. Learners should tell News Stories about real events that have happened in their lives. You should do the same when you model a story for them. Learners will enjoy hearing stories about your life now or as a learner.</td>
</tr>
<tr>
<td>b. In Term 2, label the pictures with simple words learners can decode.</td>
<td></td>
</tr>
<tr>
<td>c. In Term 3, use the words in your story to create a simple sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Learners Write News Stories (8 minutes)</strong>&lt;br&gt; a. Tell learners it is now time for them to write their own News Story. Explain that they can use pictures and words. Remind learners that they should write their names in their exercise books.</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>
### Step-by-Step Teacher's Activity

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

**Step 5: Selected Learners Share News Stories (10 minutes)**
- Select 5 learners to come up and share their News Stories with the whole class.
- Ask learners to speak clearly and with expression.
- 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.
- The speaker should always begin their News Story by greeting the class in a culturally appropriate manner and saying their full name.
- After the speaker has completed the News story, the teacher and learners should ask questions or make comments.
- Thank the speaker at the end of their turn.

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

Assess the learner on the CAM Form and ask the next learner to read/tell their story to the class.
How to Teach: News - Days 4 and 5

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

Competences
The learner:

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td>Prepare to Write</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>13 min.</td>
<td>2</td>
<td>Learners Write News Stories</td>
<td>• Learners use pictures and words to write a meaningful News Story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners write their names.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Learners Share News Stories in Small Groups</td>
<td>• Learners listen attentively to peers and participate in small group activities appropriately.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Selected Learners Share News Stories</td>
<td>• Learners introduce themselves and greet the class using the appropriate cultural norms, including stating one’s full name.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners tell a meaningful, well organised story to the class that demonstrates fluency, appropriate expression and confidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners listen attentively to peers.</td>
</tr>
</tbody>
</table>
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>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Transition Song (1 minute)</strong></td>
<td>Always sing the same song to begin the News lesson. This routine will help learners mentally prepare for the lesson.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the 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? Do their pictures match the story?</td>
</tr>
<tr>
<td>d. Move around the room observing learners as they write. Ask questions about their stories and provide support as needed.</td>
<td>• Are the pictures well organised on the page?</td>
</tr>
<tr>
<td>e. When there are 3 minutes remaining, tell learners they have 3 minutes to complete their work, including writing their name.</td>
<td>• How are they progressing with writing their name?</td>
</tr>
<tr>
<td></td>
<td>• Are they labelling their stories with words? Are they writing sentences?</td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

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

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

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

- Select 5 learners to come up and share their News Stories with the whole class.
- Ask learners to speak clearly and with expression.
- 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.
- The speaker should always begin their News Story by greeting the class in a culturally appropriate manner and saying their full name.
- After the speaker has completed the News story, the teacher and learners should ask questions or make comments.
- 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.
<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Lusoga</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabetic principle (phonics)</td>
<td>ensambo yamaloboozi ga walifu</td>
</tr>
<tr>
<td>choral reading</td>
<td>okusomera aghalala</td>
</tr>
<tr>
<td>collaborative learning</td>
<td>okwegera aghalala</td>
</tr>
<tr>
<td>competency-based assessment</td>
<td>okukebera ng’ojiira ku busobozi</td>
</tr>
<tr>
<td>comprehension</td>
<td>okutegeera</td>
</tr>
<tr>
<td>continuous assessment</td>
<td>okukebera obutalekera</td>
</tr>
<tr>
<td>differentiated learning</td>
<td>okwega okulaga endhawulo</td>
</tr>
<tr>
<td>echo reading</td>
<td>okusoma ng’oiru mu kisomeibwa</td>
</tr>
<tr>
<td>end of term assessment</td>
<td>enkebera ekomenkereza okusoma mu taamu</td>
</tr>
<tr>
<td>explicit instruction</td>
<td>engalaga ematiza</td>
</tr>
<tr>
<td>fluency</td>
<td>okwogera obukalamu einho</td>
</tr>
<tr>
<td>multisensory</td>
<td>okukozaesa engeri edhendhawulo okwega</td>
</tr>
<tr>
<td>orthography</td>
<td>empandiika yoolulimi</td>
</tr>
<tr>
<td>partner reading</td>
<td>okusoma mu mpalo</td>
</tr>
<tr>
<td>phonemic awareness</td>
<td>obumanhi mu kwatula ebigambo</td>
</tr>
<tr>
<td>phonological awareness</td>
<td>obumanhi bwamaloboozi geenhuguta</td>
</tr>
<tr>
<td>print awareness</td>
<td>obumanhi mu kughandiika enhuguta</td>
</tr>
<tr>
<td>scaffolding</td>
<td>ensomesa ezimbira kumusomi kyaidhi</td>
</tr>
<tr>
<td>systematic instruction</td>
<td>engalaga enambulugufu</td>
</tr>
<tr>
<td>vocabulary</td>
<td>ebigambo ebiakozebe wu lulum</td>
</tr>
<tr>
<td>whisper reading</td>
<td>okusoma mu kaama</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 Eisomero Iyaife n'emiriiraano

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bumanhiso ki obulaga eisomero?

Before Reading: Guiding Question
Ologhooza eisomero liyamugaso ki?

After Reading: In the Text Question
Yunifoomu y'e Butegge efaanana etya?

After Reading: In My Mind Question
Bumanhiso ki obundi obulaga eisomero obutoogeirwaku mu lugero luno?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th></th>
<th>mu-fungi</th>
<th>ba-fungi</th>
</tr>
</thead>
<tbody>
<tr>
<td>mufumbi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mukuumi</td>
<td>mu-kumi</td>
<td>ba-kumi</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>abaana a</td>
<td>A, a</td>
</tr>
<tr>
<td>na na</td>
<td>abaana, kalaamu, abalenzi</td>
</tr>
<tr>
<td>a abaana</td>
<td></td>
</tr>
</tbody>
</table>
1.1 Ekifo, obumanhiso n'emiganhulo gyeisomero lyaife

Literacy 1

Thematic Question
Okuvaala yunifoomu kigasa ki?

Before Reading: Guiding Question
Ologhooza kiki ekyairirira ng'omusomesa ayagaine Nali ni Mukoda ku luya?

After Reading: In the Text Question
Nali ni Mukoda baakola ki nga bakuye ekide?

After Reading: In My Mind Question
Omwana ayinza kufuna buzibu ki nga tavaire yunifoomu?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyi ya olugero.

Literacy 1

Sentence Structure Application
Omupulisi avaala yunifoomu.

Abapulisi bavaala yunifoomu.

Omukuumi avaala yunifoomu.

Abakuumi bavaala yunifoomu.

Literacy 2

Breaking and Making

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

Handwriting and Spelling Practice

A, a

akatabo, kabada, amenvu
1 Eisomero lyaife n'emiriiraano

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
kipande               yunifoomu           muti
abaana                kibiina             ekide

Word Structure Review: Answers
mufumbi               mu-fumbi           ba-fumbi
mukuumi               mu-kuumi           ba-kuumi

Sentence Structure Review: Answers
Omupulisi avaala yunifoomu.
Abapulisi bavaala yunifoomu.

Omuukuumi avaala yunifoomu.
Abakuumi bavaala yunifoomu.

Literacy 2

Handwriting and Spelling Assessment
kabada                akatabo            abalenzi
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 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.

**Reference**
NPSCU Teacher’s Guide
- Competences, page 71
- Sample Scheme of Work, pages 83-85

**Model News Drawing**
A flat rock near the school entrance. The big gong is near the rock. Children and goats playing together.

**Traditional Text**
*Lwembo*
Nerondeire kalaamu yange,
Twairayo eghaife okusoma,
Ab’e Busoga twatandiika,
Twairayo eghaife okusoma.

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

Oral Literature

Eisomero Iy’e Kisozi

**Ekibuuzo ekirungamya**
Bumanhiso ki bwemwidhi obuba kwisomero?

Ku kyalolo Nabukidi mwigoloza Iy’e Kisozi, kuliku eisomero Iyebeeta Kisozi pulaimaale. Eisomero lino liri kumpi n’omusigiti ate emberi ghaalyo eriyi akatale n’amaduuka.

Eisomero lino baalitaaku olukomera okugezaaku okukugira abasomi okweiba n’abantu baabuliidho okulbitabitaku. Liriku geeti ennene era ghageeti ghaligho ekipande ekiriku eriina ery’eisomero.

Kisozi pulaimaale, liri nebimizbe ebyenkalaakalira nga byamatafaali na mabaati. Emberi w’ofiisi bawanikawo bendera yeisomero n’eyeighanga. Abasomi bavaala yunifoomo; abaghala bavaala biteteeyi bya kiragala nga biriku akabonero mu kifuba. Ibo abalenzi bavaala sati dhaakiragala nga dhiriku akabonero ku nsawo, n’empale enhimpi nga dhaakaaki.

Kisozi pulaimaale liri n’ebisaaghe bibiri; ekyabaghala n’ekyabalenzi. Abasomi bazaanha omupiira n’emizaanho egindi kamaala. Abasomi bafuna amagezi agoomumutwe ng’okubala, okusoma, n’okughandiika aghalala n’amagezi agebyemikono ng’okuluka, n’okutunga.

---

**Story Outline**

**Ekiroghoozo ekikologho**
Ebigeema kwisomero Iy’e Kisozi.

**Ekiroghoozo ekiwigira 1**
Obumanhiso bweisomero Iy’e Kisozi.

**Ekiroghoozo ekiwigira 2**
Ebikolebwa mwisomero Iy’e Kisozi.
1.1 Ekifo, obumanhis o nemiganhulo gyeisomero lyafe

Oral Literature

Abaana bali n’ennimiro dh’embooli ni duuma era emmere yebalya kwisomero n’abagirima.
Omukulu w’eisomero ayogera n’abasomi buli Lwabbalaza ku paleedi. Atera inho okukoba
abasomi okwebisa obulungi n’okufaayo kumisomo gyaiswe basobole okuba abawanguzi
kunkomerero y’omwaka. Abasomesa boona babaowo era babuulirira abasomi okuba abempisa
ennisu. Bakubiriza abaana okuba abawulize ate nga bwumbeefu.

Abantu abakulu boonaboona abali kwisomero benda inho abasomi era bababisa bulungi.
Abasomesa babasomesa, omufumbi abafumbira emmere yebalya, omukuumi akuuma ebintu
byaibwe n’eby’eisomero, era n’omusawo abaidhandhaba nga balwaiire. Omukulu ow’eisomero
agezaaku okubona nga buli kintu kiri kuja bulungi era atambula ng’alambuula eisomero mu buli
kanhomero.

Eisomero ly’e Kisozi likuumibwa nga iyondho bulungi. Abasomi beeya obujira n’eibiiina era
baanaaza n’ebibolooni byaibwe. Basawwa ensiko eri kwisomero era baalonda n’ebikaba. Buli igulo
booca ebikaba male bairayo eghaiibwe.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>akatale</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. Bizimbe ki ebiriinaise eisomero ly’e Kisozi?</td>
<td>1. Ologhooza bumanhis o obundi obusaine okuba kwisomero obutoogeirwaku mu lugero luno?</td>
</tr>
<tr>
<td>2. Emmere abaana yebalya bagitoola gha?</td>
<td>2. Abana bakola bintu ki mu saawa ey’ebyemikon?</td>
</tr>
</tbody>
</table>
1 Eisomero lyaife n'emiriiraano

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ologhooza lwaki abazaire bacaala kwisomero?

Before Reading: Guiding Question
Ologhooza olugero luno luja kutwegesa ki?

After Reading: In the Text Question
Mizaanho ki egyali kwisomero lya Nali ni Babi abazaire Iwebaaliyo?

After Reading: In My Mind Question
Ologhooza abaana abaabazaire abataidha baawulira batya?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Day 2

Literacy 1

Word Structure Application

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kitabo</td>
<td>ki-tabo</td>
</tr>
<tr>
<td>kinu</td>
<td>ki-nu</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>kade k</td>
<td>K, k</td>
</tr>
<tr>
<td>ka</td>
<td>ka</td>
</tr>
<tr>
<td>k</td>
<td>kade, kitabo, kibiina</td>
</tr>
</tbody>
</table>
1.2 Emiganhulo gyeisomero eri emiriiraano

Literacy 1

**Thematic Question**
Eisomero lyaffe ligasa litya abantu abaliriraine?

**Before Reading: Guiding Question**
Lwaki tukola ebyemizaanho ku masomero?

**After Reading: In the Text Question**
Bintu ki ebyogerwaku mu lugero luno abazaire byebatera okweyazikwa?

**After Reading: In My Mind Question**
Ologhooza lwaki omugenzi omukulu yata eisira kubulungi bwebyemizaanho?

---

**Literacy 2**

**Plan the Story**
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukiya olugero.

---

**Literacy 1**

**Sentence Structure Application**
Abaana batyama mu bizimbe.
Abaana batyama gha?
Abaana baghandiika mu bitabo.
Abaana baghandiika gha?

---

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kikopo k</td>
<td>K, k</td>
</tr>
<tr>
<td>ki k</td>
<td>kikopo, kipande, kijiiko</td>
</tr>
</tbody>
</table>

Term 1  Week 2  76
1 Eisonero lyaihe n'emiriiraano

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
kisaaghe  ebizimbe  naikonto
omupira  entebe  meeza

Word Structure Review: Answers
kitabo  ki-tabo  ka-tabo

Sentence Structure Review: Answers
Abaana batyama mu bizimbe.
Abaana batyama gha?

Abaana baghandiika mu bitabo.
Abaana baghandiika gha?

Literacy 2

Handwriting and Spelling Assessment
kade  kipande  kijiiko
1.2 Emiganhulo gyeisomero eri emiriiraano

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 in a meeting at the school playground. They are seated on chairs. A male person (chairman) is standing and talking to them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</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 71</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 91-92</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 14-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lwembo</td>
</tr>
<tr>
<td>Tusangaire imwe abageni baife,</td>
</tr>
<tr>
<td>Tusangaire mwebale kwidha,</td>
</tr>
<tr>
<td>Tusangaire mwisuuke amajira,</td>
</tr>
<tr>
<td>Tusangaire mutyame ntende.</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
1 Eismoro lyaife n'emiriiraano

Oral Literature

Embaga ya Wakayima

**Ekibuuzo ekirungamya**
Mukolo ki ogwali gkusanhwisaaku?

Ekitundu ekisooka
Ku kyalu Namatovu, yaliyo omusaadha nga bambweta Wakayima. Wakayima yali n’omukazi nga bamaze emyaka mingi mu bufumbo aye nga tibagaitibwanga. Lulala yatama ni mukazighe baateesa batukuze obufumbo bwaibwe. Baasalawo baayeta mikwano gyibwe mu nneekobaano edhookutena empenda edhookufuna sente n’ebyetaagisa ebindi olw’omukolo.

Olwokuba amaka gaibwe gaali matono, enneekobaano dhaibwe baadhikoleranga kwisomero erye Bukose pulaimaale. Baasaba omukulu w’eisomero yaabaikiriza okukozesaaku ekirala ku bibiina eby’eisomero.

Bwebaali mu nneekobaano, baazuula ng’omukolo gwenda ebintu bingi; ekifo ekinene obulungi, entebe, tenti, emmere, eiva, amaadhi, esowaani, enku, n’ebindi kamaala. Baasalawo basabe omukulu w’eisomero abaaazike ebintu ebisobola okuba kwisomero ng’entebe n’esowaani era abaganhe bakozeeku ni kumaadhi okuva ku naikonto y’eisomero. Baatuma muganda wa Wakayima gwebeeta Kaduuyu okuja ew’omukulu w’eisomero atuuse okusaba kwaiibwe.

---

**Story Outline**

<table>
<thead>
<tr>
<th>Baakazaanhirizi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wakayima, Kaduuyu n’Omukulu w’eisomero.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ekifo olugero ghelwali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwisomero lye Bukose pulaimaale.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obuzibu obuligho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kutegeka mbaga yaabugole.</td>
</tr>
</tbody>
</table>
1.2 Emiganhulo gyeisomero eri emiriiraano

Oral Literature

Ekibuuzo ekibangula obwongo
Ologhooola omukulu w’eisomero anaakoba ki Kaduuyu?

Ekitundu ekyokubiri
Mwami Kaduuyu bweyaja ew’omukulu w’eisomero, omukulu w’eisomero yaba’iriza okukoza buli kyebaayenda. Mwami Kaduuyu yairayo yaakobera abategesi ng’omukulu weisomero bewalya aikiriiza okusaba kwaibwe. Abategesi boomukolo baasanhuka era baasalawo omukolo bagukolere kwisomero, kuba kereziya yali kumpi n’eisomero.

Olunaku bwerwatuuka, Mwami Wakayima ni mukazighe baaja mu kereziya baagaitibwa. Abantu baali bangi era oluya olw’eisomero lwaidhula motoka.


Abagoma baasanhusa inho abantu bwebaakuba engoma ate nga bwebakina.

Omukulu w’eisomero n’eyali wainwa era yanhumisa omukolo bewayogeranga ebigambo ebusuuta abagole. Aboogezi bangi baayogera aye ng’okusinga beebara abagole olwokukola omukolo omulungi gutyo.

Vocabulary Words

| batukuze | enneekobaano | abaazike |

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Embaga ya Wakayima yali kwisomero ki?</td>
<td>1. Lwaki Wakayima yasaba ekisaaghe?</td>
</tr>
<tr>
<td>2. Koba engeri ibiri eisomero yeryayambamu Wakayima.</td>
<td>2. Lwaki omukulu w’eisomero yagha Wakayima buli kyeyasaba?</td>
</tr>
</tbody>
</table>

Term 1 Week 2
1 Eisomero lyaife n'emiriiraano

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bizibu ki ebiyinza okubaaowo ghagati w'eisomero n'emiriiraano?

Before Reading: Guiding Question
Ologhooza mu lugero luno tunaayegamu ki?

After Reading: In the Text Question
Ente dhaayonoono ki kwisomero?

After Reading: In My Mind Question
Bikolwa ki eebi ebitoogewaku mu lugero luno?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuuiiya olugero.
1.3 Ebireeta obizibu ghagati gheisomero n'emiriiraano

Literacy 1
Thematic Question
Omuntu owempisa ennungi akola ki mu kitundu?

Before Reading: Guiding Question
Mateeka ki ageisomero goidhi?

After Reading: In the Text Question
Omukulu ow'eisomero yakoba ki abaana bweyayogera nabo?

After Reading: In My Mind Question
Kiki ekisaine okukolebwa okweghala obutategeeragana ghagati w'eiisomero n'emiriiraano?

Literacy 2
Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyiyya olugero.

Literacy 1
Sentence Structure Application
Asoma ebitabo.
Basoma ebitabo.
Akola ebibalo.
Bakola ebibalo.

Literacy 2
<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>maama</td>
<td>Aa, aa</td>
</tr>
<tr>
<td>maa</td>
<td>maama, kisaaghe, baana</td>
</tr>
<tr>
<td>aa</td>
<td></td>
</tr>
</tbody>
</table>
1 Eisomero Iyaife n'emiriiraano

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>obwibi</th>
<th>amateeka</th>
<th>abazaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>kumenha</td>
<td>ebimuli</td>
<td>omukuumi</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>kukoba</th>
<th>ku-koba</th>
<th>a-koba</th>
</tr>
</thead>
<tbody>
<tr>
<td>kumala</td>
<td>ku-mala</td>
<td>a-mala</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

Asoma ebitabo.

Basoma ebitabo.

Akola ebibalo.

Bakola ebibalo.

Literacy 2

Handwriting and Spelling Assessment

| kisaaghe | baana | gaali |
1.3 Ebireeta obizibu ghagati gheisomero n’emiriiraano

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 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.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 71</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 98-99</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 15</td>
</tr>
</tbody>
</table>

Traditional Text

Nsambo

Atawulira kangaawo, awulira gologosa omutwe tukughe kubulezi.

Amakulu: Omuntu owempwitu atengeera ng’afunie obuzibu.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
1 Eisomero lyaife n'emiriiraano

Oral Literature

Akatabanguko kwisomero

**Ekibuuzo ekirungamya**

Wandyenze okufuna ebintu byotakolereire?

**Ekitundu ekisooka**

Lwali lulala, waabaagho akatabanguko kwisomero ery’e Musima mu kiketezo eky’eidhindha. Omukulu ow’eisomero eryo yaja yaagula ebintu ebyaka akomwali; entebe, emeeza, n’ebikozesebwa mukuzimba eiterekero lyebitabo eby’eisomero.

Ebintu bino yabireeetera mu gumotoka ogunene gwebeeta gufuso. Motoka eno bweyatuuka ku geeti, yalemererwa okwingira yaira einhuma obwo-ni ebintu ebyali ghaigulu byavaaku byagwa. Abantu abala okumpi baatandiika okwiba ebintu nga bwebalumuka okubikweka mu nsiko.

Omwiserukale yagezaaku okubalobera, aye nga busa. Omwami gwebeeta Kintu, nga naazaala Kabi asoma ekyokubiri mwisomero eryo, yakuba mangu eisimu ku puliiisi eidhe etaase kubintu.


Baagezaaku okulwana balumuke aye abapuliiisi baabagema baabatwala mwikomera baabasiba.

---

**Story Outline**

**Baakazaanhirizi**

Kintu, Isentebe, abapuliiisi, omwiserukale, n’omukulu w’eisomero.

**Ekifo olugero ghewali**

Kwisomero.

**Obuzibu obuligho**

Obwibi/obunhazi.
1.3 Ebireeta obizibu ghagati gheisomero n’emiriiraano

**Oral Literature**

---

### Ekibuuzo ekibangula obwongo
Ologhooza eiterekero ly’ebitabo lyamala lyazimibwa?

---

### Ekitundu ekyokubiri
Oluvainhuma lwabyonabyona, Isentebe we’kyalo yatyanisa abantu abaliiraine eisomero, yaabakoba obutaba namize mibi ng’okwiba n’okunhagula ebintu byeisomero. Yabakoba ati bavunaanizibwa okukuma ebintu byeisomero mukifo ekyokubiiba-obwibe.

Omukulu we’eisomero yeebaza inho mwami Kintu olwokubibira abaapuliisi eisimu. Yasuubiza okweta olukiiko lwabaire abakobere ebyaligho.

Abaana bwabaafulumu mu bibiina babona obusawo bwasuminti n’ebitabo baasanhuka inho era beesunga okufuna eiterekero lyebitabo ng’omukulu we’eisomero beweyabasuubiza.

Abaana bwебairayo eghaibwe, baakoberaku bazaire baikwe byonabyona ebyaligho kwisomero lyaiibwe.

---

### Vocabulary Words

<table>
<thead>
<tr>
<th>abaibi</th>
<th>abaapuliisi</th>
<th>okulwana</th>
</tr>
</thead>
</table>

---

### In the Text Questions

1. Akatabanguko akaali kwisomero kaava ku ki?
2. Lwaki omukuumi w’eisomero yasoberwa?

### In My Mind Questions

1. Wandikoze ki singa wali niighe omukulu we’eisomero?
2. Ologhooza ki ekyandibairewo singa puliisi tiyaidha mangu?

---

Term 1  Week 3
2 Amaka n’ekyalo kyaife

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abantu bakola mirimo ki mu maka?

Before Reading: Guiding Question
Bantu ki betwagaana mu maka?

After Reading: In the Text Question
Naani eyayenda okuba omusomesa mu lugero luno?

After Reading: In My Mind Question
Ologhoza mirimo ki egikolebwa mu maka egitoogeirwaku mu lugero luno?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiyya olugero.

Day 2

Literacy 1

Word Structure Application
kasowaani ka-sowaani bu-sowaani
kakopo ka-kopo bu-kopo

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>iribu     i</td>
<td>i, i</td>
</tr>
<tr>
<td>ri        ri</td>
<td></td>
</tr>
<tr>
<td>i         iribu</td>
<td>iribu, ikonero, ikoli</td>
</tr>
</tbody>
</table>
2.1 Enkolagana mu boomumaka

Literacy 1
Thematic Question
Mu maka twagaanamu baalulyo ki?

Before Reading: Guiding Question
Bantu ki abandi betuba nabo mu maka?

After Reading: In the Text Question
Baadhaadha bakola mirimo ki?

After Reading: In My Mind Question
Bantu ki abali mu lugero aye nga tiboogeire ku mirimo gyaibwe?

Literacy 2
Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Literacy 1
Sentence Structure Application
Songa aluka mikeeka.
Naani aluka emikeeka?

Nali ayenda kuba musawo.
Naani ayenda okuba omusawo?

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bimuli  i</td>
<td>l, i</td>
</tr>
<tr>
<td>bi     bi</td>
<td>bimuli, ifumo, ifumbiro</td>
</tr>
</tbody>
</table>

Term 1  Week 4  Day 3
2 Amaka n’ekyalo kyaife

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

bbaabba                    dhaadha                      nsuwa
maama                      songa                       bibya

Word Structure Review: Answers

kasowaani          ka-sowaani          bu-sowaani
kakopo             ka-kopo            bu-kopo

Sentence Structure Review: Answers

Songa aluka mikeeka.
Naani aluka emikeeka?
Nali ayanda kuba musawo.
Naani ayenda okuba omusawo?

Literacy 2

Handwriting and Spelling Assessment

bimuli                      ikoli                     iribu
2.1 Enkolagana mu boomumaka

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

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

Lwembo

Bbaabba yalima. x2 Akalimiro.
Bbaabba yalima,
Akalimiro akempande, akalimiro.
Ghano ni ghale. x2 Akalimiro,
Akalimiro akempande, akalimiro.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
2 Amaka n’ekyalo kyaife

Oral Literature

Mpango adhaguza amazaalibwage

Ekibuuzo ekirungamya
Bantu ki ababa mu maka?

Ku kyaló Mawagala, yaliyo omusaadha nga bamweta Mpango. Mpango yali n’amakaage omwali enhumba ennene obukalamu. Yali n’eifumbiro, omugwana, n’ekyagi mweyaterekanga duuma n’obulo. Amaka ga Mpango gaali gafaanana bukalamu olwebimuli byeyali yasimbagho. Mpango yali n’omukazi mulala nga bali n’abaana bataanu; abalenzi babiri n’abaghala basatu.

Lwali lulala, Mpango yaateekateeka omukolo ogw’okukuza amazaalibwage. Yasooka kulaalika bantu baalulyolwe omwali bbaabba, maama, dhaadha, bagandabe, ni baanhina.

Yagula ebintu kamaala ebyokulya nga n’omwali, omutyere, emmamba, amatooke, sooda, n’ebindi.

Mubyokulya ebyasinga kwewuwunhisa bantu ni keeki eyali eyaamadholobera ng’emesunkana oti muunienie.

Story Outline

Ekiroghoozo ekikologho
Kutegeka mukolo gwakuweza myaka ana.

Ekiroghoozo ekiwagira 1
Okusanhukira aghalala.

Ekiroghoozo ekiwagira 2
Okumanhagana.
2.1 Enkolagana mu boomumaka

Oral Literature

Mubantu beyayeta n’omwali songaaghe ow’e Kampala eyamusuulaamu esuuti eyoomulembe. Iye dhaadhaaghe ow’e Bukonko yamuleetera enkoko emponga.

Mpango ni mukazighe baasala keeki baagabula abantu boonaboona me-male abafumbi abaali bakulembeirwa koojadha baagabula ebyokulya byeaaafumba. Mwami Mpango yeebaza inho abantu olwokwidha okumusanhukiraku olwokugheza emyaka ana ng’akaali mulamu n’aboomumakaage.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>dhaadhaaghe</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. Amaka ga Mpango gaagaanibwa gha?</td>
<td>1. Ologhooza lwaki abantu baidha ku mukolo gwa Mpango?</td>
</tr>
<tr>
<td>2. Mwami Mpango yali n’abaana bameka?</td>
<td>2. Bantu ki abataayetebwa ku mukolo?</td>
</tr>
</tbody>
</table>
2 Amaka n’ekyalo kyaife

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abantu bakola mirimo ki mu kyaloko yaimwe?

Before Reading: Guiding Question
Bwemulimala okusoma mwandyenze kukola mirimo ki?

After Reading: In the Text Question
Kiki ekisikiriza Babi okuza okuwuumulira egha dhaadhaaghe?

After Reading: In My Mind Question
Mirimo ki egikolebwa mu kyaloko aye nga tigoyeirwaku mu lugoro luno?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiinya olugero.

Day 2

Literacy 1

Word Structure Application
kusituka       ku-situka       o-situka
kuzaanha       ku-zaanha       o-zaanha

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>biibo</td>
<td>ii</td>
</tr>
<tr>
<td>bii</td>
<td>bii</td>
</tr>
<tr>
<td>ii</td>
<td>biibo</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

II, ii
biibo, idiio, nzikiiza
2.2 Obuvunaanizibwa bwabantu abendhawulo mu kyal

Literacy 1

Thematic Question
Abantu mu kyalu kyaimwe bakola mirimo ki?

Before Reading: Guiding Question
Mumirimo gyemwogeireku, mulimo ki ogusinga kukusanhusa?

After Reading: In the Text Question
Mirimu emeka egyogirwamu mu lugero luno?

After Reading: In My Mind Question
Ighe wandyenze kukola mulimo ki ng’okuze?

Literacy 2

Plan the Story
Kirungi omusamesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinja okufuna obuzibu mukuyiya olugero.

Literacy 1

Sentence Structure Application
Nnhenda okuzaanha.
Nnhenda inho okuzaanha.
Nnhenda okulumuka.
Nnhenda inho okulumuka.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>iriibwa ii</td>
<td>Il, ii</td>
</tr>
<tr>
<td>rii rii</td>
<td></td>
</tr>
<tr>
<td>ii iriibwa</td>
<td>iriibwa, katindiiro, kibiina</td>
</tr>
</tbody>
</table>
2 Amaka n’ekyalo kyaife

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

dhaadha
omwayi
omufumbi
dereeva
omubaadhi
mwidhukulu

Word Structure Review: Answers

kusituka
___
ku-situka
___
o-situka
kuzaanha
___
ku-zaanha
___
o-zaanha

Sentence Structure Review: Answers

Nnhenda okuaanha.
Nnhenda inho okuaanha.

Nnhenda okulumuka.
Nnhenda inho okulumuka.

Literacy 2

Handwriting and Spelling Assessment

idiiro
katindiiro
nzikiiza
2.2 Obuvunaanizibwa bwabantu abendhawulo mu kyalon

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 in their school uniforms singing happily.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
</table>
| **NPSCU Teacher’s Guide**  
  - Competences, page 72  
  - Sample Scheme of Work, pages 108-109 |
| **NPSCU P2 Curriculum**  
  - Pages 17-18 |

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
</table>
| **Lwembo**  
Ekalaamu izawula ekalaamu izawula. x2  
Okusoma kuno izawula okusoma kuno izawula.  
Baadokita abo, ee baasoma-busome, izawula.  
Abasomesa abo, ee basoma-busome izawula.  
Buli mukozi gwobona, ee yasoma-busome izawula.  
Twena katusome izawula, okusoma kuno izawula. |

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
2 Amaka n’ekyalo kyaife

Oral Literature

Abooluganda balwanisa obwavu

Ekibuuzo ekirungamya
Ologhooza okutandiika eisomero kyetaagisa ki?

Ekitundu ekisooka
Lwali lulala ku kyaloo Naikesa, kwaabaku abooluganda babiri; Wante ni Wambuzi. Obooluganda bano, obwavu bwaloo bbalumla ekibitirriire. Lulala baatyaama baakubagania ebidhuubu kungeri eyookufunamoo esente.


Mukugabana emirimo gino, Wante yakoba mwine Wambuzi aje anoonie omubadhi anaabaadha foomu dhaabaana n’entebe dhaabasomaa. Mwene yaja mwitendekero lyabasomaa okunooonia abasomaa abanaasomaa mwisomero lyabwe.

Story Outline

Baakazaanhirizi
Wante, Wambuzi, Mucaala Wakayima, Wambwa, ni Wakadaada.

Ekifo olugero ghelwali
Ku kyaloo Naikesa.

Obuzibu obuligho
Okulwanisa obwavu.
2.2 Obuvunaanizibwa bwabantu abendhawulo mu kyaló

Oral Literature

**Ekibuuzo ekibangula obwongo**
Muloghoza bantu ki abandi bebayinza okwenda okukozena mwisomero?

**Ekitundu ekyokubiri**
Bwebaamala okufuna abantu abo, Wante ni Wambuzi baayeta Mucaala Wakayima eyali asomye obusawo aidhe abaidhandhibirenga abaana mwisomero. Mucaala Wakayima yeena tiyali mubi, yaikiriza okukola omulimo ogw’obusawo mwisomero.

Ekyo bwekyawa, Wante ni Wambuzi baaja ku puliisi baasabayo omwiserukale anaabakuumiranga eisomero.


---

**Vocabulary Words**

<table>
<thead>
<tr>
<th>abazimbi</th>
<th>omubaadhi</th>
<th>omulambuuzi</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Wante ni Wambuzi baakola ki okuwona obwavu?
2. Bantu bameka abaaja ew’omukulu owebyendhegeresa?

**In My Mind Questions**

1. Bantu ki abandi abatoogeirwaku aye nga bakola kwisomero?
2. Bintu ki ebitoogeirwaku mu lugero aye nga bikozebwa mwisomero?
2 Amaka n’ekyalo kyaife

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Mpisa ki ennungi dhemwidhi?

Before Reading: Guiding Question
Bwoja okusaba mwisinizizo osuubira kuvulira ki?

After Reading: In the Text Question
Ni baani abaaja okusaba mu kanisa?

After Reading: In My Mind Question
Masinzizo ki agandi abantu gebasabiramu?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Day 2

Literacy 1

Word Structure Application
nsaba n-saba ti-saba
nsaaga n-saaga ti-saaga

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>motoka</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>mo</td>
<td>mo</td>
</tr>
<tr>
<td>m</td>
<td>motoka</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
M, m
motoka, musomesa, makanika
2.3 Ebyobughangwa n’ennono mu kyal o kyaife

**Literacy 1**

**Thematic Question**
Mukola ki ku nco nga mwakasituka?

**Before Reading: Guiding Question**
Bwetuba tulamusa abantu abakulu twebisa tutya?

**After Reading: In the Text Question**
Naani eyafumba emmere Nali ni Babi yebaalya nga bava mu kusaba?

**After Reading: In My Mind Question**
Mpisa ki ennungi dhemwidhi edhitoogeirwaku mu lugero luno?

**Literacy 2**

**Plan the Story**
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

---

**Literacy 1**

**Sentence Structure Application**

Omwana azaanha.
Abaana bazaanha.

Omwana ayamba.
Abaana bayamba.

**Literacy 2**

**Breaking and Making**

<table>
<thead>
<tr>
<th>maadhi</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>maa</td>
<td>maa</td>
</tr>
<tr>
<td>m</td>
<td>maadhi</td>
</tr>
</tbody>
</table>

**Handwriting and Spelling Practice**

M, m

maadhi, mado, matooke
2 Amaka n'ekyalo kyaife

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

kanisa                bbaibbuli                okulamusa
okusaba               kwemba                  okubuulira

Word Structure Review: Answers

nsaba                   n-saba            ti-saba

nsaga                   n-saga            ti-saga

Sentence Structure Review: Answers

Omwana azaanha.
Abaana bazaanha.

Omwana ayamba.
Abaana bayamba.

Literacy 2

Handwriting and Spelling Assessment

musomesa               maito                   matooke
2.3 Ebyobughangwa n’ennono mu kyalokyaife

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. Children 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.

**References**

**NPSCU Teacher’s Guide**
- Competences, page 72
- Sample Scheme of Work, pages 109-110

**NPSCU P2 Curriculum**
- Page 18

**Traditional Text**

**Nsambo**

Lubaale mbeera, nga n’embiro kwotaire.

Amakulu: Omuntu bwayenda obuyambi yeena ali n’okwefaaiku.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
2 Amaka n’ekyalo kyaife

Oral Literature

Empisa ennungi dhisasula

Ekibuuzo ekirungamya
Mpisa ki abantu dhebeeta ennungi?

Ekitundu ekisooka
Lwali lulala ku kyalu Kanampalala mwigoloza ly’e Nkondo, yaabaayo omusaadha nga bamweta Musonso. Mwami Musonso yali n’omukazi mulala n’abaana basatu. Abaana ababiri baali baghala ate omulala yaaba mulenzi.

Mwami Musonso yagezaaku inho okwegesa abaanabe abasatu empisa ennungi omwali okulamusa, okutya Katonda n’okugha abantu abakulu ekitiibwa.

Mutabane wa Musonso baali bamweta Musengeedhe era yakula nga mulenzi wampisa, omukozi ate oweekisa kuba yayambanga inho abantu abookukyalo ekyo okubakolera kumirimo ng’okubanonera kumaadhi.

Olunaku lulala, omukulembewe oweetundu Mwami Kabuzi yayogera ni mukazighe ng’ayenda bafunire mughala ghaiwwe omulenzia anaamubayiza. Baateesa baakoba bati benda omulenzia owempisa ate ng’aboneka bulungi. Mwami Kabuzi yaja yaakoberaku abakiise abeebitundu mwigoloza ly’e Nkondo era yaabasaba okumuyamba okunoonia omulenzi asaana.

Story Outline

Baakazaanhirizi
Musonso, Musengeedhe, abakiise, ni Kabuzi.
Ekifo olugero ghelwali
Mwigoloza ly’e Nkondo.
Obuzibu obuligho
Kunoonia mulenzi wampisa.
2.3 Ebyobughangwa n’ennono mu kyaloka kyaife

Oral Literature

Ekiwuuzu ekibangula obwongo
Ologhooza mulenzi ki anaatwala mughala wa Mwami Kabuzi?

Ekitundu ekyokubiri

Kabuzi yalagira mangu bateekteeeke okwandhula atere agabire Musengeedhe mughalaghe. Musengeedhe yateekebewateekewa, baamuvaaza ekanzu n’ekooti n’abantube abasaadha boona baavaala makanzu na makooti. Ibo abakazi, baavaala magomasi obwo-ni baaja ew’omukulembeze.

Baaja okutuuka ng’omukulembeze ategeike ekidaela ekinene. Abantu baaliyo bangi, ebyokulya n’ebyokunhwa byona nga bingi. Abembi n’abakini baaliyo baasanhusa abantu.

Musengeedhe yawoomera omukolo era buli eyamubonaku yamusiima atwale mughala wa Kabuzi.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>empisa</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. Mwami Musonso yali n’abaleni bameka?</td>
<td>1. Lwaki Kabuzi yayenda omulenzi owempisa okutwala mughalaghe?</td>
</tr>
<tr>
<td>2. Ani eyanooneza mughala wa Kabuzi omulenzi?</td>
<td>2. Ologhooza lwaki abasaadha bavaala amakanzu n’amakooti nga baja ku mukolo ogwokwandhula?</td>
</tr>
</tbody>
</table>

Term 1  Week 6  104
3 Omubiri n’ebiyobulamu

Literacy 1 and 2

Day 1

Literacy 1
Thematic Question
Bitundu ki byoidhi ku mubirigwo?

Before Reading: Guiding Question
Mukobeku emigaso gyebitundu ebyomubiri byemukobye.

After Reading: In the Text Question
Ndifuna yali naabaana abaghala bameka?

After Reading: In My Mind Question
Bitundu ki ebyomubiri Nali byataakoberaku baine?

Literacy 2
Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1
Word Structure Application
mugaati  mu-gaati  mi-gaati
mugulu  mu-gulu  mi-gulu

Literacy 2

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

U, u

ebintu, kusimba, kuvuba
3.1 Ebitundu ebyomubiri n’omugaso gwabyo

Literacy 1

Thematic Question
Ebitundu byaimwe ebyomubiri biri namigaso ki?

Before Reading: Guiding Question
Musuubira kwega ki mu lugero luno?

After Reading: In the Text Question
Okusinziira ku lugero luno, Nali yasembyayo ki?

After Reading: In My Mind Question
Muloghoza ebintu Nali byeyayogeraku byonabyona mubikola?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Literacy 1

Sentence Structure Application
Omufenensi gwange mubisi.

Emifenensi gyange mibisi.

Omupiira gwange mutono.

Emipiira gyange mitono.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>kumenha</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>ku</td>
<td>ku</td>
</tr>
<tr>
<td>u</td>
<td>kumenha</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

U, u

kumenha, matu, tusoma

Day 3

Day 4
3 Omubiri n'ebyobulamu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

maiso  matu  kuwunhiza
nnhindo  mikono  magulu

Word Structure Review: Answers

mugaati  mu-gaati  mi-gaati
mugulu  mu-gulu  mi-gulu

Sentence Structure Review: Answers

Omufenensi gwange mubisi.
Emifenensi gyange mibisi.

Omupira gwange mutono.
Emipira gyange mitono.

Literacy 2

Handwriting and Spelling Assessment

matu  tusoma  kusimba
3.1 Ebitundu ebyomubiri n’omugaso gwabyo

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>
</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 111</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Page 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lwembo</td>
</tr>
<tr>
<td>Wanda wanda wanda,</td>
</tr>
<tr>
<td>Wanda ono wanda azira ikabyo, wanda.</td>
</tr>
<tr>
<td>Wamaiso ono wamaiso,</td>
</tr>
<tr>
<td>Wamaiso wamaiso azira ikabyo ayamba.</td>
</tr>
</tbody>
</table>

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

Oral Literature

Enkola yeemirimo etabula aboomukwano

**Ekibuuzo ekirungamywa**

Mugabana mutya emirimo nga muli e ka?

**Ekitundu ekisooka**

Eira einho, ghalilgho aboomukwano ku kyaló Nawangoma nga niba; Wanda, Wabigere, Wamukono, Wamaiso, Wamunwa, ni Wamutwe mukama ghaibwe.


Wamutwe mukama waibwe bweyabona nga baine boonaboona bali kuwaamu amaani, ate nga yeena akantoolooze kamugemye, yaayeta baine babeeku n’olwekobaano bakubaganie ebidhuubo kukizibu ekidhyewo.

---

**Story Outline**

**Baakazaanhirizi**

Wamutwe, Wamunwa, Wamukono, Wanda, Wamaiso, ni Wabigere.

**Ekifo olugero ghelwali**

Ku kyaló e Nawangoma.

**Obuzibu obuligho**

Obutaisania.
3.1 Ebitundu ebyomubiri n’omugaso gwabyo

Oral Literature

Ekibuuzo ekebangula obwongo
Ologhooza aboomukwano bano baamala baikirizagania? Iwaki?

Ekitundu ekyokubiri


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>obutaisania</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. Bantu ki aboogerwaku mu lugero luno?</td>
<td>1. Bitundu ki ebyomubiri ebitoogerwaku?</td>
</tr>
<tr>
<td>2. Naani eyayeta olwekobaano?</td>
<td>2. Ologhooza kiki ekyleetera aboomukwano bano obutaisania?</td>
</tr>
</tbody>
</table>
3 Omubiri n'eb yobulam u

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Lwaki kyamugaso okukuuma amaka gaife nga mayondho?

Before Reading: Guiding Question
Mukola ki okukuuma amaka gaimwe nga mayondho?

After Reading: In the Text Question
Omusawo woobulam u yayagaana ani ghaka?

After Reading: In My Mind Question
Bintu ki ebindi ebigema kubuyondho, byetuba nabyo ghaka?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application
ofumba o-fumba mu-fumba
olima o-lima mu-lima

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>musuudha</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>suu</td>
<td>suu</td>
</tr>
<tr>
<td>uu</td>
<td>musuudha</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Uu, uu
musuudha, kukuuma, kubuuza
3.2 Ebyobuyondho

Literacy 1

Thematic Question
Tukoza bintu ki okukuuma obuyondho mu maka gaife?

Before Reading: Guiding Question
Abasawo beebyobulamu basinga kwenda ki mu maka gaife?

After Reading: In the Text Question
Lwaki omusawo yeebaza Nali?

After Reading: In My Mind Question
Bintu ki ebindi omusawo byataayogeraku ebyetaagisa mu maka?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Literacy 1

Sentence Structure Application
Ndi n’ekyeyo.

Ali n’ekyeyo.

Ndi n’akatindiiro.

Ali n’akatindiiro.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuuma</td>
<td>Uu, uu</td>
</tr>
<tr>
<td>tuu</td>
<td></td>
</tr>
<tr>
<td>uu</td>
<td>tuuma, buwuuka, duuma</td>
</tr>
</tbody>
</table>
3 Omubiri n'ebiyobulamu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
okweya kunaaza kwoza
okumaala okusiimuula okunioteza

Word Structure Review: Answers
ofumba o-fumba mu-fumba
olima o-lima mu-lima

Sentence Structure Review: Answers
Ndi n’ekyeyo.
Ali n’ekyeyo.
Ndi n’akatindiiero.
Ali n’akatindiiero.

Literacy 2

Handwriting and Spelling Assessment
buwuuka kukuuma kubuuza
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>
</table>
| **NPSCU Teacher’s Guide**  
  - Competences, page 73  
  - Sample Scheme of Work, page 112  
| **NPSCU P2 Curriculum**  
  - Pages 20-21  

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
</table>
| **Nsambo**  
Iva lyamunhaga liriibwa waamwoyo.  


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

Oral Literature

Abazaire bagha abaana ebirabo

Ekibuuzo ekirungamyta
Kiki ekireetera omuntu okukuwa ekirabo?

Ekitundu ekisooka
Eira einho, ku kyaló ky’e Ikaaba, yaliyo omusaadha nga ni Dhaala ni mukazighe Sansu. Baazaala abaana baibwe mukaaga abaghala basatu, Naabirye, Nakiranda ni Kasowole. Abalensi boona baali basatu; Wakabi, Nsaadhá, ni Kasinga, eyali omulema ate nga noomuto.

Sansu yakoba iba, Dhaala, ati abaana kirungi okubakuza nga baidhi emirimo gyaghaka n’ebyobuyondho. Iba yeena yamukoba ati kirungi aye abaana okukola emirimo gino obukalamu tubagabire buli muntu omulimogwe.

Sansu yaikiriza era baatantiika okubagabira emirimo.

Naabirye baamugha ogwokweyanga enhumba ennene. Nakiranda, kweyanga ifumbiro, ni Kasowole, kunazanganga mugwana.

Ku luuyi lwabalensi, Wakabi baamukoba kusaagha na kweya luya, Nsaadhá baamugha gwakunaazanga kinaabiro, Kasinga eyali omulema ate nga noomuto baamugha gwakwocanga mu kiina kyabikaba.

Story Outline

<table>
<thead>
<tr>
<th>Baakazaanhirizi</th>
<th>Dhaala ni Sansu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekifó olugero ghelwali</td>
<td>Ikaaba.</td>
</tr>
<tr>
<td>Obuzibu obuligho</td>
<td>Kwegesa baana byabuyondho.</td>
</tr>
</tbody>
</table>
3.2 Ebyobuyondho

Oral Literature

Ekibuuzo ekibangula obwongo
Ologhooza abaana ba Dhaala banaaganhulwa ki mu kukola emirimo egyo?

Ekitundu ekyokubiri
Olwokuba baayenda buli mwana ayege buli mulimo n’obuyondho mu maka, baajanga bwebacuusania emirimo buli luvainhuma lwawiiki ibiri era Sansu yakoba Kasinga ati aidha kumuberangaku emirimo egindi engeni yeyali omuto ate nga mulema.abaana baali basanhufu kuba baabona ng’ezira ali kukongola mwine. Ate buli muntu yali asobola okukola omulimo gwonagwona.

Dhaala ni mukazighe baali basanhufu inho olw’abaana baibwe okwega emirimo n’obuyondho.

Lwali lulala abaazaire bombi beekobaana baasalawo okugulira abaana baibwe ebirabo, okubeebaza okukola emirimo gyaibwe obukalamu.

Mubirabo mwalimu ebiteiteye bisatu, n’amasaati asatu okusinziira kubukulu bwaibwe. Okwo, baayongeraku ebintu buli mwana byeyali akozesu omwali ebyeyo bibiri, enso ibiri, embago ibiri, n’ekidomola kyasaabbunyi owaamaadh.

Abaana basaamia era bayogera okukola emirimo gyaibwe bukalamu nga benda.

Vocabulary Words

<table>
<thead>
<tr>
<th>iba</th>
<th>ebirabo</th>
<th>mugwana</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Text Questions</td>
<td>In My Mind Questions</td>
<td></td>
</tr>
<tr>
<td>1. Dhaala ni Sansu baali n’abaana bameka?</td>
<td>1. Ologhooza lwahi Dhaala ni mukazighe baayenda abaana beege buli mulimo?</td>
<td></td>
</tr>
<tr>
<td>2. Mubaana bano naani eyali omulema?</td>
<td>2. Ologhooza mulimo ki ogw’obuyondho gwebatoogeireku?</td>
<td></td>
</tr>
</tbody>
</table>

Term 1  Week 8  116
3 Omubiri n'ebuyobulamu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Tukuuma tutya emibiria gyaife nga miyondho?

Before Reading: Guiding Question
Lwaki kirungi okukuuma omubirigwo nga muyondho?

After Reading: In the Text Question
Omusawo yagha ki Nali?

After Reading: In My Mind Question
Ologhooza abaana bwebairayo eghaibre baakola ki?

Literacy 2

Plan the Story
Kirungi omusomemba okutegeka olugero lwasentensi oti ina nga bukali kuba abasomibe bayinza okufuna obuzibu mukuyiia olugero.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th>Bugisu</th>
<th>Bu-gisu</th>
<th>Lu-gisu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bunhole</td>
<td>Bu-nhole</td>
<td>Lu-nhole</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>bigere</td>
<td>R, r</td>
</tr>
<tr>
<td>re</td>
<td>re</td>
</tr>
<tr>
<td>r</td>
<td>bigere</td>
</tr>
<tr>
<td>bigere, kikomera, birevu</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1
Thematic Question
Tukola bintu ki okukuuma emibiri gyaife nga miyondho?

Before Reading: Guiding Question
Mutereka mutya emmere oba amaadhi e ka?

After Reading: In the Text Question
Sigala aleeta bulwaire ki?

After Reading: In My Mind Question
Ologhoza ndwaire ki edhitoogeirwaku mu lugero luno aye nga dhireetebwa bunhaga?

Literacy 2
Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyiiya olugero.

Literacy 1
Sentence Structure Application
Nsobola okufumba emmere.

Tisobola kufumba mmere.

Nsobola okunhwa amaadhi.

Tisobola kunhwa maadhi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>mubiri</td>
<td>R, r</td>
</tr>
<tr>
<td>ri</td>
<td>ri</td>
</tr>
<tr>
<td>r</td>
<td>mubiri</td>
</tr>
</tbody>
</table>

Term 1   Week 9
3 Omubiri n'ebiyobulamu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
okunaaba okusandikira enkumu
omuswaiki okusenhi saabuuni

Word Structure Review: Answers
Bugisu Bu-gisu Lu-gisu
Bunhole Bu-nhole Lu-nhole

Sentence Structure Review: Answers
Nsobola okufumba emmere.
Tisobola kufumba mmere.

Nsobola okunhwa amaadhi.
Tisobola kunhwa maadhi.

Literacy 2

Handwriting and Spelling Assessment
birime birevu kikomera
3.3 Okweyondha

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>Female person giving children gifts of toothpaste, combs and soap.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>• Competences, page 73</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 113</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Page 21</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Olwembo**

Ndere ndere ndere ndere o ndere ghaise ndere. x2
Kwisomero lyaife, ndere o ndere ghaise ndere.
Abaana bayondho, ndere o ndere ghaise ndere.
Buli nco baasoma, ndere o ndere ghaise ndere.
Ate nga bayondho, ndere o ndere ghaise ndere.
Enkumu basala, ndere o ndere ghaise ndere.
Amaino baasenia, ndere o ndere ghaise ndere.

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

Oral Literature

Kyampwitu ayega okweyondha

Ekibuuzo ekirungamya
Lwaki kiba kirungi okukuuma omubirigwo nga muyondho?

Ekitundu ekisooka


Olwobutulu, bbaabbaghe yali tasobola kusenhia, kwoza, kunaaba n’okweya ate nga n’envunza dhali dhaamulya ebigere. Kalooli yaboonaabona inho aye nga mutabanighe tafaayo. Abantu bangi ku kyalu bagezaaku okumulambira alahirire bbaabbaghe aye nga busa.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baakazaanhirizi</td>
</tr>
<tr>
<td>Kalooli, Kyampwitu, Kiwutu.</td>
</tr>
<tr>
<td>Ekifo olugero ghe lwali</td>
</tr>
<tr>
<td>Eigo-loza ly’e Nawanhingi.</td>
</tr>
<tr>
<td>Obuzibu obuligho</td>
</tr>
<tr>
<td>Okulwaniisa obunhaga.</td>
</tr>
</tbody>
</table>
Ekibuzo ekibangula obwongo
Ologhooza Kyampwitu ayinza kufuna buzibu ki ng’akuze?

Ekitundu ekyokubiri

Kiwitu era yayongera yaamulangira ati obutanaaba n’obwaitisamuu bbaabbaghe amaiso. Kiwutu, kaali kalenzi kakalabakalaba inho era ng’ezira gwekatya kwogeraku.


Okuva olwo, Kyampwitu yaacuusa empisa, yaatandiika okuba owana omuyondho era omugonvu eri bbaabbaaghe.

Vocabulary Words

<table>
<thead>
<tr>
<th>kunaaba</th>
<th>kusenhia</th>
<th>kwoza</th>
</tr>
</thead>
</table>

In the Text Questions

1. Lwaki Kyampwitu yali munhaga?
2. Naani eyayegesa Kyampwitu okuba omuyondho?

In My Mind Questions

1. Lwaki Kyampwitu yali tanaaba?
2. Kigasa ki omuntu okwekuuma nga muyondho?

Term 1  Week 9  122
4 Emmere n’endya ennungi

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Mmere ki yoidhi?

Before Reading: Guiding Question
Bibala ki byemulinabyo eghaimwe?

After Reading: In the Text Question
NNimiro yaani, Babi ni Nali, yebaabitaku nga baja kwisomero?

After Reading: In My Mind Question
Kiki ekyasikiriza Babi ni Nali okwegomba ennimiro?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th></th>
<th>i-gi</th>
<th>ma-gi</th>
</tr>
</thead>
<tbody>
<tr>
<td>igi</td>
<td>i-gi</td>
<td>ma-gi</td>
</tr>
<tr>
<td>isooma</td>
<td>i-sooma</td>
<td>ma-sooma</td>
</tr>
</tbody>
</table>

Literacy 2

Breaking and Making

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

Handwriting and Spelling Practice

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E, e</td>
</tr>
<tr>
<td>fene, emmamba, enkumu</td>
</tr>
</tbody>
</table>
4.1 Ebika ebyemmere

Literacy 1

Thematic Question
Kobaku ebika ebyemmere ezimba omubiri bisatu.

Before Reading: Guiding Question
Mmere ki yoidhi ereeta amaani mu mubiri?

After Reading: In the Text Question
Iva ki omusawo lyeayogeraku mu lugero luno?

After Reading: In My Mind Question
Ologhooza bika ki ebindi ebyemmere etugha amaani?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomite bayinza okufuna obuzibu mukuyiiva olugero.

Literacy 1

Sentence Structure Application
Oly a byenhandha?
Mbe, tiry a byenhandha.

Oly a emiyembe?
Mbe, tiry a miyembe.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>emmere e</td>
<td>E, e</td>
</tr>
<tr>
<td>re re</td>
<td>emmere, ekirabo, emibiri</td>
</tr>
<tr>
<td>e emmere</td>
<td></td>
</tr>
</tbody>
</table>
4 Emmere n'endya ennungi

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
emiyembe  duuma  ennimiro
fene  enhaanhansi  obutunda

Word Structure Review: Answers
igl  i-gi  ma-gi
isooma  i-sooma  ma-sooma

Sentence Structure Review: Answers
Olya ebyenhandha?
Mbe, tiry a byenhandha.

Olya emiyembe?
Mbe, tiry a miymbe.

Literacy 2

Handwriting and Spelling Assessment
emmamba  enkumu  fene
4.1 Ebika ebyemmere

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.

Traditional Text

Nsambo

Agera ensavu, agera yeyalyaku.

Amakulu: Omuntu bwayogera kukintu ekirungi, ayogera kwekyo kyeyabonaku.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
4 Emmere n'endya ennungi

Oral Literature

Endhala esengula Nsaadha

Ekibuuzo ekirungamya
Emmere yetulya yaamugaso ki mu mubiri gwaife?

Ekitundu ekisooka
Nsaadha yali musaadha munaku nga ni ku kyalro ky’e Bulogo kweyali aviira ezira amuyamba. Endhala bweyagwa, yaleetera abantu okusula nga bafootookereire n’abaana abato okulambuka. Kino kyaleetera Nsaadha okutambula yaava mu makaage mweyaleka mukazighe ng’alinda yaaja okunoonia ekyokulya.


Yasooka kulonda bwahuluza miyembe eno bwabuuzu mwenegyo yaali. Bweyaluya ku bibala, yafuna amaani agatuuka y’omugaiga abasinga obungi ye baali baidhi nga ni Bijooto.

Nsaadha tiyalaadha nakwirayo mu maka yeyleka mukazighe. Anti bwayatuuka egha Bijooto baamugabula ogwiwulo gwembooli ni bbando byeyalya naiguta naamala afuna amaani olwo-ni yaayenda afuuke omukozi wa Bijooto.

Story Outline

Baakazaanhirizi
Nsaadha, Bijooto, Mucaala Nsaadha, Omwayi.

Ekifo olugero ghelwali
Ku kyalro Bulogo.

Obuzibu obuligho
Kulwanisa ndhala.
4.1 Ebika ebyemmere

Oral Literature

Ekibuzo ekibangula obwongo
Ologhooza muka Nsaadha yakola atya okuwona endhala?

Ekitundu ekyokubiri
Muka Nsaadha yazaala balongo Waiswa ni Babiry. Bweyabona nga iba tali kwira, yatambula ng’anoonia musaadhaghe.


Vocabulary Words

<table>
<thead>
<tr>
<th>amaani</th>
<th>okuzimba</th>
<th>okunoonia</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Text Questions</td>
<td>In My Mind Questions</td>
<td></td>
</tr>
<tr>
<td>1. Nsaadha yayaagaana gha eby’okulya ebingi?</td>
<td>1. Ologhooza ki ekibaagho ng’omuntu alya bbando yenka?</td>
<td></td>
</tr>
<tr>
<td>2. Mmere ki ekuuma omubiri obutulwalalwala?</td>
<td>2. Ebidhandhaali n’amata biyamba ki omubiri?</td>
<td></td>
</tr>
</tbody>
</table>

Term 1 Week 10
4 Emmere n'endya ennungi

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ologhooza bika byammere ki ebiyinza okugasa emibirì gyaife?

Before Reading: Guiding Question
Mmere ki eyamba emibirì gyaife obutalwalalwala?

After Reading: In the Text Question
Dhikusooka yayayanga bisolo ki?

After Reading: In My Mind Question
Wandyenze kwaya bisolo ki ng’okuze?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka oluugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya oluugero.

Day 2

Literacy 1

Word Structure Application

gutaama

gu-taama

ga-taama

gugege

gu-gege

ga-gege

Literacy 2

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

Ee, ee
meeza, mukeeka, beene
4.2 Endya ennungi

Literacy 1 and 2

Day 3

Literacy 1
Thematic Question
Olooghooza omuntu yandiriire emirundi emeka olunaku?

Before Reading: Guiding Question
Bulwaire ki obuleetebwa okulya obubi?

After Reading: In the Text Question
Mmere ki eyogeirwaku mu lugero luno, ereeta amaani mu mubiri?

After Reading: In My Mind Question
Mmere ki eyindi ereeta amaani mu mubiri yebatogeireku mu lugero luno?

Literacy 2
Plan the Story
Kirungi omusonesia okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyilya olugero.

Literacy 1
Sentence Structure Application
Babi ali kulya mangada.

Babi yalya mangada.

Babi ali kulya nkoko.

Babi yalya enkoko.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>mmeeri</td>
<td>Ee, ee</td>
</tr>
<tr>
<td>mmee</td>
<td>mmeeri, amabeere, yeene</td>
</tr>
<tr>
<td>ee</td>
<td></td>
</tr>
</tbody>
</table>

Term 1 Week 11
4 Emmere n'endya ennungi

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ebitege            obunafu            obwose
ente                enkoko             ndiizi

Word Structure Review: Answers

gutaama            gu-taama

gegege            gu-gege

gu-gege            ga-gege

Sentence Structure Review: Answers

Babi ali kulya mangada.
Babi yalya mangada.

Babi ali kulya nkoko.
Babi yalya enkoko.

Literacy 2

Handwriting and Spelling Assessment

amabeere          mukeeka           yeene
4.2 Endya ennungi

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 female person is a sickly child.</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 74</td>
</tr>
<tr>
<td>• Sample Scheme of Work, 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

Ndhikizo

Ekitoobero kirungil
Kiyamba akukula obukalamu.
Fumba enfulu, fumba amaido,
Fumba bando, fumba akatogo,
Okole ekitoobero.

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

Oral Literature

Okulwala okuleetebwa endya embi

Ekibuzro ekirungamya
Mmere ki eziyiza okulwalalwala mu bantu?

Ekitundu ekisooka
Eira einho ku kyalgo Buwango, yaliyo omusaadha nga ni Wamusu ni mukazighe Namisu. Baazaala omwana ghaiibwe mulala. Wamusu ni mukazighe, baali nga tibenda kulima kale nga bazira mmere ate nga baali n’eitaka lingi. Baalyanga muwogo na bbando era ng’eiva lyaiibwe nkolwa. Buli nco, omwana baamuliisanganga mawolu gebaaterekanga ate nga ni mu nhumba yaibwe mwalingamu empube nn hingesi inho edhaagaanaanhirangaku obwire.

Ekiseera kyatuuka omwana ghaiibwe yaalwala yaakoozimba, enda yaazimbuluka, obugulu bwaniaala nga ni muwogo takaamulya okutoolaku okunhwa amaadhi gonka.

Wamusu yabona omwana ng’aja kufa, yaaja egha mukwanogwe Wamuyuzi yaamwegayiirira amuwole kusente atwale omwana mwirwaliro. Wamuyuzi yeena tiyali mubi, yamugha enkumi itaani yaamukuutira okudhiiza amangu.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baakazaanhirizi</strong></td>
</tr>
<tr>
<td>Wamusu, Namisu, Wamuyuzi, Omusawo.</td>
</tr>
<tr>
<td><strong>Ekifo olugero ghelwali</strong></td>
</tr>
<tr>
<td>Buwango.</td>
</tr>
<tr>
<td><strong>Obuzibu obuligho</strong></td>
</tr>
<tr>
<td>Engeri yookulwanisaamu endya embi.</td>
</tr>
</tbody>
</table>
Ekibuuzo ekibangula obwongo
Ologhooza bwebanaatuuka mwirwaliro, omusawo anaabakoba ki?

Ekitundu ekyokubiri
Wamusu ni mukazighe baawuuna ku nco nga basitula mwana ghaibwe kutwala mwirwaliro. Bwebaatuuka mwirwaliro, omusawo yaabatoolaku owmana yaamukebera omusuudha nga guziramu. Obuwuuka, omulangira ni sirimu nga byona abizira.

Yakebera omusaayi yaabuuzu Wamusu ati, “Omwana ono mumuliisa mmere ki?”

Yamwiramu ati, “Ife tulya muwogo na muunhu era n’omwana byetumugha.”

Omusawo yamukoba ati ekirikuleetera owmana okulwala, ndya mbi. Omwana mutandiike okumucuukiza kummere. Mumughengaku buuji alimu soya ni duuma, omucuuzi gwa doodo, emmamba, amata, amagi, n’ebibala ng’emithungwa, enhaanhansi, emiyembe, amapeera, n’amapapaali.

Omusawo bweyamala okubakoba ebyo, bairayo e ka era esente dhebeewola baadhigulamu ensaano y’obuuji, n’ebibala baatandiika okugha owmana. Ghaabita wiiki ndala owmana yaaja ng’aterereera.

Wamusu yakoba mukazighe batandiike okulima emmere eyaabuli nsambo, owmana ghaibwe akulire mumbeera eyeeayaga.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>yaakoosimba</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. Kiki ekyaaleetera omwana wa Wamusu okuukoozimba?</td>
<td>1. Ologhooza mmere ki eyeetaagisa yebatoogeireku mu lugero luno?</td>
</tr>
<tr>
<td>2. Lwaki Wamusu yeewoola esente?</td>
<td>2. Ologhooza, singa Wamusu tiyatwala mwana mwirwaliro, kiki ekypadibairewo?</td>
</tr>
</tbody>
</table>

Term 1 Week 11
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
Literacy 1

Thematic Question
Lwaki twaya ebisolo n’ebinonhi?

Before Reading: Guiding Question
Koba amaina gebisolo n’ebinonhi goidhi.

After Reading: In the Text Question
Nali afuna ki mu nkoko dhaayaya?

After Reading: In My Mind Question
Bisolo na binhonhi ki ebindi byoidhi byebatoogeireeku?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiyi ya olugero.

Day 2

Literacy 1

Word Structure Application
kate ka-te a-ka-te
kataama ka-taama a-ka-taama

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bulo b</td>
<td>B, b</td>
</tr>
<tr>
<td>bu bu</td>
<td>bulo, buwuuka, biku</td>
</tr>
</tbody>
</table>
Literacy 1

**Thematic Question**
Mugaso ko gwetufuna mukwaya ebisolo n’ebinhohni?

**Before Reading: Guiding Question**
Kisolo ko abaisiraamu kyebatalya?

**After Reading: In the Text Question**
Nali waidiini k’i?

**After Reading: In My Mind Question**
Olooghoza idiini k’iyebatoogireeku mu lugero luno?

Literacy 2

**Plan the Story**
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukabali kuba abasomibe bayinza okufuna obuzibu mukuyiyya olugero.

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bagole</td>
<td>B, b</td>
</tr>
<tr>
<td>ba</td>
<td>bagole, kabada, kalobo</td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
</tbody>
</table>
5 Ebitwetooloire

Literacy 1 and 2

Day 5

**Literacy 1**

**Vocabulary Review**

ente  embiidhi  enkoko
enjiibwa  endogoyi  amagi

**Word Structure Review: Answers**

kate  ka-te  a-ka-te
kataama  ka-taama  a-ka-taama

**Sentence Structure Review: Answers**

Ntunda entaama eno.
Ntunda entaama eyo.
Ntunda embaati eno.
Ntunda embaati eyo.

**Literacy 2**

**Handwriting and Spelling Assessment**

buwuuka  kalobo  biku
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 puppy is chasing a cat while the dog looks on. The cat is running towards the kraal, where the cow and the goat are. |

**Model News Story**

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.

**References**

- **NPSCU Teacher’s Guide**
  - Competences, page 75
  - Sample Scheme of Work, page 119
- **NPSCU P2 Curriculum**
  - Page 26

**Traditional Text**

**Lwembo**

Ndi nkoko ndhaluzi,
Ntakulira baana kulya.
Ndi nkoko ndhaluzi,
Ntakulira baana kulya.

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

Oral Literature

Ensolo dhironda omukulembize

Ekibuuzo ekirungamya
Abantu balonda baytha abakulembize baibwe?

Ekitundu ekisooka


Wampologoma eyali Isentebe mu kiseera ekyo yaghandiika embaluwa eyeta ebisolo ebyomumaka yaataaku omukono. Obwo-ni baatuma Wakayima okutwalira ebisolo ebyo embaluwa ebyeta okwidha okusinganwa n’ebisolo ebyomunisko mukulumuka.

Story Outline

<table>
<thead>
<tr>
<th>Baakazaanhirizi</th>
<th>Wampologoma, Wambwa, Wante, Wakayima.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekifo olugero ghelwali</td>
<td>Mu nsiko ni mu maka.</td>
</tr>
<tr>
<td>Obuzibu obuligho</td>
<td>Kufuna mukulembize wa bisolo.</td>
</tr>
</tbody>
</table>
5.1 Ebisolo ebyabuliidho
Oral Literature

Ekibuuso ekibangula obwongo
Ologhooza ebisolo ebyomumaka byaikiriza okweyimba mu kusinganwa kuno?

Ekitundu ekyokubiri
Ebisolo, n’ebinonhi ebyomumaka byatyamisa oluikiiko nga byenda kufuna ndoghooza yaabuli kisolo. Wambwa n’eyasooka yaakoba ati ali n’okukuuma amaka tasobola kuvaawo naaja mukulumuka. Wambiidhi yaakoba ati azitowa inho tasobola kusinganwa mukulumuka.

Oluvainhuma olw’ebisolo byonabyona okwogera, Wante, nga lsentebe, yasembayo ng’akoba ati ali n’okugha abantu amata, emmamba, n’obusa okumaala amayumba n’olw’ekyo taghanga kuja kusinganwa mumbiro.

Ebisolo n’ebinonhi ebyomumaka byasalawo obutaja kweyimba mumbiro edho. Byakoba biti biri n’ebyokukola bingi tibisobola kweyimba mwebyo ebyekito.


Bweyabona nga batuuse ku kaguwa yaatuuma yaabisa akaguwa obwo-ni obukudhukuudhubwe bwamufuula asinze mu mbiro, aye ng’aibiire-bwibire.

Vocabulary Words

<table>
<thead>
<tr>
<th>ebyomumaka</th>
<th>ebyomunsiko</th>
<th>kulumuka</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Lwaki ebisolo byasalawo okusinganwa mu kulumuka?
2. Lwaki Wambwa tiyaja kulumuka?

**In My Mind Questions**

1. Ologhooza ebisolo ebindi byaikiriza Wakayima okubikulembera? lwaki?
2. Buntu ki omukulembeze omulungi byateekwa okukola?
5 Ebitwetooleire

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Munkoberekamu amaina geebiwuuka gemwidhi.

Before Reading: Guiding Question
Biwuuka ki ebyomugaso eri abantu?

After Reading: In the Text Question
Biwuuka ki byeboogeireku mu lugero luno ebiriibwa?

After Reading: In My Mind Question
Ologhoza biwuuka ki ebyobulabe eri abantu?

Literacy 2

Plan the Story
Kirungi omumosesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application
kiswa ki-swa bi-swa
kiwuuka ki-wuuuka bi-wuuuka

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>sensa</td>
<td>s</td>
</tr>
<tr>
<td>se</td>
<td>se</td>
</tr>
<tr>
<td>s</td>
<td>sensa</td>
</tr>
<tr>
<td>sensa, kisenge, kusiimuula</td>
<td>S, s</td>
</tr>
</tbody>
</table>
5.2 Ebiwuuka ebyabuliidho

Literacy 1

Thematic Question
Biwuuka ki ebyobuthwa byoidhi?

Before Reading: Guiding Question
Biwuuka ki ebiba mu nsiko?

After Reading: In the Text Question
Biwuuka ki ebireeta obulwaire nga bikulumye?

After Reading: In My Mind Question
Ologhooza kiwuuka ki ekyobuthwa kyebatoogeireeku mu lugero luno?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyilya olugero.

Literacy 1

Sentence Structure Application
Walyaku ekisiriri?

Tiryangaku kisiriri.

Walyaku ekiku?

Tiryangaku kiku.

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sooka</td>
<td>s</td>
</tr>
<tr>
<td>soo</td>
<td>soo</td>
</tr>
<tr>
<td>s</td>
<td>sooka</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

S, s

sooka, kusimba, siiga
5 Ebitwetooloire

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

namadeke  ensiri  endhuki
butimba  byabuthwa  biwuuka

Word Structure Review: Answers

kiswa  ki-swa  bi-swa
kiwuuka  ki-wuuuka  bi-wuuuka

Sentence Structure Review: Answers

Walyaku ekisiri?
Tiryangaku kisiri.

Walyaku ekiku?
Tiryangaku kiku.

Literacy 2

Handwriting and Spelling Assessment

kisenge  kusimba  kusiimuula
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 crow on a tree branch trying to sing and a chunk of meat falling off from the mouth and the cat under the tree.

### Model News Story

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.

### References

**NPSCU Teacher’s Guide**
- Competences, page 75
- Sample Scheme of Work, pages 120-121

**NPSCU P2 Curriculum**
- Pages 26-28

### Traditional Text

**Ndikizo**

Nsiri nsiri nsiri nsiri,
Onnuma buliido wandwaza omusuudha.
Nsiri nsiri nsiri nsiri,
Lekera ighe okunnuma okundwaza omusuudha.
Nsonwera nsonwera nsonwera nsonwera,
Ongwira ku mmere wandwaza ekiidukano.
Nsonwera nsonwera nsonwera nsonwera,
Lekera okungwira ku mmere okundwaza ekiidukano.

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

Oral Literature

Nswe ajia okulumaga

Ekibuuzo ekirungamya
Kobaku amaina geebiwuuka byoidhi.

Ekitundu ekisooka


Mwami Nswe yajanga bweyeeyagalanga nga bwalengera ebibuga ebirungu. Ennhonhi yeyajiiramu yalimu ebyokulya bingi era Mwami Nswe yasabanga buli kyayenda baamugha.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baakazaanhirizi</td>
</tr>
<tr>
<td>Nswe, Ndhuksi, Namadeed ni Kalumba.</td>
</tr>
<tr>
<td>Ekifo olugero ghelwali</td>
</tr>
<tr>
<td>Ku kyaalo Buwaiswa.</td>
</tr>
<tr>
<td>Obuzibu obuligho</td>
</tr>
<tr>
<td>Okuja kw’enswana.</td>
</tr>
</tbody>
</table>
5.2 Ebiwuuka ebyabulidho

Oral Literature

Ekibuuzo ekibangula obwongo
Ologhooza olugendo Iwa Nswa lwali lutya?

Ekitundu ekyokubiri
Ekiseera ekyokwira bwekyatuuka, bagandabe baawulira nga balanga ku laadiyo bati abalamazi balikwira. Ndhuki yatandiikirawo okwetaala nga bwaja mu bimili okufunayo omudheenene n’ensaano byanaagabula Nswa ni baine okuva mukulamaga. Baabanga mu byakutegeka nga Nswa ennhonhi yamwisiiza ira ku kisaghe.


Vocabulary Words

<table>
<thead>
<tr>
<th>Namunswa</th>
<th>Nsowera</th>
<th>Namadede</th>
</tr>
</thead>
</table>

In the Text Questions

1. Biwuuka ki ebyogeirwaku ebinhwa omusaayi?
2. Biwuuka ki ebiriibwa ebinhonhi mu lugero luno?

In My Mind Questions

1. Biwuuka ki ebindi ebyobulabe ebizira mu lugero luno?
2. Tweghala tutya ebiwuuka ebyobulabe?
Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bisimbe ki ebiri neemigaso eri abantu n’ebisol?

Before Reading: Guiding Question
Bintu ki byebalima ku kyalokya mwe?

After Reading: In the Text Question
Naku ki dhebataalimanga?

After Reading: In My Mind Question
Ologhooza bisimbe ki byebata mu bbeedi?

Literacy 2

Plan the Story
Kirungi omusomese okutegeka olugero lwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyiyya olugero.

Day 2

Literacy 1

Word Structure Application
bulwaliro bu-lwaliro o-bu-lwaliro
buduuka bu-duuka o-bu-duuka

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>tereka t</td>
<td>T, t</td>
</tr>
<tr>
<td>te te</td>
<td>tereka, kutema, kutunda</td>
</tr>
<tr>
<td>t t</td>
<td></td>
</tr>
</tbody>
</table>
5.3 Ebisimbe ebyabuliidho

Literacy 1 and 2

Day 3

Literacy 1
Thematic Question
Bintu ki byemusimba kwisomero lyaimwe?

Before Reading: Guiding Question
Bintu ki byebatera okusimba ng’amaadhi gatoonhie?

After Reading: In the Text Question
Birimbe ki byebaasimbanga okufunamu sente?

After Reading: In My Mind Question
Ologhooza abasomesa bwebaabona Nali ng’asimbye emiti kwisomero baalohhooza ki?

Literacy 2
Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyiia olugero.

Day 4

Literacy 1
Sentence Structure Application
Eriyo amaadhi?

Ezira maadhi.

Eriyo eisubi?

Ezira isubi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>toodha</td>
<td>T, t</td>
</tr>
<tr>
<td>too</td>
<td>too</td>
</tr>
<tr>
<td>t</td>
<td>toodha</td>
</tr>
</tbody>
</table>
5 Ebitwetooloire

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

abakirisitu  ebimuli  Iwekobaano
ngobo  abakulisitaayo  abaisiraamu

Word Structure Review: Answers

bulwaliro  bu-lwaliro  o-bu-lwaliro
buduuka  bu-duuka  o-bu-duuka

Sentence Structure Review: Answers

Eriyo amaadhi?
Ezira maadhi.

Eriyo eisubi?
Ezira isubi.

Literacy 2

Handwriting and Spelling Assessment

kutema  kutunda  tema
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

| Different kinds of plants in the garden. |

## 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.

## Traditional Text

### Kikoiko

Kikoiko?
Kiidhe.
Kibala ki ekisinga okuwooma?
Muyembe.
Kikoiko?
Kiidhe.
Wangalangula, Wangalangula?
Aokayagi akookunjira.

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

Oral Literature

Kampu eyookulima

Ekibuuzo ekirungamya
Munkobereku amaina geebimera byemwidhi.

Ekitundu ekisooka

Lukiya omwisiraamu, yaakoba ati aja kusimba bibala omwali: amapeera, emiyembe, amapapaali, emithungwa, mangada, eniimu, fene, ebisitaafeeri, ni fakedo.

Maliya, omukirisitu, yasalawo okusimba emiti ku kereziya omwali: kalitunsi emivule, emisizi, eminhalisu, emisambya, emigare n’emisita.

Alisi, omukulisitaayo, yasalawo okusimba ebimuli n’emmere ayaabuli nsambo. Ebimuli mwalimu ebimyufu, ebyakyenu, n’byeru. Yo emmere yasimba mowogo, embooli, duuma, n’olusuku lwamatooke.

Abakazi bano baalibirira inho ebirime byaibwe era byakula bulungi. Baabidhubanga okubitoolamu eisubi, taaku n’okufuughira ebyo ebyali byenda okufuughirwa. Ennimiro dhaibwe dhoonadhoona dhaakula bulungi era abantu bangi baadhegombanga.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baakazaanhirizi</strong></td>
</tr>
<tr>
<td>Nabiryo, Lukiya, Maliya ni Alisi.</td>
</tr>
<tr>
<td><strong>Ekifo olugero ghelwali</strong></td>
</tr>
<tr>
<td>Isimba.</td>
</tr>
<tr>
<td><strong>Obuzibu obuligho</strong></td>
</tr>
<tr>
<td>Okusimba ebimera ku masinzizo.</td>
</tr>
</tbody>
</table>
5.3 Ebisimbe ebyabuliidho  
Oral Literature

Ekibuuzo ekibangula obwongo
Ologhooza lwaki abacaala abo baasalwo okusimba ebintu byaibwe ku masinzizo?

Ekitundu ekyokubiri
Bwebamala okusimba ebintu ebyo byakula bukalamu, abantu abandi abasaadha, abakazi n’abaana abaajanga olwokutaanu mu musigiti, bwebamalanga okusaala baalyangaku ebibala ebyo.

Abakirisitu abajanga okusaba, baakozesanga ebiwooleeze okuwuumuliramu. Baawuliranga empewo ennungi era beebeza Katonda olwekirogkhoozo kyeyagha Maliya okusimba emiti ku kereziya.

Abantu abaakolanga embaga dhaibwe nga bja omwawule baasaba ebimuli okutimbisa. Baatimbanga abagole baibwe n’ebimuli waama baaboneka bulungi. Ebimuli ebyo byasendasenda abantu bangi okukola obugole.

Nabiryo bweyabona atyo, yasalawo okusoloza buli kimera ekyaliku ensigo yaasimba. Yaja okubona ng’abantu baidhanga okunoga amakoola ago bati iva. Nabiryo yaategeera ati buli kimera, Kiriku omugaso era yaakubiriza abantu okusimba emiti, ebibala n’emmere eyaabuli nsambo.

Vocabulary Words

<table>
<thead>
<tr>
<th>amapapaali</th>
<th>fene</th>
<th>musigiti</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. Bimera ki byebaasimba ku masinzizo?</td>
<td>1. Bibala ki ebindi byoidhi ebitoogeirwaku mu lugero luno?</td>
</tr>
</tbody>
</table>
6 Ebintu byetukola

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Byamikono ki abantu byebakola ku kyaloo kyaimewe?

Before Reading: Guiding Question
Bintu ki ebikozasibwa okuokola ebyemikono ng’emikeeka?

After Reading: In the Text Question
Kwisomero Iya Nali ni Babi baali bawumba ki?

After Reading: In My Mind Question
Byamikono ki ebikolobwa byebatoogireeku mu lugero luno?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application
balima       balima-ku       balimaku
bagaba       bagaba-ku       bagabaku

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dhikaali</td>
<td>Dh</td>
</tr>
<tr>
<td>Dhi</td>
<td>Dhi</td>
</tr>
<tr>
<td>Dh</td>
<td>Dhikaali</td>
</tr>
</tbody>
</table>

Dhikaali, Dhaawuke, Dheyongera
6.1 Ebintu byetukola mu kyalu kyaife

Literacy 1

Thematic Question
Mirimo ki egemikono egiyolebsa mwisomero lyaimwe?

Before Reading: Guiding Question
Imwe musobola kusukola byamikono ki?

After Reading: In the Text Question
Bintu ki ababiikira byeaaayeges mu lugero luno?

After Reading: In My Mind Question
Ologhooza bintu ki ebikolebwa n’emikono nga bizira mu lugero luno?

Literacy 2

Plan the Story
Kirungi omusomeka okutegeka ulugero Iwasentensi ottina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyiia olugero.

Literacy 1

Sentence Structure Application
Songa adhuba luya.

Songa adhubaku oluaya.

Omwana afumba magi.

Omwana afumbaku amagi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>dhindi</td>
<td>Dh, dh</td>
</tr>
<tr>
<td>dhi</td>
<td>dh</td>
</tr>
<tr>
<td>dh</td>
<td>dhindi, dhoona, dhaadha</td>
</tr>
</tbody>
</table>
6 Ebintu byetukola

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ababiikira ebyalaani obwibo
engoye emiguwa ebibya

Word Structure Review: Answers

balima balima-ku balimaku
bagaba bagaba-ku bagabaku

Sentence Structure Review: Answers

Songa adhuba luya.
Songa adhubaku oluya.

Omwana afumba amagi.
Omwana afumbaku magi.

Literacy 2

Handwriting and Spelling Assessment

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

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

**Traditional Text**

Nsibalulimi

Bbaabba wa bbaabba ni bbaabba wa Baalwa, babaadhabaadha-bubaadhebaadhe ebibaadhe.

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

Oral Literature

Ekyaviiraku Walukaaniavu okucuusanga langi

Ekibuuzo ekirungamya
Mu kyalu kyaimwe, abantu bakola byamikono ki?

Ekitundu ekisooka


Story Outline

Baakazaahirizi
Walukaaniavu, Wampologoma, Wambwa ni Wankembo.

Ekifi olugero ghelwali
Mu bwakyabazinga bwa Wampologoma.

Obuzibu obuligho
Kuwonia Walukaaniavu.
Ekibuuzo ekibangula obwongo
Ologhooza Wampologoma anaagema atya Walukaaniavu male amusibe?

Ekitundu ekyokubiri
Wampologoma yategeka omukolo yaayeta ebisolo ng’ayenda kugema Walukaaniavu. Wambwa, omwiserukale wa Wampologoma, yaja yaalabula Walukaaniavu. Ebisolo bingi byaja era byatwalira Wampologoma ebyemikono ng’emikeeka, ensuwa, ebibaadhe, n’emigaire ebyali ebidholigedholige, aye Walukaaniavu tiyaja.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebyemikono</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 Wampologoma yayenda okusiba Walukaaniavu?</td>
<td>1. Lwaki Wambwa yalabula Walukaaniavu?</td>
</tr>
<tr>
<td>2. Kobaku ebyemikono bisatu Walukaaniavu byeyalukanga.</td>
<td>2. Ologhooza lwaki Walukaaniavu yalekera okukola ebyemikono?</td>
</tr>
</tbody>
</table>
6 Ebintu byetukola

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Tukoza bintu ki okukola ebyemikono?

Before Reading: Guiding Question
Mukola byamikono ki kwisomero Iyaimwe?

After Reading: In the Text Question
Kidaaga baamwegesanga kiseera ki okukola obutebe n’emirawo?

After Reading: In My Mind Question
Ologhooza ebyemikono Nali ni Kidaaga byebaakolanga baabitwalanga gha?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiia olugero.

Day 2

Literacy 1

Word Structure Application
asiiga  a-siiga  na-a-siiga
alanda  a-landa  na-a-landa

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>omukono o</td>
<td>O, o</td>
</tr>
<tr>
<td>no no</td>
<td>omukono, akalobo, musota</td>
</tr>
<tr>
<td>o omukono</td>
<td></td>
</tr>
</tbody>
</table>
6.2 Ebintu byetukoza ni yebiva

Literacy 1

Thematic Question
Ebintu ebikozesebwa okukola eyemikono bitoulebwa gha?

Before Reading: Guiding Question
Bwoba ng'ojja okukola ebyemikono, biki byoteekwa okuba nabyo?

After Reading: In the Text Question
Kidaaga yasimba ki?

After Reading: In My Mind Question
Kidaaga yatundanga gha ebyemikono byeyakolanga?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiyya olugero.

Literacy 1

Sentence Structure Application
Aluka bisampa.

Naaluka ebisampa.

Aluka bikapu.

Naaluka ebikapu.

Literacy 2

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

mukolo, omutwe, omukeeka
6 Ebintu byetukola

Literacy 1 and 2

Day 5

**Literacy 1**

**Vocabulary Review**

enkosi  
emiguwa  
entebe

emisumaali  
emikeeka  
ensansa

**Word Structure Review: Answers**

asiiga  
a-siiga  
na-a-siiga

alanda  
a-landa  
na-a-landa

**Sentence Structure Review: Answers**

Aluka bisampa.

Naaluka ebisampa.

Aluka bikapu.

Naaluka ebikapu.

**Literacy 2**

**Handwriting and Spelling Assessment**

omutwe  
omukeeka  
musota
6.2 Ebintu byetukoza ni yebiva

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 valley with papyrus and children standing by. |

**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**

**Lwembo**

Batongola engada ng’oli mu kuzaanha omwami bwaliira niighe gwebalikuba. x2
Batongola emperere ng’oli mu kuzaanha omwami bwaliira niighe gwebalikuba. x2
Bajanga mu nkosi ng’oli mu kuzaanha omwami bwaliira niighe gwebalikuba. x2
Bajanga y’eitosi ng’oli mu kuzaanha omwami bwaliira niighe gwebalikuba. x2

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

Oral Literature

Isiko ni Muzaale bayiya ekyokukola

Ekibuuzo ekirungamya
Abantu abakola ebyemikona bakozesa ki?

Ku kyalono Kiduna kwaliku abasaadha babiri Isiko ni Muzaale, nga baamukwano. Abasaadha bano bombi baali baavu era nga n'amaka genda kubalema kulabirira. Lulala, Isiko yakoba Muzaale ati, “Titusobola kulima, waire okusuubula, tunakola tutya okufuna sente tuwone obwavu?”

Muzaale yamwiramutu ati, “Tusobola okuwumba ensuwa kuba eitosi liri mu kibali ate lyabweereere, oba okuluka emikeka kuba ensansa dhoona dhiri mu kibali tidhaakugula.”

Isiko yabuuzu ati, “Lwaki tituluka miguwa, n’ebeyo twatunda kuba byona abantu babyenda ate birimu sente nnhingi?”

Muzaale yamwidhukiza ati, "Enkosi badhitunda-butunde tidhaabweereere, ate nga tuzira sente. Koodhi okuluka ebyeyo kuba emikonzi mingi mu nsiko."

Oluvainhuma, baisania bati Isiko awumbe ensuwa, iye Muzaale aluke emikeeka ebitaabakooye kunoonia byakukozena. Baatandiika okутageka engeri yebayinza okufunamunu ebyokokozenaokuva mu kibali ni ku misansa.

Story Outline

Ekiroghoozo ekikologho
Kufuna sente.

Ekiroghoozo ekiwagira 1
Kuwumba nsuwa.

Ekiroghoozo ekiwagira 2
Kuluka mikeeka.
6.2 Ebintu byetukozesa ni yebiva

Oral Literature


Abami abo baasanhuka inho olwokuba baali bafunie emirimo mwebanaafunanga sente. Beefubaku inho okuboneka nga basanhusa abaguzi baibwe era baagifuulira irala mirimo mwebaaafuna sente empyaka n’enkaire.

Olwobumalirivu bwебaali nabwo, Isiko ni Muzale baasobola okwemerezaagho amaka gaibwe nga bakozena sente dhebaatoolanga mubyemikono.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>emikeeka</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. Isiko yakola ki okufuna sente?</td>
<td>1. Singa niighe, wandikoze byamikono ki?</td>
</tr>
<tr>
<td>2. Bantu ki abaagulanga emikeeka egya kiragala?</td>
<td>2. Bintu ki ebindi byetuyinza okukolamu ebyemikono?</td>
</tr>
</tbody>
</table>

Term 2  Week 5 168
6 Ebintu byetukola

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ebemikono ebikolebwa mu kyalbo kyaimwe biri na migaso ki?

Before Reading: Guiding Question
Ologhooza bintu ki byebakoza okukola ebintu ebyo?

After Reading: In the Text Question
Ni baani abaagulanga emikeeka Wabbi ni Babbi gyebalukanga?

After Reading: In My Mind Question
Ologhooza eisomero lyaba Wabbi lyaganhulwanga litya mubyemikono?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyilya olugero.

Day 2

Literacy 1

Word Structure Application
aseka  a-seka  a-li-seka
atunga  a-tunga  a-li-tunga

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kutoonha oo</td>
<td>Oo, oo kutoonha, kutoolawo, kudhooma</td>
</tr>
<tr>
<td>too</td>
<td>too</td>
</tr>
<tr>
<td>oo</td>
<td>kutoonha</td>
</tr>
</tbody>
</table>
Literacy 1

Thematic Question
Ebyemikono ebikolebwa mu kyalu kyaimwe bikozecebwa bitya?

Before Reading: Guiding Question
Byamikono ki ebikolebwa mwisomero lyaimwe?

After Reading: In the Text Question
Babi yatunganga ngoye ki?

After Reading: In My Mind Question
Byamikono ki ebindi byoidhi ebitoogeirwaku mu lugero luno?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Literacy 1

Sentence Structure Application
Ndi n’entebe musanvu.
Tuli n’entebe musanvu.

Ndi n’esati mukaaga.
Tuli n’esati mukaaga.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kudooka oo</td>
<td>Oo, oo</td>
</tr>
<tr>
<td>doo doo</td>
<td>kudooka, kudhooga, kidhoozi</td>
</tr>
</tbody>
</table>

Term 2 Week 6
6 Ebintu byetukola

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

okuluka  okuwumba  obukosefu
obuyumba  okubaadha  obufoomu

Word Structure Review: Answers

aseka  a-seka  a-li-seka
atunga  a-tunga  a-li-tunga

Sentence Structure Review: Answers

Ndi n’entebe musanvu.
Tuli n’entebe musanvu.

Ndi n’esaati mukaaga.
Tuli n’esaati mukaaga.

Literacy 2

Handwriting and Spelling Assessment

kudhooma  kudooka  kidhoozi
6.3 Omugaso gwebintu byetukola

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>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</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 76</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 126</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Pages 30-31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kikoiko</strong></td>
</tr>
<tr>
<td>Kikoiko?</td>
</tr>
<tr>
<td>Kiidhe.</td>
</tr>
<tr>
<td>Basekulira mu ki amaido?</td>
</tr>
<tr>
<td>Kikoiko?</td>
</tr>
<tr>
<td>Kiidhe.</td>
</tr>
<tr>
<td>Tukoza ki okweya oluya?</td>
</tr>
</tbody>
</table>

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

Oral Literature

Ebyemikono byagaigaghaza Waakoowera

Ekibuuzo ekirungamya
Ebyemikono bigasa bitya abantu mu maka?

Agho olwatuuka ku kyalu Bugulumbya mu disitulikiti y’e Kamuli ghaabaawo omwami mulala gwebaayetanga Waakoowera. Waakoowera yali n’abacaalabe babiri n’abaana munaana.


Olwo-ni baisania abakazi baaja mu kibali baatema ensansa n’ebitoogo, baabyanka byakala, baabimyula mu langi edhendhawulo nga kyenvu, kiragala, emyufu, n’endhirugavu. Baaluka emikeeka, empaali, ebiibo n’ebikapu ebidholigedholige. Baakola ebintu bingi ate nga biri musaizi dhandhawulo.

Iye omwami ni batabane baafunanga eitsi okuva mu kibali baawumba ensuwa, ebiiba, n’entamu, boona bataaku endhola edhendhawulo edhisikiriza abaguzi era baawumba ebiwumbe ebyabuli saizi.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ekiroghoozo ekikologho</strong></td>
</tr>
<tr>
<td>Kulwanisa bwavu.</td>
</tr>
<tr>
<td><strong>Ekiroghoozo ekiwagira 1</strong></td>
</tr>
<tr>
<td>Kukola byamikono.</td>
</tr>
<tr>
<td><strong>Ekiroghoozo ekiwagira 2</strong></td>
</tr>
<tr>
<td>Kukolera ghalala.</td>
</tr>
</tbody>
</table>

Ebintu bino byali bya mugaso inho kubanga byatumbula omutindo mu maka ga Waakoowera. Baatundanga ebintu baafuna sente edhokusomesa abaana n’okugula ebintu ebyomumaka.

Abakazi abookukyalo ekyo baakoleranga ghalala naabomumaka ga Waakoowera, okuluka ebyemikono, okubitunda, n’okubisuubula. Baafunira irala sente mbitriru.

Waakoowera yazimba enhumba ennene ku kyalu e Bugulumbya, aye nga sente dhiva mukuwumba na kuluka byamikono. Niyebuli eno, Waakoowera ali mulala kubagaiga abavundu ku kyalu ekyo.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>emikeeka</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. Mwami Waakoowera yayetera ki bacaalabe?</td>
<td>1. Ku kyalu kyaimwe mirimo ki egigaigahaiza abantu?</td>
</tr>
<tr>
<td>2. Eitosi lyebaawumbangamu ensuwa baalitoolanga gha?</td>
<td>2. Mirimo ki egikolebwa abakazi mu kyalu kyaimwe?</td>
</tr>
</tbody>
</table>
7 Entambula mu kyo kyaife

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Byantambula ki byemwali mukozeisaaku?

Before Reading: Guiding Question
Mutera kukoza byantambula ki mu kyo kyaime?

After Reading: In the Text Question
Nali yakoza bytambula ki ng'aja okuwumula igha
dhaadhaaghe?

After Reading: In My Mind Question
Ologhooza Nali bweyatuuka, dhaadhaaghe yakola ki?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwaseintensi oti ina nga
bukaali kuba abasomibe bayinza okufuna obuzibu mukyuiliya
olugero.

Day 2

Literacy 1

Word Structure Application

tigiti        tigiti-yo        tigitiyo
nnhonhi      nnhonhi-yo       nnhonhiyo

Literacy 2

Breaking and Making
Handwriting and Spelling Practice

<table>
<thead>
<tr>
<th>Nali</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Na</td>
<td>Na</td>
</tr>
<tr>
<td>N</td>
<td>Nali</td>
</tr>
</tbody>
</table>

N, n

Nali, kuniini, kunona
7.1 Ebika ebyentambula n’emigaso dhaabyo mu kyaloko yafe

Literacy 1

Thematic Question
Ologhooza Nali ni dhaadhaaghe baakozesa ntambula ki okuja e ka?

Before Reading: Guiding Question
Munkoberekho ebyentambula byemwidhi.

After Reading: In the Text Question
Okusinziira ku lugero luno, loole dhikola mirimo ki?

After Reading: In My Mind Question
Muloghooza gaalimwosi dhikola mirimo ki?

Literacy 2

Plan the Story
Kirungu omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiva olugero.

Literacy 1

Sentence Structure Application
Ebbaasi yange ya kisiltaka.

Ebbaasi ya kisiltaka.

Ennhonhi yange ya kathungwa.

Ennhonhi ya kathungwa.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naabirye</td>
<td>N, n</td>
</tr>
<tr>
<td>Naa</td>
<td>Naabirye</td>
</tr>
<tr>
<td>N</td>
<td>Naabirye, katiko, kunaaba</td>
</tr>
</tbody>
</table>

Term 2  Week 7 176
7. Entambula mu kalo kyaife

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>loole</th>
<th>bbaasi</th>
<th>abantu</th>
</tr>
</thead>
<tbody>
<tr>
<td>paaka</td>
<td>takisi</td>
<td>emigugu</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>tigiti</th>
<th>tigiti-yo</th>
<th>tigitiyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>nnhonhi</td>
<td>nnhonhi-yo</td>
<td>nnhonhiyo</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

Ebbaasi yange ya kisiitaka.

Ebbaasiyo ya kisiitaka.

Ennhonhi yange ya kathungwa.

Ennhonhiyo ya kathungwa.

Literacy 2

Handwriting and Spelling Assessment

<table>
<thead>
<tr>
<th>katiko</th>
<th>kunaaba</th>
<th>kuniina</th>
</tr>
</thead>
</table>
7.1 Ebika ebyentambula n’emigaso dhaabyo mu kyaalo kyaife

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

| Different types of vehicles on the road. |

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.

Traditional Text

Nsambo

Bbugubugubu tiimuliro.

Amakulu: Okuwalabana tiikulungi. Abantu bateekwa okwegendereza.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
7 Entambula mu kyaloka kyaife

Oral Literature

Kisembe atandiika okusoma

Ekibuuzo ekirungamya
Birumuka ki byoidhi era bikozesebwa bitya?

Kisembe yali mwana muyaaka kwisomero lyabaisiraamu ery’e Nkondo. Bweyali aja kwisomero
olunaku olusooka, yabita mu kasenta akoomwikoona. Mu kasenta omwo, Kisembe yasikirizibwa
ebirumuka ebyalimu. Yabona aboobugaali nga bali mu kifo kirala. Obugaali bwaliku emiito.
Ghambali ghaaliwo epikipi nga dhoona badhisimbye agho.

Kisembe yasooka yaayemerera ng’alikwewuunhia beene bugaali n’epikipi edho. Yali akaali
agh, emotoka entono maayika yaafulumu mu geeti y’ennhumba ennungi eri mu kasenta.
Kisembe yeegomba emotoka era yaadhuuba ati singa yiye. Ghambali ghenhumba eyo, ghaaliwo
ebitipa bibiri nga byemereire agho. Kisembe yali tabonanga kubitipa bino.

Awo yatambula ng’aja kwisomero. Aye yali akaali kutuuka kwisomero, ebbaasi yaidha
yaamubitaku. Yeewuunhia okubona emotoka ennene etyo era yajanga kwisomero ng’ali
kwewuunhia eyakola ebbaasi eyo.

Story Outline

Ekiroghoozo ekikologho
Ebirumuka.

Ekiroghoozo ekiwagira 1
Ebika by’ebirumuka.

Ekiroghoozo ekiwagira 2
Emigaso gy’ebirumuka.
Bweyatuuka kwisomero, Kisembe yafuna mukwanogwe gwebaayetanga Kagoda. Ku saawa eina baava mu kibiina baaja mu kisaaghe. Kisembe yabuuzu Kagoda ati, “Ni baani beene birumuka ebyo byemboine mu kasente era babikozesza ki?”

Kagoda yamwiramu ati ebirumuka ebyo byabantu baabuliidho era babikozesza kutambuza bantu na bintu byaibwe.

Yamwinhonhola ati obugaali obwemitto butambuza bantu mungendo nnhipi. Epikipiki dhoona dhitambuza bantu n’ebintu byaibwe, aye dho, dhija mungendo ndeeyiku, ng’okuja e Kidera oba e Kamuli. Bbaasi eja paka Idhinda n’okubitawo ate yo esitula abantu bangi. Obumotoka bumaayika babwevugiramamu-bwevugire.

Kagoda yayongera yaakobera Kisembe ati ebitipa bisomba mucanga na mataaafaali. Dho loole dhisitula byamatano byabasuubuze nga duuma n’ebidhandhaali. Kisembe yaakobera Kagoda ati iye yali tabonangaku birumuka bingi bityo.

Waire ng’eisomero lyali ku musingi gwakiisiraamu, lyalimu n’abaana abaamadiini agandi era nga basomesebwa bulungi.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>maayika</td>
</tr>
<tr>
<td><strong>In the Text Questions</strong></td>
</tr>
<tr>
<td>1. Kiki ekyasikiriza Kisembe ng’atuuse mu kasenta?</td>
</tr>
<tr>
<td>2. Naani eyali mukwano gwa Kisembe?</td>
</tr>
</tbody>
</table>
7 Entambula mu kyal o kyaife

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bubendhe ki bwoidhi obuba ku nguudo?

Before Reading: Guiding Question
Abaiserukale ababa ku nguudo bagasa ki?

After Reading: In the Text Question
Nali yacaala ku kyal o ki?

After Reading: In My Mind Question
Ntambula kika ki yebatoogieireeku mu lugero luno?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application
luba     lu-ba     m-ba
lusuku   lu-suku   n-suku

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>Waiswa</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wa</td>
<td>Wa</td>
</tr>
<tr>
<td>W</td>
<td>Waiswa</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
W, w
Waiswa, kiwundu, Kawudha
7.2 Obutebenkevu ku lugudo

Literacy 1

Thematic Question
Biki byoteekwa okuloghoozaaku ng’oja okutambula ku lugudo?

Before Reading: Guiding Question
Ng’okaali kusala lugudo, biki byoteekwa okukola?

After Reading: In the Text Question
Langi ki ku bitaala byokuluguudo eragira ebirumuka okwemerera.?

After Reading: In My Mind Question
Ologhooza kiki ekiyinza okibaawo singa omuntu atambulira ku lugudo nga tajiriire ku mateeka?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyinya olugero.

Literacy 1

Sentence Structure Application
Nvuga ennhonhi?
Tuvuga nnhonhi.

Nvuga ekigaali?
Tuvuga kigaali.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>wumba</td>
<td>W, w</td>
</tr>
<tr>
<td>wu</td>
<td>w</td>
</tr>
<tr>
<td>w</td>
<td>wumba, wamenha, kiwumbe</td>
</tr>
</tbody>
</table>

Term 2  Week 8
7 Entambula mu kyal okaife

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>motoka</th>
<th>ebitaala</th>
<th>owatulafika</th>
</tr>
</thead>
<tbody>
<tr>
<td>luguudo</td>
<td>kyakyenvu</td>
<td>kuzaanha</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>luba</th>
<th>lu-ba</th>
<th>m-ba</th>
</tr>
</thead>
<tbody>
<tr>
<td>lusuku</td>
<td>lu-suku</td>
<td>n-suku</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

Nvuga ennhonhi?
Tuvuga nnhonhi.

Nvuga ekigaali?
Tuvuga kigaali.

Literacy 2

Handwriting and Spelling Assessment

<table>
<thead>
<tr>
<th>kiwumbe</th>
<th>wamenha</th>
<th>Kawuudha</th>
</tr>
</thead>
</table>
7.2 Obutebenkevu ku luguudo

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
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.

Model News Drawing
Children and teachers standing at a zebra crossing.

Traditional Text
Nsambo
Obita eghala aghalaavu...

Amakulu: Okubita eghala aghalungi kisinga okubita okumpi nga ghaliwo obuzibu.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
7 Entambula mu kyalu kyaife

Oral Literature

Okwekuma obubendhe

Ekibuuzo ekirungamya
Bubendhe ki bwewawuliraku?

Lwali lulala, omusomesa wekibiina ekyokubiri, yaayegesa abasomi amateeka agagema ku luguudo. Kino yakikola kuba mu kibiina omwo mwalimu omusomi emotoka gweyabanda era ng’akaali mwirwaliro.

Yafulumya abasomi yaabatwala ku luguudo aghali akamanhiso abeebigere ghebasalira oluguudo. Baayemerera kumbali wooluguudo beatetegereza ebirumuka ebikoza oluguudo.

Oluvainhuma lwakaseera, omusomesa yabuuza abasomi engeri dhintambula dhebaali baboine, n’ebeatu ebindi ebikoza oluguudo.

Abasomi baamwiramu nga bamukoba bati tuboine emotoka, amagaali, epikipi, n’ebisolo nga bihita ku luguudo.

Omusomesa yamala yaabakoba ati ebintu ebyo byonabyona byabulabe eri abantu abakoza oluguudo. Ebiokozebwa muntambula bisobola okubanda omuntu yaafa oba yaaba mwirwaliro okumala ekiseera kinene. Bwava mwirwaliro ainyinza okufuuka omulema nga takaasobola kutambula nga bweyatambulanga.

Story Outline

Ekiroghoozo ekikologho
Okwekuma obubendhe.

Ekiroghoozo ekiwagira 1
Kusomesa kububendhe.

Ekiroghoozo ekiwagira 2
Kumanha mateeka gaakuluguudo.
Oluvainhuma, omusomesa yasomesa abasomi amateeka gookulguduo. Yabakoba ati, “Bwemubanga musala oluguduo, musookanga kulinga ku mukono omugooda, mwalinga ku mukono omusaadha kaiy mwalinga ku mukono omugooda, bweba ng’ezira kirumuka kiidha, obwo-ni mwasala oluguduo.” Yamala yaategeeza abasomi amateeka gano;

i) Obutazaahiranga mu luguudo oba okusambiramu omupiira.

ii) Obutasomeranga bitabo mu luguudo.

iii) Obutatyamanga mu luguudo.

iv) Obutakiniranga mu luguudo.

v) Obutasibanga bisolo kumpi na luguudo.

Omusomesa yabakakasa ati ebyo byonabyona bireeta obubendhe era basaine okwegenderezanga, nga batambulira ku luguudo. Abasomi baasanhuka inho era baakoba omusomesa bati baidha kugezaaku okukuuma amateeka ago. Baasuubiza okukobera banaiibwe okubona nga tibafuna buzibu nga bakozeza oluguduo.

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

In the Text Questions

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omusomesa bweyafulumya abasomi yabatwala gha?</td>
<td>Mukaso ki oguli mukwega amateeka gokulguduo?</td>
</tr>
<tr>
<td>Mukono ki gwosoka okulingaku ng’oja okusala oluguduo?</td>
<td>Lwaki dereeva taikirizibwa kuvuga motoka ng’atamiire?</td>
</tr>
</tbody>
</table>

Term 2  Week 8
7 Entambula mu kyalu kyaife

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Buzibu bi bwoyinza okufuna ng’otambulira ku lugudu?

Before Reading: Guiding Question
Bintu ki byoidhi ebireta obubendhe ku lugudu?

After Reading: In the Text Question
Bintu ki ebyogeirwaku ebiri ku lugudu?

After Reading: In My Mind Question
Bubendhe ki bwoyinza okufuna ng’otambulire ku lugudo
olulegamamu amaadhi?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga
bukaali kuba abasombe bayinza okufuna obuzibu mukyiliya
olugero.

Day 2

Literacy 1

Word Structure Application
alumuka a-lumuka ta-lumuka
acuuka a-cuuka ta-cuuka

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ziiko</td>
<td>Z, z</td>
</tr>
<tr>
<td>zi*</td>
<td>zii</td>
</tr>
<tr>
<td>z</td>
<td>ziiko</td>
</tr>
</tbody>
</table>

187
7.3 Ebintu ebyakabi ku luguudo

Literacy 1

Thematic Question
Kiki kyetusaana okukola okwewala okufuna obubendhe ku luguudo?

Before Reading: Guiding Question
Emotoka dhifuna bizibu ki bwedhikozesa oluguudo olubi?

After Reading: In the Text Question
Naani eyakubira puliisi eisimu?

After Reading: In My Mind Question
Ologhooza lwaki abantu baatereza oluguudo?

Literacy 2

Plan the Story
Kirungi omusomasoka okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasombe bayinja okufuna obuzibu mukuyiiya olugero.

Literacy 1

Sentence Structure Application
Lumuka mpola.

Otalumuka mpola.

Toola mpola.

Otatoolu mpola.

Literacy 2

Breaking and Making

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

Handwriting and Spelling Practice

Z, z

zimba, zimya, ziizi
Literacy 1

Vocabulary Review
ebikonko          ebithupa          abasomesa
cuula            birombe          kazambi

Word Structure Review: Answers
alumuka      a-lumuka      ta-lumuka
acuuka       a-cuuka       ta-cuuka

Sentence Structure Review: Answers
Lumuka mpola.
Otalumuka mpola.

Too la mpola.
Otatoolua mpola.

Literacy 2

Handwriting and Spelling Assessment
omukazi          zimya          musiizi
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**
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**

<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, page 129</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Pages 33-34</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Lwembo**

Mwukuume mwukuume, Mwukuume obubendhe, Obubendhe ku nguudo, Mwukuume obubendhe. Ebithupa ku nguudo, Mwukuume obubendhe.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
7 Entambula mu kalo kyaife

Oral Literature

Okwekuuma obunhaga

Ekibuuzo ekirungamywa
Bintu ki ebireeta obubendhe ku luguudo byoidhi?

Ekiseera kyatuuka twaja okulambuula mu bitundu ebyebuvandhuba. Eno twabonayo oluguudo ng’olohooza oti tibalukoza. Twaja okwetegereza ng’abantu balukoza era nga n’ebirumuka birutambulirako ate ng’entuumo edhebighata n’ebikaire babibunga agho okumpi n’ewuuteeri.


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
</table>
| **Ekiroghoozo ekikologho**  
Ebitu ebyobulabe ku luguudo. |
| **Ekiroghoozo ekiwagira 1**  
Omukulembeze okufaayo okutereza oluguudo. |
| **Ekiroghoozo ekiwagira 2**  
Abantu okukozaesa obukalamu oluguudo. |
7.3 Ebintu ebyakabi ku luguudo

Oral Literature

Olwebizibu ebingi ebyali ku luguudo luno, omukulembeze weekitundu ekyo yavaayo yaakola enteekateeka eyinza okuyamba abantube obutafuna buzibu bungi.


Yakubiriza abakungu mu pulisi okuta abaataulafika ku luguudo okukuuma amateeka n’okuyamba abakozesa oluguudo.

Yakunga abantu okutandiika okulabirila oluguudo n’okulukuuma nga luyondho. Kino yakikola ng’ayenda abantu balekere kusuula bikaba na bithupa ku luguudo. Oluvainhuma Iwekiseera kitono kiti, obubendhe ku luguudo olwo bwali bukendeire.

Abantu baatandika okukoza oluguudo oluyondho, era nga n’ebirumuka tibikaakosebwa nga bwekyali eira. Abantu baatandika okukoza oluguudo nga tibeeralikirira.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>emmungo</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 abantu baaloghooza bati oluguudo baali baalekera okukozeesa?</td>
<td>1. Ologhooza lwaki abaataulafika baaleetebwa ku luguudo luno?</td>
</tr>
<tr>
<td>2. Bintu ki ebyasuulibwanga ku luguudo?</td>
<td>2. Ologhooza lwaki omukulembeze yafaayo okutereza oluguudo luno?</td>
</tr>
</tbody>
</table>

Term 2   Week 9 192
8 Obubendhe n’okubweghala

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bizibu ki ebiri mukuniina emiti?

Before Reading: Guiding Question
Bintu ki byoidhi ebitera okuleeta obubendhe mu kitundu?

After Reading: In the Text Question
Naani eyava ku muti gwomuyembe naagwa?

After Reading: In My Mind Question
Ologhooza Musiba yavaawo atya nga baine bajiire?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application
kukuba  kukub-a  kukub-ibw-a
kudaaza  kudaaz-a  kudaaz-ibw-a

Literacy 2

Breaking and Making

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

luya, kulira, luku
8.1 Ebiviiraku obubendhe obwabuliidho

Literacy 1

Thematic Question
Bintu ki byetuteekwa okwewala okukendeeza obubendhe?

Before Reading: Guiding Question
Ologhooza kirungi okusansaania ebintu ebyoji?

After Reading: In the Text Question
Naani eyatwala Musiba mwirwaliro?

After Reading: In My Mind Question
Singa omubuulizi tiyatwala Musiba mwirwaliro, ologhooza kiki ekyandiiririire?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyiiya olugero.

Literacy 1

Sentence Structure Application
Nja kudaaza muganda wange.

Muganda wange aja kudaazibwa.

Nja kusitula dhaadha.
Dhaadha aja kusitulibwa.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>lima l</td>
<td>L, l</td>
</tr>
<tr>
<td>li li</td>
<td></td>
</tr>
<tr>
<td>l lima</td>
<td>lima, kulima, londa</td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

empiso                       embago                       kulira
akambe                       ejambiya                      ekereta

Word Structure Review: Answers

kukuba
kukub-a
kukub-ibw-a

kudaaza
kudaaz-a
kudaaz-ibw-a

Sentence Structure Review: Answers

Nja kudaaza muganda wange.
Muganda wange ajja kudaazibwa.

Nja kusitula dhaadha.
Dhaadha ajja kusitulibwa.

Literacy 2

Handwriting and Spelling Assessment

luya                       kulima                        londa
8.1 Ebiviiraku obubendhe obwabuliidho

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>Food in a saucepan.</td>
</tr>
</tbody>
</table>

**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.

<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 131-132</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Pages 35-37</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Nsambo**

Ekinaita embwa, kigiigala nnhindo.

Amakulu: Omuntu ng’anaafuna obuzibu, tawulira kulabula kwabantu bandi.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
8 Obubendhe n’okubwaghala

Oral Literature
Omusawo acaalira eisomero

Ekibuuzo ekirungamyə
Omusawo mumusuubira kunoonia ki kwisomero?

Mwami Wambaire musawo wabyabulamu e Namayingo mu tawuni. Lulala, yacaalira eisomero ly’e Budiidi ng’ayenda kwogeraku n’abaana abeekibiina ekyokubiri.

Abaana abeekibiina ekyokubiri baasanhuka inho okufuna omugen. Bweyamala okubalamusa, yabakoba ati yali abatwalliire ebirabo aye ng’aja kubigha abo abanairamu ebibuuzobyeye. Mu birabo mwalimu, kalaamu, ebitabo, luula ni labba.


Story Outline

Ekiroghoozo ekikologho
Obubendhe.

Ekiroghoozo ekiwagira 1
Ebireeta obubendhe.

Ekiroghoozo ekiwagira 2
Okwekuuma obubendhe.
8.1 Ebiviiraku obubendhe obwabuliiidho

Oral Literature

Bwebaamala okufuna ebitabo omusawo yabakoba okwinhnhola engeri ebintu byebaayogera yebiyinza okuleetamu obubendhe.

Abasomi bairamu bati, ekereta, obwambe, n’ebipanga bisobola okubasala baafuna ebiwundu. Amasanhalaze gakuba era gaayoca. Ebirumuka bigwisa omuntu yaanuuka, oba yaamenheka. Abasomi baamala baakoba bati, epikipiki n’emotoka olundi dhireetera omusaabaaze okufa singa aba akoseibwa inho.

Mwami Wambaire yali musanhufu, kabiri buli musomi yaamugha ekalaamu.

Omusawo yakobera abaana ati tiikirungi kukozaesa bintu byogi isangi. Ebintu ng’ekereta bisobola okusansaania obulwaire bwasiriimu singa omulwaire emusala me-kayi atali mulwaire naagikozesa yeena yaamusala.

Ku nkomerero yabuuza abasomi engeri yebayinza okwekuumamu obubendhe obwo. Abasomi baamwiramu bati, abantu basaana kuba beegendereza nga bakozesa ebintu ebyogi era n’enjira bagikozeesa n’obwegendereza. Omusawo yasiima inho abasomi era yaabasuubiza emipiira ebiri, ogwabaghala n’ogwabalienzi.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>obubendhe</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. Omusawo yayogera ku ki ng’ajiire kwisomero?</td>
<td>1. Bintu ki ebindi ebireeta obubendhe ebitoogeirwaku?</td>
</tr>
<tr>
<td>2. Kabendhe ki akaleetebwa ekereta?</td>
<td>2. Abantu abagwa mu nnhandha baba bajiire kukola ki?</td>
</tr>
</tbody>
</table>

Term 2  Week 10
8 Obubendhe n’okubweghala

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Naani gwosuubira okukuyamba ng’ofunie akabendhe?

Before Reading: Guiding Question
Bintu ki byoteekwa okukola ng’oli ku luguudo?

After Reading: In the Text Question
Naani eyabanda Mwase?

After Reading: In My Mind Question
Ologhooza Mwase bweyava mwirwaliro abasomesa baamukoba ki?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application
yakebera  ya-kebera  ya-a-kebera
yakubira  ya-kubira  ya-a-kubira

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>fumba</td>
<td>f</td>
</tr>
<tr>
<td>fu</td>
<td>fu</td>
</tr>
<tr>
<td>f</td>
<td>fumba</td>
</tr>
<tr>
<td></td>
<td>fumba, fene, bafumba</td>
</tr>
</tbody>
</table>
8.2 Okulabirira abooobubendhe

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question
Abantu bayamba batya abagwire kukabendhe?

Before Reading: Guiding Question
Muja gha nga mufunie akabendhe?

After Reading: In the Text Question
Mwase yakoba ki omusawo bweyaira engulu?

After Reading: In My Mind Question
Dereeva bwakola akabendhe akola ki?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiuya olugero.

Day 4

Literacy 1

Sentence Structure Application
Lino ibaale.

Eryo ibaale.

Lino iwa.

Eryo iwa.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>fuluma</td>
<td>f</td>
</tr>
<tr>
<td>fu</td>
<td>fu</td>
</tr>
<tr>
<td>f</td>
<td>fumula</td>
</tr>
<tr>
<td></td>
<td>F, f</td>
</tr>
<tr>
<td></td>
<td>fuluma, nfuko, mufuleedhe</td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

akapiira  
omulwaire  
bbandeegi

njira  
amakerenda  
pamba

Word Structure Review: Answers

yakebera  
ya-kebera  
ya-a-kebera

yakubira  
ya-kubira  
ya-a-kubira

Sentence Structure Review: Answers

Lino ibaale.

ERYO IBAALE

Lino iwa.

ERYO IWA.

Literacy 2

Handwriting and Spelling Assessment

fene  
bafunga  
nfuko
8.2 Okulabirira aboobubendhe

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

People helping the injured.

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.

References

NPSCU Teacher’s Guide
- Competences, page 78
- Sample Scheme of Work, pages 132-133
NPSCU P2 Curriculum
- Pages 35-37

Traditional Text

Kikwate

Ee! Ee!
Agwire agwire,
Omusayi guli kutiriika,
Mumusibewo mumusibewo,
Muleete egaali,
Tumutwale mwirwaliro.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
8 Obubendhe n’okubweghala

Oral Literature

Okweghala obubendhe

Ekibuuzo ekirungamya
Ani kwimwe eyabonaku abantu abafunie akabendhe?

Mu luguudo gheene aghabaire akabendhe ghenda ghabaagho akamanhiso akalaga kati agho ghabairewo akabendhe. Akamanhiso ako, kaziyiza ebirumuka ebindi okweswaiga kukale akasoose okubaagho. Kyetaagisa mangu inho okutoolawo abantu mu luguudo abagwire kukabendhe oba abalumiziibwa.

Kino kiyamba abalumiziibwa kabiri obutabandibwa birumuka bindi okwongera ekibi kukinaakyo.

Ekirumuka ekifunie obuzibu kyona kiba kiri n’okutoolebwowo olwobutaleeta kabendhe kandi. Abantu ababa okumpi n’akabendhe ghekagwire bayamba abafunie ebiwundu oba ebizibu ebyabuli nsambo okubagha obwidhandhabi obusooka. Olwo-ni baayeta pullisi ni byulensi etwala abalwaire okubatwala mwirwaliro.

Abantu ababa okumpi n’akabendhe ghekagwire, basaana okuba n’eidiini mu mitima gyaibwe. Balobenga kunhaga bintu oba okwiba ebintu ebyabo abafunie akabendhe. Bagezengaku okutaasa obulamu obw’abantu n’ebintu byaibwe.

---

Story Outline

Ekiroghoozo ekikologho
Kweghala bubendhe.

Ekiroghoozo ekiwagira 1
Okughha obwidhandhabi obusookerwaku.

Ekiroghoozo ekiwagira 2
Okughonia ebintu ebyabantu abafunie akabendhe.
8.2 Okulabirira aboobubendhe

Oral Literature

Puliisi bweidha, etoolawo ebirumuka ebibâ byonooneike n’ebintu ebyabantu abafunie
akabendhe bweguba nga muliro noogugemye bali nookuleeta abazimyumwoto okuzikiza
omuliro ogwo mu bwangu. Abavuga emotoka eyaabalwaire, byulensi, boona bali nookukola
obwangu okutuusa abantu abafunie akabendhe mwirwaliro.

Bino byonabyona bikolebwa olwokughonia obulamu bwabantu n’ebintu byaibwe. Abaapuliisi
abakola kubyentambula baja ni mu masomero baasomesa abaana buli kabonero akookunguudo
okugeza nga zebbula kulosingi, leirwe n’ebindi.

Baadereeva boona beegeresebwa obubonero obwokunguudo memale baabagha embaluwa
edhibaikiriza okuvuga motoka, nkani pamiti.

Abantu twenatwena abakozesâ enguudo okugeza ng’abatambuza ebigere, ebeepikipiki,
aboobugaali, n’abeemotoka tuli nookujiira kumateeka agagema kububonero obwokunguudo,
okweghala obubendhe.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>akamanhiso</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 aghagwire akabendhe bataagho akamanhiso?</td>
<td>1. Ologhozoa lwaki bata obupande ku nguudo?</td>
</tr>
<tr>
<td>2. Motoka ki yebatwaliramu abalwaire?</td>
<td>2. Ologhozoa singa puliisi teidha ghâbaire kabendhe kiki ekiyinza okwiririra?</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
Literacy 1
Thematic Question
Ewaimwe eyo eriyiyo abakuumi b’ekyalo?

Before Reading: Guiding Question
Biki ebireeta obutaisania mu kyaalo?

After Reading: In the Text Question
Baana ki mu lugero luno, abaali tibasoma?

After Reading: In My Mind Question
Lwaki omuwalimu yadeebherera ekyokusmesa abaana?

Literacy 2
Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1
Word Structure Application
nvaala n-vaala a-vaala
nsaba n-saba a-saba

Literacy 2
<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>yoza</td>
<td>y</td>
</tr>
<tr>
<td>yo</td>
<td>yo</td>
</tr>
<tr>
<td>y</td>
<td>yoza, mayuni, maboya</td>
</tr>
</tbody>
</table>
9.1 Obuvunaanizibwa bwabantu abakuuma eidembe n’obutebenkevu

**Literacy 1**

**Thematic Question**
Abaana abayamba okukuuma eidembe kwisomero babeeta batya?

**Before Reading: Guiding Question**
Ku kyaloo kyaimwe yaliyooku akegugungo?

**After Reading: In the Text Question**
Ni baani bebaali baja okukuba mu lugero luno?

**After Reading: In My Mind Question**
Singa bbaabba wa Bate ni bbaabba wa Mukoda tibaasaba kubasonigha kiki ekyandibatuuseeku?

**Literacy 2**

**Plan the Story**
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiva olugero.

**Literacy 1**

**Sentence Structure Application**
Omusawo mmuboine.
Abasawo mbaboine.

Omubaadhi mmuboine.
Ababaadhi mbaboine.

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>yuza</td>
<td>Y, y</td>
</tr>
<tr>
<td>yu</td>
<td>yu</td>
</tr>
<tr>
<td>y</td>
<td>yuza, iyobyo, mutyere</td>
</tr>
</tbody>
</table>

Term 3   Week 1  210
9 Eitembe n'obutebenkevu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
abaiserikale ekisonigho omuwalimu
akeegugungo ababuulizi obutaisania

Word Structure Review: Answers
nvaala n-vaala a-vaala
nsaba n-saba a-saba

Sentence Structure Review: Answers
Omusawo mmuboine.
Abasawo mbaboine.

Omubaadhi mmuboine.
Ababaadhi mbaboine.

Literacy 2

Handwriting and Spelling Assessment
mayuni maboya iyobyo
9.1 Obuvunaanizibwa bwabantu abakuuma eidembe n’obutebenkevu

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.

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.

References

NPSCU Teacher’s Guide
• Competences, page 79
• Sample Scheme of Work, page 135

NPSCU P2 Curriculum
• Page 38

Traditional Text

Nsibalulimi

Omusomesa asomesa abasomi empisa.
Abaiserukale kale basula bakuuma.
Omuzaire azaala abaana abempisa.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
9 Eidembe n'obutebenkevu

Oral Literature

Okutumbula eidembe n'obutebenkevu

Ekibuuzo ekirungamya
Lwaki enkiiko dhaamugaso mu kitundu?

Lulala abakulembeze beebyalo mwigoloza ly’e Kidera baatyamisa enkiiko nga bataire eisira ku kukuuma eidembe n’obutebenkevu. Mu nkiiko edho, baayogera ku bantu abavunaanizibwa kukuuma eidembe n’obutebenkevu.

Baasooka na basomesa baabakubiriza okwegesa abasomi amateeka n’ebiragiro byebali n’okujiiraku mwisomero. Abasomi bwebajiira ku mateeka ago baba bawulize era bampisa nnungi. Kino kibasobozesa okukola emirimo egyendhawulo n’obwenkana n’okuba aboomugaso mu kitundu mwebaba.

Abazaire baasabibwa okuba ekyokuboneraku ekirungi eri abaana nga beewala okukola ebintu ebiyinza okwonoona abaana. Baabakubiriza okugha abaana ebyetaago ebitasobozesa okukula obulungi.

Kwabo, baizaaku abaapuliisi beezaakoba bati bali n’okukuuma amateeka n’ebiragiro buliidho mu byalo. Bwebakola batyo, tiwabaa wo bikolwa byabumenhi bwamateeka.

Abakulu abaamadiini, baabasaba okubaullirira abantu okwira eri Katonda. Bajenga mu masinzizo, ate bakuume ebiragiro bya Katonda.

Story Outline

Ekiroghoozo ekikologho
Obutebenkevu mu kyaloo.

Ekiroghoozo ekiwagira 1
Okukuba enkiiko.

Ekiroghoozo ekiwagira 2
Okulambika obuvunaanizibwa bwa buli muntu.
9.1 Obuvunaanzibwa bwabantu abakuuma eodembe n'obutebenkevu

Oral Literature


Olwamala ebyo, abakulembeze baakoba abantu bajiire ku mateeka n’ebiragiro olw’okuba n’eodembe, n’obutebenkevu mwigoloza ly’e Kidera.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>bawulize</td>
</tr>
<tr>
<td>amateeka</td>
</tr>
<tr>
<td>ebyetaago</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. Bantu ki bebaayogeraku abavunaanzibwa okukuuma eodembe n’emiraala?</td>
<td>1. Kiki ekiyinza okubaawo singa abantu ku kyalol tibajiira kumateeka?</td>
</tr>
<tr>
<td>2. Abaapuliisi bali na buvunaanzibwa ki?</td>
<td>2. Bantu ki abandi abavunaanzibwa okukuuma obutebenkevu, abatoogeirwaku mu lugero luno?</td>
</tr>
</tbody>
</table>
9 Eidembe n'obutebenkevu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Abaana bakuuma batya eidembe n'obutebenkevu mu kyalo kyaibwe?

Before Reading: Guiding Question
Nsonga ki edhitera okulemesa abaana okusoma?

After Reading: In the Text Question
Naani yakoba ati olwisi tibalya kyaigulo?

After Reading: In My Mind Question
Ologhooza Fatuma yasomanga bulungi mu kibiina?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application
kennhenda    ke-nnhenda    bwe-nnhenda
kensuula    ke-nsuula    bwe-nsuula

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>pipa</td>
<td>P, p</td>
</tr>
<tr>
<td>pi</td>
<td>pi</td>
</tr>
<tr>
<td>p</td>
<td>pipa, kupanga, kupima</td>
</tr>
</tbody>
</table>
9.2 Engeri dhookutumbulamu eidembe n'obutebenkevu

**Literacy 1**

**Thematic Question**
Bantu ki abakuuma eidembe n'obutebenkevu kwisomero?

**Before Reading: Guiding Question**
Naani akulira abakuuma eidembe n'obutebenkevu mwisomero?

**After Reading: In the Text Question**
Edimasita bweyaja ewa dhaadha wa Fatuma yamusaba ki?

**After Reading: In My Mind Question**
Ologhooza dhaadha wa Fatuma yawulira atya nga batwaire Faatuma kwisomero?

**Literacy 2**

**Plan the Story**
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyiyya olugero.

---

**Literacy 1**

**Sentence Structure Application**
Musota gwembona.

Misota gyembona.

Muti gwembona.

Miti gyembona.

---

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>pamba p</td>
<td>P, p</td>
</tr>
<tr>
<td>pa pa</td>
<td>pamba, lupaali, kupakasa</td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 5

**Literacy 1**

**Vocabulary Review**

<table>
<thead>
<tr>
<th>yafa</th>
<th>kulira</th>
<th>dhaadhaaghe</th>
</tr>
</thead>
<tbody>
<tr>
<td>kyaigulo</td>
<td>kisulo</td>
<td>kupakasa</td>
</tr>
</tbody>
</table>

**Word Structure Review: Answers**

<table>
<thead>
<tr>
<th>kennhenda</th>
<th>ke-nnhenda</th>
<th>bwe-nnhenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>kensuula</td>
<td>ke-nsuula</td>
<td>bwe-nhsuula</td>
</tr>
</tbody>
</table>

**Sentence Structure Review: Answers**

Musota gwembona.

Misota gwembona.

Muti gwembona.

Miti gyembona.

**Literacy 2**

**Handwriting and Spelling Assessment**

<table>
<thead>
<tr>
<th>kupima</th>
<th>lupaali</th>
<th>kupakasa</th>
</tr>
</thead>
</table>
9.2 Engeri dhookutumbulamu eidembe n’obutebenkevu

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

| People watching the football match. |

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.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 79</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 136-137</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 38-40</td>
</tr>
</tbody>
</table>

Traditional Text

Olwembo

Baganda bange mukuume idembe.
Ye ife tukuume idembe.
Abaisirukale mukuume idembe.
Ye ife tukuume idembe.
Abasomesa mukuume idembe.
Ye ife tukuume idembe.

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
9 Eidembe n'obutebenkevu

Oral Literature

Emiraala ku kyangolo

Ekibuuzo ekirungamya
Bintu ki ebireeta obutali butebenkevu ku kyangolo?

Lwali lulala, Isentebe weekyangolo Bubbutya yaabona nga abantu ku kyangolo bali kwebisa bubi. Abantu baali banhwa omwenge baatamiira era nga n’okulwana balwana baakosagania. Obwibi bwali butandiise okubitirira ng’abatyamye batya n’okutwala embuzi dhaibwe ku nsiko.

Abakazi ku kyangolo ekyo baali baalugambo inho era ng’ebiseera ebisinga baba mu lugambo baaloba okukola. Olugambo lwawangamu okuyomba n’okuvumagana era emirundi mingi emisango nga gigheera wa isentebe.

Isentebe bweyabona ng’obutali butebenkevu buli kubitiirira, yaja ku puliisi yaakoberaku omukulu. Ekyagendererwa n’okwenda okutema empenda edhinaasobozesa okuleeta emiraala ku kyangolo ky’e Bubbutya. Mukwogera kwaibwe, baasalawo beete oluikiiko nga mu lukiiko olwo baja kusomesa batamyne kungeri yookwebisaamu, okukuuma empisa n’okulabirira abaana mu ngeri yookubagha ebyetaago n’okubatwala ku masomero.

Baisania ku lunaku olwolwekobaano nga luja kuba Lwakubiri era nga baja kutyama mu maka gaisentebe weekyangolo.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ekiroghoozo ekikologho</strong></td>
</tr>
<tr>
<td>Okutebenkeza ekyangolo.</td>
</tr>
<tr>
<td><strong>Ekiroghoozo ekiwagira 1</strong></td>
</tr>
<tr>
<td>Kweta lukiiko.</td>
</tr>
<tr>
<td><strong>Ekiroghoozo ekiwagira 2</strong></td>
</tr>
<tr>
<td>Kusomesa batamyne mpisa.</td>
</tr>
</tbody>
</table>
9.2 Engeridhookutumbulamu cladembe n'obutebenkevu

Oral Literature


Omwiserukale yasomera abantu amateeka era yaabakoba ati obumenhi bwamateeka buyinza okubaleetera okusibibwa mu makomera. Yakoba abasaadha okukendeeka okunhwa omwenge. Abakazi yaabakoba okulekera olugambo n’okugeyagana.

Omwiserukale yakubiriza abatyamyee okulima emmere, n’okukola emirimo egiyinza okubayamba okwakulunkulana. Yakabukutira okweghala obumenhi bwamateeka era yaabakoba batwale abaana ku masomero basomesebwe. Abatyamyee baidhukizibwa okutyanga Katonda nga n’endala ku ngeri yebayinza okukulunkulanamu.

Bwebaava mu lukiiko, baatandiika okuba abantu abalungi era n’ekyalo kyufuna emiraala.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>okugeya</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 Isentebe yaja ew’omukulu ku puliisi?</td>
<td>1. Lwaki abasaadha baabakoba okukendeeka okunhwa omwenge?</td>
</tr>
<tr>
<td>2. Bikolwa ki ebyali bireeteire ekyalo ky’e Bubbutya obutali butebenkevu?</td>
<td>2. Okusomesa abaana kiyamba kitya okuleeta obutebenkevu ku kyaloo?</td>
</tr>
</tbody>
</table>
9 Eidembe n'obutebenkevu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ekyalo bwekibulumu abakuuma eidembe n'obutebenkevu kiki ekibaaghgo?

Before Reading: Guiding Question
Eghaimwe eyo eriyo abakuumi b'eidembe?

After Reading: In the Text Question
Mulekwa naani mu lugero luno?

After Reading: In My Mind Question
Biki byoyinza okutegekera omwana ku nco ng'aja kwisomero?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiira olugero.

Day 2

Literacy 1

Word Structure Application
nnhumba  gha-nnhumba  ghannhumba
mbali     gha-mbali     ghambali

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ghalalgha</td>
<td>Gh, gh</td>
</tr>
<tr>
<td>ghaghala</td>
<td>ghala, lughanvu, okugheera</td>
</tr>
</tbody>
</table>
9.3 Omugaso gwokutumbula eidembe n’obutebenkevu

Literacy 1

Thematic Question
Ndahwulo ki ebaagho mu kitundu ekirimu abakuumi n’ekiziramu?

Before Reading: Guiding Question
Buyambi ki eisomero lyaimwe bwerigha abaana abazira bazaire?

After Reading: In the Text Question
Mukwano gwa Kawuudha baamulanga ki okumukuba?

After Reading: In My Mind Question
Bibonerezo ki byebagha abaibi ku kyalu kyaime?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Literacy 1

Sentence Structure Application
Ali ku motoka.

Ali mu motoka.

Ali ku maadhi.

Ali mu maadhi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ghandiika</td>
<td>gh, gh</td>
</tr>
<tr>
<td>gha</td>
<td>gha</td>
</tr>
<tr>
<td>gh</td>
<td>ghandiika</td>
</tr>
<tr>
<td></td>
<td>ghandiika, omughala, kisaaghe</td>
</tr>
</tbody>
</table>

Day 3

Day 4
9 Eidembe n'obutebenkevu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
mulekwa  kwiba  kukuba
okulabirira  okuseegha  yeenenia

Word Structure Review: Answers
nnhumba  gha-nnhumba  ghannhumba
mbali  gha-mbali  ghambali

Sentence Structure Review: Answers
Ali ku motoka.
Ali mu motoka.
Ali ku maadhi.
Ali mu maadhi.

Literacy 2

Handwriting and Spelling Assessment
kisaaghe  omughala  lughanvu
9.3 Omugaso gwokutumbula eidembe n’obutebenkevu

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

People wearing t-shirts (with a label “we want peace in our village”) at a party.

Model News Story

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.

Traditional Text

Ndhikizo

Eidembe irungi.
Eidembe mu maka irungi.
Eidembe kwisomero irungi, tusome bulungi.
Eidembe irungi.
Eidembe mwirwaliro irungi.
Eidembe mu kyaloo irungi, tufuna emmere.

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
9 Eidembe n'obutebenkevu

Oral Literature

Okukola kutebenkeza amaka

Ekibuuzo ekirungamy
Bintu ki ebireeta eidembe mu maka?

Eira einho, ghaaliwo omusaadha ni mukazighe nga bali naabaana baibwe munaana. Abantu bano baali bazira ngeri yaakwekulankulania. Baali tibenda kukola ate nga baali n’eitaka lingi.

Omwami yawuunanga kwenda kunhwa caayi oluvinhuma yeejiira mu kasenta kukuba matatu. Omukazi eyasigalanga ghaka, yali azira kyakola okutoolaku okuja ku muliiraano okughaya ni mwine. Amaka gaafuuka maavu, agazira mmere era nga n’eidembe liziramu.


Story Outline

Ekiroghoozo ekikologho
Ekireeta emiraala mu maka.

Ekiroghoozo ekiwagira 1
Okutuukiriza obuvunaanizibwa.

Ekiroghoozo ekiwagira 2
Okukolera aghalala.
9.3 Omugaso gwokutumbula eidembe n’obutebenkevu

Oral Literature

Lwali lulala, baafuna omugeni eyava kwigoloza ng’alikunoonereza kumbeera dhaabantu mu kitundu ekyo. Yayagaana amaka gano nga muza miraala. Omukazi, omusaadha n’abaana baibwe baali tibagemagana kuba yali ezira abona mugaso gwamwine.

Omugeni bweyatuuka mu maka gano, yababuuza ekiviiraku obutagemagana. Baamwiramu bati endhala n’ebula lyebyetaago nebisinga kubasinisa mbeera. Omugen i yabatyamya yaabasomesa kungeri y’okufuna emirala mu maka gaibwe.

Yabakoba ati, “Mube abantu abaisaganiamu ekitiibwa, abendagana era mwegaite mukolere ghalala.” Yaja mu maiso yaabakubiriza okusala amagezi ag’okuwona endhala. Yabakoba beege okukolera aghalala, balime ennimiro dhaibwe engeri yebaali bali n’eitaka erangi.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>okutabanguka</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 omukazi yajanga ku muliiraano?</td>
<td>1. Abaana baafuna bizibu ki nga bapakasa?</td>
</tr>
<tr>
<td>2. Kiki ekyasinga kuleeta ndhala na bwavu mu maka gano?</td>
<td>2. Ologhooza singa omugen i eyava kwigoloza tiyaidha, amaka gano gandibaire gaty a?</td>
</tr>
</tbody>
</table>
10 Endabirira yaabaana

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ngeri ki abaana yebayinza okwenhigira mu mirimo egya ghaka?

Before Reading: Guiding Question
Biki ebikolebwa kwisomero ku nkomerero y’omwaka?

After Reading: In the Text Question
Lwaki Babi yali musanhuFu?

After Reading: In My Mind Question
Ighe owulira otya tobise kibiina?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application
okoza go-koza mu-koza
otambuza o-tambuza mu-tambuza

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>gaali</td>
<td>g</td>
</tr>
<tr>
<td>gaa</td>
<td>gaa</td>
</tr>
<tr>
<td>g</td>
<td>gaali</td>
</tr>
<tr>
<td>G, g</td>
<td></td>
</tr>
<tr>
<td>gaali, lugali, muguwa</td>
<td></td>
</tr>
</tbody>
</table>
10.1 Endhawulo yoomwana okukola n'okutulugunhizibwa

Literacy 1
Thematic Question
Mirimo gyangeri ki omwana omuto gyasaani ire okukola mu maka?
Before Reading: Guiding Question
Bwoirayo e ka nga toli musanhufu omuzairewo akukoba atya?
After Reading: In the Text Question
Kiki ekyasanhusa Waiswa?
After Reading: In My Mind Question
Bikolwa ki ebindi byoidhi ebityoboola eidembe lyomwana ebizira mu lugero luno?

Literacy 2
Plan the Story
Kirungu omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

<table>
<thead>
<tr>
<th>Literacy 2</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breaking and Making</strong></td>
<td><strong>Handwriting and Spelling Practice</strong></td>
</tr>
<tr>
<td>gama</td>
<td>G, g</td>
</tr>
<tr>
<td>ga</td>
<td>g</td>
</tr>
<tr>
<td>g</td>
<td>gama</td>
</tr>
</tbody>
</table>

Luguudo, mugugu
10 Endabirira yaabaana

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

okutyoboola lipoota munakuwavu

musanhufu taamu abise

Word Structure Review: Answers

saati saati-ye saatiye

kalaamu kalaamu-ye kalaamuye

Sentence Structure Review: Answers

Oidha kubita.
Mwidha kubita.

Oidha kufuna.
Mwidha kufuna.

Literacy 2

Handwriting and Spelling Assessment

lugali luguudo muguwa
10.1 Endhawulo yoomwana okukola n’okutulugunhizibwa

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 seven year old lifting heavy luggage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</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 80</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 139</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 41-43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olwembo</td>
</tr>
<tr>
<td>Baana bange imwe muwuune enco, muje okusoma. x2</td>
</tr>
<tr>
<td>Ensi weetuuse, eyenda inho abaana abasomi. x2</td>
</tr>
<tr>
<td>Uganda weetuuse, eyenda inho abaana abakozi.</td>
</tr>
</tbody>
</table>

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

Oral Literature

Emirimo gyabaana

**Ekibuuzo ekirungamywa**
Mirimo ki egiyinza okukosa owana?

Lwali lulala, omusomesa weekibiina ekyokibiria yaasomesa abasomi ebigema ku mirimo abaana gyebakola n’engeri yebabakulwusaniamu.

Yasooka yaababuza emirimo beene gyebakola. Abaana baakoba emirimo egy’endhawulo omwali okuja amaadhii, okweya oluya n’enhumba, okunaaza esowaani, n’egindi kamaala.

Omusomesa yamala yaabakoba ati, “Muli baana bampisa nnungi, noolwekyo munkobere kyemwenda abazaire baimwe okubakolera.”

Baakoba bati, “Twenda batuliise bulungi, batugulire ebyokuvaala, batusuze bulungi, batusasulirenga fiizi era batufunirenga n’ebikozebewa byonabyona kwisomero.”

---

**Story Outline**

<table>
<thead>
<tr>
<th><strong>Ekiroghoozo ekikologho</strong></th>
<th>Emirimo gyabaana.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ekiroghoozo ekiwagira 1</strong></td>
<td>Okutulugunia abaana.</td>
</tr>
<tr>
<td><strong>Ekiroghoozo ekiwagira 2</strong></td>
<td>Okwogerwa n’abazaire.</td>
</tr>
</tbody>
</table>
10.1 Endhawulo yoomwana okukola n’okutulugunhizibwa

Oral Literature

Mu kibiina ekyo mwaliimu omwana nga mweraliikirivu inho. Omusomesa bweyamubona, yamweta yaamubuza ekyali kimutuuseku.


Omuzaire yamwebaza era yaamusuubiza obutairamu kukaluubiriza mwana oyo.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ndhaaye</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. Bintu ki abaana byebaakoba byebenda abazaire babakolere?</td>
<td>1. Singa omusomesa tiyaja kwogera na muzaire oyo, ologhooza kiki ekyandiiririire?</td>
</tr>
<tr>
<td>2. Lwaki omwana owundi mu kibiina yali munakuwavu?</td>
<td>2. Ologhooza omuzaire yafuna ki mundhogera yoomusomesa?</td>
</tr>
</tbody>
</table>
10 Endabirira yaabaana

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Bizibu ki ebituuka kubaana bebatuntuza?

Before Reading: Guiding Question
Birime ki byebasinga kulima kukyalo kayimwe?

After Reading: In the Text Question
Musa yali asoma ennaku imeka mu mwezi?

After Reading: In My Mind Question
Ologhooya bbaabba wa Nali yakola ki ng'awuliire ebigema ku Musa?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Day 2

Literacy 1

Word Structure Application

tosware

tobita

toba

to-sware

to-bita

toba-sware

toba-bitा

Literacy 2

Breaking and Making

| jokooni | j |
| j | jo |
| jo | jokooni |

Handwriting and Spelling Practice

J, j

jokooni, kuja, kajira
10.2 Ebiva mu kutulugunhiu owana

Literacy 1
Thematic Question
Naani ayinza okuyamba abaana abatulugunhizibwa?

Before Reading: Guiding Question
Ologhooza kiki ekyatuuka ku Musa ku nkomero y’omwaka?

After Reading: In the Text Question
Lwaki Musa yeeyawula ku Nali?

After Reading: In My Mind Question
Ologhooza okulekera okulumya Musa, kwamuleetera okukola obulungi?

Literacy 2
Plan the Story
Kirungi omusomesa okutegeka olugero Iwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiyya olugero.

Literacy 1
Sentence Structure Application
Tulya eryenvu eryoce.

Tulye eryenvu eryoce.

Tulamusa abavubi abakulu.

Tulamuse abavubi abakulu.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>jambiya</td>
<td>j</td>
</tr>
<tr>
<td>ja</td>
<td>ja</td>
</tr>
<tr>
<td>j</td>
<td>jambiya</td>
</tr>
</tbody>
</table>

J, j

jambiya, lujo, kijiiko
10 Endabirira yaabaana

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

bikaadho          obulumi          yeeyawula
aswaire           mweralikirivu    ennaku

Word Structure Review: Answers

toswaire          to-swaire        tiba-swaire

tobita            to-bita          tiba-bita

Sentence Structure Review: Answers

Tulya eryenvu eryoce.
Tulye eryenvu eryoce.

Tulamusa abavubi abakulu.
Tulamuse abavubi abakulu.

Literacy 2

Handwriting and Spelling Assessment

kuja             lujo            kijiiko
10.2 Ebiva mu kutulugunhia owana

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**

**Nsambo**

Gebajimbira wabulo, waluboga kwakulira.

Amakulu: Amaadhi agakuza obulo n'agakuza n'eisubi erindi.

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

Oral Literature

Okubonaabona kwaleeta eisanhu

**Ekibuuzo ekirungamy'a**
Mirimo ki egikolebwa egaimwe?

**Ekitundu ekisooka**

Eira ghaabaawo omukazi omukaire eyali ni baidhukulube bataanu. Abazaire baabaana bano baali baafa obulwaire bwasiriimu. Omukaire ono yali yasigaza ebyobugaiga byabaanabe abaafa era nga yeesiibira mu kunhwa mwenge.


Emikuzi mingi ng’abinga baidhukulube mu nnhumba baasula ku lulaalo. Ghaliwo olundi abalenzi lwebaasula ku muti. Baliraanwa baibwe, okuba baali mikwano gyabazaire baibwe abaafa, baagemwanga ekisa baawaku abaana abo ekyokulya n’olundi okubasuza.

---

**Story Outline**

**Baakazaanhirizi**
Dhaadha n’abaidhukulu.

**Ekifo olugero ghelwali**
Ghaka.

**Obuzibu obuligho**
Kuyamba baana baamulekwa.
10.2 Ebiva mu kutulugunhia omwana

Oral Literature

Ekibuzo ekibangula obwongo
Ologhooza obulamu bwabaana bano bwali butya mu maiso?

Ekitundu ekyokubiri


Abeekitongole baatwala abaana kwisomero eryokumpi era baabasasulira n’ebisale. Baabagha n’ebintu ebindi byebraali benda. Baabakoba okuba abamalirivu, basobole okwetoola mu bughafu.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>bughafu</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. Abaana abalenzi baakolanga mirimo ki?</td>
<td>1. Ologhooza abaana bano baayendanga inho dhaadha waibwe?</td>
</tr>
<tr>
<td>2. Mmere ki abaghala yebaatolanga mu kibira?</td>
<td>2. Byetaago ki abeekitongole ekiyamba byebaawa abaana bano?</td>
</tr>
</tbody>
</table>

Term 3  Week 5
Day 1

Literacy 1

Thematic Question
Abaana bakola ki okwekuuma mu kyaloyaimwe?

Before Reading: Guiding Question
Kiki ekituuka ku basomi abakoosakoosa?

After Reading: In the Text Question
Mu lugero luno naani ataabita kibiina?

After Reading: In My Mind Question
Owulira otya nga tobise kibiina?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Day 2

Literacy 1

Word Structure Application
nasimba na-simba twa-simba
nakungula na-kungula twa-kungula

Literacy 2

Breaking and Making
kunhiza nh
nhi nhi
nh kunhiza

Handwriting and Spelling Practice
Nh, nh
kunhiza, munha, kunhaanha
10.3 Engeridho sungumamu omwana

Literacy 1
Thematic Question
Bantu k'u abali n'obuvunaanizibwa ku kukuuma abaana?

Before Reading: Guiding Question
Omuzaire yawulira atya nga Namuswa tabise kibiina?

After Reading: In the Text Question
Gwebaatwikira ediguli yali mwidhokuula waani?

After Reading: In My Mind Question
Ologhooza mukwano gwa Taapenensi yawulira atya?

Literacy 2
Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Literacy 1
Sentence Structure Application
Ali kukama wa muliraanwaghe.
Akamira muliraanwaghe.

Ali kukungula wa muliraanwaghe.
Akungulira muliraanwaghe.

Literacy 2
Breaking and Making

<table>
<thead>
<tr>
<th>kunhaanha</th>
<th>nh</th>
</tr>
</thead>
<tbody>
<tr>
<td>nha</td>
<td>nha</td>
</tr>
<tr>
<td>nh</td>
<td>kunhaanha</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Nh, nh

kunhaanha, kinhumo, ekiwunha
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
kulima
lusuku
nkoosa
okusoma
awuuna
amawulire

Word Structure Review: Answers
nasimba	na-simba
twa-simba
nakungula
na-kungula
twa-kungula

Sentence Structure Review: Answers
Ali kukama wa muliraanwaghe.
Akamira muliraanwaghe.

Ali kukungula wa muliraanwaghe.
Akungulira muliraanwaghe.

Literacy 2

Handwriting and Spelling Assessment
munha
kunhiza
ekiwunha
10.3 Engeri dhookuku umamu 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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher talking to a group of learners.</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 80</td>
</tr>
<tr>
<td>- Sample Scheme of Work, page 141</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>- Pages 42-43</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Olwembo</strong></td>
</tr>
<tr>
<td>Suubi suubi suubire, suubire omulimo. x2</td>
</tr>
<tr>
<td>Abaana abasomi beyagala, suubire omulimo bajanga okusoma beyagala,</td>
</tr>
<tr>
<td>Edimasita tumughe ki? Tumughe abasomi.</td>
</tr>
<tr>
<td>Abaana abasomi tubaghe ki? x3</td>
</tr>
<tr>
<td>Tubaghe ebitabo.</td>
</tr>
<tr>
<td>Tubaghe ebikola.</td>
</tr>
</tbody>
</table>

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

Oral Literature

Ekyaviiraku Wakibe okusulanga mu kiswa

Ekibuuzo ekirungamya
Abaana mu maka beetaaga kukuumibwa batya?

Ekitundu ekisooka

Olundi baaja okuyiiga, baagemesa dyadyadya. Wambwa yaabuuza Wakibe ati, “Onaatwalira ki abaanabo?”

Wakibe yamwiramu ati, “Nze kukuwoowa kuno, tombuuza ebyo.”

“Buti banaalya ki?” Wambwa yaabuuza.

“Yeegu ighe onsina ababo obalekeire ani era bali kulya ki?”

“Nze abaana bange mbalekera mukama wange Mundu,” Wambwa yairamu. “Era lwemba nga tifunie kyakulya mukama wange abagha ekyokulya nga zeena bwempiiya, era abakuuma bulungi.”

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baakazaanhirizi</strong></td>
</tr>
<tr>
<td><strong>Ekifo olugero ghelwali</strong></td>
</tr>
<tr>
<td><strong>Obuzibu obuligho</strong></td>
</tr>
</tbody>
</table>
10.3 Engeri dhookukuumamu omwana

Oral Literature

Ekibuuzo ekindanga obwongo
Ologhooza Wambwa ni Wakibe bwebairyo e ka, kiki ekyaairira?

Ekitundu ekukubiri


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>endeka</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 Wambwa ni Wakibe baali baamukwano?</td>
<td>1. Ologhooza lwaki Wambwa yakuumira abaanbe egha Mundu?</td>
</tr>
</tbody>
</table>

Term 3  Week 6
11 Ebipimo

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Tumanha tutya ebiseera?

Before Reading: Guiding Question
Mbaga ki dhebatera okukola mu byalo?

After Reading: In the Text Question
Faliida baamuzala mu mwezi ki?

After Reading: In My Mind Question
Ologhoza abazaire boonaboona bakolera abaana baibwe embaga dhaamazaalibwa?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Day 2

Literacy 1

Word Structure Application
kuzaala  kuzaal-a  kuzaal-isa
kudhuba  kudhub-a  kudhub-isa

Literacy 2

Break ing and Making

Handwriting and Spelling Practice

| duuma | d |
| duu   | duu |
| d     | duuma |

D, d

duuma, kideede, idoodo
11.1 Ebiseera

Literacy 1

Thematic Question
Myezi ki gyebasimbiramu emmere?

Before Reading: Guiding Question
Mirimo ki egisooka okukoolebwa mu nnimiro me-male baasimba emmere?

After Reading: In the Text Question
Baatandiika mu mwezi ki okusimba emmere?

After Reading: In My Mind Question
Oolghooza abalimi nga bamaze okukungula emmere, bakola mirimo ki?

Literacy 2

Plan the Story
Kirungu omusomesa okutegeka olugero Iwasentensi oti i nga bukaali kuba abasombe bayinza okufuna obuzibu mukuyiya olugero.

Literacy 1

Sentence Structure Application
Anhwaku amaadhii.

Anhwakuuku amaadhii.

Alyaku emmere.

Alyakuuku emmere.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>dokolo</td>
<td>d</td>
</tr>
<tr>
<td>do</td>
<td>do</td>
</tr>
<tr>
<td>d</td>
<td>dokolo</td>
</tr>
<tr>
<td>D, d</td>
<td></td>
</tr>
<tr>
<td>dokolo, idebe, daamu</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1

Vocabulary Review
ebiyuzi okudhuba kukungulibwa
Namusebuko Namubonge Namwendwa

Word Structure Review: Answers
kuzaaala kuzaal-a kuzaal-isa
kudhuba kudhub-a kudhub-isa

Sentence Structure Review: Answers
Anhwaku amaadhi.
Anhwakuuku amaadhi.

Alyaku emmere.
Alyakuuku emmere.

Literacy 2

Handwriting and Spelling Assessment
eidoodo daamu idebe
11.1 Ebiseera

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

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</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 142</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>Ekiseera ekiseera ekiseera!</td>
</tr>
<tr>
<td>Buli kintu kikolebwa mu kiseera.</td>
</tr>
<tr>
<td>Abasomi basomera mu kiseera,</td>
</tr>
<tr>
<td>Nabakozi bakolera mu kiseera.</td>
</tr>
</tbody>
</table>

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

Oral Literature

Wakayima ni Wandhovu

**Ekibuuzo ekirungamya**
Ologhooza lwaki kirungi okukola ekintu mu kiseera kyakyo?

**Ekitundu ekisooka**

Baatessa okwegesa abaana baibwe ebyokukola bui lunaku. Baakoba bati olwasaasira baidha kusitukanga saawa ndala banaabe mu maiso, kusaawa eibiri banhwe caayi, me-ni kusaawa eisatu baje mu kereziya basabe.

Okuva olwebbalaza oktuuka olwokutaanu, baali baidha kusitukanga saawa ikumi na ibiri n’ekitundu edheecanco.

Ku saawa endala, babe nga bamaze okunaaba, banhwe caayi ku saawa endala n’ekitundu, obwo-ni baje kwisomero. Bino baabikolanga ng’amaadhi gakaali kutandiika kutoonha.

---

**Story Outline**

<table>
<thead>
<tr>
<th>Baakazaanhirizi</th>
<th>Wandhovu ni Wakayima.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekifo olugero ghelwali</td>
<td>Mu nsiko.</td>
</tr>
<tr>
<td>Obuzibu obuligho</td>
<td>Kukozaesa biseera bulungi.</td>
</tr>
</tbody>
</table>

---

249
Ekibuuzo ekibangula obwongo
Ologhooza amaadhi bwegalitandiika okutoonha, aboomukwano bano balikola mulimo ki?

Ekitundu ekyokubiri

Mu mwezi ogwa Namusebuko nga guwaaku, amaadhi gaatandiika okutoonha. Baagula ensigo yaamaido, duuma, obulo n’ebidhandhaali.


Vocabulary Words

<table>
<thead>
<tr>
<th>okwegesa</th>
<th>amaadhi</th>
<th>Mulyaiva</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Text Questions</td>
<td>In My Mind Questions</td>
<td></td>
</tr>
<tr>
<td>1. Lwaki Wandhovu ni Wakayima baayegesa abaana baibwe ebyokukola?</td>
<td>1. Ologhooza Wandhovu ni Wakayima baaghangelira aghalala?</td>
<td></td>
</tr>
<tr>
<td>2. Abaana baasitukanga saawa imeka mu nnaku edhaakasana?</td>
<td>2. Ologhooza baaterekanga gha emmere yebaakungula?</td>
<td></td>
</tr>
</tbody>
</table>

Term 3  Week 7
11 Ebipimo

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Tukoza ki okupima ebintu ebyendhawulo?

Before Reading: Guiding Question
Bintu ki ebikolebwa mu masomero mulusoma olusooka?

After Reading: In the Text Question
Omusomesa atwala ebyemizaanho yatuma ki abaana?

After Reading: In My Mind Question
Ologhooza enkondo dhoonadhoona abaana dhebaaleeta baadhikoza?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application
kupima          ku-pim-a          mu-pim-i
kufumba         ku-fumb-a         mu-fumb-i

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>vuga</td>
<td>V, v</td>
</tr>
<tr>
<td>vu</td>
<td>vu</td>
</tr>
<tr>
<td>v</td>
<td>vuga, buveera, endhovu</td>
</tr>
</tbody>
</table>
11.2 Ebikozesebwa mu kupima

Literacy 1

Thematic Question
Tukoza esa ki okupima ebiuntu ebyenhawulo?

Before Reading: Guiding Question
Bwoba nga tokozeisa minzaani bintu ki ebya buliidho byosobola
okukozesa okupima sukaali oba thumbi?

After Reading: In the Text Question
Omukulu weisomero iyaba Nali yali muki?

After Reading: In My Mind Question
Ologhooza lwaki abaana abandi tibaafuna birabo?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasonensi oti ina nga
bukaali kuba abasimbe bayinza okufuna obuzibu mukuyiilia
olugero.

(1)

Literacy 1

Sentence Structure Application
Maama aja kuumba.

Maama mufumbi.

Bbaabba aja kupima.

Bbaabba Mupimi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>veeviti</td>
</tr>
<tr>
<td>vee</td>
</tr>
<tr>
<td>v</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

V, v

veeviti, kuva, envuluga
11 Ebipimo

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
abaajuniya namba firimbi
omusimbuzi enkondo olukoba

Word Structure Review: Answers
kupima ku-pim-a mu-pim-i
kufumba ku-fumb-a mu-fumb-i

Sentence Structure Review: Answers
Maama aja kufumba.
Maama mufumbi.
Bbaabba aja kupima.
Bbaabba mupimi.

Literacy 2

Handwriting and Spelling Assessment
buveera endhovu envuluga
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 market setting with many items labelled with different units of measure such as litres, metres and kilograms.

**Model News Story**

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.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 81</td>
<td>• Pages 44-47</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 143</td>
<td></td>
</tr>
</tbody>
</table>

**Traditional Text**

**Ndikizo**

Enkembo ensaadha ekoba eti;
Mulye kiro kiro.
Enkembo enkazi yairamu eti;
Waafu waafu.
Eisonsole iyakoba liti;
Miita, miita.
Eikere kikoba kiti;
Tigali'kala, tigali'kala!
Akleenge kairamu kati, nhwa, nhwa.

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

Oral Literature

Ebpimbo ebituufu byamanhisa Wankoko

Ekibuuzo ekirungamya
Bintu ki ebipimibwa nga bitundibwa mwiduuka?

Ekitundu ekisooka
Ku kyalro Bubogo, kwaliku omusaadha gwebaayetanga Wankoko. Omusaadha ono yali mukozi
inho. Yakolanga emirimo kamaala ng’okutunga engoye, okutunda eيدuuka, n’okugula eibirme.

Wankoko yatunganga engoye ng’ajiira kubipimo ebituufu ng’akoizesa olukoba, olugoye lwatuuka
bulungi omuntu aluvaire. Ekyokuboneraku ni suuti yeyatungira Kighemba, n’eiganduula
iyomwawule Waikoova. Abantu baabyegomba inho olwengeri yeyabitungamu obulungi.

Mwiduuka lya Mwami Wankoko, abantu abasinga bungi mwebaagulanga sukaali, omutyere,
bwito, n’amafuta kubanga yali ni minzaani epima mu kiro. Amafuta ni bwito, yabipimanga mu
bwendo oba mu nthupa, okusinziira ku bungi omugzi bweyayendanga. Yabanga n’olukoba
lweyapimisanga engoye era nga lupima mu miita.

Story Outline

Baakazaanhirizi
Wankoko, Wambaati, Iseekooko ni Kighemba.

Ekifo olugero ghelwali
Ku kyalro Bubogo.

Obuzibu obuligho
Kukozaesa bipimo bikalamu.
Ekibuuzo ekbangula obwongo
Ologhooza okukozeza ebipimo ebikalamu kinaayamba kitya Wankoko?

Ekitundu ekyokubiri


Yaatakulanga buli ghantu ng’eno bwalonda. Okuva kwolwo, Wankoko akolyoka bwalangirira byatunda.

Vocabulary Words

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>milita</td>
<td>waafu</td>
<td>bwataanu</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 eyali omutanzi w’eiduuka?</td>
<td>1. Ologhooza lwaki iseekoko yayaandhuluza eiganduula?</td>
</tr>
<tr>
<td>2. Lwaki Wambaati yayenda inho bagule ebintu egha Wankoko?</td>
<td>2. Ngeri ki edhindi dhetuyinza okukozeza okupima ebintu dhetutoogeireeku mu lugero luno?</td>
</tr>
</tbody>
</table>

Term 3 Week 8
11 Ebipimo

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Maina ki ag’ekikula kyebintu goidhi?

Before Reading: Guiding Question
Bwemuba musoma ku kupima mukoza ki?

After Reading: In the Text Question
Omusomesa w’ekibiina ekyokubiri yali naani?

After Reading: In My Mind Question
Ologhoza abaana baalaghooza kuki ng’omusomesa abakobeire kyebaali baja okusomaku?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiyya olugero.

Day 2

Literacy 1

Word Structure Application
dhaadha  dhaadha-ghe  dhaadhaaghe
musaadha  musaadha-ghe  musaadhaaghe

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ηαλι</td>
<td>η</td>
</tr>
<tr>
<td>ηαα</td>
<td>ηαα</td>
</tr>
<tr>
<td>η</td>
<td>ηαλι</td>
</tr>
</tbody>
</table>

ŋ, ŋ
ŋαλι, ɪŋααŋα, kuŋoolα

Term 3  Week 9
11.3 Enkula yeebintu

11.3.1 Literacy 1 and 2

Day 3

Literacy 1
Thematic Question
Ekintu ekyensonda eisatu bakyeta batya?

Before Reading: Guiding Question
Bwemuba muja okuwumba ebintu mukoza ki?

After Reading: In the Text Question
Omusomesa yatuma ki abaana?

After Reading: In My Mind Question
Abaana bwebaamala okuwumba ebintu ebyo baabitwala gha?

Literacy 2
Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Day 4

Literacy 1
Sentence Structure Application
Ayenda muliraanwa.
Ayenda muliraanwaghe.
Ayenda mukozi.
Ayenda mukozighe.

Handwriting and Spelling Practice
η, ḥ
ηoola, kuṇooqa, aŋoire
11 Ebipimo

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

bwagaagavu  byetoolooovu  ebikunsu

obuzito  fuuti  kupima

Word Structure Review: Answers

dhaadha  dhaadha-ghe  dhaadhaaghe

musaadha  musaadha-ghe  musaadhaaghe

Sentence Structure Review: Answers

Ayenda muliraanwa.

Ayenda muliraanwaghe.

Ayenda mukozi.

Ayenda mukozighe.

Literacy 2

Handwriting and Spelling Assessment

iŋaŋa  kuŋoola  kuŋoonja
11.3 Enkula yeebintu

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 decorating a hospital.</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 144</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 45-47</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kikwate</td>
</tr>
<tr>
<td>Ekyendhuyi eina, sukweya.</td>
</tr>
<tr>
<td>Ekyendhuyi eisatu, tulayango.</td>
</tr>
<tr>
<td>Ekyetooloovu, saako.</td>
</tr>
</tbody>
</table>

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

Oral Literature

Ebitu n’endhuyi dhaabyo

Ekibuzo ekirungamya
Maina gaabintu ki ebyendhuyi edhendhawulo goidhi?

Lwali lulala, mu kibiina, ek yokubiri omusomesa yaakobera abaana ati aja kubasomesa kunkula yeebintu ebyendhawulo. Yatandiikira kubintu ebiri nendhuyi eina edhaagayaga, yaizaaku ebyendhuyi eisatu oti sumbuusa, yaizaaku ebyendhuyi eina aye ng’eibiri dhaagayaga n’edhindi ebiri dhoona nga dhaagayaga.

Olwamala yakoba abasomi okumukoberaku ebintu ebitonde n’ebitali bitonde ebiri n’endhuyi edhendhawulo, ng’edho dheyabakoberaku. Abasomi baamukobera ebintu bingi era ebindi kubyo ni bino: omuthungwa, omupiira, omugaati, eitafaali, ebinusu, meeza, foomu, endhuba, n’omwezi.

Bwebaamala okumukobera ebyo, yabakoba baje mu luya olweisomero bafuneyo ku bintu ebyendhuyi ng’edho dhebaayogeraku babireete. Abasomi baaja baaleeta ebintu bino: amabaale, ebibbookisi, amatafaali, sumbuusa, emipiira, omugaati, amathupa, ebikeye, n’ebikopo.

---

**Story Outline**

<table>
<thead>
<tr>
<th>Ekiroghoozo ekikologho</th>
<th>Enkula y’ebintu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekiroghoozo ekiwagira 1</td>
<td>Kusomesa.</td>
</tr>
<tr>
<td>Ekiroghoozo ekiwagira 2</td>
<td>Kuwumba.</td>
</tr>
</tbody>
</table>
11.3 Enkula yeebintu

Oral Literature

Yabakoba okuleeta eitosi lyabwe lyebaali batereike emiyandhu, batandiike okuwumba enkula y’ebintu ebyendhui edhendhawulo. Yabagabamu ebikunsu nga buli kikunsu kiri n’okuwumba enkula y’ebintu byebaali nabyo. Yabakoba okuwumba ebintu ebyo byebaali basoloiza okuva ku luya. Bwebaamala okutegeka ebintu byebawumba, mu bika byendhui dhaabyo, okugeza ng’emipiira ghalala, amatafaali ghalala, sumbuusa ghalala, emithungwa ghalala, n’ebindi byona bityo.

Oluvainhuma, omusomesa yabagabira buli muntu ekintu kiral ka kwebyo byebaawumba. Abasomi baasanhuka inho era baabitwala eghaibwe.

Vocabulary Words

eitosi                endhuba                ebyendhuiy

In the Text Questions

1. Kintu ki ekyendhuiy eisatu kyeboogeireku mu lugero luno?
2. Emeeza eba n’endhuiy imeka?

In My Mind Questions

1. Ng’otoireku eitosi, kintu ki ekindi kyetuyinza okukozesa okuwumba ebintu ebyo?
2. Ologhooza omusomesa bweyagabira abasomi ebintu byaibwe, baabikoza ki?
12 Okwesanhusa, ebinhumo, n’eigandaalo

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Binhumo ki ebiba kwisomero?

Before Reading: Guiding Question
Bivuga ki byoidhi?

After Reading: In the Text Question
Naani eyakola musokolome?

After Reading: In My Mind Question
Ologhooza Babi yayegesaaku baine okukuba ebivuga?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Day 2

Literacy 1

Word Structure Application

<table>
<thead>
<tr>
<th>luya</th>
<th>mwene-luya</th>
<th>mweneluya</th>
</tr>
</thead>
<tbody>
<tr>
<td>lipoota</td>
<td>mwene-lipoota</td>
<td>mwenelipoota</td>
</tr>
</tbody>
</table>

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>bbaabba</th>
<th>bb</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bb</td>
<td>bbaa</td>
<td>Bb, bb</td>
</tr>
<tr>
<td>bb</td>
<td>bbaabba</td>
<td>bbaabba, bbomu, okubbonza</td>
</tr>
</tbody>
</table>
12.1 Ebyokwesanhusa e ka ni kwisomero

Literacy 1

Thematic Question
Binhumo ki ebikolebwa ghaka byoidhi?

Before Reading: Guiding Question
Muntu wa mpisa ki gwetwanditwaire ng'ek yokuboneraku?

After Reading: In the Text Question
Isomo ki Babi lyaidhi einho mu kibiina?

After Reading: In My Mind Question
Ologhooza Babi bweyamala okusoma yakola mulimo ki?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiiya olugero.

Literacy 1

Sentence Structure Application
Mutabani wa songa.

Batabani ba songa.

Bbaabba wa Babi.

Bbbaabba ba Babi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>bbokesi bb</td>
<td>Bb, bb</td>
</tr>
<tr>
<td>bbo</td>
<td>bbo</td>
</tr>
<tr>
<td>bb</td>
<td>bb</td>
</tr>
<tr>
<td>bbokesi, bbooda, bbaluuni</td>
<td></td>
</tr>
</tbody>
</table>

Day 3

Day 4

264
12 Okwesanhusa, ebinhumo, n'eigandaalo

**Literacy 1 and 2**

**Day 5**

**Literacy 1**

**Vocabulary Review**

kisaaghe  
kadenge  
engoma

omupira  
ebivuga  
okukuba

**Word Structure Review: Answers**

luya  
mwene-luya  
mweneluya

lipoota  
mwene-lipoota  
mwenelipoota

**Sentence Structure Review: Answers**

Mutabani wa Songa.

Batabani ba Songa.

Bbaabba wa Babi.

Babbaabba ba Babi.

**Literacy 2**

**Handwriting and Spelling Assessment**

bbooda  
bbomu  
bbaluuni
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>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 82</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 145</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 48-50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nsambo</td>
</tr>
<tr>
<td>Obutasoma buluma bukulu.</td>
</tr>
<tr>
<td>Amakulu: Omuntu agayaahirira okusoma nga muto, yeidhusa mubukulu nga tikikaasoboka.</td>
</tr>
</tbody>
</table>

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

Isaabirye afuuka omwembi

Ekibuuzo ekirungamya
Binhumo ki ebitera okuba ku mikolo egyembaga?

Ekitundu ekisooka

Ebivuga bingi inho ebyakubibwa kwolwo, nga n’ebindi tabiwulirangaku. Ekyasinga kumwewuunhisa n’entongooli eyenkoba ennhingi. Isaabirye yali musanhufo inho olwokubona abantu nga basansaga amakina ate nga basanhufo.

Isaabirye yanhimirwa, yeerabira nga n’obwire buzibye. Baamufunira aghookusula, aye tiyatenduka, anti obwire bwonabwona yali mukwega kukuba bivuga ebyo.

---

Story Outline

**Baakazaanhirizi**
Isaabirye ni Kasuwa.

**Ekifo olugero ghelwali**
Mu maka ga Kasuwa.

**Obuzibu obulicho**
Kwega kukuba bivuga.
Ekibuuzo ekiibangula obwongo
Ologhooza lwaki Isabirye yayenda okwega okukuba ebivuga ebyo?

Ekitundu ekyokubiri
Bbaabba wa Kasuwa bweyaira e ka, Kasuwa yaamwandhulira omugeni. Yamusangaalira inho, yaamubuuza yaava ni yebamuzaala. Yaja okumukobera, nga n’omwami Dhigobye yebaasomanga naye mu pulaimale.

Omwami ono, yasanhukira Isabirye era yaamwegeresa ebintu kamaala. Yamwegeza okufuugha endere, yaamugerera obugero, yaamwegeza n’okukuba entongooli. Isabirye yabuusza emigaso gyebivuga bino okuba nabyo mu maka ebizira ghaibwe.

Baamukobera bati ebivuga bireeta emikwano, okwesanhusaamu, okuwuumuliraku n’okuzaanhsia.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebivuga</td>
</tr>
<tr>
<td><strong>In the Text Questions</strong></td>
</tr>
<tr>
<td>1. Mukwano gwa Isabirye baali bamweta ani?</td>
</tr>
<tr>
<td>2. Kivuga ki ekyasinga kwewuunhisa Isabirye?</td>
</tr>
</tbody>
</table>

Term 3    Week 10
12 Okwesanhusa, ebinhumo, n’eigandaalo

**Literacy 1 and 2**

**Day 1**

**Literacy 1**

**Thematic Question**
Mikolo ki egyobughangwa egikolebwa mu kyało kyaimwe?

**Before Reading: Guiding Question**
Mirimo ki gyemukola mu kiwuumulo?

**After Reading: In the Text Question**
Nnaku ki abakozi ba gavumenti n’abantu abandi dhebatakoleraku mirimo?

**After Reading: In My Mind Question**
Ologhooza Babi yeetaba mu mikolo ki bweyaja egha dhaadhaaghe?

**Literacy 2**

**Plan the Story**
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

**Day 2**

**Literacy 1**

**Word Structure Application**

<table>
<thead>
<tr>
<th>Word</th>
<th>Stressed</th>
<th>Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>waja</td>
<td>wa-ja</td>
<td>mwa-ja</td>
</tr>
<tr>
<td>wakina</td>
<td>wa-kina</td>
<td>mwa-kina</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>thumbi</td>
<td>Th, th</td>
</tr>
<tr>
<td>thu</td>
<td>thu</td>
</tr>
<tr>
<td>th</td>
<td>thmbi, kuthipa, kutheitha</td>
</tr>
</tbody>
</table>
Literacy 1

Thematic Question
Mikolo ki egyobughangwa gyewali wetabyemuuku?

Before Reading: Guiding Question
Nibaani abaali n’abalongo ghaka?

After Reading: In the Text Question
Abalongo babatuuma maina ki?

After Reading: In My Mind Question
Ologhooza mikolo ki egyobughangwa egitoogeirwaku?

Literacy 2

Plan the Story
Kirungi omusomesa okutegeka olugero lwasentensi oti ina nga bukaali kuba abasomibe bayinza okufuna obuzibu mukuyiya olugero.

Literacy 1

Sentence Structure Application
Bate ali kuleta ikoneroalye.

Bate ali kuleta makoneroge.

Nali ali kumira ikerendalye.

Nali ali kumira makerendage.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooka c</td>
<td>C, c</td>
</tr>
<tr>
<td>coo coo</td>
<td>cooka, caayi, kuceerewa</td>
</tr>
</tbody>
</table>
Literacy 1

Vocabulary Review
sekuukulu       abalimi       baayembanga
yidi            ameefuga      abalongo

Word Structure Review: Answers
waja            wa-ja         mwa-ja
wakina          wa-kina       mwa-kina

Sentence Structure Review: Answers
Bate ali kuleeta ikoneroLyhe.
Bate ali kuleeta makoneroge.
Nali ali kumira ikerendalyhe.
Nali ali kumira makerendage.

Literacy 2

Handwriting and Spelling Assessment
thumbi          cooka         kuthipa
12.2 Ebinhumo ebigema ku bughangwa

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 at a ceremony watching a traditional dance.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 82</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 146</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 48-50</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Olwembo**

Olwaleero tuli n’eisanhu, olwaleero tusagamba. x2
Naabaana tusagamba, olwaleero tusagamba. x2
Naabasomesa tusagamba, olwaleero tusagamba. x2
Naabazaire tusagamba, olwaleero tusagamba. x2

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
12 Okwesanhusa, ebihumo, n’eigandaalo

Oral Literature

Olunaku Iwabazaire

Ekibuuzo ekirungamya
Biki ebikolebwa ku lunaku Iwabazaire?

Ekitundu ekisooka
Lwali lula la mwisomero irala erya pulaimaale omukulu w’eisomero yaatyama ni basomesa baine. Baateesa okuba n’olunaku Iwabazaire. Baateesa kubyokukola, baisania bati baidha kwemba ennhembo edhoolusoga lulalahulala buli kibiina n’amakina.

Ekyo bwekyawa, baateesa ku bageni bebanaayeta ku lunaku olwo. Baasalawo okweta akulira ebyendhegeresa ng’omugenii omukuku. Mubageni abandi n’omwali abaakakikko akafuga eisomero, oweigoloza, akulira abakulu baamasomero, n’abazaire boonaboona.

Oluvainhuma baateesa kubyokulya, baisania bati baidha kufumba amatooke, omutyere, emmamba eyente, n’enkoko.

Bwebamala ebyo, baasalawo okuja okweyazikwa engoma, emigaabe, endere, enkwazhi n’ensaasi, ebyokukozesa mukwemba.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baakazaanhirizi</strong></td>
</tr>
<tr>
<td>Abasomisa n’abaana.</td>
</tr>
<tr>
<td><strong>Ekifo olugero ghelwali</strong></td>
</tr>
<tr>
<td>Kwisomero.</td>
</tr>
<tr>
<td><strong>Obuzibu obuligho</strong></td>
</tr>
<tr>
<td>Kutegeka lunaku Iwabazaire.</td>
</tr>
</tbody>
</table>
12.2 Ebinhumo ebigema ku bughangwa

**Oral Literature**

---

**Ekibuuzo ekibangula obwongo**
Ologhooza baateekateeka batya olunaku olwo okunhumira abazaire?

---

**Ekitundu ekyokubiri**
Bwebaafuna ebyokukozaesa, buli musomesa yatandiika okwegesa abasomi beekibiinakye ebyokukola. Omusomesa, weekibiina ekyokubiri yakoba abasomi ati baja kwemba lwemba lwakufulumya balongo n’amakina gaaku.

Yakoba abasomi okunoonia ebyokukozaesa omwali amabombo, ensimbi, n’ebiibo. Baatandiika okwegezaamu, baayemba, baakina nga bwebakuba n’emizira.


Abantu baasanhuka, baabagha sente nnhingi. Omukulu w’ebyendhegeresa yabagha emitwalo ikumi. Yamala yaakoba omukulu w’eisomero afune olunaku atwale omusomesa oyo mu woofiisiye amughe ekirabo ekimujaamu.

Yakoba abazaire okukuuma obulungu abaana mu kivuwumulo, batatambulatambula mu kyaloo, wabula babaegese emirimo egigasa.

---

**Vocabulary Words**

<table>
<thead>
<tr>
<th>enkwanzi</th>
<th>amabombo</th>
<th>ensimbi</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Lwaki omukulu w’esisomero naabasomesa baatyama mu lukiiko?
2. Mmere ki gyebateesa okufumba ku lunaku olwomukolo?

**In My Mind Questions**

1. Ologhooza omusomesa ow’ekyokubiri yafuna kirabo ki?
2. Ologhooza sente dhebaagha ab’ekyokubiri baadhikozaesa ki?

---

**Term 3  Week 11**
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.
Appendices
### Term 1 Lesson Topic

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contrast prefix <strong>mu-</strong> with <strong>ba-</strong> to form singular/plural of nouns</td>
</tr>
<tr>
<td>2</td>
<td>Contrast prefix <strong>ki-</strong> with <strong>ka-</strong> to show normal size/smallness of nouns</td>
</tr>
<tr>
<td>3</td>
<td>Contrast infinitive marker <strong>ku-</strong> with prefix <strong>a-</strong> to form third person singular present tense</td>
</tr>
<tr>
<td>4</td>
<td>Contrast prefix <strong>ka-</strong> with <strong>bu-</strong> to form singular/plural of nouns</td>
</tr>
<tr>
<td>5</td>
<td>Contrast infinitive marker <strong>ku-</strong> and prefix <strong>a-</strong> to form second person singular present tense</td>
</tr>
<tr>
<td>6</td>
<td>Compare prefixes <strong>n-</strong> with <strong>ti-</strong> to show positive and negative verb forms first person singular, simple present tense</td>
</tr>
<tr>
<td>7</td>
<td>Contrast prefix <strong>mu-</strong> with <strong>mi-</strong> to form singular/plural forms of nouns</td>
</tr>
<tr>
<td>8</td>
<td>Contrast verb prefix <strong>o-</strong> with <strong>mu-</strong> to form singular/plural of second person, simple present</td>
</tr>
<tr>
<td>9</td>
<td>Using prefix <strong>Bu-</strong> with <strong>Lu-</strong> to contrast area and language spoken</td>
</tr>
<tr>
<td>10</td>
<td>Compare prefix <strong>i-</strong> with <strong>ma-</strong> to form singular/plural forms of noun</td>
</tr>
<tr>
<td>11</td>
<td>Compare prefix <strong>gu-</strong> with <strong>ga-</strong> to form singular/plural forms of nouns</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>Add pre-prefix <strong>a-</strong> to any noun class prefix to restrict the focus to a particular noun</td>
</tr>
<tr>
<td>2</td>
<td>Compare prefix <strong>ki-</strong> with <strong>bi-</strong> to show singular/plural forms of noun</td>
</tr>
<tr>
<td>3</td>
<td>Add pre-prefix <strong>o-</strong> to any noun class prefix to restrict the focus to a particular noun</td>
</tr>
<tr>
<td>4</td>
<td>Add suffix <strong>-ku</strong> to a verb to show an act as occasional, incomplete or occurring ‘on something’ (<strong>batunga/batungaku</strong>)</td>
</tr>
<tr>
<td>5</td>
<td>Add prefix <strong>na-</strong> to a third person singular present simple tense verb to form near future tense of verbs (<strong>abaadha/naabaadha</strong>)</td>
</tr>
<tr>
<td>6</td>
<td>Add infix <strong>-di-</strong> to to form far future tense verbs</td>
</tr>
<tr>
<td>7</td>
<td>Add suffix <strong>-yo</strong> to a noun to show possessive form of second person</td>
</tr>
<tr>
<td>8</td>
<td>Compare prefix <strong>lu-</strong> with <strong>n-</strong> to show singular/plural forms of nouns</td>
</tr>
<tr>
<td>9</td>
<td>Contrast prefix <strong>a-</strong> with <strong>ta-</strong>, positive and negative forms of third person singular verbs</td>
</tr>
<tr>
<td>10</td>
<td>Add infix <strong>-bw-</strong> to show the passive form of verbs</td>
</tr>
<tr>
<td>11</td>
<td>Add infix <strong>-a-</strong> to form the narrative tense</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>Contrast prefix <strong>n-</strong> with <strong>a-</strong> first person pronouns and third person pronouns in simple verbs</td>
</tr>
<tr>
<td>2</td>
<td>Contrast relative markers <strong>ke-</strong> with <strong>-bwe-</strong> in first person singular/plural</td>
</tr>
<tr>
<td>3</td>
<td>Add the prefix <strong>gha-</strong> to a noun to specify closeness</td>
</tr>
<tr>
<td>4</td>
<td>Add suffix <strong>-ye</strong> to a noun to show possessive form of second person</td>
</tr>
<tr>
<td>5</td>
<td>Contrast prefix <strong>to-</strong> (representing negative form of third person singular, present simple) with prefix <strong>tlaa-</strong> (representing negative form of third person plural present simple)</td>
</tr>
<tr>
<td>6</td>
<td>Relace prefix <strong>na-</strong> with <strong>two-</strong> to form singular/plural of first person past tense</td>
</tr>
<tr>
<td>7</td>
<td>Contrast verb suffix <strong>-a</strong> with infix <strong>-is-</strong> to form the causative form of the verb</td>
</tr>
<tr>
<td>8</td>
<td>Contrast verb prefix <strong>ku-</strong> (representing the infinitiv marker) with prefix <strong>mu-</strong>, AND Contrast suffix <strong>-a</strong> with <strong>-i</strong> to derivate a noun from a verb</td>
</tr>
<tr>
<td>9</td>
<td>Add suffix <strong>-gha-</strong> to show the possessive form in third person singular</td>
</tr>
<tr>
<td>10</td>
<td>Form compound nouns by combining the noun <strong>mwene-</strong> with an other noun</td>
</tr>
<tr>
<td>11</td>
<td>Contrasting prefixes <strong>wo-</strong> with <strong>mwo-</strong> to show singular/plural second person plural, simple past)</td>
</tr>
</tbody>
</table>
**Term 1**  |  **Lesson Topic**
--- | ---
Week 1 | Contrast prefix *mu-* with *ba-* to form sentences with singular/plural forms of nouns
Week 2 | Form a question from a statement
Week 3 | Contrast *a-* with *ba-* to show singular/plural in 3rd person present simple
Week 4 | Form a question from a statement
Week 5 | Add 'inho' to show intensity of an event or activity
Week 6 | Contrast *mw-* with *ba-* to form sentences with singular/plural forms of nouns
Week 7 | Show changes of possessive pronouns from first person singular to first person plural
Week 8 | Contrast first person singular, present simple and third person singular, present simple
Week 9 | Contrast affirmative sentences with negative sentences
Week 10 | Giving a negative answer to a question
Week 11 | Contrast third person singular sentences in present tense and past tense

**Term 2**  |  **Lesson Topic**
--- | ---
Week 1 | Contrast demonstrative pronouns in singular and plural *eno* and *eyo*
Week 2 | Contrast a question with a negative answer
Week 3 | Contrast demonstrative pronouns in affirmative and negative forms *eriyo* and *ezira*
Week 4 | Add suffix *-ku* to a verb to show an act as occasional, incomplete or occurring 'on something'
Week 5 | Add prefix *na-* to a verb to form near future tense
Week 6 | Contrast first person singular present simple with first person plural present simple
Week 7 | Add suffix *-yo* to a noun to show possessive form in second person
Week 8 | Contrast first person singular, present tense with first person plural, present tense
Week 9 | Contrast second person singular, present simple positive and negative forms
Week 10 | Contrast active and passive verb forms by adding the infix *-ibw-
Week 11 | Contrast singular and plural forms of demonstrative pronouns *lino* and *eryo*

**Term 3**  |  **Lesson Topic**
--- | ---
Week 1 | Contrast prefix *mmu-* with *mba-* to show singular/plural forms of nouns
Week 2 | Contrast the prefix *mu-* with *mi* to show singular/plural forms of nouns
Week 3 | Add the locative marker *-mu* to a noun to express "on top of something"
Week 4 | Contrast the verb prefixes *o-* with *mu-* to show singular/plural of second person near future
Week 5 | Contrast verb prefix *tu-a* (representing third person plural present simple) with verb prefix *tu-e* (representing third person plural present simple) to form the subjunctive
Week 6 | Contrast verb prefix *-a* with verb infix *-ir-* to form applicative form of verbs (doing something for somebody)
Week 7 | Contrast verb suffix *-ku* with *-kuuku* to show the difference between doing something occasionally or incomplete and doing something repeatedly or professionally
Week 8 | Contrast verb prefix *ku-* (representing the infinitive marker) with the prefix *mu-*; AND Contrast suffix *-a* with the suffix *-t* to derive a noun from a verb
Week 9 | Contrast singular form of nouns with the possessive forms by adding the suffix *-ghe*
Week 10 | Use subject markers of noun classes in agreement with associative markers
Week 11 | Replacing the possessive suffix *-lye* with *-ge* on an i initial noun to show third person plural
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.
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.

![The 4 Lines to Guide Handwriting](image)

**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 Lusoga Literacy Terms

<table>
<thead>
<tr>
<th>English</th>
<th>Lusoga</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY 1</td>
<td></td>
</tr>
<tr>
<td>adjective</td>
<td>ekipambo ekintongola eriina</td>
</tr>
<tr>
<td>adverb</td>
<td>ekipambo ekintongola ekikolwa</td>
</tr>
<tr>
<td>application (for word and</td>
<td>enkozea y'ebigambo (mu nzimba y'ebigambo ni sentensi)</td>
</tr>
<tr>
<td>sentence structure)</td>
<td></td>
</tr>
<tr>
<td>assessing (learners) (v)</td>
<td>okukwebera abasomi</td>
</tr>
<tr>
<td>beat the Word</td>
<td>kumenha bigambo mu nkenga dhaabyo</td>
</tr>
<tr>
<td>blending (v)</td>
<td>okugaita enkenga okusobola okwátula ekipambo obulungi</td>
</tr>
<tr>
<td>breaking and making</td>
<td>okumenha ekipambo mu nhuguta edhikizimba</td>
</tr>
<tr>
<td>consonant</td>
<td>nhuguta ensirikirivu</td>
</tr>
<tr>
<td>context clues</td>
<td>ebigambo, binkwekula makulu</td>
</tr>
<tr>
<td>decoding (v)</td>
<td>okutoolamu amakulu mu kyogeirwa oba ekigandiikiibwa</td>
</tr>
<tr>
<td>I do, We do, You do.</td>
<td>nkola, tukola, okola (ngeri yaakusomesaamu basomi)</td>
</tr>
<tr>
<td>In My Mind Question</td>
<td>ekibuzo ekireetera omusomi okulghooza</td>
</tr>
<tr>
<td>In the Text Question</td>
<td>ekibuzo ekyetaaga omusomi okukiiramu ng’asinsziira ku byawuliire oba byasomye</td>
</tr>
<tr>
<td>letter</td>
<td>nhuguta</td>
</tr>
<tr>
<td>meaningful (part of the</td>
<td>ekitundu kyekipambo ekipa amakulu</td>
</tr>
<tr>
<td>word)</td>
<td></td>
</tr>
<tr>
<td>noun</td>
<td>ekipambo ekiraga eriina</td>
</tr>
<tr>
<td>object</td>
<td>ekitundu kya sentesi ekyesigamwaku</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>kuteebereza</td>
</tr>
<tr>
<td>prediction</td>
<td>enteebereza</td>
</tr>
<tr>
<td>prefix (of a word)</td>
<td>enkenga ekulembera enkolo y’ekipambo</td>
</tr>
<tr>
<td>pronoun</td>
<td>ekipambo ekikozesebewa mukifo ky’eriina</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>okukoba olugero otuuyiye oba otuufu ng’oidhukira</td>
</tr>
<tr>
<td>reviewing (v)</td>
<td>okwiraamu okwetegereza ekyogeirwa oba ekigandiikiibwa</td>
</tr>
<tr>
<td>root (of the word)</td>
<td>enkolo y’ekipambo</td>
</tr>
<tr>
<td>segmenting (v)</td>
<td>okukutula mu kigambo</td>
</tr>
<tr>
<td>sentence</td>
<td>sentensi</td>
</tr>
<tr>
<td>sentence structure</td>
<td>enzimba ya sentensi</td>
</tr>
<tr>
<td>sound</td>
<td>eiroboozi oba ennuuma</td>
</tr>
<tr>
<td>story</td>
<td>olugero oba olufumo</td>
</tr>
<tr>
<td>subject</td>
<td>ekitundu ekitulu eka sentensi</td>
</tr>
<tr>
<td>sub-theme</td>
<td>akabondwe</td>
</tr>
</tbody>
</table>

283
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>suffix (of a word)</td>
<td>enkenga egaitibwa kunkomerero y’enkolo yekigambo</td>
</tr>
<tr>
<td>syllable</td>
<td>enkenga</td>
</tr>
<tr>
<td>tense (of a verb)</td>
<td>ebiseera byekikolwa</td>
</tr>
<tr>
<td>Thematic Question</td>
<td>ekibuuzo ekiri ku mulamwa</td>
</tr>
<tr>
<td>theme</td>
<td>omulamwa</td>
</tr>
<tr>
<td>verb</td>
<td>ekigambo ekiraga ekikolwa</td>
</tr>
<tr>
<td>vowel</td>
<td>enhuguta endhatuza</td>
</tr>
<tr>
<td>word</td>
<td>ekigambo</td>
</tr>
<tr>
<td>word exploration</td>
<td>okukozaesa ekigambo mu ngeri etali ndala</td>
</tr>
<tr>
<td>word structure</td>
<td>enzimba y’ekigambo</td>
</tr>
<tr>
<td>Literacy 2</td>
<td></td>
</tr>
<tr>
<td>action (plot)</td>
<td>ekizibu oba obuzibu obwolekeibwa mu lugero oba mu mboozi</td>
</tr>
<tr>
<td>alphabetical order</td>
<td>ensegeka ya walifu enkalamu</td>
</tr>
<tr>
<td>baseline</td>
<td>omusiitale ogutamakku enhuguta</td>
</tr>
<tr>
<td>bottom line</td>
<td>omusiitale ogutamakku enhuguta edhibaaku obukonda (emikira)</td>
</tr>
<tr>
<td>centre line</td>
<td>omusiitale ogwaghagati</td>
</tr>
<tr>
<td>comma</td>
<td>akawumuzamu(,)</td>
</tr>
<tr>
<td>exclamation mark</td>
<td>akeewuunhia (!)</td>
</tr>
<tr>
<td>full stop</td>
<td>akakanza (.)</td>
</tr>
<tr>
<td>handwriting (n)</td>
<td>eisomo ery’okwegesa abasomi okughandiika enhuguta obukalamu</td>
</tr>
<tr>
<td>handwriting (v)</td>
<td>okughandiika enhuguta obukalamu</td>
</tr>
<tr>
<td>handwriting guidelines</td>
<td>emisiitale egiyamba okughandiika enhuguta obukalamu</td>
</tr>
<tr>
<td>learning journal</td>
<td>ekitabo omusomesa mwaghandii ka byayeze m’nsomesa y’olunaku</td>
</tr>
<tr>
<td>letter formation</td>
<td>engeri enhuguta yedhikokebwamu</td>
</tr>
<tr>
<td>pencil grip</td>
<td>okukakasa okugema kalaamu</td>
</tr>
<tr>
<td>plan the story</td>
<td>tegeka olugero</td>
</tr>
<tr>
<td>practice (handwriting and spelling)</td>
<td>okwegezaamu (empandiika y’ebigambo mu butuufu bwabyo)</td>
</tr>
<tr>
<td>question mark</td>
<td>akabuuza (?)</td>
</tr>
<tr>
<td>spelling (n)</td>
<td>eisomo ery’okukoba enhuguta edhiri mu kigambo</td>
</tr>
<tr>
<td>spelling (v)</td>
<td>okughandiika ebigambo obukalamu</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>omutwe ogw’olugero</td>
</tr>
<tr>
<td>top line</td>
<td>omusiitale ogwaghagulu ogutandiikirwaku okughandiika enhuguta edheemikonda edhaaghaigulu (nga ‘d’)</td>
</tr>
<tr>
<td>tracing (v)</td>
<td>okughandiika ng’oiza mu bigambo oba mu nhuguta</td>
</tr>
<tr>
<td>English</td>
<td>Lusoga</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>action (plot)</td>
<td>ekizibu oba obuzibu obwolekeibwa mu lugero oba mu mboozi</td>
</tr>
<tr>
<td>character (in a story)</td>
<td>baakazaanhirizi mu lugero</td>
</tr>
<tr>
<td>fiction story</td>
<td>olugero oluyiiye</td>
</tr>
<tr>
<td>guiding question</td>
<td>kibuuzo ekirungamya omusomi okusobola okuloghookeza kumulamwa</td>
</tr>
<tr>
<td>In My Mind Question</td>
<td>ekibuuzo ekireetera omusomi okuloghooza</td>
</tr>
<tr>
<td>In the Text Question</td>
<td>ekibuuzo ekyetaaga omusomi okukiiramu ng’asinziira ku byawuliire oba byasomye</td>
</tr>
<tr>
<td>informative story</td>
<td>olugero olutali luyiiye</td>
</tr>
<tr>
<td>main idea (of a story)</td>
<td>ekiroghoozo ekikologho olugero kweruzimbirwa</td>
</tr>
<tr>
<td>oral literature</td>
<td>engero edheegesa abasomi embeera ey’ensi</td>
</tr>
<tr>
<td>poem</td>
<td>ekikwate</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>kuteebereza</td>
</tr>
<tr>
<td>prediction</td>
<td>enteebereza</td>
</tr>
<tr>
<td>Prediction Question</td>
<td>ekibuuzo ekireetera omusomi okuteebereza ng’asinziira ku kyeyaakawulira</td>
</tr>
<tr>
<td>proverb</td>
<td>ensambo</td>
</tr>
<tr>
<td>reciting (v)</td>
<td>okulomboodha ng’oidhukira byewasomye oba byewawuliire</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>okukoba olugero oluyiiye oba olutuufu ng’oidhukira bwbaalukukobera oba bweghalusomye</td>
</tr>
<tr>
<td>rhyme</td>
<td>ekikwate ekirimu endhikizo</td>
</tr>
<tr>
<td>riddle</td>
<td>ekikoiko</td>
</tr>
<tr>
<td>setting (time and place of a story)</td>
<td>ekifo olugero ghelwali</td>
</tr>
<tr>
<td>supporting idea (of a story)</td>
<td>ekiroghoozo ekighagira (mu lugero)</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>omutwe</td>
</tr>
<tr>
<td>tongue twister</td>
<td>ebibono binsibalulimi</td>
</tr>
<tr>
<td>traditional text</td>
<td>obughandiike obwegesa obughangwa</td>
</tr>
<tr>
<td>vocabulary (from the story)</td>
<td>ebigambo ebiva mu lugero</td>
</tr>
<tr>
<td>NEWS</td>
<td></td>
</tr>
<tr>
<td>creative (free) writing</td>
<td>okuyiiya emboozi oba olugero olw’okughandiika</td>
</tr>
<tr>
<td>modeling (a story)</td>
<td>okulaga ekyokuboneraku ng’okola</td>
</tr>
<tr>
<td>News</td>
<td>amawulire</td>
</tr>
</tbody>
</table>
Quick Reference Guide: Lusoga Orthography

**Alphabet:** Lusoga has 34 letters, that is, 24 consonants and 10 vowels

\[a \ a a \ b \ b b \ c \ d \ d h \ e \ e e \ f \ g \ g h \ i \ i i j \ k \ l \ m \ n \ n h \ n j o \ o o p \ r \ s \ t \ t h \ u \ uu \ v \ w \ y \ z\]

**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 is contrastive is represented by doubling the specific vowel letter, as in:

<table>
<thead>
<tr>
<th>Short Vowels</th>
<th>Long Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>kutama</td>
<td>kutaama</td>
</tr>
<tr>
<td>busera</td>
<td>kaseera</td>
</tr>
<tr>
<td>kufuka</td>
<td>kufuuka</td>
</tr>
</tbody>
</table>

**Unwritten vowel length:** Vowel lengthening which is not contrastive (i.e. that which is not there to contribute to the meaning of the word, but is merely due to the context in which the vowel occurs), is not marked. We simply write a single vowel. This rule applies to the following cases:

After combinations of a consonant plus \(<w>\):

- mutwalo ‘ten thousand’
- not *mutwaalo

After combinations of a consonant plus \(<y>\):

- kutyama ‘to sit’
- not *kutyaama

Before combinations of a nasal plus other non-nasal consonant:

- kimante ‘wall’
- not *kimaante

Before combinations of a nasal plus nasal:

- tinnimi ‘not tongues’
- not *tiinnimi  cf. lulimi

At the end of words:

- li ‘when’
- not *lii

In some ka– prefixes:

- kanamadede ‘grasshopper sp.’
- not *kaanamadede

**Consonant Rules** *(see Orthography Guide section 3.0)*

**Writing \(<l>\) versus \(<r>\):** Both symbols \(<l>\) and \(<r>\) shall be used in written Lusoga. Following vowels \(<i>\) and \(<e>\), we write the symbol \(<r>\); everywhere else we write the symbol \(<l>\), as in:

- mulere ‘flute’  cf. mirere
- liiso ‘eye’  cf. eriiso

**Sound ‘bb’:** We write the soft /β/ sound as \(<b>\) and the hard counterpart as \(<bb>\), as in:

- kubbalika ‘to lose consciousness’  cf. kubalika ‘to be countable’
Quick Reference Guide: Lusoga Orthography

Sound ‘nh’: The symbol <nh> represents a single sound, the dental nasal, phonetically [/vnd]. It differs from sound /n/, as shown in the examples below:

munha  ‘lizard’  cf.  muna  ‘colleague’

Sound ‘th’: The symbol <th> represents a single sound, the voiceless dental plosive, phonetically spelt [ṱ]. It differs from sound /t/, as shown in the examples below:

kutheitha  ‘to glitter’  cf.  kuteita  ‘to be ablaze’

Sound ‘dh’: The symbol <dh> represents a single sound, the dental plosive, phonetically spelt [ḏ]. It differs from sound /d/, as shown in the examples below:

kudhuuka  ‘to bark at somebody’  cf.  kuduuka  ‘to stink’

Sound ‘gh’: The symbol <gh> represents a single sound, the voiced velar approximant, phonetically spelt [ɣ]. It differs from sound /g/, as shown in the examples below:

lughendo  ‘kind of scoop’  cf.  lugendo  ‘journey’

Writing <gh> versus <w>: We write <gh> wherever the sound is heard and is thought to be the most accurate, original, or acceptable sound of the word. We should write <w> only where it is not possible or acceptable to substitute the <gh>, as in:

lughayo  ‘conversation’  not  *luwayo
kigheeghe  ‘panting’  not  *kiweewe
But  muwaatwa  ‘margin’  not  *mughaatwa
kuwunha  ‘to smell’  not  *kughunha

Writing <k> versus <c>: Some speakers pronounce sound /k/ before vowel /i/ as /ci/. The underlying form of the sound i.e. ki- is the correct spelling, as in:

Ekibira kigemye enziikiiza.  ‘It is so dark in the forest.’  not  *Ecibira cigemye enziciza
kigingi  ‘hump, bump’  not  *cijingi
kijiiko  ‘spoon’  not  *cijiiko

Writing <c> versus <ky>: Wherever a /c/ sound is heard and it evidently relates to the modified class 7 prefix, we write it <ky->. A hint is to say the plural of the word with the ambiguous sound. Where the /c/ sound is substitutable with <by-> (class 8), in the singular use <ky->. Where it does not change, use symbol <c>. Examples:

Ekiina kyabaire kireeyi.  ‘The hole was so deep.’
Lucoolo taçaagha mugaiga  ‘A pauper does not abhor a rich person’

Writing <cj> versus <gy>: Wherever the /j/ sound as heard evidently relates to the modified form of class 4 concord or object relative prefix, it is spelt <gy->.
Quick Reference Guide: Lusoga Orthography

CONSONANT RULES (continued)

Where this sound does not relate to or result from a noun class prefix, use symbol <j>, as in:
Miraala gyonka gyembendeza. ‘Peace is all I wish you.’

Combinations of consonant plus ‘j’: Palatalisation on a consonant is indicated by letter <j>, as in:
- ty kutyama ‘to sit’
- kanhienie ‘star’

Combinations of consonant plus ‘y’:

EXCEPT on consonants <n> and <nh> where we use <i>, as in:
- ni kuniola ‘to twist’
- kuniaga ‘to strut’

Combinations of nasal plus another nasal:

Generally, a nasal sequence that begins with:
- nasal sound /m/ is written <mm-
- nasal sound /n/ is written <nn-
- nasal sound /nh/ is written <nnh-
- nasal sound /ŋ/ is written <ŋŋ-

These sequences, and thus the spellings, occur in the following situations.

(1) In class 9/10 nouns, whose class prefix is a nasal, if the noun root begins with a nasal, as in:
- lumuli ‘reed(C11)’ > mmuli ‘reeds (C10)’
- lunaku ‘day (C11)’ > nnaku
- lunhago ‘shaft’ > nnhago

(2) In case the first person subject or object prefix, a nasal itself with the meaning ‘I’ or ‘me’, precedes a verb stem that begins with a nasal consonant, as in:
- kumala ‘to finish’ > mmala ‘I finish’
- kuniola ‘to twist’ > nniola ‘I twist’
- kunoolu ‘to sneer at somebody’ > nŋoolu ‘I sneer’

(3) Where any of the following consonants <b, d, dh, g> is trapped between a nasal immediately to its left and a nasal or prenasalized consonant in the syllable to its right, the <b, d, dh, g> change into nasals: <m, n, nh, ŋ>, as in the following sets of examples:
- mmambula ‘I peel off’ from m(b= m)ambula cf. kubambula
- nnaama ‘I curse’ from n(d= n)aama cf. kulaama
- nnhombo ‘quarrels’ from nh(dh=nh)ombo cf. luyombo
- ŋendo ‘journeys’ from ŋ(g= ŋ)endo cf. lugendo
- nnhinhama ‘I start’ from n(dh=nh)inhama cf. kwinhama see ayinhama ‘she starts’

WORD BOUNDARY RULES (see Orthography Guide section 6.0)

Compound words: Compound words are written as one single word with no break, as in:
- kisendamazi ‘dung bettle’ from kusenda, mazi

Reduplication: Reduplication that shows an action as habitual, repetitious, or hasty (where the root and final vowel is reduplicated), is written as one word, as in:
Quick Reference Guide: Lusoga Orthography

kusekaseka ‘to laugh anyhow / all the time’
katontono ‘little by little’

Reduplication that shows an adverbial meaning, e.g. that an action is heightened or lessened or that something is allotted into a group, is written with the parts separate, as in:

mpola mpola ‘very slowly’

Note: The forms below, although looking like reduplication, are actually not but carry a different meaning from the adverbial sense in the above. They are in themselves complete forms which should be written as a single word. They include:

emamba yonayona ‘any/all the meat’ cf. emamba yona ‘even the meat’
ife twenatwena ‘all of us’ cf. ife twena ‘we too’

With reduplication that shows a thing/action as being merely X, (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:

munene-bunene ‘she is simply fat’
aira-bwire ‘she just returns’ cf. aire bwire ‘she returns at night’

Other expressions written joined with a hyphen: Below are examples of other words that are joined with a hyphen:

agho-ni yaidha ‘so at that moment he came’

Relative markers: Relative markers are written prefixed to the verb, as in:

Omwana yenazaala ‘The child whom I produced’

Possessive markers: Independent possessive pronouns are written separate, as in

Omwana waife aidhye ‘Our child has come’

Dependent possessive markers are written attached to the word before, as in:

mbagoyo ‘your hoe’ not *mbago yo

Interrogative markers: Interrogative markers are written separately, as in:

Onakikola li? ‘When will you do it?’

Negative markers: The dependent interrogative marker ti- is written attached. The independent negative markers are written separately, as in:

Tiirimbe ‘I will not dig’

Independent negative markers can be used in addition to another negative marker in the same sentence, for emphasis, as in:

Ti baidhye bbe ‘No, they did not come’