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Primary 2 Teacher's Guide
Ɖakarimɔɔɔɔ

Apedori ayɔɔ
akisyom ka akɔgir

Primary 2 Teacher's Guide

Table of Contents

	PAGE
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 Literacy 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	

	PAGE
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

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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.

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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

A handwritten signature in dark ink, appearing to be 'Grace K. Baguma', with a long horizontal flourish extending to the right.

DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE

Foreword

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

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

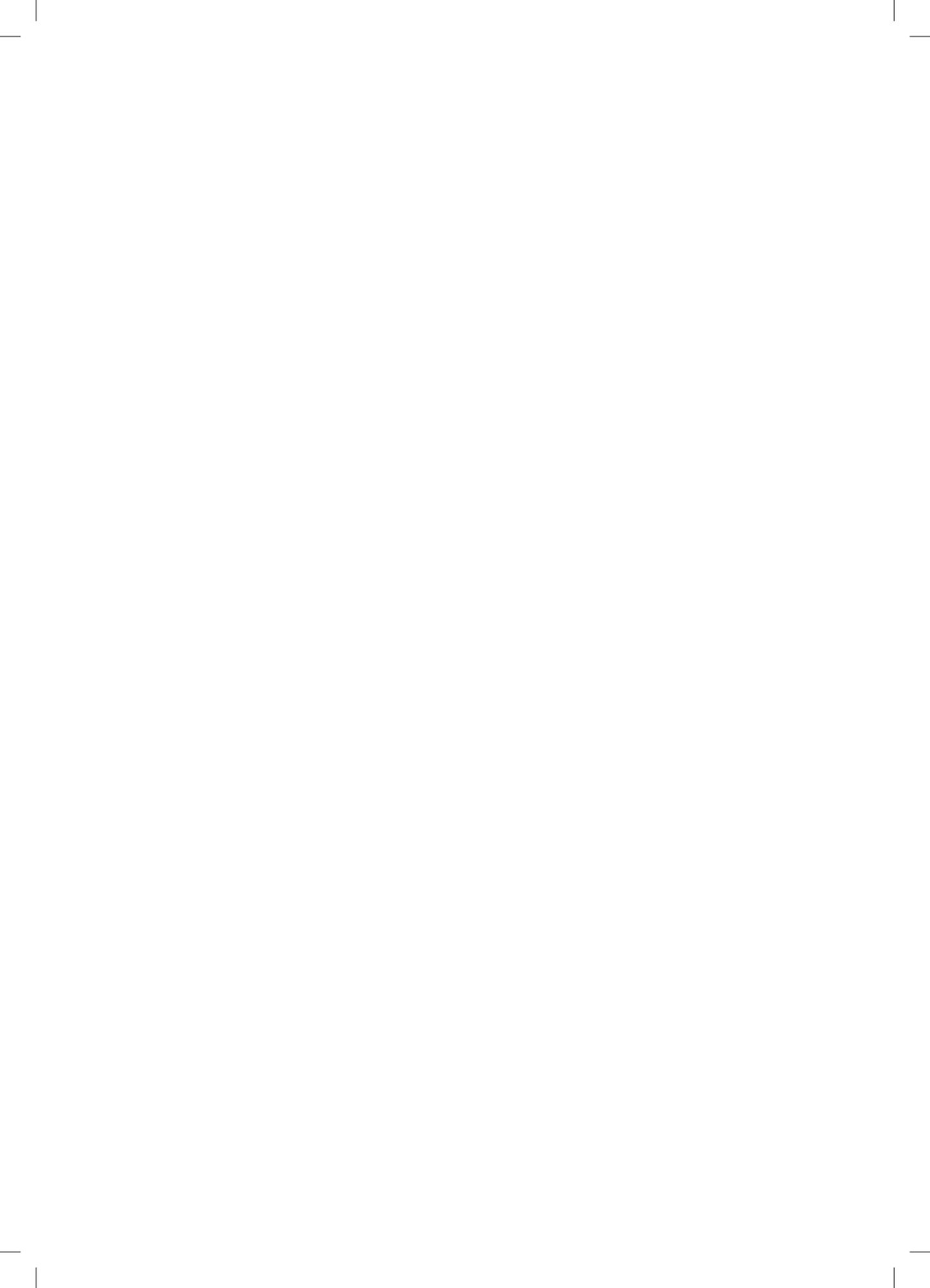
- a) Phonemic awareness;
- b) Alphabetic principle;
- c) Vocabulary;
- d) Fluency, and
- e) Comprehension.

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

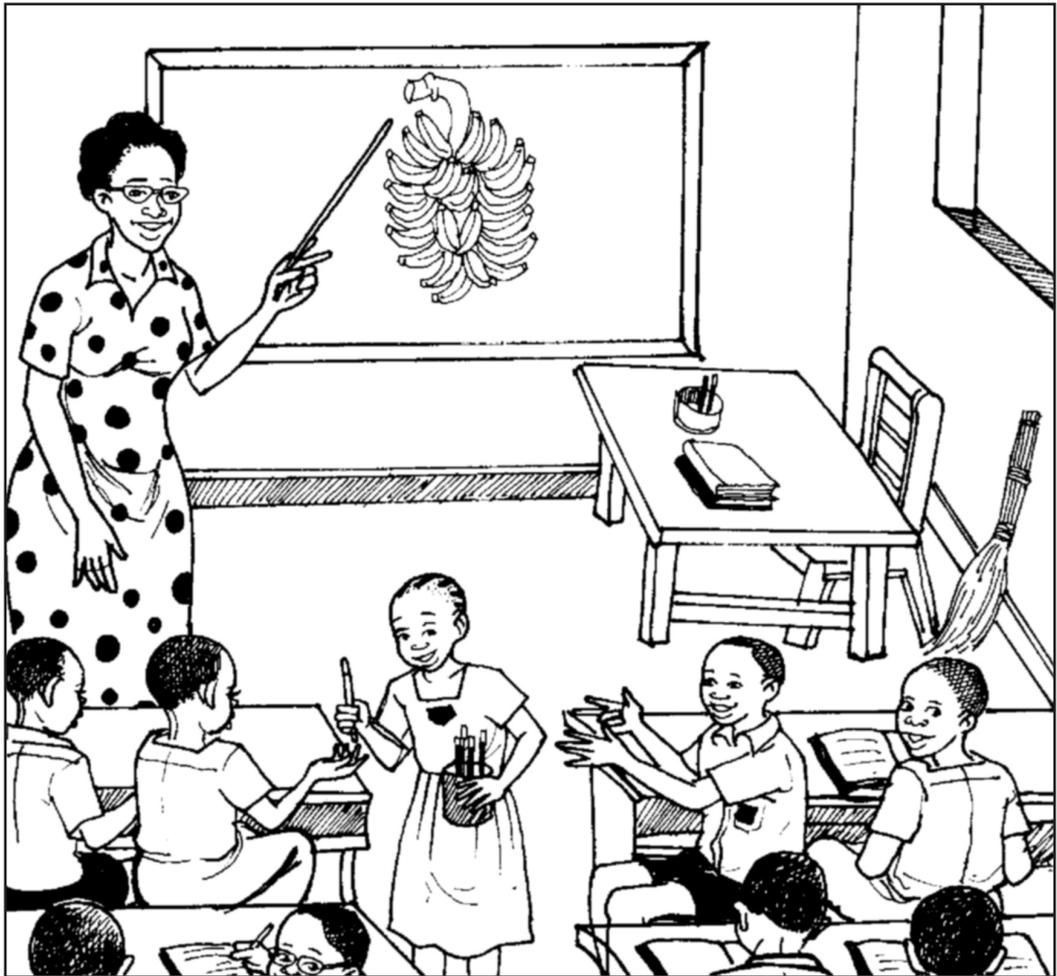
The intervention could not have come at a better time; the nation and her development partners are waiting to witness the change as the children of Uganda reap the benefits! We must all therefore support the school level implementation to maximise the benefit of these materials.



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



Introduction



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

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

Introduction

The Ministry of Education and Sports' Early Grade Reading Model

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

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.

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

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

Partner Reading: Several learners read the text together.

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

Vocabulary

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

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

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

Comprehension

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

Why: It is the main goal of reading.

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

Major Methods in the Early Grade Reading Model

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

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

Collaborative Learning

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

Introduction

Continuous Assessment

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

I Do, We Do, You Do

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

Multisensory Instruction

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

Oral Language: Phonological Awareness and Vocabulary

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

Print Awareness

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

Scaffolding

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

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

The Thematic Curriculum

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

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

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

Introduction

Model Weekly Timetable

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

MODEL P2 TIMETABLE

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

The Assessment Model

Assessment in the 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:

Literacy Competences

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

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	Getting Ready	Learners sing and distribute books.
3 min.	2	Discuss the Theme and Sub-theme	Learners discuss concepts related to the weekly sub-theme.
5 min.	3	Before Reading: Predicting and Retelling	Learners use the title, context and prior knowledge to make predictions. Learners retell a story from memory. (Day 3 only)
3 min.	4	Before Reading: Asking Questions	Learners formulate questions that might be answered in the text.
12 min.	5	Reading the Story	Learners read texts with increasing fluency. Learners identify whether their predictions were correct and questions were answered.
5 min.	6	After Reading: Comprehension Questions	Learners respond correctly to <i>In the Text</i> and <i>In my Mind</i> Questions.

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 choruses.
- 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. By labelling items in the room and making a word tree or 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 child many opportunities to practice reading at

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

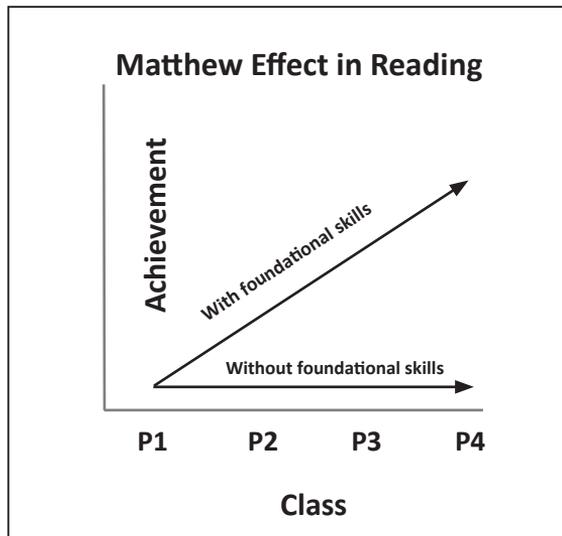
- Ask learners to identify a story they've learned in class that they want to act out in a role play.
- Ask learners to identify the characters and setting of the story. Then ask them to retell the actions in the story from beginning to end in the correct sequence.
- Have learners get into small groups 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.

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

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

Introduction

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



It is the same with literacy. Learners who master the foundational skills of reading early on will continue to make positive academic gains, while learners who lag behind in literacy skills in P1 just grow further behind as their schooling continues. Therefore, it 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.

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

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

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

No.	Name	Reading			Writing		Listening		Speaking		All 4 Competences	
		LITERACY 1										
		Reads a story with appropriate fluency.	Answers comprehension questions appropriately.	Uses vocabulary word in meaningful sentences.	Completes a Word or Sentence Structure exercise correctly.							
						LITERACY 2						
						Forms and evaluates letters with attention to accuracy and speed.	Spells words accurately.	Reflects on learning in journal appropriately.	ORAL LITERATURE			
								Recites a traditional text from memory.	Reteils a story from memory.	Uses vocabulary in meaningful sentences.		
										NEWS		
										Greets and introduces one's self using culturally appropriate norms.	Reads/tells a personal story with meaning, expression and confidence.	
										ENGLISH		
										Identifies and reads thematic vocabulary words.	Answers comprehension questions correctly.	Recognizes 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: Δ

Level 2: The learner's performance meets the competence. Symbol: \wedge

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

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

Some learners will demonstrate a competence the first time you assess them. That is not a problem. Give them a (\wedge) 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 (\wedge) 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.

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.

COMPETENCES:	Term		
	1	2	3
PHONEMIC AWARENESS COMPETENCES			
<i>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.</i>			
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			
<i>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.</i>			
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				
<i>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.</i>				
F-1. Reads words and texts with increasing fluency. (Literacy 1)	Reading			
F-2. Forms and evaluates letters and words with attention to accuracy and speed. (Literacy 2)	Writing			
F-3. Writes his/her name with correct spelling and letter formation. (News)	Writing			
F-4. Introduces one's self and greets the class using the appropriate cultural norms, including stating one's full name. (News)	Speaking			
F-5. Tells a meaningful, well organised story to the class that demonstrates fluency of speech, appropriate expression and confidence. (News)	Speaking			
	Reading			
VOCABULARY COMPETENCES				
<i>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.</i>				
V-1. Identifies vocabulary words in a story. (Literacy 1)	Reading			
V-2. Uses vocabulary words to make meaningful sentences and identifies words with similar and opposite meanings. (Literacy 1)	Speaking			
	Reading			
V-3. Identifies and uses grammatical features of the language correctly. (Literacy 1)	Reading			
V-4. Identifies and defines thematic vocabulary. (Literacy 1)	Reading			
V-5. Identifies vocabulary words from the story and uses them in a meaningful sentence. (Oral Literature)	Listening			
	Speaking			
	Reading			

Introduction

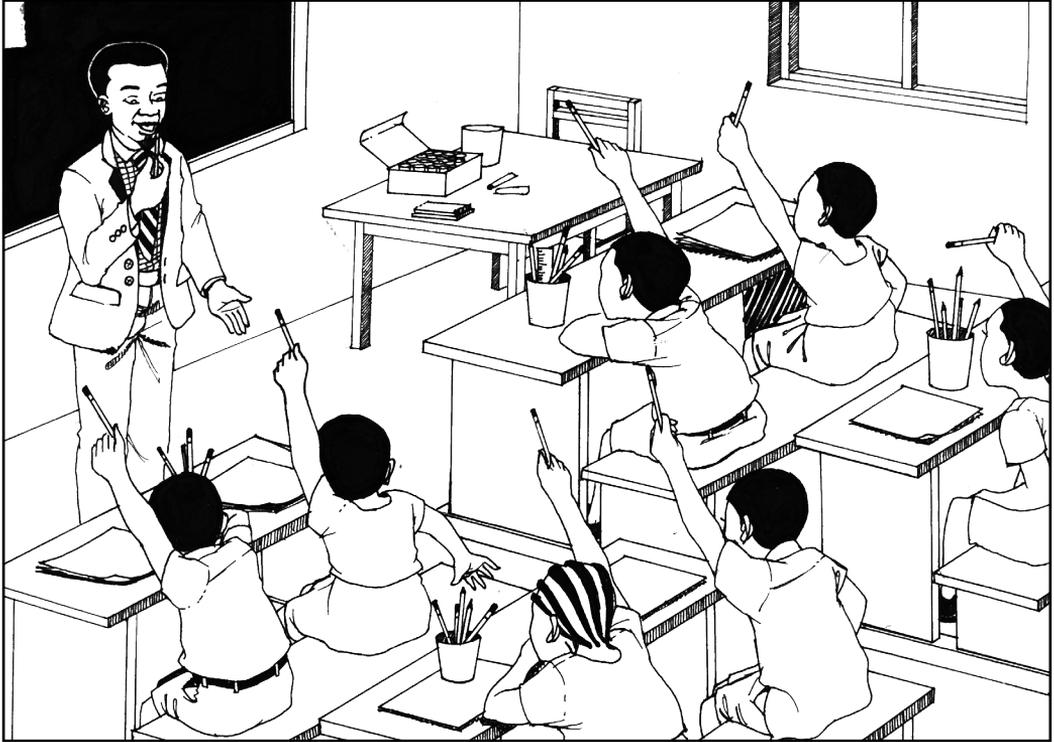
COMPREHENSION COMPETENCES				
<i>In reading, it is the ability to understand text. In writing, the focus is on composing a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.</i>				
Before Reading or Writing				
C-1. Discusses concepts related to the weekly sub-theme. (Literacy 1)	Speaking			
C-2. Retells a story from memory. (Literacy 1)	Listening			
	Speaking			
C-3. Formulates questions that might be answered in the text. (Literacy 1)	Speaking			
C-4. Plans a story that has a beginning, middle and ending together with the teacher. (Literacy 2)	Speaking			
C-5. Uses the story title, context and prior knowledge to make predictions about what will happen in the story. (Literacy 1 and Oral Literature)	Listening			
	Speaking			
C-6. Re-tells a fiction story that has been read aloud and demonstrates comprehension by identifying the main characters, setting and action. (Oral Literature)	Listening			
	Speaking			
C-7. Re-tells an informative story that has been read aloud and demonstrates comprehension by identifying the main idea of the story. (Oral Literature)	Listening			
	Speaking			
C-8. Listens to the teacher model a News story. (News)	Listening			
During Reading or Writing				
C-9. Composes a story together with the teacher. (Literacy 2)	Writing			
C-10. Assists the teacher in making corrections in the story's spelling, grammar and meaning. (Literacy 2)	Writing			
C-11. Reads the story with support from the teacher. (Literacy 2)	Reading			
C-12. Listens attentively to the teacher. (Oral Literature)	Listening			
C-13. Uses pictures, words and sentences to represent a meaningful News story. (News)	Writing			

Introduction

<i>After Reading or Writing</i>				
C-14. Identifies whether or not his/her predictions were correct and questions were answered. (Literacy 1)	Listening			
	Speaking			
C-15. Responds correctly to In the Text Questions. (Literacy 1)	Listening			
	Speaking			
C-16. Responds appropriately to In My Mind Questions. (Literacy 1)	Listening			
	Speaking			
C-17. Reflects on his/her learning and writes a short summary of what he/she has learned. (Literacy 2)	Writing			
C-18. Answers a guiding question related to the story. (Oral Literature)	Listening			
	Speaking			
C-19. Identifies whether the story is a fiction or informative story. (Oral Literature)	Listening			
	Speaking			
C-20. Demonstrates comprehension by identifying the main characters, setting and action in a fiction story. (Oral Literature)	Listening			
	Speaking			
C-21. Demonstrates comprehension by identifying the main idea in an informative story. (Oral Literature)	Listening			
	Speaking			
C-23. Answers In My Mind Questions about a story that has been read aloud. (Oral Literature)	Listening			
	Speaking			
C-24. Listens attentively to peers and participates in small group activities appropriately. (News)	Listening			
	Speaking			



How to Teach



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

How to Teach: Overview

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

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

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

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

How to Teach: Literacy 1 - Days 2 & 4

Introduction

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

Competences

The learners:

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

Teaching Procedure

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

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: Literacy 1 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
Step 1: Getting Ready (5 minutes) a. Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books. b. Prepare the chalkboard and other lesson inputs as learners sing.	Make bookmarks with pieces of manila to help learners find the correct page. Have the learners move the bookmark every day.
Step 2: Before Reading – Make Predictions (5 minutes) a. Read the title of the story. (On Day 4 have learners retell what happened on Day 2.) b. Ask learners to look at the picture and share what they see. c. Tell learners to predict what the story might be about and share their predictions with their neighbours. d. Ask learners to share their predictions with the whole class. Summarise the learners' predictions for the whole class before reading.	Making predictions before reading helps to improve learners' comprehension when they read. On Day 4, learners begin by retelling the story from Day 2. Retelling also helps learners improve their comprehension skills.

How to Teach: Overview

PAGE 2

How to Teach: Literacy 1 - Days 2 & 4

The Chalkboard

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

Literacy 1

Time to clean

Mother told Mary and Tom to clean the compound. Tom swept the compound. Mary burned the

Differentiated Learning

Remedial

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

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

Accelerated

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

Do More: Role Plays

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

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

The Chalkboard shows you exactly what the chalkboard should 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.

PAGE 4

How to Teach: Literacy 1 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Reading the Story (10 minutes)</p> <ol style="list-style-type: none"> a. Read the story from the chalkboard one time as learners watch and listen. b. Ask learners if their predictions about the story were correct. c. Read the story aloud a second time from the chalkboard as learners watch and listen. d. Ask learners to find the story in their books and point to each word as they read the story with you. Repeat 1-2 times. e. Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed. f. Ask 3-5 learners to read the story aloud to the class. Assess their reading and mark in the CAM Form. 	<p>Use a pointer as you read the story aloud. Model how you want learners to use their finger when they read the story in the book. Move the pointer smoothly under the words as you read them. Read with fluency and expression.</p> <p>Be sure to read along with the learners in Step 3d. Your voice helps keep all the learners reading fluently in unison.</p> <p>Step 3e. (whisper reading) may be difficult for learners in Term 1. Introduce this step as learners are ready, latest by the middle of Term 2.</p>
<p>Step 4: After Reading - Comprehension Questions (10 minutes)</p> <ol style="list-style-type: none"> a. Ask learners one <i>In the Text Question</i> and one <i>In My Mind Question</i>. b. Ask learners to predict what might happen next in the story. (You will use these predictions to compose a creative writing story in the Literacy 2 lesson that immediately follows this lesson, so be sure to remember them.) 	<p>WEEKLY LESSON SUPPORT: You can find suggested <i>In the Text Questions</i> and <i>In My Mind Questions</i> in the Weekly Lesson Support section.</p> <p><i>In the Text Questions:</i> These are literal questions. The answers are "right there" in the text. Learners can point to the answer.</p> <p><i>In My Mind Questions:</i> These questions are inferential and evaluative. Pupils must use their prior knowledge to answer these types of questions.</p> <p>The predictions the learners make in Step 4b, will become the basis for the creative writing story that learners write in the Literacy 2 lesson that follows.</p>

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)

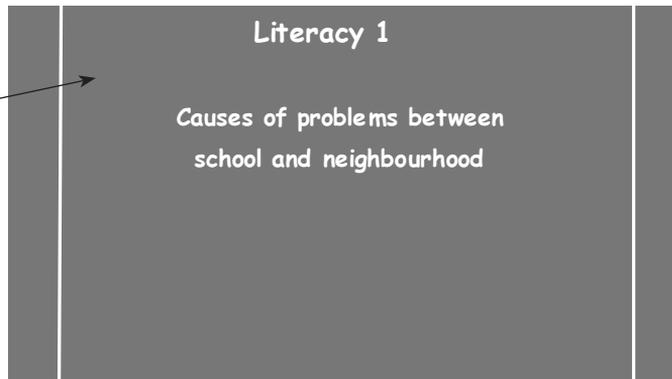
Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	Getting Ready	<ul style="list-style-type: none">• Learners sing and distribute books.
3 min.	2	Discuss the Theme and Sub-theme	<ul style="list-style-type: none">• Learners discuss concepts related to the weekly sub-theme.
5 min.	3	Before Reading: Predicting and Retelling	<ul style="list-style-type: none">• Learners use the title, context and prior knowledge to make predictions.• Learners retell a story from memory. (<i>Day 3 only</i>)
3 min.	4	Before Reading: Asking Questions	<ul style="list-style-type: none">• Learners formulate questions that might be answered in the text.
12 min.	5	Reading the Story	<ul style="list-style-type: none">• Learners read texts with increasing fluency.• Learners identify whether their predictions were correct and questions were answered.
5 min.	6	After Reading: Comprehension Questions	<ul style="list-style-type: none">• Learners respond correctly to <i>In the Text</i> and <i>In my Mind Questions</i>.

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)



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

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Getting Ready (5 minutes)</p> <p>a. Sing a song to signal the beginning of the literacy Hour as selected learners distribute the books.</p> <p>b. Prepare the chalkboard and lesson inputs as learners sing.</p>	<p>Train learners to distribute the books quickly and quietly. Rotate the responsibility so all learners get a chance to pass out books.</p>
<p>Step 2: Discuss the Theme and Sub-theme (3 minutes)</p> <p>a. Tell learners the theme for the week. Read the sub-theme for the week from the chalkboard.</p> <p>b. Ask learners to share what they know about the sub-theme.</p> <p>c. Ask learners the <i>thematic question</i> found in the Teacher's Guide. Discuss their answers and expand upon them as time permits. Link to the day's story when appropriate.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> A <i>thematic question</i> is provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>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.</p>
<p>Step 3: Before Reading - Predicting and Retelling (5 minutes)</p> <p>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.</p> <p>b. Ask learners to look at the illustration in the Pupil Book and share what they see.</p> <p>c. Ask learners to predict what the story might be about and share their predictions with their neighbours.</p> <p>d. Ask learners to share their predictions with the whole class.</p> <p>e. Summarise the learners' predictions for the whole class.</p>	<p>Predicting and retelling are both important comprehension skills in reading.</p> <p><i>Predicting</i> actively engages learners in the reading process. It also encourages them to monitor their comprehension as they read.</p> <p><i>Retelling</i> 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.</p> <p>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.</p>

How to Teach: Literacy 1 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Before Reading - Asking Questions (3 minutes.)</p> <ol style="list-style-type: none"> a. Ask learners the <i>guiding question</i> found in the Teacher's Guide or create another guiding question of your own. b. Ask learners to talk to their neighbours and think of another question that might be answered in the story. c. Ask learners to share their questions with the class. 	<p>WEEKLY LESSON SUPPORT: A <i>guiding question</i> for each story is provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>Asking questions about a story helps motivate learners to read with comprehension.</p>
<p>Step 5: Read the Story (9 minutes)</p> <ol style="list-style-type: none"> a. Tell learners to read the story silently first. b. Read the story aloud to the learners while they listen and track the words in their books with their fingers. c. After reading the story, ask learners if their predictions were correct and their questions were answered. Discuss. d. Read the story phrase by phrase while the class repeats each phrase in chorus. e. Read the whole story with the class as they read along with you in chorus. f. Ask learners to read the story to each other in pairs. Move around the room listening to learners read. g. Ask selected learners to read aloud to the whole class as time permits. Mark in the CAM Form. 	<p>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.</p> <p>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.</p>
<p>Step 6: After Reading - Comprehension Questions (5 minutes)</p> <ol style="list-style-type: none"> a. Ask the <i>In the Text Question</i> found in the Teacher's Guide. b. Ask the <i>In My Mind Question</i> found in the Teacher's Guide. c. Assess selected learners' comprehension as they answer the questions. Mark in the CAM Form. d. Ask learners to predict what might happen next in the story. (IMPORTANT NOTE: <i>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.</i>) 	<p>WEEKLY LESSON SUPPORT: The <i>In the Text</i> and <i>In My Mind Questions</i> are found in the Weekly Lesson Support section.</p> <p><i>In the Text Questions:</i> These are literal questions. The answers are "right there" in the text. Learners can point to the answer.</p> <p><i>In My Mind Questions:</i> These questions are inferential and evaluative. Learners must use their prior knowledge to answer these types of questions.</p>

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

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	Getting Ready	<ul style="list-style-type: none">• Learners sing and distribute books.
5 min.	2	Our Vocabulary Words	<ul style="list-style-type: none">• Learners read words with increasing fluency.• Learners identify vocabulary words in a story.
10 min.	3	Word Exploration	<ul style="list-style-type: none">• Learners use vocabulary words to make meaningful sentences and identify similar and opposite words.
10 min.	4	Word Structures (Day 2)	<ul style="list-style-type: none">• Learners identify and combine meaningful word segments (morphemes) to read whole words with increasing fluency.
10 min.	4	Sentence Structures (Day 4)	<ul style="list-style-type: none">• Learners identify and use grammatical features of the language correctly.

How to Teach: Literacy 1 - Days 2 & 4

The Chalkboard

The vocabulary words
(Step 2)

Word or Sentence Structure
exercise (Step 4)

Literacy 1		
neighbourhood	theft	
quarrel	fight	
swearing	trespassing	
teach	teach-er	teacher
work	work-er	worker

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	Extra Guidance
<p>Step 1: Getting Ready (5 minutes)</p> <ul style="list-style-type: none"> 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. 	<p>Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day.</p>
<p>Step 2: Discuss the Theme and Sub-theme (3 minutes)</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>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.</p>
<p>Step 3: Word Exploration (10 minutes)</p> <ul style="list-style-type: none"> 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. 	<p>The word exploration process has 3 steps:</p> <ol style="list-style-type: none"> 1. Read the word. 2. Use the word in a meaningful sentence. 3. Find another word that means the same or the opposite. <p>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.</p>

How to Teach: Literacy 1 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Word Structure, Day 2 (10 minutes)</p> <ol style="list-style-type: none"> a. Write the first Word Structure exercise on the chalkboard. b. Read the different segments, pointing out the meaning of each part as learners listen. 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. d. Tell learners to read the exercise to each other in pairs, tracking the words with their fingers. e. Repeat with the second and third Word Structure exercises. 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. 	<p><u>WEEKLY LESSON SUPPORT:</u> Word Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>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.</p>
<p>Step 4: Sentence Structure, Day 4 (10 minutes)</p> <ol style="list-style-type: none"> a. Write the first Sentence Structure exercise on the chalkboard. b. Read the different sentences, pointing out the meaning of each part as learners listen. 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. d. Tell learners to read the exercise to each other in pairs, tracking the words with their fingers. e. Repeat with the second and third Sentence Structure exercises. f. When you have completed all three Sentence Structure exercises, write the <i>Sentence Structure Application</i> on the chalkboard. Have learners complete the exercise independently. 	<p><u>WEEKLY LESSON SUPPORT:</u> Sentence Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>On Day 4 the Sentence Structure activity looks at sentences to explore grammatical features of the language.</p>

How to Teach: Literacy 1 - Day 5

Introduction

During Literacy 1 on Day 5 you will have an opportunity to assess learners on four 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

Time	Step	Teacher's Activity	Learners' Activity
5 min.	1	Getting Ready	<ul style="list-style-type: none">• Learners sing a song.
10 min.	2	Read the Story	<ul style="list-style-type: none">• Learners retell a story from memory.• Learners read texts with increasing fluency.
5 min.	3	Vocabulary Assessment	<ul style="list-style-type: none">• Learners identify and define thematic vocabulary.
5 min.	4	Word Structure Assessment	<ul style="list-style-type: none">• Learners identify and combine meaningful word segments (morphemes) to read whole words with increasing fluency.
5 min.	5	Sentence Structure Assessment	<ul style="list-style-type: none">• Learners identify and use grammatical features of the language correctly.

How to Teach: Literacy 1 - Day 5

The Chalkboard

Word Structure
Assessment (Step 4)

Sentence Structure
Assessment (Step 5)

Literacy 1

teach	<u>teach-er</u>	<u>teacher</u>
walk	_____	_____
play	_____	_____

I am teaching. I am not teaching.

I am walking. _____

I am playing. _____

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:

Merciful
Active
Realistic
Youthful

Once learners have written their acrostic poems, they can illustrate them, too.

How to Teach: Literacy 1 - Day 5

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

How to Teach: Literacy 1 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Word Structure Assessment (5 minutes)</p> <ol style="list-style-type: none"> 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. 	<p><u>WEEKLY LESSON SUPPORT:</u> The answers to the Word Structure Assessment can be found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> The learner completes the Word Structure Application exercise correctly and independently provides another example that uses the same word structure.</p> <p><u>Level 2:</u> The learner completes the Word Structure Application exercise correctly.</p> <p><u>Level 1:</u> The learner is unable to complete the Word Structure Application exercise on their own.</p>
<p>Step 5: Sentence Structure Assessment (5 min.)</p> <ol style="list-style-type: none"> 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. 	<p><u>WEEKLY LESSON SUPPORT:</u> The answers to the Sentence Structure Assessment can be found in the Weekly Lesson Support section.</p> <p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> The learner completes the Sentence Structure Application correctly and independently provides another example that uses the same sentence structure.</p> <p><u>Level 2:</u> The learner completes the Sentence Structure Application exercise correctly.</p> <p><u>Level 1:</u> The learner is unable to complete the exercise.</p>

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

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

How to Teach: Literacy 2 - Days 1 and 3

The Chalkboard

The 4 - sentence story composed by the class (Steps 2-5)

Literacy 2

Cows in the classroom

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

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

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Alphabet Song/Chant (1 minute)</p> <p>a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour.</p>	<p>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.</p>
<p>Step 2: Plan the Story, Day 1 (10 minutes)</p> <p>a. Tell learners that they are going to write a creative writing story together as a class. The story they write together will be based on the predictions they just made in Literacy 1 about what will happen next in the Pupil Book story.</p> <p>b. 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.</p> <p>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).</p> <p>d. When you have planned the creative writing story to learners' satisfaction, retell the story in full, emphasising the main ideas.</p>	<p>During the planning stage of writing the teacher and learners tell their creative writing story aloud without writing anything on the chalkboard.</p> <p>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.</p> <p>It is helpful to have the outline of a possible story in your mind before you begin the lesson, especially early in the year when this step is new to learners. If learners are struggling, 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.</p>

How to Teach: Literacy 2 - Days 1 and 3

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Write the Story (7 minutes)</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>You should also use the <i>Think Aloud</i> method as you write. Here are some examples of what you might think aloud:</p> <ul style="list-style-type: none"> • "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."
<p>Step 4: Make Corrections to the Story (5 min.)</p> <p>a. Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books.</p> <p>b. After learners have finished, write the correct answer on the chalkboard. Tell learners to check to see if their answer is the same as the one on the chalkboard.</p> <p>c. Continue with more letters, syllables or words as time permits.</p>	<p>Here is a sample think aloud for Step 4:</p> <ul style="list-style-type: none"> • "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."
<p>Step 5: Read the Story (7 minutes)</p> <p>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.</p> <p>b. Ask learners to read the story together with you. Repeat 1-2 times.</p> <p>c. Read the story together with small groups of learners.</p> <p>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).</p>	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Reads the story with no mistakes and excellent fluency and expression.</p> <p><u>Level 2:</u> Reads the story with a few mistakes and good fluency and expression.</p> <p><u>Level 1:</u> Reads the story with many mistakes and poor fluency and expression.</p>

How to Teach: Literacy 2 - 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

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	Alphabet Song/Chant	<ul style="list-style-type: none">• Learners recite the letters in alphabetical order.
3 min.	2	Breaking and Making	<ul style="list-style-type: none">• Learners review letter sounds introduced in P1 by breaking down and building up words that feature the review sound.
10 min.	3	Handwriting Practice	<ul style="list-style-type: none">• Learners form and evaluate letters and words with attention to legibility and speed.
10 min.	4	Spelling Practice	<ul style="list-style-type: none">• Learners segment words into individual sounds and syllables in order to spell correctly.
5 min.	5	Learning Journal	<ul style="list-style-type: none">• Learners reflect on their learning and write a short summary of what they have learned.

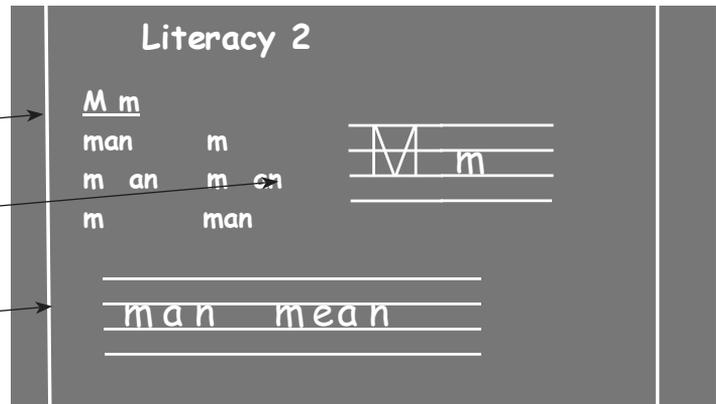
How to Teach: Literacy 2 - Days 2 and 4

The Chalkboard

Breaking and Making
(Step 2)

Handwriting Practice
(Step 3)

Spelling Practice
(Step 4)



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

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Alphabet Song/Chant (2 minutes)</p> <ul style="list-style-type: none"> Sing/chant all of the letters of the alphabet to signal the writing portion of the Literacy Hour. 	<p>Refer to the first page of the Pupil Book for the correct alphabet with the letters in the proper order.</p>
<p>Step 2: Breaking and Making (3 minutes)</p> <ol style="list-style-type: none"> 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. Write the word from the Teacher's Guide that contains the letter sound on the chalkboard. Break the word down as outlined in the Weekly Lesson Support section, and then build the word back up. Have the learners repeat the break down and build up process with you. Call on selected learners to break down and build up the word on their own. 	<p><u>WEEKLY LESSON SUPPORT:</u> A sample Breaking and Making word is provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>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.</p> <p><u>F f</u></p> <p>finish f</p> <p>fi fi</p> <p>f finish</p>
<p>Step 3: Handwriting Practice (10 minutes)</p> <ol style="list-style-type: none"> Introduce the letter for the day in both its capital and small form. Tell learners both the name and sound of the letter. Air write the capital form as learners watch. Then air write the letter together with learners. 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. Follow steps b. to d. with the small letter for the day. 	<p><u>WEEKLY LESSON SUPPORT:</u> Letters, syllables and words for handwriting practice are provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>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.</p>

How to Teach: Literacy 2 - Days 2 and 4

Step-by-Step Teacher's Activity	Extra Guidance
<p>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.</p> <p>f. Move around the room assessing learners' handwriting posture, pencil grip and letter formation. Mark in the CAM Form for selected learners.</p>	<p>Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</p>
<p>Step 4: Spelling Practice (10 minutes)</p> <p>a. Ask learners to turn to a clean sheet of exercise paper. Erase the handwriting words from the chalkboard.</p> <p>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.</p> <p>c. Move around the room assessing learners' spelling and handwriting.</p> <p>d. Repeat with the second word/sentence.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> Suggested spelling words or sentences are provided in the Weekly Lesson Support section of this Teacher's Guide.</p> <p>Assess your learners' spelling performance and modify your spelling practice assignment accordingly.</p>
<p>Step 5: Learning Journal (5 minutes)</p> <p>a. Ask learners to write one thing that they have learned today during the literacy hour in their Learning Journal exercise books.</p>	<p>Collect selected Learning Journals after each lesson and write supportive comments to encourage your learners.</p>

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)

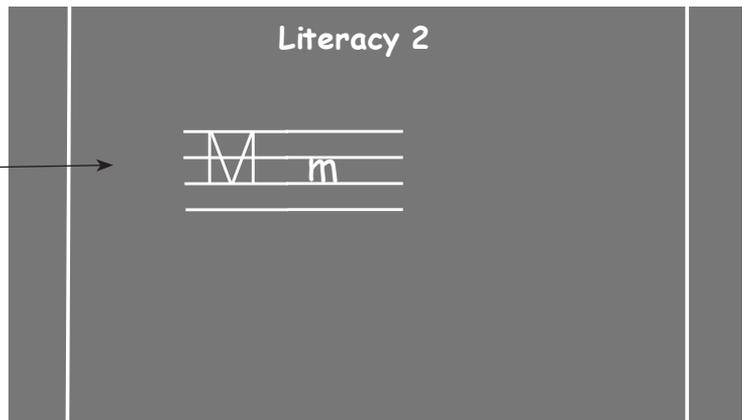
Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	Alphabet Song/Chant	<ul style="list-style-type: none">• Learners recite letters in alphabetical order.
3 min.	2	Alphabet Game	<ul style="list-style-type: none">• Learners identify letters in the alphabet by name and sound.
10 min.	3	Handwriting Assessment	<ul style="list-style-type: none">• Learners form letters with attention to legibility and speed.
10 min.	4	Spelling Assessment	<ul style="list-style-type: none">• Learners segment words into individual sounds and syllables in order to spell correctly.
5 min.	5	Learning Journal	<ul style="list-style-type: none">• Learners reflect on their learning and write a short summary of what they have learned.

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

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Alphabet Song/Chant (2 minutes)</p> <p>a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour.</p>	<p>Every learner should get out a pencil and exercise book in preparation for this lesson.</p>
<p>Step 2: Alphabet Game (3 minutes)</p> <p>a. Play the Alphabet Game with learners. The game changes each term, as outlined below:</p> <p>Term 1</p> <ul style="list-style-type: none"> • 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. <p>Term 2</p> <ul style="list-style-type: none"> • 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. <p>Term 3</p> <ul style="list-style-type: none"> • 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. 	<p>Think of other games to test your learners' knowledge of alphabetical order.</p>

How to Teach: Literacy 2 - Day 5

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 3: Handwriting Assessment (10 minutes)</p> <ul style="list-style-type: none"> • 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. 	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Forms all of the capital and small letters correctly.</p> <p><u>Level 2:</u> Forms at least some of the capital and small letters correctly with a few small errors.</p> <p><u>Level 1:</u> Makes many mistakes in forming both the capital and small letter.</p>
<p>Step 4: Spelling Assessment (10 minutes)</p> <ul style="list-style-type: none"> • 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. 	<p><u>Marking the CAM Form:</u></p> <p><u>Level 3:</u> Spells all of the words correctly and uses the correct punctuation and capitalisation when writing full sentences.</p> <p><u>Level 2:</u> Spells most of the words correctly with 1-2 small errors in spelling, punctuation or capitalisation.</p> <p><u>Level 1:</u> Makes many errors in spelling, punctuation and capitalisation.</p>
<p>Step 5: Learning Journal (5 minutes)</p> <ul style="list-style-type: none"> • 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. 	<p>Collect selected Learning Journals after each lesson and write supportive comments to your learners to encourage them.</p>

How to Teach: Oral Literature - Day 1

Introduction

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

Competences

The learner:

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

Teaching Procedure

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

How to Teach: Oral Literature - Day 1

The Chalkboard

Vocabulary words from the Oral Literature story (Step 6)



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

Step-by-Step Teacher’s Activity	Extra Guidance
<p>Step 1: Introductory Song (1 minute)</p> <p>a. Sing a song to signal the beginning of the lesson.</p>	<p>Always sing the same song to begin the Oral Literature lesson. This routine will help learners mentally prepare for the lesson.</p>
<p>Step 2: Recite a Traditional Text (9 minutes)</p> <p>a. Recite the traditional text for the week alone as learners listen.</p> <p>b. Recite the traditional text together with learners three times.</p> <p>c. Ask small groups and individuals to recite the text from memory.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> 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.</p>
<p>Step 3: Before Listening to the Story (4 minutes)</p> <p>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.</p> <p>b. Read the guiding question and ask learners to listen for the answer as you read.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> The guiding question is found on the Oral Literature pages of the Weekly Lesson Support section of this Teacher’s Guide.</p> <p>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.</p>
<p>Step 4: Reading the Story Aloud (5 minutes)</p> <p>a. Read the Oral Literature story aloud to learners as they listen attentively.</p> <p>b. Stop and ask the prediction question as indicated in the text (Fiction stories only.)</p> <p>c. Discuss learners’ predictions briefly. (Fiction stories only.)</p> <p>d. Continue reading Part 2 of the Oral Literature story aloud to the end.</p>	<p><u>WEEKLY LESSON SUPPORT:</u> The Oral Literature story and prediction question are found in the Weekly Lesson Support section.</p> <p>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.</p>

How to Teach: Oral Literature - Day 1

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 5: After Listening to the Story (7 minutes)</p> <ol style="list-style-type: none"> a. Repeat the guiding question. Discuss the answer as a class. b. Discuss whether the story was a fiction story or an informative story. c. Tell learners you will read the story again. If they have identified the story as a fiction story they should listen to determine the characters, setting and plot. If it is an informative story they should listen to determine the main idea of the story. d. Read the story aloud a second time without pausing. e. For a fiction story, have learners identify the characters, setting and action after listening to the story a second time. For an informative story, have learners identify the main idea. 	<p>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 <i>fiction</i> or <i>informative</i> story and list the characters, setting and action or the main idea.</p> <p>The words in your language for <i>characters, setting, action</i> and main idea are provided in the glossary.</p> <p>The <i>characters</i> are the actors in a story. The <i>setting</i> is where and when the story is taking place. The <i>action</i> of a story is a summary of what happens in the story. Another word is <i>plot</i>.</p> <p>The <i>main idea</i> of an informative story is one sentence that summarises what the story is about.</p>
<p>Step 6: Vocabulary Words (4 minutes)</p> <ol style="list-style-type: none"> a. Say the first vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Read the sentence with the word in it from the Oral Literature Story. Discuss the meaning of the word. Then ask learners to use the word in a new sentence. b. Repeat with the other two vocabulary words. 	<p>WEEKLY LESSON SUPPORT: The selected vocabulary words for the Oral Literature story are found in the Weekly Lesson Support section.</p> <p>You can also create flashcards for the vocabulary words in the Oral Literature stories. Hang them on a <i>story tree</i> or make a <i>word wall</i> in your classroom.</p>

How to Teach: Oral Literature - Day 3

Introduction

On Day 3 of Oral Literature, learners have the opportunity to retell the story for the week. The teacher then re-reads the story. 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

Time	Step	Teacher's Activity	Learners' Activity
1 min.	1	Introductory Song	<ul style="list-style-type: none">• Learners sing a song.
6 min.	2	Recite a Traditional Text	<ul style="list-style-type: none">• Learners recite a traditional text from memory.
6 min.	3	Before Listening to the Story	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Learners listen attentively to the teacher.
6 min.	5	After Listening to the Story	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Learners identify vocabulary words from the story and use them in meaningful sentences.

How to Teach: Oral Literature - Day 3

The Chalkboard

Vocabulary Words
(Step 6)



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

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

How to Teach: Oral Literature - Day 3

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

How to Teach: News - Day 2

Introduction

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

Competences

The learner:

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

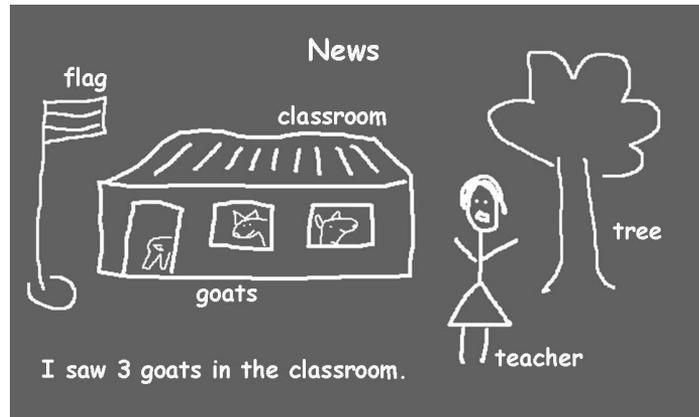
Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
2 min.	1	Prepare to Write	<ul style="list-style-type: none">• Learners sing a song.
5 min.	2	Model News Story	<ul style="list-style-type: none">• Learners listen to the teacher model a News Story.
8 min.	3	Learners Write News Stories	<ul style="list-style-type: none">• Learners use pictures, words and sentences to represent a meaningful News Story.• Learners write their names.
5 min.	4	Learners Share News Stories in Small Groups	<ul style="list-style-type: none">• Learners listen attentively to peers and participate in small group activities appropriately.
10 min.	5	Selected Learners Share News Stories	<ul style="list-style-type: none">• 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.

How to Teach: News - Day 2

The Chalkboard

This illustration represents a teacher's model story for P2 Term 1. By Term 3 many learners will be writing multiple sentence stories.



Differentiated Learning

Remedial

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

Accelerated

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

Do More: Class Displays

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

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

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

Remember: Never glue learners' work directly on the wall!

How to Teach: News - Day 2

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

How to Teach: News - Day 2

Step-by-Step Teacher’s Activity	Extra Guidance
<p>Step 4: Learners Share News Stories in Small Groups (5 minutes)</p> <ol style="list-style-type: none"> 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. 	<p>Encourage learners to appreciate their friend’s contribution. Tell them to say “thank you” and “good work”. This is a good integration of life skills education.</p>
<p>Step 5: Selected Learners Share News Stories (10 minutes)</p> <ol style="list-style-type: none"> 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 on the CAM Form and ask the next learner to read/tell their story to the class. 	<p>Create a supportive classroom environment so that sharing News stories is fun and engaging for your learners.</p> <p>The focus is on assessing individual learners’ speaking competences, but teaching learners how to be good listeners, especially when their peers are speaking, is important, too. Establish a few basic rules for sharing News stories at the beginning of the school year and enforce them consistently.</p>

How to Teach: News - Days 4 and 5

Introduction

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

Competences

The learner:

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

Teaching Procedure

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

How to Teach: News - Days 4 and 5

The Chalkboard

The chalkboard is not used in this lesson.



Differentiated Learning

Remedial

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

Accelerated

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

Do More: Parent Involvement

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

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

How to Teach: News - Days 4 and 5

Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 1: Transition Song (1 minute)</p> <p>a. Sing a song to signal the beginning of the class as you distribute the writing materials and learner name cards.</p>	<p>Always sing the same song to begin the News lesson. This routine will help learners mentally prepare for the lesson.</p>
<p>Step 2: Learners Write News Stories (13 min.)</p> <p>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.</p> <p>b. Tell learners to write another News Story today.</p> <p>c. Remind learners that they should write their names in their exercise books.</p> <p>d. Move around the room observing learners as they write. Ask questions about their stories and provide support as needed.</p> <p>e. When there are 3 minutes remaining, tell learners they have 3 minutes to complete their work, including writing their name.</p>	<p>Select 5 learners you want to talk to during this step and do the following:</p> <p>Ask them to tell their story aloud to you.</p> <ul style="list-style-type: none"> • Is it a meaningful story? • Can you interpret their drawings? Do their pictures match the story? • Are the pictures well organised on the page? • How are they progressing with writing their name? • Are they labelling their stories with words? Are they writing sentences?

How to Teach: News - Days 4 and 5

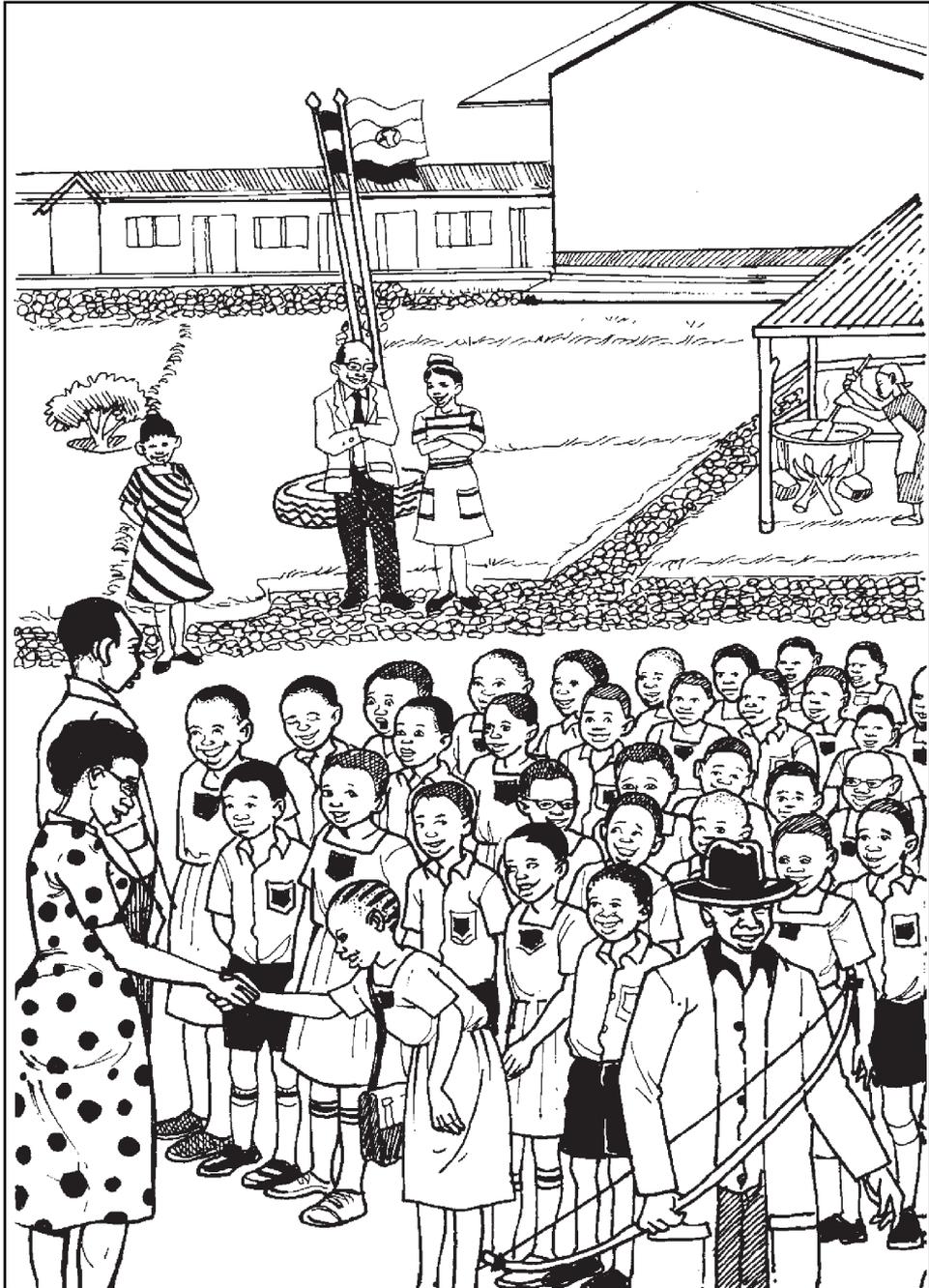
Step-by-Step Teacher's Activity	Extra Guidance
<p>Step 4: Learners Share News Stories in Small Groups (5 minutes)</p> <ol style="list-style-type: none"> a. Tell learners to take turns sharing their stories in small groups of 2-4 people. b. Move around the room supporting learners who are having difficulty participating in the small groups. 	<p>Guide learners so that they are able to share their stories successfully in small groups.</p>
<p>Step 5: Selected Learners Share News Stories (10 minutes)</p> <ol style="list-style-type: none"> a. Select 5 learners to come up and share their News Stories with the whole class. b. Ask learners to speak clearly and with expression. c. Tell the rest of the class to show that they are ready to listen by sitting up straight with hands on desk and eyes on the speaker. d. The speaker should always begin their News Story by greeting the class in a culturally appropriate manner and saying their full name. e. After the speaker has completed the News story, the teacher and learners should ask questions or make comments. f. Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class. 	<p>Here are the writing competences learners should demonstrate over the course of the year in P2.</p> <p><u>Term 1</u>: Learners draw pictures that illustrate a News Story. They label the pictures and compose at least one sentence about their News Story.</p> <p><u>Term 2</u>: Learners write 2-3 sentences about their NewsStory.</p> <p><u>Term 3</u>: Learners write a short 3-4 sentence News Story using words only.</p>

Nakarimɔɔŋ Technical Literacy Terms

English	Nakarimɔɔŋ
alphabetic principle (phonics)	ɲikisiɩa ɲulu inapanakinitere ɲanyukutae
choral reading	akisyom kaapei
collaborative learning	akimɔɔr akitatamo kaapei
competency-based assessment	amisikinit ɲuna adaɔn akitatam
comprehension	amisikinit ɲuna adaɔn akitatam
continuous assessment	akiricakinit ɲuna adaɔt ɲikasyomak akisyom
differentiated learning	ekitatame ɲolo inarakini ɲikalalak ɲulu ecamito aanyɔn akisyom
echo reading	akisyom toboɲonokini ɲinice
end of term assessment	ɲakɲiseta edaɔn akitatam
explicit instruction	akitatam itenikinitae
fluency	akisyom, akigir ka erwor ejɔk
multisensory	akisitiya ɲinerin ka akuwan daadan ɲkwa: ɲakan, ɲakɔnyɔn, aɲajɛp, ɲikumɛs ka ɲuluɛe daɲ
orthography	ɲikisiɩa ɲulu iwapitae igiryo aɲajɛp
partner reading	akisyom aɲjarerei
phonemic awareness	aanyunit eruye ka anyukuta
phonological awareness	aanyunit eruye ka akirɔt
print awareness	amisikinit epite ɲolo isitiyaere ekitaabo
scaffolding	amisikinit ɲuna adaɔn akitatam
systematic instruction	ekitatame ɲolo etɔpitae kotere itatamyɔ ejɔk
vocabulary	ɲakirɔ ɲuna esyomyo
whisper reading	akisyom inɲaɲae

Weekly Lesson Support

Term 1 Lessons





Term 1 Week 1

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:

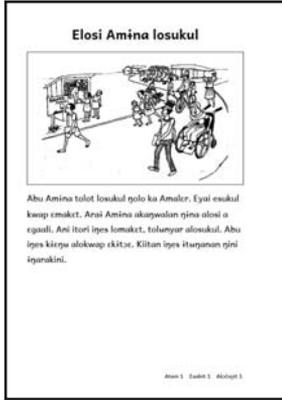
- The learners know their full name and can use it to introduce themselves and greet others appropriately.
- The learners write their full name with correct spelling and letter formation.
- The learner handles a book properly. (i.e., identifies the front and back of the book correctly; knows how to turn 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.

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Alu-macarin itoodiunito esukul yɔk?

Before Reading: Guiding Question

Nyobo etodeɓari Amina esukul?

After Reading: In the Text Question

Ɗaɛ elimitoɛ aloemut alo?

After Reading: In My Mind Question

Nyo epedori akiɲarakin ɲidwɛ a esukul aanyun neni eyai esukul keɗ?

Literacy 2

Plan the Story

Eraɪ atametaɪt ɲina aɲɔkan ayeun eemut ɲolo eyakatar ɲakirɔ ɲuna aoyak ɲaomwon. ɲarakinete ɲikasyomak, eraɪ keyakaunotor adyo-tyonis igirete ɲjemuto keɗ.

Day 2



Literacy 1

Word Structure Application

akapolon	a-kapolon	ɛ-kapolon
akepon	a-kepon	e-kepon

Literacy 2

Breaking and Making	
akai	a
ka	ka
a	akai

Handwriting and Spelling Practice

A, a

akai, akalam, akaideit

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-macarin itoodiunito esukul yαk?

Before Reading: Guiding Question

Ekokini Amina εdepari esukul kec ai?

After Reading: In the Text Question

Ata ηαε apotε κηarakis Amina akijεkar losukul?

After Reading: In My Mind Question

Ipedori iyonη akηarakin ikεkε ηini eoliyorit elosi losukul ikwa anι?



Literacy 2

Plan the Story

Εραι atametait ηina ajαkan ayεun eemut ηolo eyakatar ηakiro ηuna aoyak ηaomwon. ηarakinete ηikasyomak, εραι keyakaunotor adyo-tyonis igirete ηiemuto kec.

Literacy 1

Sentence Structure Application

Ayeni ayonη akisyom.

Iyeni iyonη akisyom.

Apedori ayonη akigir.

Ipedori iyonη akigir.

Day 4

Literacy 2

Breaking and Making	
akan	a
an	an
a	akan

Handwriting and Spelling Practice

A, a

akan, akiman, akεwan



1 Esukul yɔk ka ɲikidɛnyɛt

Literacy 1 and 2

Day 5

Elosi Amina losukul

Abu Amina tolot losukul tolo ka Amalɛr. Eyal esukul kwɛp ɛmakɛt. Anni Amina akɛnyɛlon ɲina ukolɛ a egnɛli. Anni itori ipɛs komakɛt, tɛnyɛnɛr alɛsukul. Abu ipɛs kɛɲɛp alɛkwɛp ekitɛɛ. Kitɛn ipɛs Harjanɛn ɲini iparakiɛni.

Ani epote Nakiru ka Kokol, toonywasi Amina alɛkwɛp ekitɛɛ. Kɛɲɛta ipɛs tɛmasi, "Al ilɛsi iyɔɲ ikɛka en?" Tema Amina, "Akɛni ayɔɲ losukul tolo ka Amalɛr." Tema Kokol, "Kɛɲɛta, amɛndɛra u esukul ya, kɛɲɛp iyɔɲ esukul." Kɛɲɛnɛn ɲidɛt ɲal Amina, kɛɲɛkasi ipɛs losukul.

Amɛn 1 Saakɛ 1 Akɛɲɛɲ 5



Abɔɲɔkin etic

akɛten	a-keɛten	e-keɛten
akapolon	_____	_____
akepon	_____	_____

Akɛni ayɔɲ losukul.
Itasi iyɔɲ losukul.
 Ayeni ayɔɲ akisyom. _____
 Apɛdori ayɔɲ akigir. _____

Amɛn 1 Saakɛ 1 Akɛɲɛɲ 5

Literacy 1

Vocabulary Review

esukul	amɛndɛra	ɛmakɛt
ekitɛɛ	ikɛkɛ	ɲidɛɛ

Word Structure Review: Answers

akapolon	<u>a-kapolon</u>	<u>ɛ-kapolon</u>
akepon	<u>a-kepon</u>	<u>e-kepon</u>

Sentence Structure Review: Answers

Ayeni ayɔɲ akisyom.
Iyeni iyɔɲ akisyom.
 Apɛdori ayɔɲ akigir.
Ipɛdori iyɔɲ akigir.

Literacy 2

Handwriting and Spelling Assessment

akai	akaideit	akan
------	----------	------

1.1 Ewaε, ηῖmacarin ka ηajɔkɪsyɑ a esukul yɔk

News

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

Model News Drawing

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

Model News Story

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

References

NPSCU Teacher's Guide

- Competences, page 71
- Sample Scheme of Work, pages 83-85

NPSCU P2 Curriculum

- Page 14

Traditional Text

Akikanikan

ƙɔkɔ daɗ e-en,
e-bu-nit a-ki-syom. x2
Iryama daɗ ...
Lokiru daɗ ...
Lomilo daɗ ...

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

Oral Literature

Akimɔrikina a esukul ka ɲikidɔnyet

Akiɲiset ɲina ikiɲakini

Anɛ-jɔkisya eryamunito ɲikidɔnyet alosukul?

Elalak ɲiboro ɲulu iitanit itɔɲanan anakiyar keɲ kan toyakaunotor ekiboie ɲolo ajɔkan. Itoruni ekiboie ɲolo ajɔkan nakisyom.

Ɛrai esukul neni eryamunere aosou ɲina kigiret. Eryamunio ɲaosisyo ɲɛna alalak toyarere. Ani edoli adukokin esukul adyo-kibois, iboikin ɲikaɛryak kirworiut kori kilipɛt ɲalɔp ɲɛna edukokinio esukul.

Eyakatar a ɲolo sukul ɲimacarin ɲulu itoodiunito neni esipɔkina esukul. Eyakatar abao ɲina igiritɛ ekirɔ a esukul ka ɲakiboisyo ɲɛnace daɲ. Eya nabo ɲimacarin ɲice ɲulu itoodiunito esukul ikwa ɲilɔwi ɲulu enapito ɲidwɛ. Eyai emacar ɲol lolɔwi igiritɛ.

Eryamununii esukul ɲakiganɛta alokidɔnyeta keɲ. Eryamun ɲaduketa ɲɛna egelegelya ka ɲikeɛ-kadukok daɲ. ɲikidɔnyeta esukul ikes edukete. Mɛɛ ɲɛna bon, ɲiketeok a esukul daɲ igirete ɲikidɔnyet kitiyaete nen. Akimɔj daɲ eryamununii esukul alokidɔnyeta. Egyelete ɲiketatak daɲ akimɔj alokidɔnyet ka alomaket. ɲalakari epite ɲol ɲiketatak nooi.

Story Outline

Atametait ɲina apolon

Akimɔrikina.

Atametait ɲina ka apei ɲina iganjit

ɲikidɔnyet a esukul.

Atametait ɲina a ɲaarei ɲina iganjit

Akiganjit esukul.

1 Esukul yɔk ka ŋikidɛnyɛt

Literacy 1 and 2

Day 1

Ŋipeyok alosukul



Ɛraɪ ɛkɛw kɪrɔ Lɔkɪn. Aɣɔmɪ ayɔr nɔkɪlɛs ŋɪna a ŋɔarɛɪ. Abu ɛkɛpɔlɔn a esukul tɔnyarɛnɛ ŋikɛwɔyɔk. Fɛtɛ ŋipeyok pɔlɔ ulɛlak losukul. Kɪjɔn ɛkɛpɔlɔn a esukul ikɛn. Kɪsɪbɔk lɛtɔlɛm a ɛkɪtɛn. Tɛllɛmɔk ɛkarɪkɔn ikɛn tɛmɛ. "Yɔutɛ ŋɪdɛwɛ losukul. Ɛyɔmɪ akɪyɔm ɛbɔrɪ, aɔnɔn, ɛkɪɪl kɔ akɪmɔrɪkɪnɔ nɔkɛwɔp yɔk."

Ɔmɛn 1. Ɔɔkɔkɔ 2. Akɪkɪpɔt 1

Literacy 1

Thematic Question

Anɛ-ɔkɪsɪyɔ ɛryamunitɔ ŋikidɛnyɛt a esukul alosukul?

Before Reading: Guiding Question

Anɛ-kɪrɔ ɛbaakar ɛkɛpɔlɔn yɔwɛtɛ ŋɪdɛwɛ losukul?

After Reading: In the Text Question

Ŋɛɛ ɛnyarɪt ɛkokwɔ?

After Reading: In My Mind Question

Nyɔ ikɪjɔkɪnɪtɔr iyɔŋ esukul?

Literacy 2

Plan the Story

Ɛraɪ atamɛtɛɪt ŋɪna aɔkɔn ayeun eemut ŋɔlɔ ɛyakatar ŋakɪrɔ ŋɛna aoyak ŋaomwɔn. ŋɛrɔkɪnɛtɛ ŋɪkɛsyɔmɔk, ɛraɪ keyakaunɔtɔr adyɔ-tyɔnɪs igɪrɛtɛ ŋɪɛmuto kɛɛ.

Day 2

Ŋakɪrɔ ŋana kɪtɛt

ɛkɛpɔlɔn	ŋipeyok
ŋikɛwɔyɔk	ɛkɪtɛn
ikɛn	lɛtɔlɛm

Ɛkɪsɪtyɛɛ ɔkɪrɔt

akɪlɛn	akɪlɛn	akɪlɛn
	m-akɪlɛn	nakɪlɛn
akɛn	akɛn	akɛn
	m-akɛn	nakɛn
akɛwɔp	akɛwɔp	akɛwɔp
	m-akɛwɔp	nakɛwɔp

Ɔmɛn 1. Ɔɔkɔkɔ 2. Akɪkɪpɔt 1

Literacy 1

Word Structure Application

anɔlɔl	n-anɔlɔl	nanɔlɔl
acɛɛma	n-acɛɛma	nacɛɛma

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
ɛkɛtan	k	K, k
kɛ	kɛ	ɛkɛtan, ɛkɛk, ɛkɛkaman
k	ɛkɛtan	

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Anu-jokisya eryamunito njikidunyet alosukul?

Before Reading: Guiding Question

Anu-kiru ikilimonokineneete iyees njikaaryak aɲuna a esukul?

After Reading: In the Text Question

Nyo apɔtɔ njikaaryak toryamɛt alosukul?

After Reading: In My Mind Question

Anu-jokisya njace eryamunito njikidunyet alosukul?



Literacy 2

Plan the Story

Ɖɛraɪ atamɛtaɪt njina ajokan ayɛun eemut njolo eyakatar njakiru njuna aoyak njaoɛwɔn. Njarakinete njikasyomak, Ɖɛraɪ keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application

Tocakar iyɔɲ daɲ.

Tocakaros iyɛs daɲ.

Tobɛcar iyɔɲ daɲ.

Tobɛcaros iyɛs daɲ.

Day 4

Literacy 2

Breaking and Making	
akilas	k
ki	ki
k	akilas

Handwriting and Spelling Practice

K, k

akilas, akigir, akim



1 Esukul yɔk ka ŋikidɛnyɛt

Literacy 1 and 2

Day 5

Ŋipeyok alosukul

Ɛnai ekas-kira Lokiru. Asyomi ayɔy nɔkɔlas ŋina a ŋanɛrɛ. Abu ekapolon a esukul tanɔyɔna ŋikawryak. Fɛta ŋipeyok nɔta ulɔkɔtɔ lɔkɔkɔ. Kijana ekapolon a esukul ŋana. Kɔlɔkɔ lotolim a ekitɔɔ. Tolomɔk ekarikon ŋes tɛna. "Yɔuta ŋidɛni lɔsukul. Eɔandi akɔyom eɔarɛ, asonu, ekɔsiɛl ka akimɔritikina nɔkɔwɔp yɔk."

Agɔta ŋikawryak tocamaki's ayɔnan ŋidɛni lɔsukul. Agɔta isama tocoɔ isama ŋanɔyɔna ka toboɔyɛ. Kimaja ŋikawryak akimaj, Eɔpɔnito ŋikawryak akimaj ŋina alolan. Agɔta ŋikawryak tolakaras nɔol. Toloto lɔwrya kɛ: ka ulakara.

Aman 1. Saɔkɔ 2. Akɔlɔkɔ 3.



Abɔɔkɔn etic

akɔlas	a-akɔlas	nɔkɔlas
anɔkɔl	_____	_____
anɔwama	_____	_____

Tɔkɔwɔp iɔyɔ daɔɔ.
Tɔkɔwɔpɛs iɔyɔ daɔɔ.
 Tɔkɔkar iɔyɔ daɔɔ.

 Tɔkɔkar iɔyɔ daɔɔ.

Aman 1. Saɔkɔ 2. Akɔlɔkɔ 3.

Literacy 1

Vocabulary Review

ekapolon	ŋipeyok	ekitɔɔ
ŋikawryak	lotolim	tobolyɛ

Word Structure Review: Answers

anɔlɔl	<u>n-anɔlɔl</u>	<u>nanɔlɔl</u>
anɔwama	<u>n-anɔwama</u>	<u>nanɔwama</u>

Sentence Structure Review: Answers

- Tɔkɔkar iɔyɔ daɔɔ.
- Tɔkɔkaros iɔyɔ daɔɔ.
- Tɔkɔkar iɔyɔ daɔɔ.
- Tɔkɔkaros iɔyɔ daɔɔ.

Literacy 2

Handwriting and Spelling Assessment

ekɛk	ekɛtan	akim
------	--------	------

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

Model News Story

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

References

NPSCU Teacher's Guide

- Competences, page 71
- Sample Scheme of Work, pages 91-92

NPSCU P2 Curriculum

- Pages 14-15

Traditional Text

Eete

Aruu ekeɲgere. Oilale 'ye, ai lolo alosi ayɔɲ, alosi akisyom. x2

Ata papa kidoɲo robo, oilale iye ...

Ata toto kidoɲo robo, oilale ...

Ŋikaitotoi kidoɲo robo, oilale iye ...

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

Oral Literature

Akisyom a Lorot

Akiɛset ɛina ikiɛakini

Ali pite ɛbariata ɛkɛdɛnyɛt a esukul kan esukul?

Ayai kɔɔɔ edya ɛolo anyaritaɛ Lorot. Asyomi ɛɛ Lorukumo, ABEK senta. Eyai Lorukumo lokitela ɛolo a Lolacat, lobuku ɛolo a Nakapiripirit. Araɛ ɛɛ edya ɛolo aos nooi. Araɛ Kosike Paul ɛkɛtataman kɛc. Amɛna ɛɛ daɔ Lorot nooi anɛraɛ aɛɛryana ɛɛ anakilas kɛc. Apei kɔɔɔɔɛt, kebu papa kɛɔ tolot losenta ka ABEK.

Kiitan ɛɛ Lorot aboɔɔɔ lore akiyok ɛɛbaren. Abu ɛɛ nyewou, torukosi ka papa kɛɔ. Ani edoleta lore, togelakiɛnaɛ ɛɛ ɛɛbaren. Kiyok Lorot ɛkadakiɛt akwap. Eitonori ɛɛ ɛkɛtataman kɛɔ ka ɛɛdwe ɛulu abolyatar ka tominasi ɛɛ. Aɛina kɔɔɔɔɛt araɛ etic a Lorot aɛaanaɛ ɛɛbaren neni alwanan, kiruye ka kiudununuye ɛbɔɔ ɛnyamɛt akoro. tnak etic ɛolo ɛɛ akiitonor esukul.

Story Outline

Atametaɛt ɛina apolon

Aɔkɛs ka akisyom.

Atametaɛt ɛina ka apei ɛina ɛganɛt

Araɛn ɛkapolon.

Atametaɛt ɛina a ɛaareɛ ɛina ɛganɛt

ɛɔk ɛwɔn daadaɔ akitosyom ɛɛdwe.

Oral Literature

Abu Lorot toesikinia lokaato keŋ njolo cici njibaren, todok paka losukul njolo enyaritae Sakale Pramari, diyete Nabwal. Abu edya lo toloma nakilas njina a njare. Toryamunae injes nabo eos anen. Kikoneu nabo eketataman injes aneraŋ aos.

Kiboi edya logo akitodol neni ewarunia papa keŋ injes. Toryamunae eyai tuma akilas. Ani injolikini Lorot papa keŋ, kikalou tema, “Eketataman, papa keŋ yee. Kijarakinae ayon. Ebunit injes akisican ayon aneraŋ abu emyek akiyok njibaren keŋ.” Tobonok eketataman tema, “Eman nyikidai iyon papa kon aneraŋ ayai ayon.” Todok injes alokaku eketataman emarani a njuna a papa keŋ.

Abu eketataman kisiryamiya papa a Lorot, akilip injes akimyeŋin ikokwe tosyom. Abu papa a Lorot tocamakinos ka eketataman. Kicikakinae Lorot nakan a eketataman a njuna ka akisyom. Toraw eketataman ekone a ekal. Tosyom Lorot kilam siniya, kirikak Makerere, torau ekapolon a njidakitarin a njibaren.

Abu papa keŋ tolakar emeari Lorot amotoka Lorukumo akisemisem njibaren. Abar tokona papa keŋ ka elakara tar njituna njulu a Lolacat aneraŋ asyom edya kee, aii njibaren alodekesyo a njulu aarete ikes.

Vocabulary Words		
apiiryaana	akisyom	njikidunyet
In the Text Questions		In My Mind Questions
<ol style="list-style-type: none"> 1. Losukul ali asyomi Lorot ekijaren? 2. Ali-sukul abu Lorot todoki? 		<ol style="list-style-type: none"> 1. Anwe itami iyon eraŋ kewou papa kon akiya iyon Losukul? 2. Nyo icamit arawn moi kirikak iyon akisyom?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Nyo epedori ayaɛn ŋatyokisyo kidiŋ esukul ka ŋikidɛnyɛt?

Before Reading: Guiding Question

Anɛ-tyokisyo epote losukul ikotere ŋibaren kori ŋikiɛnyɛ?

After Reading: In the Text Question

Ŋulu aŋɛ ŋikulukului?

After Reading: In My Mind Question

Ani-itami iyɔŋ nyo eŋɔitor abɛɛ ŋin?

Literacy 2

Plan the Story

Erai atametaiŋ ŋina aɔkɔkan ayeun eemut nɔlo eyakatar ŋakɔrɔ ŋɛna aoyak ŋaomwon. ŋarakinete ŋikasyomak, erai keyakaunotor adyo-tyonis igirete ŋjemuto kɛɛ.

Day 2



Literacy 1

Word Structure Application

anyanɔaaka	anyanɔaa-ka	anyanɔaa-na
apataka	apata-ka	apata-na

Literacy 2

Breaking and Making	
Nakiru	i
ki	ki
i	Nakiru

Handwriting and Spelling Practice

l, i

Nakiru, akipore, akicap

1.3 Nɛna ɛyaunito nɛtyokisyo kidinɛ esukul ka nɛkidɛnyɛt

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Nyo epedori ayaɛn nɛtyokisyo kidinɛ esukul ka nɛkidɛnyɛt?

Before Reading: Guiding Question

Alu-pitesyo ɛmaikina erikinere nɛtyokisyo?

After Reading: In the Text Question

Nɛɛ anyarauni nɛpoliso?

After Reading: In My Mind Question

Ali-pite ɛmaikina kiyokiyere nɛkulukului?

Literacy 2

Plan the Story

Ɛrai atamɛtaɛt nɛna ajɔkan ayeun eemut nɔlo ɛyakatar nɛkiri nɛna aoyak nɛomwon. Nɛarakinete nɛkasyomak, ɛrai keyakaunotor adyo-tyonis igirete nɛmuto kec.



Literacy 1

Sentence Structure Application

Tocaka inɛs akalam.

Tocakasi ikes akalam.

Tocila inɛs akaratas.

Tocilasi ikes akaratas.

Literacy 2

Breaking and Making	
arira	i
ra	ra
i	arira

Handwriting and Spelling Practice

l, i

arira, akirinɛ, erite

Day 4



1.3 N̄na ɛyaunito ŋatyokisyo kidin̄ esukul ka ŋikid̄nyet

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 man is chasing a cow.

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.

References

NPSCU Teacher's Guide

- Competences, page 71
- Sample Scheme of Work, pages 98-99

NPSCU P2 Curriculum

- Pages 15

Traditional Text

Eete

Edupo ekile aate. x2

iiyi ... daadaŋ.

Keraɪ ɛmarɛt daŋ ya pa kɛɔca,

iiyo ...

Keraɪ epuli pa kɛɔca

iiyo ...

Keraɪ, ekaleede, oitakoi

iiyoo ...

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

1 Esukul ɔk ka ɛkikidunyet

Oral Literature

Amana a esukul

Akijiset ɛina ikijakini

Ikotere nyo ewuaere ɛimanikɔrin?

Alokitela a ɛolo a Nabilatuk, eyai esukul ɛolo enyaritae Lorukumo Pramari. Eyai esukul lo tɔ Nabilatuk, loreria ɛulu alo Kalokwameri. Alosukul aɛol, itaete ɛidwe ɛamɛja ɛna egelegelya ikwa: emaide, emaret, ekanyem ka ekidikidi. Eyakatar esukul ɛol emanikɔr ɛolo alalan ɛolo epedɔit akitaɔ ɛkinyom ɛul daadan.

Ewuato ikes ekece-manikɔr a ɛiligo kan ɛibaren ɛulu a ɛkikidunyet ɛelmasi akinyam ɛkinyom ke. Emakiaka ɛketatamak, ɛidwe ka ɛketiyak dan alosukul aɛol. Enyaritae ekapolon a esukul Logiel Tadeo.

Story Outline

Atametait ɛina apolon

Anyama ɛibaren akimɛj a lomanikɔr.

Asɛbakin atyonis.

Atametait ɛina ka apei ɛina iganjit

Anyaraun ekokwa.

Atametait ɛina a ɛaarei ɛina iganjit

Aboɛu ekisiil.

2 Ere ka ekítela yók

Literacy 1 and 2

Day 1

Ekal kási



Arui ayɔyɔ Nákírú. Erui lo ekal kási. Erui papo kɔy Pétérú. Eyai lókaato kɔy t'apɔa loré. Eyai nókáato kɔy Násam loré. Eyai toto kɔy María dang loré. Pápa, toto ka ejíbeé íbes erai ekal.

Arui 1. Saabé 4. Akóyɔyɔ 1

Literacy 1

Thematic Question

Ata-ɲaε epolokinito ekal?

Before Reading: Guiding Question

Ata-ɲaε ɲítɛɲa ɲulu eraí ɲiyeneta kon alokal?

After Reading: In the Text Question

Ata ɲaε eyakási lokal ata Lokiru?

After Reading: In My Mind Question

Ali-pite itemokino ɲíkídɛɲyɛt kiboiyoto?

Literacy 2

Plan the Story

Erai atametaít ɲína ajɔkan ayeun eemut ɲolo eyakatar ɲakírɔ ɲéna aoyak ɲaomwon. ɲarakinete ɲíkasyomak, eraí keyakaunotor adyo-tyonis igirete ɲiemuto kɛɛ.

Day 2

ɲakírɔ ɲana kíttɛ

papo	toto
lókáato	nókáato
María	Pétérú

Ekisitiyε akírɔt

nókáato	na káato	nókáato
	ɲé káato	lókáato
nókáapɛ	na káapɛ	nókáapɛ
	ɲé káapɛ	lókáapɛ
nókáayɛ	na káayɛ	nókáayɛ
	ɲé káayɛ	lókáayɛ

Arui 1. Saabé 4. Akóyɔyɔ 2

Literacy 1

Word Structure Application

napaε	na-paε	lo-paε
namui	na-mui	lo-mui

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
toto	t	
to	to	toto, oloto, Teko
t	toto	

2.1 Ayena alobal
Literacy 1 and 2
Day 3

Literacy 1

Thematic Question

Ata n̄aε epolokinito ekal?

Before Reading: Guiding Question

Ata n̄aε n̄iyeneta n̄ice eya lokal?

After Reading: In the Text Question

Nyo abu tataa inak ata Lokiru?

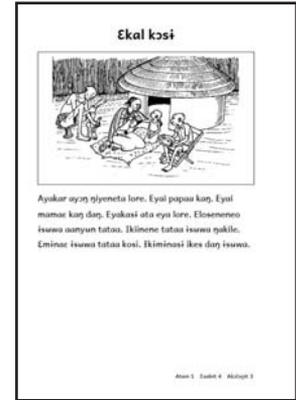
After Reading: In My Mind Question

Alu-rwa ilaanarere iyεs neni an̄iyeneta kus?

Literacy 2

Plan the Story

Ǝrai atametaiƎ n̄ina ajokan ayeun eemut n̄olo eyakatar n̄akiro n̄una aoyak n̄aomwon. Ǝharakinete n̄ikasyomak, Ǝrai keyakaunotor adyo-tyonis igirete n̄jemuto kec.



Literacy 1

Sentence Structure Application

Ǝcalae anakilas.

Ǝcalasi anakilas.

Ebolyae alosukul.

Ebolyasi alosukul.

Literacy 2

Breaking and Making	
tata	t
ta	ta
t	tata

Handwriting and Spelling Practice

T, t

tata, eketan, itanaki

Day 4



2 Ere ka ekítela yók

Literacy 1 and 2

Day 5

Ekál kòsì

Aráì ayáń Nàkírú. Eráì lo ékál kòsì. Eráì papá káń Pítérò. Eyáì lókáatò káń L'apáa lórè. Eyáì nákaatò káń Nàcám lórè. Eyáì tótò káń María dáj lórè. Pápá, tótò ká nǎwé ìkés eráì ékál.

Ayákar ayáń nǎwéretá lórè. Eyáì papáa káń. Eyáì mamáa káń dáj. Eyáíkásì átá eya lórè. Èkésenénè: isáwá aayám tataa. Èkíméwé tataa isáwá nǎkílé. Èmínáa isáwá tataa kòsì. Èkímínáa ìkés dáj isáwá.

Aráwá 1. Sábá 4. Akóláń 5.



Abójákin etic

nákaatò	na-kaato	nakaato
napáa	_____	_____
namui	_____	_____

Èmínáa tataa.
Èmínáa tataa:
 Écaláe anakílas.

 Ebolyáe alosukul.

 Eboiyási alosukul.

Aráwá 1. Sábá 4. Akóláń 5.

Literacy 1

Vocabulary Review

papaa	eya	nakaato
tataa	mamae	lokaato

Word Structure Review: Answers

napae	<u>na-pae</u>	<u>lo-pae</u>
namui	<u>na-mui</u>	<u>lo-mui</u>

Sentence Structure Review: Answers

Écaláe anakílas.

Écalási anakílas.

Ebolyáe alosukul.

Eboiyási alosukul.

Literacy 2

Handwriting and Spelling Assessment

toto	oloto	tata
------	-------	------

News

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

Model News Drawing

A child hugging a male person.

Model News Story

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

References

NPSCU Teacher's Guide

- Competences, page 72
- Sample Scheme of Work, page 105

NPSCU P2 Curriculum

- Page 17

Traditional Text epoem

Apɔɔɛ, Apɔɔɛ!	Apɔɔɛ, Apɔɔɛ!
Ai iyai iyon,	Kisidyaɛ, robo ayon dan
Ayai yaaye ataaba.	Ori bo iisere ikoni-kokɔ?
Apɔɔɛ, Apɔɔɛ!	Apɔɔɛ Apɔɔɛ,
Nyo ikoni-bore;	Nyibala kareca neni,
Ai bo iyai iyon	Okɔɛ kinjarakinaɛ.

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

2 Ere ka ekítela yók

Oral Literature

Ɛbarí ka Apɔɔɛ

Akíjísèt ñina ikíjákini

Ikotere nyo ɛsíítarya Apɔɔɛ ñicenin kéj?

Atutubet ñina ka apei

Keyáí kólóŋ etyaŋ ñolo anyarítaɛ Apɔɔɛ. Kibooi ñjes alokamúkumúkút a ñolo anyarítaɛ Moru-aŋaberú. Ayakatar ñjes apei-bérú ñina edounit ñapesur bon. Kemam ñísapa. Abarít ñjes ñaatuk ka ñakinei nooi. Amamúkar ñjkeyokok a ñíbarén kéj. Ɛlípanar ñjes ñjkeyokok aloyeneta kéj aneraí aríña ñikéɛ-dwé ɛdísyak. Amamú pa apedorito acok. Ani enaŋi aŋaar ñíbarén, atəpananakini ñjes a ñatutubeta a ñísipanin ka ani enaŋi ebóŋ, kisiryamiya ikes anadakar a ñuna akíɛdɛn.

Ani epolounete ñídwé ka Apɔɔɛ, abu ñjes kíɛŋa akilípanar ñjkeyokok. Tolɔmasí ñikéɛ-dwé acok ñíbarén. Tosipo ñjes alore kitiya etic ñolocé ikwa akitere ñíkaalei ka ñítak. Apɔtú ñikilyok totíña ñikéɛ-dwé anacokor, kíítasi ikes daadaŋ ka tobar nabo ñjes nooi kíɔɔ ñuluce-təŋa aloriya aŋol.

Story Outline

Ñiketiyak ñulu eyakasi loemut

Apɔɔɛ, ñakaitotoi, ñídwé a ñakaitotoi, ñíkídɛnyet, ñíkamúrak ka ñapesur.

Neni itiyatar ñakírɔ

Lokamúkumúkút.

Akitiyakínèt

Ɛkíítanú.

Akiñiset ñina ka atamakinet

Nyo itami iyon atemar elosi moi Apɔɔe alonaren akisitiyaa ebari keɗ?

Atutubet ñina a ñaarei

Abu Apɔɔe totamɛ tema, “Ekokini ayon ebari lo amouni akisitiya ai?” Totamɛ atemar ebe, apolout ñidwe a ñakakaitotoi keɗ. Tocɛnakɪ ñes ñakɛɛ-kaitotoi, kiñit tema, “Itemokino ñyes ikiiñakis ayon ñidwe kus ñulu sapa. Añolo-kal, tolemɛ esapat epei kan ekeñarak ayon acok.” Añuna abaritor Apɔɔe, apɔɔɛ ñakɛɛ-kaitotoi tocamakis ñes akiya ñidyain ñul lore keɗ.

Kicikakis ñes temasi, “Itemokino iyon kiboyoto ka ñidyain lu tar namojoñɛ kon. Ani moi eraunete ñikilyok, kiitak ñaberɛ.” Abu Apɔɔe tolakar nooi neni a ñakaitotoi keɗ kan añnakino ñidyain ñul. Tolimok nait ñes ñidyain tema, “Pɔɔɛ omora ka ayon akaa-baru.” Apɔɔɛ ñidyain tocamakis ka toloto akiboi ka mamaɛ keɛ. Kisiñasi ikes Apɔɔe akiñipanar ñikeyokok.

Abu Apɔɔe kiboyoto ka ñidyain ñul ejok tar neni aryamɛneta ikes ñakɛɛ-beɛ. Abu ñan kiitak ñidyain ñul daadan ñaberɛ. Kidout ñikeɛɛdwe ñulu apɔɔɛ kiñarakis ekee-re alotɔɔma ñiticisyo ñulu gelegelya. Abu Apɔɔe tolakar, anerañ abu ekee kal topoloor nooi. Toyakaunotor ñipapae, ñitatae ka ñikamɛrak. Kidonjo ñakaitotoi keɗ elakara. Kiboyoito nai Apɔɔe ka ñikeɛ-tɛña aloriya añol ejok, elakara ka emam atyakatyaka.

Vocabulary Words		
Ñipapae	ñitatae	ñikamɛrak
In the Text Questions		In My Mind Questions
1. Ñae ebarit aloemut alo?		1. Ani iyakatar iyon atyonis ñae ikiiñarakini?
2. Ata ñae abu Apɔɔe kisiita aloemut?		2. Ñae alokidin kus ebunit alobal añolo apolon?

Literacy 1 and 2

Day 1

Ŋitɔŋa alokitela yók



Eyo ɔtɔŋa nulu ɔtɔŋa yók alokitela yók. Eyakatar ikɛ ɔtɔŋa nulu alalak. Erai ikɛ ɔtɔŋa nulu, ɔtɔŋa nulu ka ɔtɔŋa nulu. Eyo ɔtɔŋa nulu ka ɔtɔŋa nulu. Ɔtɔŋa nulu ikɛ iwɔn nool. Eyai ɔtɔŋa nulu yaaye ere kɛɛ.

Amɛ 1. Saakɛ 3. Akɔŋɔ 1

Literacy 1

Thematic Question

Alu-ticisyo itiyaete ŋitɔŋa alokitela yók?

Before Reading: Guiding Question

Kɛmarɛtɛ ŋitɔŋa nulu itiyaete ŋitɔŋa alokitela yók?

After Reading: In the Text Question

Alu-tɔŋa ikɛŋarakinito iwɔn alokitela yók?

After Reading: In My Mind Question

Alu-tɔŋa ŋice itiyaete ŋitɔŋa alokitela yók?

Literacy 2

Plan the Story

Erai atametait ŋina ajɔkan ayeun eemut ɔlo eyakatar ŋakɔɔ ŋɛna aoyak ŋaomwon. ŋarakinete ŋikasyomak, erai keyakaunotor adyo-tyonis igirete ŋjemuto kɛɛ.

Day 2

Ŋakɔɔ ŋana kitɛt

ɔtɔŋa	ɔtɔŋa
ɔtɔŋa	ɔtɔŋa
ɔtɔŋa	ɔtɔŋa

Ekisitiye akirat

ikɛ	i-kɛ	ikɛ
ikɛ	ikɛ	ikɛ
ikɛ	ikɛ	ikɛ

Amɛ 1. Saakɛ 3. Akɔŋɔ 2

Literacy 1

Word Structure Application

ekile	e-kile	ŋi-kilyok
apese	a-pese	ŋa-pesur

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
etic	e	E, e
et	et	etic, Lote, ere
e	etic	

2 Ere ka ekítela yók

Literacy 1 and 2

Day 5

Ŋítuŋa alokitela yók

Eya ŋítuŋa ŋulu egiŋeŋya lokítela yók. Eyakatar Ìkwa egiŋeŋya ŋulu alálák. Eyi Ìkwa ŋiŋáŋtáŋtáŋ, ŋiŋáŋtáŋtáŋ ká ŋiŋeŋya. Eya ŋiŋáŋtáŋ ká ŋiŋeŋya ñáŋ. Ìkwaŋáŋtáŋto Ìkwa Ìwáŋ nól. Eyi edákítar yáŋŋe ere káŋ.

Abu Amina kíŋeŋyok eya kŋŋ. Aná eya kŋŋ akáŋdonyon ŋiŋáŋ. Abu Ìŋes torúkaw eya kŋŋ edíaká. Kíŋít Ìŋes. "Ŋyo ŋiŋeŋya akáŋwáŋ káŋ?" Tama eya. "Áŋŋáŋ akáŋŋ akáŋŋ aláŋŋŋ ká edíŋí ŋiŋáŋ." Áŋŋáŋ Ìkwa tamáŋŋ ŋiŋáŋŋ aláŋŋŋŋ káŋ. Kíŋáŋŋ Abu Amina eya kŋŋ eŋeŋí-sáŋtí. Okáŋŋ káŋŋŋŋ eya kŋŋ, abu toŋŋŋ akíŋŋŋ etic kŋŋ.

Amos 1. Saaké 1. Akáŋŋŋ 1



Abonŋin etic

ákile	é-kíle	ŋi-dáŋ
akile	_____	_____
apese	_____	_____

Eŋeŋŋí akáŋŋáŋŋ.
Eŋeŋŋí akáŋŋáŋŋ.
Eŋeŋŋí ŋiŋáŋŋí.

Eŋeŋŋí ŋiŋáŋŋí.

Amos 1. Saaké 1. Akáŋŋŋ 1

Literacy 1

Vocabulary Review

Amina

eya

ekurut

torúkaw

ediaka

akawan

Word Structure Review: Answers

ekile

e-kile

ŋi-kilyok

apese

a-pese

ŋa-pesur

Sentence Structure Review: Answers

Erocito ŋakinei.

Erocítæ ŋakinei.

Eŋwalito ŋakejen.

Eŋwalítæ ŋakejen.

Literacy 2

Handwriting and Spelling Assessment

etic

ere

Naupe

News

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

Model News Drawing

Children in their school uniforms singing happily.

Model News Story

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

References

NPSCU Teacher's Guide

- Competences, page 72
- Sample Scheme of Work, pages 108-109

NPSCU P2 Curriculum

- Pages 17-18

Traditional Text

Eete

Njiboro anapae kaŋ daadaŋ ayɔŋ ca ewokit daadaŋ. x2

Ani eruwor aate ... b-u-u-u ... tookok iyɔŋ njakipi njɛna akwaŋak.

Ani eruwor akine ... m-e-e-e ... tookok iyɔŋ njakipi njɛna akwaŋak.

Ani eruwor ca ayɔŋ ... Lokookoo ... tookok iyɔŋ njakipi-njɛna oŋɔra.

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

2 Ere ka ekítela yók

Oral Literature

Abeere Nakimët

Akijiset ñina ikijakini

Alu-ticisyo itiyaneete ñitëña alokítela yók?

Atutubet ñina ka apei

Kólñ alokítela añolo anyaritaë Kakomokwee, aya ñitëña ñulu pa ayenete ñiticisyo kéc. Abu akoro totakanë lokítela ñol. Todaun ñini ñjarakini ikes. Tocënak epei-kile ñolo aason ñitëña lokokwa. Kítatamík ikes eemut ñolo isibakíyarit ñiticisyo a ñitëña. Kisyak tëma, “Ebe kólñ, keyai Abeere ñina anyaritaë Nakimët. Ayakar ñes ñibaren ñulu alalak. Ayakar ñaatuk, ñakinei, ñisigirya, ñikapae, ñijokwo ka ñikokoroí dan. Amamë pa ayeni ñes akisitiya ikes. Amamëkar tari ñikeyokok aneraí aya ñidwe keñ daadan losukul. Adakasi ñibaren make anariët. Apei kólñit, kebu Nakimët kirimo lobaren keñ ñulu adakasi make alokítela. Abu tolimonok ikes ebe eyakaun ikes ekokwa ñolo apolon nawi kéc ñidi-rwa ñiareí alongaren.”

Story Outline

Ñiketiyak ñulu eyakasi loemut

Abeere Nakimët, ñibaren, ñidwe a esukul.

Neni itiyatar ñakiro

Nawi, Kakomokwee, lokokwa.

Akitiyakinët

ekokwa, akítatam, ñiticisyo.

Oral Literature

Akiɛɛset njina ka atamakinet

Njibaren njulu epasaete anariet njul, keɛɛɛtɛ mono ikes daadanɔ toconun lokokwa lo a?

Atutubet njina a njaarei

Ani kirikak ekile njol akian eemut, tolimok njitɛɛna tema, "Itemokino iwɔn oyakatar njiticisyo njulu egelegelya alokitela yɔk ikotere enjakinotor." Njiticisyo njulu ikes lu: araɛn eketan, emucurus, edakitar, eketataman, epolisit, ekeait, ejakait, ecaaman, ekadukon ka njikeyokok. Tokorakinos njitɛɛna njiticisyo njul daadanɔ ka kikɔtasi akulyako alokitela keɛ.

Apɔtɛ njibaren lu toconun daadanɔ nawi a Nakimet. Abu nai injes kɛɛɛɛtak njibaren tema, "Alu-ticisyo iitanito iyɛs aneraɛ emamɛkare iwɔn tokɔna etic? ɛpasao iwɔn alokitela ikipori pas. Acamit nai ayɔɛn aɛmar, ekokwata iwɔn a nege ikotere okorakinos njiticisyo." Kisopok Nakimet, kimyek njityan lu etamatamaete njina kitiya. Apɔtɛ njaatuk temasi, "Ekɔsitic aɛnakɛn iyɛs njakile, aoret, njiamɛ, njakɔt ka akirinɔ. ɛkɛɛɛnakinio nabo akitaɛn akimɛj."

Temasi njisigirya, "ɛkɛɛnakinio isɛwa iyɔn akiwok njinibore daadanɔ njini icamit iyɔn kiwokoe." Temasi njikapae dan, "Ekɔsitic injes akiuryar njikoni-mɛɛ njulu eraɛ njisolumae nyɛɛɛɛtɛ akirem njiboro alore kon." Temasi nabo njinjokwo dan, "Ikiponi isɛwa akitere ekoni-re nakwaare ka naparan ikotere nyɛɛɛɛtɛ njikɔkɔlak."

Temasi nai njikokoroɛ, "Ikiuri isɛwa njabeyei njina egyptanaryo toryamɛnɛna iyɔn njabɔɔlae." Ani kirwor njityan lugu daadanɔ, abu Nakimet tolakar tema, "Alosi ayɔɛn oya nakɔkɛ kan losukul akisyom araɛn edakitar a njibaren ka njolo ikicipicipi iyɛs kan nyidiakakinosi. ɛkitatamɛ nabo injes iyɛs epite njolo eyakar edeke alodɛɛm."

Vocabulary Words

njikeyokok

ekokwa

akipas

In the Text Questions

In My Mind Questions

1. Njae abu kirimo acɛnɛn njibaren lokokwa?
2. Ikotere nyo anyaritor Nakimet njibaren lokokwa?

1. Ani bo anatameta kon, nyo etakanuni eraɛ pa kisirworik itɛɛnɛn njini njice?
2. Ani itami iyɔn, anɛ-kirɔ iwuanakinere njikokwasinei?

2 Ere ka ekítela yók

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Alu-talyo itiyaete n'itaya aloréria kus?

Before Reading: Guiding Question

Alu-talyo etupitae ísyo aberu?

After Reading: In the Text Question

Náe aberu n'ina ísyo?

After Reading: In My Mind Question

Alu-boro itemonokinio apakí n'ina a ekíitanu?

Literacy 2

Plan the Story

Eraí atametaít n'ina ajokan ayeun eemut n'olo eyakatar n'akírò n'ena aoyak n'omwon. N'arakinete n'ikasyomak, eraí keyakaunotor adyo-tyonis igirete n'jemuto kèc.

Day 2



Literacy 1

Word Structure Application

lotic

lo-tic

a-lo-tic

locor

lo-cor

a-lo-cor

Literacy 2

Breaking and Making	
esisi	s
si	si
s	esisi

Handwriting and Spelling Practice

S, s

esisi, asim, esil

News

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

Model News Drawing

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

Model News Story

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

References

NPSCU Teacher's Guide

- Competences, page 72
- Sample Scheme of Work, pages 109-110

NPSCU P2 Curriculum

- Page 18

Traditional Text

Eete

Aya nyakan mana ata Lokol,
Abolya ka njuluce.
Aek (onjiro, eliba, nakimat).
Aya nyakan mana ata Lokol,
Abolya ka njuluce ...

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

2 Ere ka ekítela yók

Oral Literature

Nasúban alore a Dìdì

Akìjìsèt ñina ikìjìkìni

Alu-pitesyo ijaununuyere ñipeyok aloreria yók?

Atutubet ñina ka apei

Ayai kólòj ekile ñolo anyaritaé Dìdì. Ayakar aberú ñina anyaritaé Nacit. Eboiyete ikes alore a ñolo a Namoni, alobuku a ñityañ. Araí ñikécéé-dwé ñìkan. Abarit Dìdì ñìbaren ka akimúj ðañ. Emujete ñikéé-tùña neni ajòkan, tomasete ñakile íkwa ñina acamitotor. Alalak ñiketiyak alore a Dìdì. Etatamete Dìdì ka akéé-berú ñikécéé-dwé ñipitesyo ñulu iboiyere ejòk ka ñulu ijaununuyere ñitùña lore. Asyomete ñidwé a Dìdì ðaadañ.

Ekaku, apótú ñidwé a Dìdì kírìkákis akisyom toryamét ñitìcisyo ñulu gelegelya. Abu akisyom a ñidwé kèj kítalaka ñes nooi. Abu apei-pese toraú adakítar a ñitùña. Torau epei-dya éketataman, toraú epei-dya epolisit, torau apei-pese amucurus ka torau ñjororit éðerepat. Apótú ñidwé yaét abaru lore kéc.Yaú adakítar ñikító a ñitùña. Yaú éketataman ñamúja ñuna alalak. Yaú amucurus ñiboro ñulu a ékal íkwa ñiboro ñulu kímújet ka ñìlòwí. Toméú ñjororit amótòka ñina araí alori. Torakaros Dìdì ka akéé-berú ñjòlikinete ñikécéé-dwé éyaunete abaru lore. Abu nait ñes totam akiwuakín ñasúban lore kèj.

Story Outline

Ñiketiyak ñulu eyakasi loemut

Dìdì, Liba, ñidwé, ñipeyok.

Neni itiyatar ñakíró

Namoni, lore a Dìdì.

Akitiyakinet

Ñasúban.

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Alu-nerin eya nakɛwan?

Before Reading: Guiding Question

Nyo etic a ɲinerin a ɲulu eya nawat yɔk?

After Reading: In the Text Question

Ŋɲai ɲimoyo eyakasi nakan kon?

After Reading: In My Mind Question

Tolimutu ɲinerin ɲice ɲulu nyelimunitoe?

Literacy 2

Plan the Story

Erai atametaiɛ ɲina aɲkan ayeun eemut ɲolo eyakatar ɲakirɔ ɲɛna aoyak ɲaomwon. ɲarakinete ɲikasyomak, erai keyakaunotor adyo-tyonis igirete ɲiemuto kɛc.

Day 2



Literacy 1

Word Structure Application

ɲakipi	ɲa-kipi	na-kipi
ɲamorɛ	ɲa-morɛ	na-morɛ

Literacy 2

Breaking and Making	
ekore	o
ko	ko
o	ekore

Handwriting and Spelling Practice

O, o
ekore, akou, Kokoi

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-nerin eya nakɔwan?

Before Reading: Guiding Question

Kimarɛtɛ njinerin njulu iyenete iyɛs anawat kus?

After Reading: In the Text Question

Ali-kiner abu amoru towan?

After Reading: In My Mind Question

Alu-nerin itiyaka nooi?

Literacy 2

Plan the Story

Ɛrai atamɛtaɪt njina ajɔkan ayeun eemut njolo eyakatar njakiro njɛna aoyak njomwon. Njarakinete njikasyomak, Ɛrai keyakaunotor adyo-tyonis igirete njemuto kec.



Literacy 1

Sentence Structure Application

Emasakin ikɔkɛ lorot.

Emasakinosi njidwɛ lorot.

Ɛlɛrakin ikɔkɛ alokicolonj.

Ɛlɛrakinosi njidwɛ alokicolonj.

Literacy 2

Breaking and Making	
amot	o
mo	mo
o	amot

Handwriting and Spelling Practice

O, o

amot, amoru, mono

Day 4



3.1 Njinerin ka akwan ka njicisyo kec

News

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

Model News Drawing

A teacher and learners dressed in their cultural wears, performing dancing and singing.

Model News Story

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.

References

NPSCU Teacher's Guide

- Competences, page 73
- Sample Scheme of Work, page 111

NPSCU P2 Curriculum

- Page 20

Traditional Text

Eete

Lokiru nyo mawo igworo iyon? x2
Nakile, nakile, nakile ca a njibaren.
Natee nyo mawo igworo iyon? x2
Njironyo mawo igworo iyon? x2

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

Oral Literature

Akisitiya ɔinerin

Akiɔiset ɔina ikiɔakini

Alu-nerin ka akɔwan ipedorete iyɛs akɔmarɔn?

Atutubet ɔina ka apei

Keyai kɔlɔɔ ekitaɛ ɔlo anyaritaɛ Ebobore. Adukokiniɛ itɛs ekee-re naɔlol ɔina enyaritaɛ Omaniman, lokitɛla a Loreɔɔdwat. Alore keɔ, ayakatar itɛs ɔidwe ɔikan. Araɔ ɔice ɔipesur ka ɔice ɔisapa. Ebe Akɔɔɔ, Akɛɔɔ, Akou, Akɔɔ ka Akan.

Alotɔɔma ɔikɛɛ-dwe, amamɔ pa ayeni aɔini-kɔkɔ ekee-tic alokal enaɔi apaki ɔina ekɔrakinere ɔiticiɔyo aneraɔ pa akɔrakinɛ toto keɛ ikes ɔiticiɔyo. Aɔina-kɔlɔɔit enaɔi akɔrakin ɔiticiɔyo, eɔɔɔɔɔɔɔɔɔɔ ikes. Alal akolo aloticiɔyo alotɔɔma ekal. Abu ibore ɔin itak ikes atyakatyaka aloticiɔyo ka kisipiyo akitorol ekal keɛ. Ani ɔulu akalanyanak, apɔɔɔ torata ɔulu ipasato ka itarito akimɔɔ bon ɔina itiyaunete ɔuluɔe apaki ɔina itɔɔakinitere etic kori akipore.

Story Outline

Niketiyak ɔulu eyakasi loemut

Ebobore, Akɔɔɔ, Akɛɔɔ, Akou, Akɔɔ, ka Akan.

Neni itiyatar ɔakiro

Omaniman.

Akitiyakinɛt

Akɔrakin ɔiticiɔyo.

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Nyo ejokya akitosęgiti njireria yok?

Before Reading: Guiding Question

Tolimonosi njiboro njulu isitiyao akitosęgia njireria yok?

After Reading: In the Text Question

Ani kedat ikes akimat njakipi njina njira, ali deke apata todyakinos?

After Reading: In My Mind Question

Ai eryamununuere iwon njakipi njina ikiinete njidekesyo?

Literacy 2

Plan the Story

Erai atametait njina ajokan ayeun eemut njolo eyakatar njakiro njina aoyak njomwon. njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto ke.

Day 2



Literacy 1

Word Structure Application

eole	e-ole	nji-ole-i
ecolube	e-colube	nji-colube-i

Literacy 2

Breaking and Making	
awala	l
la	la
l	awala

Handwriting and Spelling Practice

L, l

awala, elalak, akalam

3.2 Akitoşeg ekitelà
Literacy 1 and 2
Day 3

Literacy 1

Thematic Question

Nyo ejòkya akitoşegit ñirerya yòk?

Before Reading: Guiding Question

Ani ediakakin itunanan, ai elosi?

After Reading: In the Text Question

Nyo abu edakitar kitiyak neni a Lokiru ka ñikonei keñ?

After Reading: In My Mind Question

Alu-ticisyo itemokino iwòn etiyata ikotere nyikiryamunia ñidekesyo?



Literacy 2

Plan the Story

Erai atametait ñina ajòkan ayeun eemut ñolo eyakatar ñakiro ñuna aoyak ñaomwon. ñarakinete ñikasyomak, erai keyakaunotor adyo-tyonis igirete ñiemuto kec.

Literacy 1

Sentence Structure Application

Iloşi ñeş ñakan.

Ilosete ikes ñakan.

Icunyi ñeş agasiya.

Icunyete ikes agasiya.

Day 4

Literacy 2

Breaking and Making	
ñolo	l
lo	lo
l	ñolo

Handwriting and Spelling Practice

L, l

ñolo, tolot, lodim



3 Njinerin ka akɛwan ka njitcisyo kec

Literacy 1 and 2

Day 5

<p>Akiricit asegis</p> <p>Apei-kalipit, tolot Lokuru ka njikoni lomaket. Tayyilat ilen ukimaj njina pa aragap. Ekalata njicic. akimaj gin. Tamaia day gajiki njana agayyaka. Aputa ilen togelika aryahe yakokiyin. Kimoto ilen ehasi, "Akarihi akayik." Ani alodakitar agani kipimanan ebe, "Edifakasi edeke a kalira." Apani imakinaz Lokuru ka njiker-konei njikitɔ alodakitar. Abu nai ekapolon nyo ka asegis kifitiam nitanga. Talimik ilen tina, "Lokuru njicoronin. kikunyete gytanyiny ka topyeete ukung day njik. Kilawete gajiki njana matan. Kilawete njikan criya nyimaja ka rikom ukimaj." Aputa njitanga kiirasi gajiki njan.</p> <p style="text-align: right;"><small>Amos 1. Saaka 8. Akiricit 5</small></p>	 <p>Abonjikin etic</p> <table border="1"> <tr> <td>ekane</td> <td>e kane</td> <td>gi kane-i</td> </tr> <tr> <td>eole</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>ecolube</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Imaji nyen emaret. Imajite ikes emaret. Dasi nyen njikan. _____</p> <p>Imajite nyen agasiya. _____</p> <p style="text-align: right;"><small>Amos 1. Saaka 8. Akiricit 5</small></p>	ekane	e kane	gi kane-i	eole	_____	_____	ecolube	_____	_____
ekane	e kane	gi kane-i								
eole	_____	_____								
ecolube	_____	_____								

Literacy 1

Vocabulary Review

njitɛnja

ekapolon

njicoronin

asegis

topyeete

njikitɔ

Word Structure Review: Answers

eole

e-ole

nji-ole-i

ecolube

e-colube

nji-colube-i

Sentence Structure Review: Answers

Ilosi injes njakan.

Ilosete ikes njakan.

Icɛnyɪ injes agasiya.

Icɛnyete ikes agasiya.

Literacy 2

Handwriting and Spelling Assessment

awala

njolo

tolot

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

Teachers and children cleaning up a home. Some children dressed in school uniforms and others dressed in normal dresses are playing.

Model News Story

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.

References

NPSCU Teacher's Guide

- Competences, page 73
- Sample Scheme of Work, page 112

NPSCU P2 Curriculum

- Pages 20-21

Traditional Text

Eete

Ani ilomunini, alo kai kon nataparacu.

Topwata njikyal ...

Kilota ereet ...

Topyea ekoni-kal ...

Kilota njasaani ...

Kilosi njakoni-kan ...

Totubi njimeeger ...

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

3 Njinerin ka akɛwan ka njiticisyo keɔ

Oral Literature

Ɛrɔnɔ Aaŋɔryanut

Akiŋiset njina ikiŋakini

Ikotere nyo ɛjɔkya akitosegit njakiboisyo yɔk?

Ayai kɔɔŋ ikɔkɛ njini anyaritae Nause. Asyomi iŋes njakilasya njare. Amamɛ pa ayeni iŋes akisitiya ecoron, alapatu a ekal, neni ilonjare ka neni-perot. Eboboni iŋes carɔcar diyete ecoron, neni ilonjare ka diyete akai njina perot. Njakiboisyo nɛgɛ daadan, ɛmamɛ pa apyeo kori etosegitae. Abu nait esukul njolo ata Nause logo tobɔs tul.

Arereŋɛ njina arɔnɔn, amamɛ pa ayakatar esukul logo njiboro njulu kitoseget akwap ikwa: njimelekes, njipangae, njajen, njijirikanin ka njiboro njuluɔe dan njulu alalak. Aŋɛn, abu aaŋɔryanut a esukul alo toraɛ njican njulu apolok.

Story Outline

Atametait njina apolon

Akitosegit akwap.

Atametait njina ka apei njina iganjit

Njiteŋa njulu etapit akitopol asegis.

Atametait njina a njare. njina iganjit

Ajokis ka asegis.

3.2 Akitoseg ekitelá

Oral Literature

Ani kelanyar njirwa njidi, apɔtɛ njidekesyo njulu egelegelya totakanɛt. Apɔtɛ njidwe njuni kiryamakís akiurut. Abu emun njolo tí apolon tokɔny Nause ebolyasi ka njuluce-dwe. Toara njidwe emun ka ya eketataman Nause lodakítar. Apɔtɛ njakírɔ nɛ tosɪilyaketa. Abu Lokedi ekapolon a esukul, tocɛnak njidwe ka njiketatamak. Apɔnɪ totukoonoroɛ njidwe ikɔna ta: njicee-dwe toloto akɪbt njicoronin neni ilɔnjare. Akitub njinyia apyere alapatu a esukul ka yaasi njice njidwe njulu euruseté lodakítar.

Apɔtɛ njidwe kítosegɛt esukul. Abu tobobou akisyom ka akiboi alosukul. Abu Lokedi tonyarau edakítar akisirwor njiketatamak ka njidwe njipitesyo njulu ka asegis. Apɔnɪ tobɔkaɛ njicoronin, neni ilɔnjare ka neni ebukyo njɔtan.

Abu nabo edakítar tema, “Emaikina njinyia totubetei.” Ageɛn akɔlɔnjit njɪn, apɔtɛ njidwe kiwapa njakitatameta njun daadaɲ. Abu nait asegis toraɛ ibore njini ekinyɔmitaɛ nooi alosukul ata Nause.

Vocabulary Words	
njɔtan	ecoron asegis
In the Text Questions	In My Mind Questions
<ol style="list-style-type: none"> 1. Nyo abu tokɔny Nause? 2. Njidwe njiaɪ apɔnɪ todakaraɛ lodakítar? 	<ol style="list-style-type: none"> 1. Ani kemam itɛnjanan njini ewoikɪnɪt asegis, ikokini esukul aɪ? 2. Nyo etakanuni eraɪ ketɛpakís njitɛnja njikísɪla ka asegis?

Literacy 1 and 2

Day 1

Ikɔkɔ ɲini aɲɔɲyanan



Ayɛli ikɔkɔ ɲini pa amina akilɔpa. Aɲɔɲyanan iɲɛ, adɛmɛl, unsi ka akɛwan dɔp. Aɲɔɲɛ ɲiniɲɛli tolmasi nakɛɲɛn kɛɲ. Kileleban lɔbookɔr ka kilɛɲ ɲimɔp, Kirɔyɔɲyada elɛli. Toɲɔnɛkɛntɛ iɲɛ obɔlyɛ ka ɲidɛw ɲidɛw. Toɲɔnɛntɛ ɲidɛw iɲɛ, tolimokis ekirɔ ebe. "Nɔɲyɔkɔ."

Ann 1, Saɲɛ 9, Akilɔpɛ 1

Literacy 1

Thematic Question

Ikotere nyo ɛɲkɔya akimɛkɛɛnɛnɛt ɲayɔkɔwat?

Before Reading: Guiding Question

Alu-dekesyo ɛyauni aɲɔɲyanan?

After Reading: In the Text Question

Ali-kirɔ apɔtɛ ɲidwɛ tolimokis ikɔkɔ ɲini adiaka ɲidudui?

After Reading: In My Mind Question

Kɛraɪ torai iɲɔɲ idiaka ɲidudui, kɛkɔkɛnɛnɛt ai?

Literacy 2

Plan the Story

Eraɪ atamɛtɛɪt ɲina aɲkɔkan ayeun eemut ɲolo ɛyakatar ɲakirɔ ɲɛna aoyak ɲaomwon. ɲarakinete ɲikasyomak, eraɪ keyakaunotor adyo-tyonis igirete ɲiemuto kɛɛ.

Day 2

ɲakirɔ ɲana kitɛt

aɲɔɲyanan	akilɔpa
unsi	ɲidɛw
kirɔyɔɲyada	obɔlyɛ

Ekisitiyɛ akirɔt

amɛna	amɛna	amɛna
ny-amɛna	ny-amɛna	ny-amɛna
ɛɛamɛt	ɛɛamɛt	ɛɛamɛt
ny-ɛɛamɛt	ny-ɛɛamɛt	ny-ɛɛamɛt
elɛli	elɛli	elɛli
ny-elɛli	ny-elɛli	ny-elɛli

Ann 1, Saɲɛ 9, Akilɔpɛ 2

Literacy 1

Word Structure Application

eyeni	ny -eyeni	nyeyeni
epedori	ny -epedori	nyepedori

Literacy 2

Breaking and Making	
ikiik	ii
ik	ik
ii	ikiik

Handwriting and Spelling Practice

t, i
ikiik, ikɔkɔ, ɛkikap

3.3 Akitoseg akɔwan
Literacy 1 and 2
Day 3

Literacy 1

Thematic Question

Ikotere nyo ejɔkya akimɔkyɛnit ɲayɔkɔwat?

Before Reading: Guiding Question

Ikokini iyonɔ ɲarakini itɔɲanan ɲini eɲɔɔryana ai?

After Reading: In the Text Question

ɲæ akuuni ikɔkɔ ɲidudui?

After Reading: In My Mind Question

Adepar ɲidudui, alu-ɲidekesyo ɲice ɲulu eɔkɔ?



Literacy 2

Plan the Story

Ɛrai atametaɲ ɲina aɲkan ayeun eemut ɲolo eyakatar ɲakiro ɲɔna aoyak ɲaomwon. ɲarakinete ɲikasyomak, Ɛrai keyakaunotor adyo-tyonis igirete ɲiemuto kec.

Literacy 1

Sentence Structure Application

Eyeni ipes akɔɔɲa.

Nyeyeni ipes akɔɔɲa.

Epedori ipes akɔɔɲa.

Nyepedori ipes akɔɔɲa.

Day 4

Literacy 2

Breaking and Making	
akiki	i
ki	ki
i	akiki

Handwriting and Spelling Practice

t, i

akiki, akitɔk, akitɔp



3 Akɛwan a itɛnɛnan ka aɲaleu

Literacy 1 and 2

Day 5

<p style="text-align: center;">Ikoku ɲini aɲɔɲɔyanan</p> <p>Ayɔi ikoku ɲini pa amina akilɔɲa. Aɲɔɲɔyanan iɲes, akilɔni, aɲɔi ka akɛwan dɔɲ. Agɔta ɲilɔɲɔɲi tɔlɔmasi nakɛɲɛn kɛɲ. Kilɔɲɔɲi labɔkɔɲ ka kilɔɲ ɲinɔɲɔ. Kirɔɲɔɲɔɲɔɲɔ elɔɲ. Tɔɲɔɲɔɲɔɲɔ iɲes abɔlyɔ ka ɲilɔɲ ɲilɔɲɔ. Tɔɲɔɲɔɲɔɲɔ ɲilɔɲ iɲes, tɔlɔmɔkɔ ekɛɲɔ ebe, "Nɔɲɔɲɔɲɔɲɔ."</p> <p>Abu Amina kilɔɲɔɲɔ iɲes tɔɲɔ. "Akɛɛɛ kɔɲɔ, kilɔɲɔɲɔ akilɔɲɔ ɲilɔɲɔɲɔ." Abu Amina tɔkɛɲɔ ɲilɔɲɔɲɔ kɛɲ. Kilɔɲɔ tɔɲɔ. "Kilɔɲɔ ɲilɔɲɔɲɔ." ɲilɔɲɔ ɲilɔɲɔ. Abu ikoku ɲilɔɲɔ tɔɲɔɲɔ. Tɔkɛɲɔ, elɔcɔkɛɲɔ akilɔɲɔ kɛɲ. Eyɔkɛɲɔ iɲes ɲakɔɲɔɲɔ ɲɔɲɔ eɲɔɲɔɲɔɲɔ kɛɲɔɲɔ. Aɲɔɲɔɲɔɲɔɲɔɲɔ, elɔkɛɲɔ iɲes aɲɔɲɔɲɔ aɲɔɲɔɲɔ kɛɲɔ.</p> <p style="text-align: right;"><small>Abun 1. Saɲɔɲɔ 9. Akilɔɲɔ 5.</small></p>	 <p style="text-align: center;">Abɔɲɔkɛɲɔ etic</p> <table border="1"> <tr> <td>aminɔ</td> <td>ny aminɔ</td> <td>nyaminɔ</td> </tr> <tr> <td>eyeni</td> <td>ny eyeni</td> <td>nyeyeni</td> </tr> <tr> <td>epedori</td> <td>ny epedori</td> <td>nyepedori</td> </tr> </table> <p>Emina iɲes akilɔɲɔ. Nyemina iɲes akilɔɲɔ. Eyeni iɲes akilɔɲɔ. Epedori iɲes akilɔɲɔ. Nyepedori iɲes akilɔɲɔ.</p> <p style="text-align: right;"><small>Abun 1. Saɲɔɲɔ 9. Akilɔɲɔ 5.</small></p>	aminɔ	ny aminɔ	nyaminɔ	eyeni	ny eyeni	nyeyeni	epedori	ny epedori	nyepedori
aminɔ	ny aminɔ	nyaminɔ								
eyeni	ny eyeni	nyeyeni								
epedori	ny epedori	nyepedori								

Literacy 1

Vocabulary Review

abɔlyɔ	tɔɲɔɲɔɲɔ	elakara
aɲaleu	elɔcɔkɛɲɔ	ɲakɔɲɔɲɔ

Word Structure Review: Answers

eyeni	<u>ny-eyeni</u>	<u>nyeyeni</u>
epedori	<u>ny-epedori</u>	<u>nyepedori</u>

Sentence Structure Review: Answers

- Eyeni iɲes akilɔɲɔ.
- Nyeyeni iɲes akilɔɲɔ.
- Epedori iɲes akilɔɲɔ.
- Nyepedori iɲes akilɔɲɔ.

Literacy 2

Handwriting and Spelling Assessment

ikokɛ	akitɔk	akitɔp
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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

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

Model News Story

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

References

NPSCU Teacher's Guide

- Competences, page 73
- Sample Scheme of Work, page 113

NPSCU P2 Curriculum

- Page 21

Traditional Text

Eete

Kilɔm alocoron.

Kilɔm alocoron, kilɔta ŋakan. x2

Aŋakipi a esabuni toboŋo nakilas imaisyani.

Asegiŋ ikidari iwɔn.

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

Oral Literature

Ɛɲɔk aseɣis

Akiɲiset ɲina ikiɲakini

Alu dekesyo eyauni aɲɔryanut nawat ɲɔk?

Ayai kɔɔɲ ikiɔkɛ ɲini anyaritaɛ Muɲan. Eboiyete iɲes ka ɲikɛɛ-kaɲryak alore a ɲolo anyaritaɛ Natirir. Ayai ere lo lokitɛla ɲolo a Loputuk. Arai etic a ɲitɛɲa a ɲulu alalak anen akicɛny ɲamakaaɛ. Ajamakinito ikes aseɣis a ɲawat kɛc. Asiiɲyaka ikes daadaɲ ka ɲikɛcɛ-dwɛ. Amam pa elɔɲasi ka ɲilɔwi daɲ pa elosyo.

Aɔɔɛ ɲikaɲryak tojamakis ikɛcɛ-kɔkɛ Muɲan. Toɲɔryaniar ikiɔkɛ en, kiryoniar cuc tar nakitɔk. Emuji emam pa ilɔtarit ɲakan. Aɔɔɛ ɲakipi toraɛt ɛmɔit aikiɔkɛ aɲin. Aɲuna aɲeritor Mugan akilɔɲa, abu akɛɛ-kɛwan tokɛramam ka totɔɲa ɲiip idyo ekoo akɛwar ka apaaran. Tour iɲes nariɛt ka toɲero ɲuluɛ-dwɛ arukit ka iɲes.

Story Outline

Atametait ɲina apolon

Aɲɔkis ka aseɣis.

Atametait ɲina ka apei ɲina iɲaɲit

Alejonikinit aseɣis a ɲawat.

Atametait ɲina a ɲaarei ɲina iɲaɲit

Akiyokit aseɣis a ɲawat.

3.3 Akitoseg akɔwan

Oral Literature

Apei kɔɔɔit, abu eketataman ɔolo ka aseɔis tolot lore ɔolo a Natirir. Toryam iɔes ikɔkɔ, isekiseki ɔatotoɔlot alotɔkit a ɔamakae. Tobul eketataman ɔolo ka aseɔis. Kiɔit iɔes ikɔkɔ tema, “Ai eyai ekusi-re?” Todɔd ikɔkɔ tema, “Iɔes ye.” Kiɔit nabo eketataman ɔolo ka aseɔis ikɔkɔ tema, “Nae ekoni-kirɔ?” Toboɔok ikɔkɔ tema, “Erai ekaa-kirɔ Muɔan.”

Kiɔitaɔ nabo ikɔkɔ ebe, “Eya iyoɔ ɔikaɔryak a?” Tema ikɔkɔ, “Ee, eyakasi.” Tolimok eketataman aseɔis Muɔan akiteɔar iɔes lore keɔ. Ani edolete ikes lore ata ikɔkɔ, tonyaraɔ eketataman aseɔis ɔikaɔryak a Muɔan. Abu kitatam ikes aɔkɔis aseɔis a ɔawat. Kedaun akitatam, kiɔɔasi ɔikaɔryak Muɔan ka ɔuluɔe-dwe, tokɔlaraɔ ɔimeɔeɔer ka abanyar ɔitim anakyes.

Aponi yaaraɔ Muɔan losukul. Tosiyoɔ iɔes eɔk ɔakirɔ ɔna ka aseɔis a ɔawat alosukul. Abu nai Muɔan kitatam ɔidwe ɔulu a ɔirɔrya epite ɔolo iyokitere aseɔis a ɔawat. Ani irikakini Muɔan esukul, abu toraɔ eketataman ɔolo ka aseɔis alokitela keɔ.

Vocabulary Words		
aseɔis	kiɔɔasi	asiɔlyaka
In the Text Questions		In My Mind Questions
1. Nae aarɔryana nooi aloemut alo? 2. Nyo etiyaete ɔikaɔryak a Muɔan ayarya?		1. Nyo etakanuni nawat erai pa kiɔɔasi ɔitɔna? 2. Anɔ ɔna itiyao iwɔn ikotere itosegitere ɔawat yɔk?

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Anɗ-mɗja imujeneneete iyɛs alorɛɗa kus?

Before Reading: Guiding Question

Kimarɗ ɗamɗja ɗuɓna egelegelya?

After Reading: In the Text Question

Ɗaɛ abu tolot aɓeyo neni a Daudi?

After Reading: In My Mind Question

Anɗ-mɗja ɗinanakini iyon ɗipeyok ilaunosi?



Literacy 2

Plan the Story

Ɗrai atametaɗ ɗina ajokan ayeun eemut ɗolo eyakatar ɗakiro ɗuɓna aoyak ɗaomwon. Ɗɗarakinete ɗikasyomak, Ɗrai keyakaunotor adyo-tyonis igirete ɗiemuto kec.

Literacy 1

Sentence Structure Application

Ekwaɗ abaanɗait.

Ekwaɗak ɗabaanɗa.

Ɗereɗ alamaɛ.

Ɗereɗak ɗalam.

Day 4

Literacy 2

Breaking and Making	
ereɗak	ε
rε	rε
ε	ereɗak

Handwriting and Spelling Practice

ε, ε

ereɗak, ereɗ, ereɛ



Literacy 1 and 2

Day 5

Ikitopoloete

Erakani Lokiru ka Daudi njonei. Emina Daudi akimaj gamaja gema njikolya. Imajeneme lye emoogo, emucele, ekidikidi ka gema. Ejale akra-kawan. Nal, nyimajeneme Lokiru gema ja. Imajeneme lye njei-kimaj bun. Abu akra-kawan tokaradiya.

Apri-kabiyit, abu Lokiru kipeyok Daudi. Abu Daudi kijaw lye ka akone. Apri-Res kimaja gema gema njikolya. Kimaja ila emaret, akirij, emarile, kakar ka ekabic. Tomama ila njebeyi, emotata, emalde ka njikolya. Abu Daudi tolimak Lokiru tama. "Enai gema ja gema Ikitopoloete itan."

Aman 1. Saaki 10. Akilajit 5



Abajokin etic

akone	a-kone	a-kaa-kone
akone	_____	_____
abakuli	_____	_____

Ejak nate.

Ejak gajak:

Ekwarj abanjait.

Erej alamae.

Aman 1. Saaki 10. Akilajit 5

Literacy 1

Vocabulary Review

emotata	ekidikidi	kipeyok
emucele	emoogo	njikolya

Word Structure Review: Answers

akone	<u>a-kone</u>	<u>a-kaa-kone</u>
abakuli	<u>a-bakuli</u>	<u>a-kaa-bakuli</u>

Sentence Structure Review: Answers

Ekwarj abanjait.

Ekwarjak njabaanja.

Erej alamae.

Erejak njalam.

Literacy 2

Handwriting and Spelling Assessment

ekemal	erej	erejak
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News

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

Model News Drawing

Children displaying different types of food.

Model News Story

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

References

NPSCU Teacher's Guide

- Competences, page 74
- Sample Scheme of Work, pages 115-116

NPSCU P2 Curriculum

- Page 23

Traditional Text

Eete

Kiyaniyanakinae ayon aniyo,
 Loḡolepus iyaniyani aniyo,
 Kiyaniyanakinae ayon aniyo. x2
 Eyai ekee-kyas ne etirono ...
 Eyai ekee-kyas ne enjinyo ...

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

4 Namuja ka ajokis nawat

Oral Literature

Akiyar a Korobe

Akiyiset njina ikinakini

Anu-muja itao iwɔn alorɛya?

Ebe boca paaran, ayai ekile njolo anyaritaɛ Korobe. Ebooi injes aneni anyaritaɛ Lokitɛla Anjɔbaɛ, anakwap a njina a Tokora, lobuku a Nakapiripirit. Araɪ injes eketataman alosukul anjolo enyaritaɛ Tokora Pramari. Ayakar injes njidwe njarei njulu araɪ njipesur make. Amina injes njikɛɛ-dwe nooi.

ɛtani a namuja a njuna egelegelya. Agyelununyi injes namuja alomaket. Anjaleete njikɛɛ-dwe njina paki. Adit aryabo alokal ken aneraɪ emujete ikes namuja njuna gelegelya njuna agyelununuyo alomaket. Amamu ikes emanikɔr anakwap anjin. Tar esukul njolo etatami injes, akidyoko njamanat pa eryamito kori etemokino njiketatamak. Epangaete ikes njimanikɔrin a njitnja anjolo karu. Injes aryamununyata ikes akimuj adyo cici njina araɪ akimuja bon.

Story Outline

Atametait njina apolon

Atyakatyak namuja.

Atametait njina ka apei njina iganjit

Akitare njinyɔmen njulu egelegelya.

Atametait njina a njareɪ njina iganjit

Ajokis anamuja.

Oral Literature

Epei karu, abu akiporo kibeledin. Bu eroro ka towou akwap erina erai akamu. Towou atepun atipei. Abu Korobe totam tema, “Ai tokona ewuakini ayon njidwe lu, ikwa nina awounia ekaru atepun atipei?” Abu ines tonyout ka njike-dwe tolo to nakwap nina enyaritae Nabwal, lobuku a Napak.

Ani enaji ines nen, toryamu njiketak. Abu togeu akicodun njalup nuna alalak. Togeu akidat. Ani enaji akidap namuja, totam ines ebe emam naetin nuna-dupakina lomanikorin njulu abu ines todatu. Tolot ines lomaket agyelun naetin nu: ekidikidi, emaret, njicok a ekabic, a enyaanya, ekitunguru ka kinliya-kide.

Abu todupak ikes alotoma eyakaune kec alopote alo: nuna einakinete akwan agogonu ikwa ekidikidi, emoogo, njacok, etolotol ka njimomwa. Nuna edupete ka todukete akwan ikwa: emaret ka emaide. Nuna iretakinete njidekesyo anawat ikwa: naraito nuna a njimuembai, njamacungae ka njidias njulu ikote ekarot, edoodo, ekabic ka enyanya. Abu Korobe tobar ikotere akitare togyelu naatuk naarei ka njikokoro. Apotu nai njituna a Nabwal torokut epite njolo etaata Korobe ka njike-dwe.

Vocabulary Words	
naetin	edoodo
	edupete
In the Text Questions	In My Mind Questions
<ol style="list-style-type: none"> 1. Ali sukul etaatami Korobe? 2. Ikotere nyo aditiya aryebon a lokaal keji? 	<ol style="list-style-type: none"> 1. Nyo ajokis ka akimaj namuja nuna egelegelya? 2. Ani kirau iyon eketan, alu kinyom ipedori iyon akitare?

4 Namuja ka ajokis a nawat

Literacy 1 and 2

Day 5

Akimuj ejok

Abu toto a Nakiru kilak. Tolot lore a nakaato keq.
Toryama pikae: "yeyoi ikarit. Keqit lora nakaato keq
toma. "Nyo bo ikaritor ejok?" Tolocok nakaato
keq toma. "Emam ejokito nyo ejoklore akimuj."
Tema toto a Nakiru. "Be ibarit bo lora njokoro
ka ejabat. Nyo bo po igyelara lora ejok."
Abu eya keq a Nakiru kiira. Togyla lora njokoro
njokoro. Toryama ejokito apri-miat ka
njokoro. Togyla lora emari. ejokito.
ekidiki ka mamajo mamajo. Togyla pikae-dae
akimuj ejok. Toryama ejokito a eya. Abu eya
tomy ejokito lora njokoro-dae ejok.

Abun 1. Ewaki 11. Akimuj 5



Abonokin etic

toryama	toryama-t	toryamat
tokya	_____	_____
tocak	_____	_____

Abu toryama ejokito.
Ajok toryamat ejokito.
Abu tocak emuembe.
Abu tokya gatak.

Abun 1. Ewaki 11. Akimuj 5

Literacy 1

Vocabulary Review

nakaato

nabatat

njokoro

togyla

toryama

ejok

Word Structure Review: Answers

toket

toket-t

toket

tocak

tocak-t

tocak

Sentence Structure Review: Answers

Abu tocak emuembe.

Ajok tocak emuembe.

Abu toket namak.

Ajok toket namak.

Literacy 2

Handwriting and Spelling Assessment

akok

ejok

ajokis

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 female person is a sickly child.

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

NPSCU Teacher's Guide

- Competences, page 74
- Sample Scheme of Work, pages 116-117

NPSCU P2 Curriculum

- Pages 23-24

Traditional Text

Eete

Edupo Akiriɲ.

Edupo ekile akiriɲ alore keɲ, Iya ...

Keraɪ ɛmaɪɛ pa keɪaɲa, Iya ...

Keraɪ ekidikidi pa keɪaɲa ...

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

4 Njamɔja ka ajɔkis a ɔawat

Oral Literature

Nyɛɔk akirinɔ bon

Akiriɔset ɔina ikiɔakini

Anu mɔja imujo iwɔn alorɔɔya ɔɔk?

Ebe kɔlɔɔ, kɔlɔɔ sek, ayai erwosit ɔolo abookoi Lomamuosou. Eboi iɔes alokɔtɔla aɔolo abookoi Loiburigulu. Niɔtɔɔa ɔulu eboiyete a Loiburigulu araɔ iɔketak nooi. Etaete ikes ɔamɔja ɔuna alalak ɔuna egelegɔya. Ayakatar nabo ɔitɔɔa lugu ɔibaren dan ɔulu kiyoko toryamunere ɔakile.

Abu nai erwosit ɔolo enyaritaɔ Lomamuosou kicikak ɔitɔɔa keɔ atɔmar, “ikwa ɔina araakar ayɔɔ erwosit ka ɔidwe kan, emamɔ nyikimuji isɔwa ɔamɔja cari-car ikwa: ɔakobokob kori ɔikɔliɔ, nait akirinɔ bon.”

Aɔun, aɔina rii, emaikina togelak iɔes aate apei ka akine apei aɔolo karɔ, ɔina nyamat. Aɔtɔ nait ɔitɔɔa inanakis ɔainanakineta ikwa ɔina eitanitor erwosit.

Nikarɔ ɔulu alalak emujete Lomamuosou ka ɔidwe keɔ akirinɔ bon. Nait amamɔuna aɔaleu anawat keɔ. Aɔina paki, adiakakanin ikes edeke ɔolo ka akirinɔ, eurusete dan ka todaun agogoɔu alotɔɔma ɔinerin anawat keɔ.

Story Outline

Atametaɔt ɔina apolon

Ekimuje.

Atametaɔt ɔina ka apei ɔina iɔanɔt

Njamɔja ɔuna egelegɔya.

Atametaɔt ɔina a ɔaarei ɔina iɔanɔt

Ajɔkis a ɔamɔja aɔuna egelegɔya.

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: Δ

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

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

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.

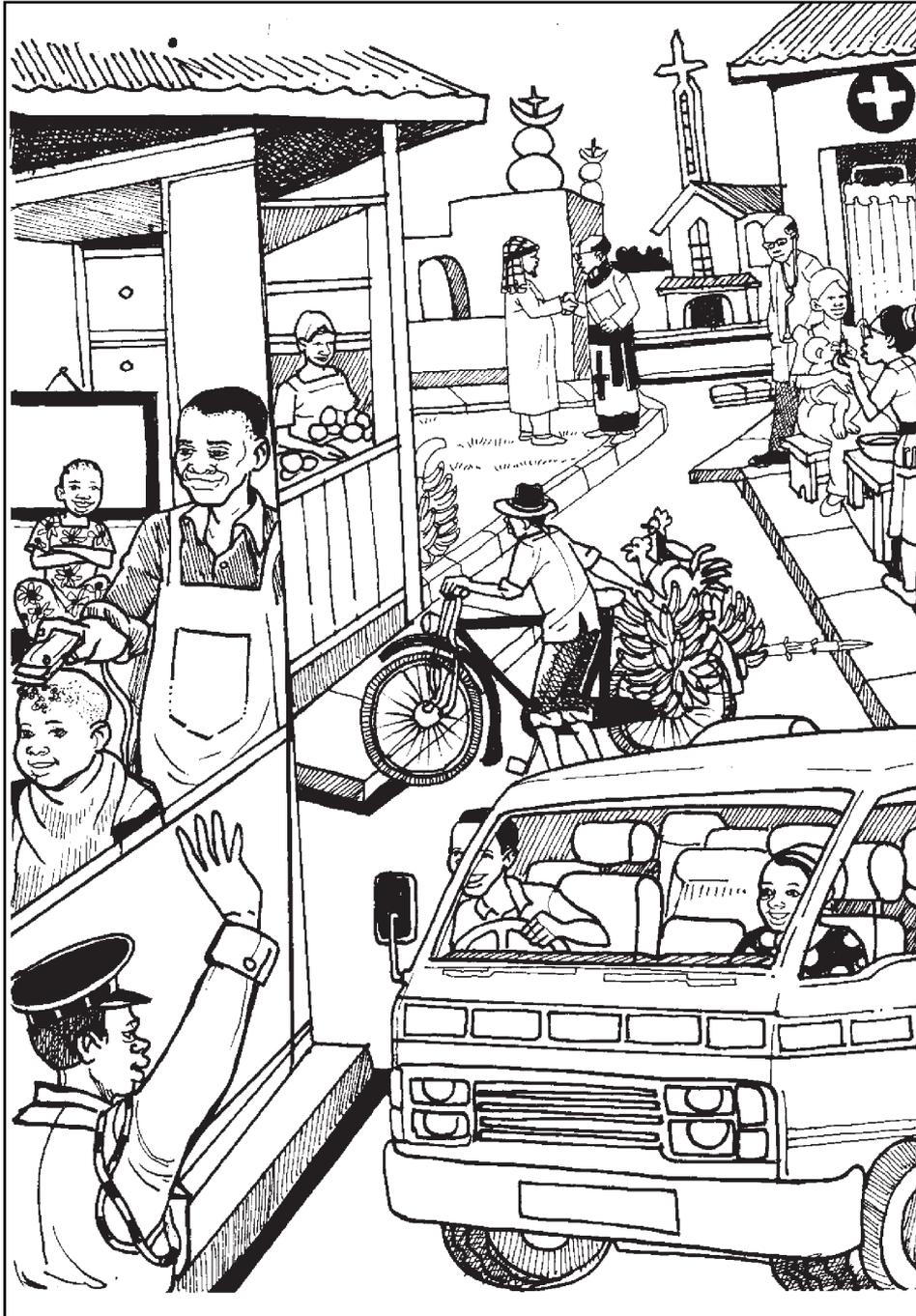
L2: Tells a meaningful story to the class with confidence.

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 and 2

Day 1



Literacy 1

Thematic Question

Kimarutɛ njitya ka njikyeny njulu iyenete iyee daada.

Before Reading: Guiding Question

Alu-tya ɛmɛnae iwɔn akiyok alorɛya yɔk?

After Reading: In the Text Question

Njɛ alemuni ekidikidi njolo ealakinio njitya?

After Reading: In My Mind Question

Kɛraɪ tɔraɪ iyon ɛmam ekidikidi, kɛraɪ bo nyo ɛnakiniɪ iyon njitya?

Literacy 2

Plan the Story

Eraɪ atametaɪ njina ajɔkan ayeun eemut njolo eyakatar njakiro njuna aoyak njomwon. njarakinete njikasyomak, eraɪ keyakaunotor adyo-tyonis igirete njemuto kek.

Day 2



Literacy 1

Word Structure Application

ekɛtan	ɛ-kɛt-an	nj-kɛt-ak
ekecyan	e-kecy-an	nj-kecy-ak

Literacy 2

Breaking and Making	
eduki	u
du	du
u	eduki

Handwriting and Spelling Practice

U, u

eduki, akiduk, Naduk

5.1 Njityan
Literacy 1 and 2
Day 3

Literacy 1

Thematic Question

Kimarɛtɛ njityan ka njikyeny njulu iyenete iyɛs daadan

Before Reading: Guiding Question

Alu-tyan ikɛnjarakinito iwɔn alore?

After Reading: In the Text Question

Alu-tyan elimitoe aloemut alo?

After Reading: In My Mind Question

Keraɪ tɔraɪ iyonɔ ɛmam esigirya, keraɪ nyo isitiyae iyonɔ akiwokitor njiboro?



Literacy 2

Plan the Story

Ɖɛraɪ atamɛtaɪt njina ajɔkan ayeun eemut njolo eyakatar njakɪro njɛna aoyak njɛamwɔn. Njarakɛnetɛ njikasyomak, ɛraɪ keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application

Tolɛmɛ ɛkidikidi.

Abu tolɛmɛ ɛkidikidi.

Yaɛ njakipi.

Abu yaɛ njakipi.

Day 4

Literacy 2

Breaking and Making	
nakamu	n
na	na
n	nakamu

Handwriting and Spelling Practice

N, n

nakamu, naparan, ɛmwana



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 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

Eete

Ekarikon

Kwεε ya kwεε ...

Toto ka Dana kwεε ...

Lomɔraukoi kwee ...

Daadan

Asɛmɛsɛm x2

Asɛmɛsɛm x2

Asɛmɛsɛm x2

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

5 Njiboro njulu ikirikato iwɔn

Oral Literature

Njityan njulu iɛnyɛna

Akiɛiset njina ikiɛakini

Kimarɛtɛ njityan njulu ɛpɛtɛna anakwap yɔk?

Atutubet njina ka apei

Kɔlɔɔ sɛk a njikarɛ, pa ɛnyɛnyɛna njityan anɛraɪ eboiyete njitɛɛna makɛ. Eboiyete anaturukanin anɛraɪ pa ayenete akiduk njakais. Adokito njikitɔ ka toperete neni pei. Emujete ikes njaraito ka abokete nabo njataagor a njikitɔ a njulu apedorito ikes akimɛj njikarɛ njul. Ani ɛlɛnyar njikarɛ njulu alalak, apɔtɛ ikes tɔgɛt ɛrika. Toarete njityan kimujete akirinɔ ka tɔmasete njakɔt kɛc ɛɛɛɛɛk anɛraɪ amam akim njikarɛ njulu. Ibore njini nyitiyaete njitɛɛna a njirwa alu. Tɔrɛbakis njitɛɛna elerete nai tɔgɛt njice akimanyimany njilɔwi a njityan a njulu aarete ikes.

Emujete ikes akirinɔ ɛɛɛɛɛ. Amasete njakɔt daɔ ɛɛɛɛɛk anɛraɪ amam akim cɛt njikarɛ njul. Alilim akwap nakwaare anɛraɪ amam akim. Asilikinit njitɛɛna akwap anɛraɪ amam njibaren njulu etumunito ikes. ɛmɔrikina nabo njityan daadaɔ iwapei ebe njulu ɛnyamete njinyia ka njulu pa anyamete njinyia.

Story Outline

Njiketiyak njulu ɛyakasi loemut

njitɛɛna, njityan.

Neni itiyatar njakiro

Naturukanin, njikitɔ, namɔni.

Akitiyakinɛt

Akipirɛn akim, akiwanɛna.

Akijiset njina ka atamakinet

Anu itami iyon ebe esubakini njican a njituna alu?

Atutubet njina a njare

Apei-kolonjit kebu epei-karebon torebok neni alwanan. Kebu injes tolemu akitse njina a epipyot. Acamit injes apedyo njinace. Togeik akipir. Ani ipiri injes, apote njakitse nu topuruut. Totyenyun akim tonom injes. Kidon injes eumonokini akwar kya. Ani taparacu iwalari akwap, tonyarau injes lokone keji tolimok njina apote totakanu.

Tema injes, "Eriwokini ayon akitse, nait tgeu iyon akipir akitse naga." Kipira ikes akitse akaoyan, tosisuni akim. Toumokis ikes akim epuruuni ka epwanyun alopiyot. Toumaki nabo enepuni alonya ka enomi eyolo. Kimasamasata ikes akim njakitse tar neni arirania tonyamwa njakitse. Toryamut ikes atemar ikwa emwana ibore en ka erit akaterot. Ani edoli nakwae, kititakis akim nooi. Apote njityan kiriraun neni anepia akim na. Apote njatuk, njakinei, njapae, njikapae, njisigirya, njiguruyei, njikosowa, njitome dan ka njuluce-tyan daadan akiwana anege. Apote nait njituna kigegesu njatuk, njisigirya, njokwo, njikoroi, njikulukului, njabatae ka njikapae. Kimyekinae njulu edede daadan ipasaete anariet.

Vocabulary Words

naturukanin

njitome

njigatunyo

In the Text Questions

In My Mind Questions

1. Ai eboiyoto njituna kolon sek erija nyeryamuna njityan?
2. Alu-tyan apote njituna kigegesu?

1. Nyo ajaki a njityan njulu eyakasi lore?
2. Alu-tyan itamete iyese ebe ipasaete anariet?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Kimarɛtɛ njiticisyo a njicuc nyɔto iyenete iyɛs?

Before Reading: Guiding Question

Alu-cuc ɛɛɛtɛna alorɛɛɛɛɛɛ yɔk?

After Reading: In the Text Question

Njɛɛ abu toɔiakakin aloemut alo?

After Reading: In My Mind Question

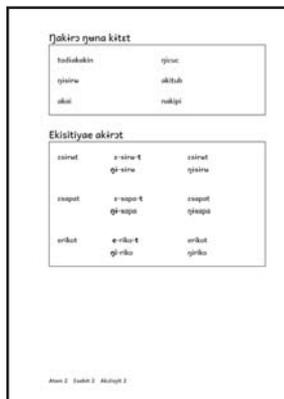
Ali-pite iretakinere njiboreborei nyɔt?

Literacy 2

Plan the Story

Eraɛ atametaɛt njina ajɔkan ayeun eemut nyɔto eyakatar njakɛɛɛ nyɔna aoyak nyɔmwon. njarakinete njikasyomak, eraɛ keyakaunotor adyo-tyonis igirete njemuto kɛɛ.

Day 2



Literacy 1

Word Structure Application

erwosit	e-rwosi-t	ny-rwosi
ekasikout	ɛ-kasikou-t	ny-kasikou

Literacy 2

Breaking and Making	
awana	w
wa	wa
w	awana

Handwriting and Spelling Practice

W, w

awana, ekuwam, awuare

5.2 Njicuc
Literacy 1 and 2
Day 3

Literacy 1

Thematic Question

Kimarutɛ njiticisyo a njicuc njulu iyenete iyɛs?

Before Reading: Guiding Question

Ali-pite ɛretakinere iwɔn njisirɛ?

After Reading: In the Text Question

Njæ abu kipimɛ emalerya aneni a Lokiru?

After Reading: In My Mind Question

Nyo itiyaete njitɛnja akitesɛgya njikalya?

Literacy 2

Plan the Story

Ɛrai atamɛtaɪt njina ajɔkan ayeun eemut njolo eyakatar njakiro njɛna aoyak njæomwon. Njarakinete njikasyomak, Ɛrai keyakaunotor adyo-tyonis igirete njemuto kec.



Literacy 1

Sentence Structure Application

Aɛɛg akai.

Aɛɛgak njakais.

Ajɔk etic.

Ajɔkak njiticisyo.

Day 4

Literacy 2

Breaking and Making	
awuas	w
wu	wu
w	awuas

Handwriting and Spelling Practice

W, w

awuas, njɛwɛi, awala



Literacy 1 and 2

Day 5

<p style="text-align: center;">Ŋisiru</p> <p>Apei-kalɔit, todɔakɔin Lokiru. Alal eyoto utakal kec. Alalak ɔjɔbɔbɔwe. Ayu Ŋisiru, ɔjɔc, ɔjɔbɔbɔ ka ɔjɔmɔyɔ. Adakɔn ɔjɔkɔtɔn ka mɔimɔkɔka akal. Ayu ɔjɔbɔbɔkɔmɔc nukɔpi. Ayota ɔjɔbɔbɔwɔt ɔjɔt yɔnt ɔjɔjɔ lokal kec. Tolɔlar adɔkɔnɔin. Kɔpota Ŋisiru tokɔyɔ Lokiru. Ya toto kec lɔyɔ lodakɔtar.</p> <p>Abu ɔdɔkɔtar kɔpɔmɔ emɔlɔyɔ amɔkɔt u Lokiru. Inakɔmɔ Lokiru ɔkɔtar. Kɔtɔm ɔdɔkɔtar ɔkɔt ɔjɔt ɔjɔt ɔjɔtɔkɔmɔc emɔlɔyɔ. Akɔre, ayota ɔkɔ kɔlɔjɔtɔ ɔkɔmɔc ɔjɔmɔyɔ. Tɔpɔt akɔtub, akɔjɔyɔ ɔjɔyɔ ka akɔmɔc ɔjɔmɔyɔ. Ayota Nɔwɔn ka toto kec tɔpɔtɔ akal ka kɔmɔyɔ ɔjɔmɔyɔ dɔp. Tolɔmɔsi ɔjɔyɔ ka tɔpɔmɔkɔs ɔkɔtar. Ŋina pei jik ɔjɔlɔwɔt ɔjɔwɔt kec kal.</p> <p style="text-align: right;"><small>Awɔn 2 Saɔkɔ 2 Akɔlɔpɔ 5</small></p>	 <p style="text-align: center;">Abɔjɔkɔn etic</p> <table border="1" style="width: 100%;"> <tr> <td>ɔjɔwɔt</td> <td>e-ɔjɔwɔt</td> <td>ɔjɔ-ɔjɔwɔt</td> </tr> <tr> <td>erɔwɔt</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>ɔkɔkɔwɔt</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Alal akɔmɔc: Alalak ɔjɔmɔc: Aɔjɔ akal. _____</p> <p>Ajɔk etic. _____</p> <p style="text-align: right;"><small>Awɔn 2 Saɔkɔ 2 Akɔlɔpɔ 5</small></p>	ɔjɔwɔt	e-ɔjɔwɔt	ɔjɔ-ɔjɔwɔt	erɔwɔt	_____	_____	ɔkɔkɔwɔt	_____	_____
ɔjɔwɔt	e-ɔjɔwɔt	ɔjɔ-ɔjɔwɔt								
erɔwɔt	_____	_____								
ɔkɔkɔwɔt	_____	_____								

Literacy 1

Vocabulary Review

ekal	tɔpɔyɔsi	akɔjɔyɔn
Ŋisiru	akɔtub	akal

Word Structure Review: Answers

erɔwɔt	<u>e-rwosi-t</u>	<u>ŋi-rwosi</u>
ekasikout	<u>e-kasikou-t</u>	<u>ŋi-kasikou</u>

Sentence Structure Review: Answers

Aɔjɔ akal.

Aɔjɔkal ŋakais.

Ajɔk etic.

Ajɔkak ŋitɔcɔyɔ.

Literacy 2

Handwriting and Spelling Assessment

awuas	awana	awala
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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 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

Eete

Ekarikon

Epesit edya ao. x2

Apet Lotee ao. x2

Apet Lokorɔ̄ ao. x2

Daadan

Elosi akiod. x2

Njina bo enyania njapune.

Njuna kos kadwarak. x2
njapune.

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

Oral Literature

Elelebun ekokwa

Akijiset njina ikinjakini

Tolimutu njikokwasinei njulu iyenete iyɛs alorɛrya.

Atutubet njina ka apei

Abu kɔlɔŋ Abeere tonyara ekokwa njolo ti apolon nakwap. Abu ijɛs tonyara atɛkɛr daadan njinapei anadis tar kwap. Todolut njicuc, njikɔŋ, njisiru, ao, njabelebelekumae, njikaturur, njabeerei, atanaoroi, ata loito ka njuluɛ daŋ. Todolut nabo njisusun, njikok, njimukuny, ata louwa, amuria, ekukurit ta asinjilil. Kiboikinos kwap ebobore njolo ti apolon. Abu ekokwa tɔgɛɛ ikɔna: akilip, akitanjunun ka akirworin neni enyamere ekarama. Abu Loito tɔgɛɛ akilip, “Ekasɛban njolo alokidyaama, inakinɛ isɛwa ibore njini nyamat lolo edoli ekarama.” Apɔtɛ nait njicuc daadan kilipa ekililijɛt. Ani ɛdaun akilip kisyakis akidodiunun a njatekerin. Tonyou nai ɛcaaman njolo anyaritaɛ Abeere tɛma, “Eketalakarit ayon iyɛs daadan adolun lokokwa lo. Njuna apolok nooi ɛrai asɛbanakin epite njolo inumunumere njasɛban njuna a ekarama.” Apɔtɛ nait ikes kiana epite njolo ɛryamunere akimɛj ka toɛɛt njulu ɛsɛbanakinete akibois akɔlɔŋit njina apolon. Towar akwap ɛriŋa nyirikakina ikes ekokwa.

Story Outline

Njketiyak njulu ɛyakasi loemut

Abeere, njikɔŋ, njisiru, njicuc, njimukuny.

Neni itiyatar njakiro

Nakwap, nadis.

Akitiyakinɛt

Ekokwa.

Oral Literature

Akijiset njina ka atamakinet

Ani bo kerai t'rai iyon Abeere, kerai anu ilimokini iyon njit'ra alokokwa?

Atutubet njina a njare

Abu Abeere tonyara nabo ekokwa. Tema njes, "Emaikina nai iw'on oseutu ejok neni enyamere ekarama. Alosi ayon ainakin atukot akimuj njina itemokin ikes ka njidwe kec daadan." Tonyou ecucut tema, "Emaikina ekarama tonyamae alokiyama emoru." Temasi njis'ra, "Emaikina ekarama kinumunuma alokwap ane anera eyakaun akimuj njina alalan nooi kidinj njit'ra njulu alokwap."

Kiyatakis njik'ra temasi, "Emaikina ekarama tonyamae alokwap anege anera elalak njikyeny njulu epedorete amnyar iw'on alokiyama emoru." Ap'ra nait ikes daadan tocamakin akinumunum njasaban alokwap. Tose'nae njulu a njit'ra da'ra njik'ra; njulu epolokinito akimuj ka njimaten era Louwa ka Ao. Njulu adukok era ekatapan ka Asim'ok'ok njolo ikodikodi njawayae. Tose'nae njikesib'asak akibois ebe Abelebelekuma ka Lokicolorjo. Tose'nae njulu a njabolyasinei ka njaeosyo era Loito ka ekajjirit. Tose'nae nait njulu ewokok njiboro ebe Lokolonyo ka Esusunyo. Tolakar nait ikes daadan ka togwolok ecaaman ekokwa.

Vocabulary Words

ekarama

ekililijat

akinumunum

In the Text Questions

1. Nae abu tonyara ekokwa njolo ti apolon?
2. Ai anyama ateker ekarama?

In My Mind Questions

1. Ani bo kerai t'rai iyon Abeere, kerai nyo njinakin'at ateker?
2. Ikotere nyo anyama ateker ekarama alokwap akil'omoru?

Literacy 1 and 2

Day 1

Etic kaapei



Ɖɔmɔkɩna njɩɩɩɩ losukul kɩsi. Ɖɩɩi ikɩs njɩkɩwɩwɩnak. Ɖɩɩɩɩɩ ikɩs ɛti. Ɖɩɩɩɩɩ njɩkɩɩ, njɩɩɩɩ ka njɩɩɩɩ. Ɖɩɩɩɩɩ ikɩs njɩkɩɩ ɩɩɩɩɩɩ ikɩwɩ njɩɩɩɩɩ ka njɩɩɩɩɩɩ. Ɖɩɩɩɩɩ ikɩs nɩɩɩ njɩɩɩɩɩɩ ɩɩɩɩɩ ɛbɔbɔk ikɩs ka njɩkɩk ɩɩɩɩɩ ka ɩɩɩɩɩ ka ɩkɩwɩɩ. Ɖɩɩɩɩɩɩ njɩɩɩɩ ɩɩɩɩɩɩ.

Ɖɩɩɩɩɩ Ɖɩɩɩɩɩ Ɖɩɩɩɩɩ Ɖɩɩɩɩɩ

Literacy 1

Thematic Question

Kɩɩɩɩɩɩ njɩkɩɩɩ njulu ɛɩɩɩɩɩ alokɩɩɩɩ ɩɩk.

Before Reading: Guiding Question

Alu-kɩɩɩ ɛɩɩɩɩɩ ɩwɔn akɩɩɩɩɩ alɩɩɩɩɩ ɩɩk?

After Reading: In the Text Question

Alu-kɩɩɩ ɛɩɩɩɩɩ njɩkɩɩɩɩɩɩɩ losukul aloɩɩɩ alo?

After Reading: In My Mind Question

Ani bɔ kɩɩɩɩɩ ɩɩɩɩ, alu-kɩɩɩ njɩɩɩ ɛɩɩɩɩɩ kɩɩɩɩɩɩɩɩɩɩɩ?

Literacy 2

Plan the Story

Ɖɩɩɩɩɩ atamɩɩɩ njɩɩɩ ɩɩkɩkɩ ɩɩɩɩ eemut njɩɩ ɛɩɩkɩɩ njɩkɩɩ njɩɩɩ ɩɩɩɩɩɩɩ njɩkɩɩɩɩɩɩ, ɛɩɩɩ keyakaunɩɩɩ ɩɩɩɩɩɩɩ ɩɩɩɩɩ njɩɩɩɩɩɩ kɩɩ.

Day 2

Njɩkɩɩ njɩɩɩ kɩɩɩ

ɩɩɩɩɩɩɩ	ɩɩɩɩɩ
ɩɩɩɩɩ	ɩɩɩɩɩ
ɩɩɩɩɩ	ɩɩɩɩɩ

Ɖɩɩɩɩɩ ɩkɩɩɩ

ɩɩɩɩɩɩ	ɩɩɩɩɩ ɩɩ	ɩɩɩɩɩɩ
ɩɩɩɩɩɩ	ɩɩɩɩɩ ɩɩ-ɩɩ	ɩɩɩɩɩɩɩ
ɩɩɩɩɩɩ	ɩɩɩɩɩ ɩɩ	ɩɩɩɩɩɩ
ɩɩɩɩɩɩ	ɩɩɩɩɩ ɩɩɩ	ɩɩɩɩɩɩ
ɩɩɩɩɩ	ɩɩɩɩ ɩɩ	ɩɩɩɩɩ
ɩɩɩɩɩ	ɩɩɩɩ ɩɩ-ɩɩ	ɩɩɩɩɩ

Ɖɩɩɩɩɩ Ɖɩɩɩɩɩ Ɖɩɩɩɩɩ

Literacy 1

Word Structure Application

kɩɩɩɩɩ	kɩɩɩɩ-ɩɩ	kɩɩɩɩ-ɩɩ-ɩɩ
kɩɩɩɩɩ	kɩɩɩɩ-ɩɩ	kɩɩɩɩ-ɩɩ-ɩɩ

Literacy 2

Breaking and Making	
ɩɩɩ	ɩ
ɩɩ	ɩɩ
ɩ	ɩɩɩ

Handwriting and Spelling Practice

ɩ, ɩ

ɩɩ, ɩɩɩ, ɩɩɩ

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Kimarɛtɛ n̄ikito n̄ulu epetuna alokilɛla yɔk.

Before Reading: Guiding Question

Ata n̄aɛ sɛk itemokino ip̄isɛtɛ n̄ikito alosukul?

After Reading: In the Text Question

Ata n̄aɛ ip̄isɛtɛ n̄ikito losukul aloemut alo?

After Reading: In My Mind Question

Keraɪ nȳip̄isyɔ iwɔn̄ n̄ikito alosukulo ka alorɛrya, kikoni akwap ai?

Literacy 2

Plan the Story

Ɛraɪ atamɛtaɪt̄ n̄ina ajɔkan ayeun eemut n̄olo eyakatar n̄akira n̄ɛna aoyak n̄aomwon. ƚn̄arakinete n̄ikasyomak, ɛraɪ keyakaunotor adyo-tyonis igirete njemuto kec.



Literacy 1

Sentence Structure Application

Kiwasi n̄jiboro.

Kiwakisi n̄jiboro kai.

Kijukasi ɛpidin̄.

Kijukakisi amoru lopidin̄.

Day 4

Literacy 2

Breaking and Making	
ɛɔmbɛ	ɛ
bɛ	bɛ
ɛ	ɛɔmbɛ

Handwriting and Spelling Practice

ɛ, ɛ

ɛɔmbɛ, ɛdiak, ɛkitɔɛ



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 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.

References

NPSCU Teacher's Guide

- Competences, page 75
- Sample Scheme of Work, pages 121-122

NPSCU P2 Curriculum

- Pages 27-28

Traditional Text

Atedonokin

Totedokinoe akasaduku njina ani enjaaryo, towou agolokin ...

(Emaide)

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

Oral Literature

Ajɔkis a njikito

Akijiset njina ikinjakini

Tolimutu njikito njulu eya lokitela yɔk?

Elalak njikito alokitela yɔk. Njikito njice enyamyɔ, ikwa: njapedur, njimonjo, njakaalyo, njaboboryo, njalimɔ, ebɔɔ, abɔɔt, ebirinyanya ka njuluɔe dan njulu alalak. Eoyak njikito njice epoloete. Euruwaka njice. Elyato njice analapatui. Hɔngɔngasi njice alokitɔ epoloete. Njikito njice njulu aoyak eryamun alotela alu ta: Kaikɛ, Namojonotyɔn, Kaawar, Lolelia, Loyoro, Kapeta, Timu, Alakas, Kaawac ka njitela njuluɔe dan njulu alalak alo Karimɔɔnɔ.

Njikito njulu eyakasi diye ere ka njulu eyakasi namɔni, injarakinito njitɛnja ka njityɔn dan. Enyamete njityɔn, njikyeny ka njitɛnja njaraito keɔ. Erai njikito njice njulu ikitanjaleunete idiaka ikwa: njataagor a etulelo ka njuna a ekalatus, itanjaleunete aryeba ka akɔɔk. Napeɔa dan ikinjarakinete njakwii keɔ. Ekapanjiteɔ dan emasyo toarere njikur anakɔɔk. Ece-kiteɔ njolo enyaritɛ lokakwon ka ece njolo erai abwac ereito emaleria.

Story Outline

Atametait njina apolon

Njɔkisyɔ a njikito.

Atametait njina ka apei njina iganjit

Akimɛj a njityɔn ka njitɛnja.

Atametait njina a njareɔ njina iganjit

Ekiteɔ-etolim a njitɛnja ka njityɔn.

Oral Literature

ƚɔarakinito njikító njítɔɔa ikotere adukyo njakais, arii a njibaren, akai a njikokoro, anɔk a njakinei, njidulae ka njuluɔe daɔ. ƚɔɔarakinito iwɔn ka njityaɔ njikító emwana akwap aneraí ikiinito etolim. ƚɔɔarakinito nabo akipoo akimɔj daɔ. Eraí nabo njikító neni eperete njikysny ka njityaɔ daɔ. Njiboro njulu ikote njikicoloo, njimesae, njikitandaɔ, njasadukui ka njiboro njice daɔ njulu alalak, eryamunio alokító. ƚretakinito nabo njikító ekuwan.

Eya njiboro njice njulu iitanítaɔ ikotere epolooto njikító, ikwa: njalup, ekuwam, njakipi ka amwanis ka akwap. Ikinyomítaɔ njalup nooi aneraí ikes iturupunete njamɔja njɔna enyamete njítɔɔa ka njityaɔ, ikwa: emaide, emaret, njakima, njimuɔmbei ka njaraító njɔnace. Anɔn, emaičina ani eyepari idyo-tɔɔɔanan ekítóɔ, toɔɔpak ece ikotere rwanɔ etolim a njityaɔ ka njítɔɔa daɔ.

Vocabulary Words		
euruwaka	njataagor	ikinyomítaɔ
In the Text Questions		In My Mind Questions
1. Alu kító enyamyo njaraító keɔ?		1. Ani bo keraí tomam njikító, kikoni ekítela yɔk ai?
2. Tolimutu njikító njulu ikítaɔaleunete?		2. Ali-pite ipedoría iyoo akiricakínía njikító?

Literacy 1 and 2

Day 1

Apeyo a Kokoi



Apei-kalajit, kilasr Kokoi lore a tataa keɗ. Abu toryamu tataa keɗ ayeen gɗamati. Tarsaku nabo papasa keɗ iyeɗ gikicologɗ ka gɗatabar. Enak papasa keɗ iyeɗ ekicologɗ epeɗ, tema, "Apeɗ inaɗ papasa kon ekicologɗ lo." Tema tataa, "Apeɗ inaɗ toto kon amot na klawasankini gɗakpi." Abu Kokoi ina gikisaryak keɗ njiboro njul. Kilasr nabo Kokoi neni alakone keɗ.

Amn 2. Saaka 4. Akilajit 1

Literacy 1

Thematic Question

Alu-boro itiyaununuyete njitɗnja alokitela yɗk?

Before Reading: Guiding Question

Ata njæ itiyaununuyete ikes?

After Reading: In the Text Question

Alu-boro abu Kokoi toryam tataa keɗ itiyaununui?

After Reading: In My Mind Question

Alu-boro bo itamakinit iyonɗ aɗemar ipedori akitiyaun?

Literacy 2

Plan the Story

Eraɗ atametaɗ njina ajɗkan ayeun eemut njolo eyakatar njakiro njena aoyak njomwon. njarakinete njikasyomak, eraɗ keyakaunotor adyo-tyonis igirete njemuto keɗ.

Day 2

Jakiro njana kitit

gɗamati	gikicologɗ
ekicologɗ	amot
papasa	gɗatabar

Ekisiɗyae akirat

akisyam	aki-nyam	akisyam
	i-nyam-i	iyam-i
akiyam	aki-nyam	akiyam
	i-nyam-i	iyam-i
akisawkan	aki-waakan	akisawkan
	i-waakan-i	isawkan-i

Amn 2. Saaka 4. Akilajit 2

Literacy 1

Word Structure Application

akiwɗsakin	aki-wɗsakin	ɗ-wɗsakin-i
akitiyaɗn	aki-tiyaɗn	i-tiyaɗn-i

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
erukude	r	R, r
ru	ru	
r	erukude	erukude, erot, akiru

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-boro itiyaununuyete njitɔna abɔkitela yɔk?

Before Reading: Guiding Question

Alu boro njice itiyao alore yɔk?

After Reading: In the Text Question

Ekote bo njakejen ka Apɔkɔl ai?

After Reading: In My Mind Question

Alu-boro a loemut alo ipedɔrit iyɔnj ayeun?



Literacy 2

Plan the Story

Ɛrai atametaɪt njina ajɔkan ayeun eemut njolo eyakatar njakɔro njɔna aoyak njomwon. Njarakɔnete njikasyomak, Ɛrai keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application

Ipedori iyɔnj akiwokun njamoti.

Iwokuni iyɔnj njamoti.

Ipedori iyɔnj akitiyaɛn Ɛpɔra.

Itiyauni iyɔnj Ɛpɔra.

Day 4

Literacy 2

Breaking and Making	
eruye	r
ru	ru
r	eruye

Handwriting and Spelling Practice

R, r

eruye, alori, ataragita



6 Njiboro nulu itiyao

Literacy 1 and 2

Day 5

Apeyo a Kokoi

Apei-kaloyit, kilaa Kokoi lore a tatta key. Abu toryama tatta key eyen gmetel. Turakaa nabo papaa key iye ekicolog ka pataba. Inak papaa key iye ekicolog epe, tema, "Ape inak toto kun amot na klasaankini naki." Abu Kokoi ina nikasayak key njiboro nyl. Kilaa nabo Kokoi neri alakone key.

Arai lakone key ekile golo arwalit nyakey. Arai akikin Agwaki, akidanyit ata Kokoi. Etiyete iye ka nikasayak ghuca njiboro. Anayl iye nyalita, ghasap ka nantol. Ayyete nje njingiryo ka kiyete nje njipito. Ayya ina torya calan golo ngelantariata njiboro nyl. Abu Kokoi toryama anu njina bolya aneri alakone key.

Ames J. Sanku a. Akilayit 5



Abonjin etic

akicyan	aki cyan	i-cyan-i
akicwakin	_____	_____
akityan	_____	_____

Epadori iyog akicyan ekicolog.

Itiyauni iyog akicolog.

Epadori iyog akicwakin gmetel.

Epadori iyog akityan gmeta.

Ames J. Sanku a. Akilayit 5

Literacy 1

Vocabulary Review

njisingiryo

namoti

nasaapae

ekicolog

papaa

amot

Word Structure Review: Answers

akicwakin

aki-wakin

i-wakin-i

akityan

aki-tyan

i-tyan-i

Sentence Structure Review: Answers

Ipadori iyog akicwakin namoti.

Iwokuni iyog namoti.

Ipadori iyog akityan epira.

Itiyauni iyog epira.

Literacy 2

Handwriting and Spelling Assessment

erot

eruye

alori

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 person making fish nets.

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.

References
<p>NPSCU Teacher’s Guide</p> <ul style="list-style-type: none"> • Competences, page 76 • Sample Scheme of Work, page 124 <p>NPSCU P2 Curriculum</p> <ul style="list-style-type: none"> • Pages 29- 31

Traditional Text

Eete

Ɛjɔk Kaicodo.

Ɛjɔk Kaicod njitɔŋa dan eyaa.

A, Ɛjɔk Kaicodo, emwabok lotɛɛba, tojɔk oyepu ekicolon, atolakar ...

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

6 Njiboro njulu itiyao

Oral Literature

Etic a Magal ka Nate

Akiñiset njina ikiñakini

Alu-boro itiyaununuyo iwɔn alokitɛla yɔk?

Ebe kɔlɔŋ, ayai ekile njolo anyaritaɛ Magal. Ayai ekee-re Naponjaɛ. Ayakar iñes aberɛ apei njina anyaritaɛ Nate ka njidwe njiomwon ebe Lokiru, Loput, Nakaalei ka Napakol. Etiyaka nooi ka akasananka alokal keɛ. Pa amina Magal akiper alokitɛ. Ekurɛkura iñes njisaɛ daadan. Etiyaete ikes njiticisyo njulu alalak alokal keɛ. Akɔrakiniɛ iñes njikɛɛ-dwe njulu apolok njiticisyo njulu egɛɛgɛlya alokal.

Ɖtatami iñes njikidɛnyet njiticisyo njulu etiyaete ikes. Amina iñes njikidɛnyet keŋ a njirotin a njulu alalak. Apupete ikes njakɛɛ-kirɔ nooi aneraɪ amam pa amina iñes asyomar njuluɛ-tɔŋa. Njina enanya apaki njina elosyoto Magal ka njikɛɛ-dwe lotic, anyaraɛ iñes njuluɛ-tɔŋa arukor kaapei. Pa apedorito njikidɛnyet arokun njiticisyo keŋ atipei. Abu Magal kitatam njikekidɛnyet ajɔkis njina ka akitiyaunun njiboro ka epite nabo njolo itiyaere ikes.

Story Outline

Atametait njina apolon

Akityek njiboro.

Atametait njina ka apei njina iganjit

Njiboro njulu kitaɛt.

Atametait njina a njaarei njina iganjit

Agyeal njikidɛnyet njiboro.

Oral Literature

Abu akipɔɔ todolɔ atipei eriŋa njikee-kidɔnyet nyeanyɛna akitiya njice-ticisyo ikwa akityek njiboro njulu kitaet. Toloto ikes neni a Magal, kinɔtakis inɛs akityekɛn njiboro njulu kitaet. Ikwa njina ayenɔia Magal njiticisyo njulu alalak, abu inɛs kiik akityekakin ikes njiboro. Abu nait inɛs kityeku njimelekes njæpe, njipangæ njikaseta ka njileŋa. Kedaɛt Magal ka njikec-dwe akityekun njiboro njul daadan, apɔtɛ kitogyelakis njikidɔnyet kec.

Tolakaros njikidɔnyet neni keŋ nooi a njuna a njiboro a njul. Apɔtɛ njiboro njul kinɔarakis ikes aloticisyo kec. Ani ekoni akimɔj, apɔtɛ ikes toboŋosi nabo neni a Magal akitiyakɔn ikes njiboro luta: njileŋia njulu elemere, njidulae, njiderɔe ka njaditæ njuna kiwoket njimɔmwa ka njikicoloŋo njulu iboiyere. Abu inɛs kitiyaɛ njiboro njul daadan. Tema inɛs, “Erai etic anɔmoti njolo a njaberɛ.” Abu Nate tonyara nakɔkɛ keŋ Nakaalei, kinɔarakin inɛs ayere njamoti ka asɔnyɛn njamɛkeke Abu nabo Nate kitiyaɛt ka nakɔkɛ ken njabwos, todonyut njimarindae ka njaculo dan. Ani kirikakis ikes akitiyaɛn njiboro njul, apɔtɛ kitogyelakis njikidɔnyet. Tolakaros njikec-kidɔnyet, togɛt akisisa akityek ka ayere njiboro njul aloriya anol. Kɛnjasi akigyel njiboro njul daadan.

Vocabulary Words	
njimeiekyes	njamɛkeke
	njiderɔe
In the Text Questions	In My Mind Questions
1. Alu-boro etiyaununui Magal?	1. Nyo ajɔkis a njiboro anjulu itiyaununuyo iwɔn?
2. Nyo etic a Nate?	2. Alu boro isitiyao iyɛs akitiyaɛnɔia njiceboro alokitela kus?

Literacy 1 and 2

Day 1

Ayere ka akisub



Apele-pasam alosukul, aya ejidwe njulu ka akilas u gina u pasari kirya. Aya ilas akisub njiboro. Etrankini aketataman ilas. Aris bira igwa kicik ilas ayam njiboro njulu esubere njulu boro. Ayamito ejidwe njunoi, qaracyo ka gatapej. Arai njul njulu esubere njipirac. Ayamito nabo nabukisyo, njidodoin, nanyayac ka njanisei. Arai njul dan njiboro njulu itiyasere njidala ka narotakar.

Aras 2, Saaka 5, Akisiyi 1

Literacy 1

Thematic Question

Alu-boro itiyauunuere iwɔn njiboro njuluce?

Before Reading: Guiding Question

Alu-boro esubyo iwɔn alosukul yɔk?

After Reading: In the Text Question

Arai nyo etiyaete njidwe njulu ka akilas a njina a njarei alokiya?

After Reading: In My Mind Question

Keraɪ tɔraɪ iyɔn aketataman, keraɪ alu-boro isitiyaunit iyɔn njidwe?

Literacy 2

Plan the Story

Eraɪ atametaɪt njina ajɔkan ayeun eemut njolo eyakatar njakira njena aoyak njomwon. njarakinete njikasyomak, eraɪ keyakaunotor adyo-tyonis igirete njemuto keɔ.

Day 2

Njakerɔ njana kitɔt

akilas	qaraci
kiya	akisub
njiboro	aketataman

Ekisitiyae akirat

nabukia	nabukia	nabukia	nabukia
	nabukia-ye		nabukiayo
nabuk	nabuk	nabuk	nabuk
	nabuk-ye		nabukyo
narac	narac	narac	narac
	narac-ye		naracyo

Aras 2, Saaka 5, Akisiyi 1

Literacy 1

Word Structure Application

nabukubuk	nabukubuk- yo	nabukubukyo
asepic	nasepic- yo	nasepicyo

Literacy 2

Breaking and Making	
ebu	b
bu	bu
b	ebu

Handwriting and Spelling Practice

B, b

ebu, Belekek, ebobore

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-boro itiyaununuere iwɔn njiboro njuluce?

Before Reading: Guiding Question

Tolimosi njiboro njice njulu itiyaere njuluce?

After Reading: In the Text Question

Ai arylamuniata njidwe njiboro njulu akadakina?

After Reading: In My Mind Question

Alu-boro njulu ipedori iyon akilipɔn alotɔɔa asɔbia njiboro?



Literacy 2

Plan the Story

Erai atametait njina ajokan ayeun eemut njolo eyakatar njakiro njɔna aoyak njomwon. njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application

Eya njabukubukyo lokɔɔɔ.

Aya njabukubukyo lokɔɔɔ.

Eya njasepicyo losukul.

Aya njasepicyo losukul.

Day 4

Literacy 2

Breaking and Making	
abatat	b
ba	ba
b	abatat

Handwriting and Spelling Practice

B, b

abatat, tobila, abuk



6 Njiboro njulu itiyao

Literacy 1 and 2

Day 5

Ayere ka akisub

Apei-paaron alosukul, aya njidaw njulu ka akilas a njulu a paareli kiga. Aya ikra akisub njiboro. Etundokot aketataman ikra. Aya hira ipa kicik ikra ayant njiboro njulu esubere njulu boro. Ayant njidaw njant, njawo ka njatop. Arai njul njulu esubere njitaw. Ayant nabo njabukiyaw. njidokot, njawaw ka njantise. Arai njul dan njiboro njulu njawaw njidaw ka njantise.

Akadakina njice boro. Tolok aketataman njidaw traw. "Talamaw njawel, njawo ka njantise. Taryamaw njawo ka njakij dan. Taryamaw nabo njabaw, njakij njawo njawo ka njawo eburok." Ajaw njidaw taryamaw njiboro njul njawo ka njawo.

Awon 2. Saaki 5. Akilaji 5



Abajokin etic

nabukubuk	nabukubuk-ya	nabukubukyo
nasepic	_____	_____

Eya njabukubukyo ka.

Aya njabukubukyo ka.

Eya njabukubukyo lokaw.

Eya njasepicyo lokaw.

Awon 2. Saaki 5. Akilaji 5

Literacy 1

Vocabulary Review

akilas

njakwii

njakipi

akisub

njiboro

aketataman

Word Structure Review: Answers

nabukubuk

nabukubuk-ya

nabukubukyo

nasepic

nasepic-ya

nasepicyo

Sentence Structure Review: Answers

Eya njabukubukyo lokaw.

Aya njabukubukyo lokaw.

Eya njasepicyo losukul.

Aya njasepicyo losukul.

Literacy 2

Handwriting and Spelling Assessment

abatat

tobila

ebu

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

NPSCU Teacher's Guide

- Competences, page 76
- Sample Scheme of Work, page 125

NPSCU P2 Curriculum

- Pages 29-31

Traditional Text

Eete

Ekarikon

Nyo etic ka amot?

Nyo etic a egec?

Nyo etic a ekicolon?

Daadan

Mere ba akipoo.

Mere ba akiguryo.

Mere ba akiboioyo.

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

6 Njiboro njulu itiyao

Oral Literature

Aḡata Apɔɔe aate

Akiḡiset ḡina ikiḡakini

Tolimutu njiboro njulu isitiyao akitiyaḡnḡa njuluce ka neni erylamunere ikes.

Atutubet ḡina ka apei

Kɔlɔḡ a ḡikarḡ, ayai erwosit njolo anyaritaḡ Obiibi. Ayakar ḡes ḡiketiyak njulu alalak njulu etiyaete lokitet, ayeete ḡice ḡamoti, arai ḡice ḡikadukok. Ayakar Obiibi ḡidwe keḡ luta; ḡkapa, Apɔɔe, Ekosowan ka njuluce daḡ. Apei-kɔlɔḡit abu Obiibi tonḡaraḡ ḡidwe keḡ tema, “Adol tɔkɔna apaki ḡina iḡḡakinotor iḡes akitiya etic njolo ka aosou njolo epedorito ḡidwe njuluce daḡ akitiya, ikotere egeunete ḡitḡḡa akerit iwɔn.” Apei lokitela toḡerḡḡ njiboro njulu eḡeḡeḡya njulu ebḡsak. Nini alokidinḡ kus eyauni njiboro njulu duket njulu ajɔkak, ebuni arḡamḡn ainakinḡet apei.”

Apɔɔe nait ḡidwe ko Obiibi kirimokis ḡitela, ḡḡḡḡḡḡ njiboro njulu nyelimonoryo. Apɔɔe ḡidwe lugu tɔkrakin ḡiticisyo. Abu ḡkapa tema, “Alosi ayɔḡ akiriraḡn njiboro njulu a ekitet.” Abu Apɔɔe tema, “Alosi ayɔḡ akiriraḡn njiboro njulu eyeere.” Abu Ekosowan tema, “Eriḡauni ayɔḡ njulu ayeni.”

Story Outline

Njiketiyak njulu eyakasi loemut

Obiibi, Apɔɔe, ḡkapa, Etɔm, Ekosowan.

Neni itiyatar ḡakiro

Lokitet.

Akitiyakinḡet

Arḡamḡn njiboro njulu itiyaere.

Oral Literature

Akirijiset njina ka atamakinet

Njiboro alu njulu-duket, itami iyon atemar eyaunete njidwe ko Obiibi?

Atutubet njina a njare

Abu nait Ikapa, kirira njiboro njulu ikote njisumari, njikopoi, njanyulya, njarepi ka njatalimboi. Erai njiboro lu daadan njasawa. Tonyou Ekosowan ineteteenit njakidojila. Tema kori njes elouni. Abu Etom kitutoryaun iwakit njabak, ecoto, asinyon. Njiboro lu daadan erylamununuyo analup. Abu Apwe kirim lokonei ke nj tema, "Okoe, pwe kare ca njarakinae akiduk." Abu nait njes tolot tobilibili njipini ido kiboikin. Apwe njikonei ka Apwe tolot akimat ka njarakin njes njagwe.

Abu Obiibi tonyara njidwe ke nj tema, "Yawe njiboro njul daadan apeikidij oanyuwa ayon." Ani idodiunio njiboro, aroni toryamena atemar, kera nj Apwe kiriraenit njiboro njulu alalak akib njidwe ko Obiibi daadan. Apwe njkaitotoi ka Apwe tona nooi. Totamu akia Apwe ademar aate. Ani eanywari Apwe njakira nj, abu tem todoki neni alwanan kiwa nait aate dan aina.

Vocabulary Words

ecoto

akiriraen

njakidojila

In the Text Questions

1. Nae ekira a erwosit aloemut?
2. Alu-boro abu tkapa yau?

In My Mind Questions

1. Kera nj tona njon ikilimokinio ayaw njiboro, kera nj nyo njayuni njon?
2. Nyo ityanakinio neni a njtanga njulu itunaka?

Literacy 1 and 2

Day 1

Ekal njolo etiyao



Ekuru njolo ayakar akuru, abu papa a Lokiru kijiit toto a Lokiru. "Ikikini eyayo ni?" Tubayak toto truu, "Ayuni ayay adita oggela." Tema papa, "Eesuni ayay ekicolar ka abaa njina kiboiyet oggela." Egarakinto Lokiru ka nakaato kray ikes. Abu Lokiru kisisa akitiya ejikoloyo. Abu nakaato kray dan kisisa akidony ejubukito. Apatu ikes kitiyato, nai pa asubito ejak. Akaleesya, ayai akitatam njina a njitupa a njula apolok.

Item 2, Subit 6, Akijay 1

Literacy 1

Thematic Question

Alu-boro egelanaryo iwɔn alokitela yɔk toryamunere njisilija?

Before Reading: Guiding Question

Ata njæ abkal etamakiniŋtae agyelar njiboro?

After Reading: In the Text Question

Nyo bo etegyelari toto ka papa njiboro njulu ayeunete ikes?

After Reading: In My Mind Question

Ani bo keraŋ iyon iyeni ayere njiboro, keraŋ nyo igyelariŋ iyon?

Literacy 2

Plan the Story

Eraŋ atametaŋ njina ajɔkan ayeun eemut njolo eyakatar njakiro njena aoyak njomwon. njarakinete njikasyomak, eraŋ keyakaunotor adyo-tyonis igirete njemuto kee.

Day 2

Njakiro njana kitat

nyakar	nyuni
adita	esuni
ekicolar	ejubukito

Ekisiŋyae akirat

ekicolar	e kicolar	ekicolaro
	gi kicolar e	gikicolaro
eemut	e emut	eemut
	gi emut e	giemuta
ejubuk	e jubuk	ejubuk
	gi jubuk e	gijubukto

Item 2, Subit 6, Akijay 2

Literacy 1

Word Structure Application

esabit	ε-sabit	nj -sabit- o
ekalees	ε-kalees	nj -kalees- o

Literacy 2

Breaking and Making	
papa	p
pa	pa
p	papa

Handwriting and Spelling Practice

P, p
papa, epal, ipapaŋ

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-boro egelanaryo iwɔn alotikela yɔk toryamunere ɲisilɩɲa?

Before Reading: Guiding Question

Alu-boro alokitela yɔk ɛminasi ɲitɩɲa akisɔny?

After Reading: In the Text Question

Ali tic etatami abikirat ɲikilyok ka ɲaberɩ?

After Reading: In My Mind Question

Ani bo keraɩ iyonɔ pa iyeni etic ɲolo etatami abikirat ɲikilyok ka ɲaberɩ, keraɩ nyo itiyat iyonɔ?



Literacy 2

Plan the Story

Ɛraɩ atametaɩt ɲina ajɔkan ayeun eemut ɲolo eyakatar ɲakiro ɲɩna aoyak ɲaomwon. ɲɲarakɩnete ɲikasyomak, ɛraɩ keyakaunotor adyo-tyonis igirete ɲiemuto kec.

Literacy 1

Sentence Structure Application

Epesi aberɩ ɲijam.

Epesyɔ ɲijam.

Ɛmasi akine ɲakipi.

Ɛmasyɔ ɲakipi.

Day 4

Literacy 2

Breaking and Making	
paapa	p
paa	paa
p	paapa

Handwriting and Spelling Practice

P, p

paapa, topya, ɛpatana



6 Njiboro njulu itiyao

Literacy 1 and 2

Day 5

Ekal njolo etiyān

Ɔkaru njolo ayakar akoro, abu papa a Lokiru kiŋt totu a Lokiru, "Ɔhikakini ayayuo aŋt?" Taborok totu tana, "Ayuntai ayay aŋta ogwela." Toma papa, "Ɔcesani ayay ekicologu ka abao njina kibolyet ogwela." Eparakimtu Lokiru ka nakasato kɛy ikes. Abu Lokiru kisasa akitiya njikicologu. Abu nakasato kɛy daj kisasa akidony njibaito. Agɛta ikes kiliyata, nai pa esabitɛ ejak. Akaleesyo, ayai akitatam njina a njitupa a njula apolok.

Ɔtatami abikinat njikiyok ka paburu. Ɔtatamyo akidony, ayere, akiceny ka akisab njiburu. Agɛta totu ka papa tototo akitatamo. Kitatamasi ikes njisabitɛ njikan. Abu totu tɛgrik akidony njizai. Kiliyasa papa njibasi asabia njinasar, njikicologu ka abao njina kibolyet. Topedasi ikes aryamun njailina.

Amas 2 Ɔsakin 6 Akilijɛt 5



Abonjokin etic

akicolog	• kicolog	gi-kicolog •
esabit	_____	_____
ekalees	_____	_____

Ɔtatami abikinat paburu.

Ɔtatamya paburu:

Epesi aberɛ njijam, _____

Ɔmasi akine njakipi, _____

Amas 2 Ɔsakin 6 Akilijɛt 5

Literacy 1

Vocabulary Review

ekicolog

akidony

njibwi

njabaoi

abao

njikicologu

Word Structure Review: Answers

esabit

ɛ-sabit

nji-sabit-o

ekalees

ɛ-kalees

nji-kalees-o

Sentence Structure Review: Answers

Epesi aberɛ njijam.

Epesyo njijam.

Ɔmasi akine njakipi.

Ɔmasyo njakipi.

Literacy 2

Handwriting and Spelling Assessment

papa

ɛpal

ɛpatana

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 wearing necklaces and singing in the concert.

Model News Story

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

References

NPSCU Teacher's Guide

- Competences, page 76
- Sample Scheme of Work, page 126

NPSCU P2 Curriculum

- Pages 30-31

Traditional Text

Eete

<u>Ekarikon</u>	<u>Daadan</u>
Ayep aryey aŋolol, Omaniman	liyoo x2
Ayep aryey aŋolol, Lokere	liyoo x2
Ekoreete ka nyanŋolol, iryamuni	
ka ai?	liyoo x2

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

Oral Literature

Akiñiset jina ka atamakinēt

Alu-boro itami iyong ebe enapete jitunja alokitan?

Atutubet jina a ñaarei

Jina adolyo akolnjit jina a ekitanu, anapito jikokoro, jibatae, jikulukului ka jakuryo jiboro julu gelegelya kibusyak. Anapito jikokoro jimarindae, jaculo, jisilx ka japirae. Atijito nabo jikokoro nice jibelae, jikodoso, jiladoi, japukon ka jimedo julu ewalitotor jakopir. Anapito jibatae jatwarabuin juna asubunitae a nijyam a jaatuk. Tonapito dan jibwos juna ko kiryonok ta jaresya juna adonyitae a jacilo. Apotu jibatae tolmasi narii a jaatuk eropiyete, toeos ka tokusete jikapiirici. Nolo pei saa jol, todolut jakuryo enapito jasawa ka jitworoi anakejen, tonapito nabo jilwi julu kebusyak. Tolomasi ikes dan narii eosi, eramete jiburin tokusete japilui. Tolalax abolya alore a Ekokor.

Ekaku, todolut jikulukului edopete, ekusete jarapere emeto jaatuk, jakinei iwakito akimuj a jisigirya. Kikareikis jakokoro ka todopakis jikokoro. Apotu jikokoro kiboikinos lotolim jolo adukitae a janyia ka kiwakinitei jamatya juna kiboiyet. Kiboikinos jibatae nalapatu jina egurokinatae ema ka toya jikicolono julu eteeretae. Kiboikinos jakuruyo lojyamu julu apetakinatae nakexa a ekitae ajolo ayai kidinj arii. Kimuja jipeyok akimuj jina alalan ka tomata dan jagwe. Ekaku kedaun ekitan, abu Ekokor togyela jiboro nice julu ainunitae ines. Toryamx ines jisilija julu alalak.

Vocabulary Words

emasere

akinap

jiemaē

In the Text Questions

1. Jæe kebu totamx akiit akæe-bæx?
2. Ata jæe araï jikonei a Ekokor?

In My Mind Questions

1. Alu-boro julu iitana alokitanx?
2. Alu-boro julu esubununuyo iwon alore?

Literacy 1 and 2

Day 1

Alot lodakitar



Aḡei-k̄al̄ejit, abu Amina tod̄iakakin. Mam pa ap̄ed̄it̄ it̄es̄ alosit̄ on̄er̄i ap̄olaj̄ uk̄e-kaawan. Yan papa it̄es̄ a eḡaali lodakitar. Ani elosete it̄es̄ alorot, abu Amina tol̄ek. Acamit̄ papa k̄ez̄ ka Amina uk̄id̄ol lodakitar at̄ipei. Tonyansa it̄es̄ ep̄ik̄ip̄ik. Abu ep̄ik̄ip̄ik tod̄oyo it̄es̄ lodakitar at̄ipei.

Amin 2. Saak̄e 7. Ak̄ij̄ip̄it̄ 1

Literacy 1

Thematic Question

Ani icam̄it̄ iyon̄ alosit̄ adyo kid̄in̄, alu-boro isitiyao?

Before Reading: Guiding Question

Ani-bore ep̄irana alosyo?

After Reading: In the Text Question

Arāi n̄yo ewokere Amina lodakitar?

After Reading: In My Mind Question

Ani-bore ej̄ok̄ eayere ik̄adiakan lodakitar?

Literacy 2

Plan the Story

Erāi atametāit̄ n̄ina aj̄ok̄an ayeun eemut̄ n̄olo eyakatar n̄ak̄ir̄o n̄ena aoyak̄ n̄aomwon. n̄jarakinete n̄ikasyomak, erāi keyakaunotor adyo-tyonis igirete n̄jemuto k̄ec.

Day 2

n̄jak̄ir̄o n̄jano kit̄et̄

tod̄iakakin	eḡaali
uk̄arid̄ek̄e	alorot
ep̄ik̄ip̄ik	tod̄oyo

Ekisitiyae ak̄irat̄

al̄osete	e-losete	al̄osete
	a-losete	al̄osete
aboḡar̄ete	e-boḡar̄ete	aboḡar̄ete
	a-boḡar̄ete	aboḡar̄ete
ad̄id̄ete	e-d̄id̄ete	ad̄id̄ete
	a-d̄id̄ete	ad̄id̄ete

Amin 2. Saak̄e 7. Ak̄ij̄ip̄it̄ 2

Literacy 1

Word Structure Application

ekerete	e-kerete	a-kerete
eyenete	e-yenete	a-yenete

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
ak̄iḡir	i	t̄, i
ki	ki	ak̄iḡir, ed̄id̄in̄, ak̄ilas
i	ak̄iḡir	

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Ani ɛcamit iyon alosit adyo kidin, alu boro isitiyao?

Before Reading: Guiding Question

ɲina edyakakinor itɛɲanan alore, ai bo ɛayeneneo?

After Reading: In the Text Question

Ata ɲae apɔtɛ kijɔkasi Amina tɔɔma edakitar?

After Reading: In My Mind Question

ɲae alokidin kus eanyuwaritor ɲiboro ɲulu abu Amina toanyuwa?



Literacy 2

Plan the Story

ɛrai atametaɪt ɲina ajɔkan ayeun eemut ɲolo eyakatar ɲakiro ɲuna aoyak ɲaomwon. ɲarakɪnete ɲikasyomak, ɛrai keyakaunotor adyo-tyonis igirete ɲiemuto kec.

Literacy 1

Sentence Structure Application

Ekerete ikes taparacɛ losukul.

Akerete ikes bien losukul.

Eyenete ikes edakitar.

Ayenete ikes bien edakitar.

Day 4

Literacy 2

Breaking and Making	
ɲidwe	ɪ
ɲɪ	ɲɪ
ɪ	ɲidwe

Handwriting and Spelling Practice

ɪ, ɪ

ɲidwe, kiɲa, emɪnasi



Literacy 1 and 2

Day 5

<p>Alot lodakitar</p> <p>Apei-kalɔyit, abu Amina todakitar. Mam pa apɛdɔyit ipɛs alɔsɛt amɛrɛl apɔlɔg akɛr-keewɛm. Yaa papa ipɛs a ɛgɛnɛ lodakitar. Ani ekerete ikɛs alɔrot, abu Amina tokɔ. Acamit papa key ka Amina okidɔl lodakitar atipɛl. Tonɔyaw ipɛs epikipik. Abu epikipik todɔyo ikɛs lodakitar atipɛl.</p> <p>Apɔtɛ ɛmɛsɔyo kijakasi Amina tɔoma ɛɔakitar. Kɛwɛkɛmɛr lodakitar. Tomat ɛkɛtɔ paɔka topɔlɛrɛ. Ani ekerete ikɛs lɔrɛ, todakitar amɛrɛl. Ani ɛdɛdɛtɛ ikɛs lɔrɛ, apɔtɛ todakitar aban. Akɛrɛt ekerete ikɛs, abu Amina taɔɔɔɔm ɛrot a apɛrɛmɛs, akandeke abakɛmɛm ka amɛrɛl anakipi. Tolakar ipɛs camɔrɛ ɛjɔrɔrɔ yulu lɛtɛyɔo alɔsɔyo.</p> <p style="text-align: right;"><small>Amɛrɛl 2 Saɔkɛ 7 Akɛlɔgɛ 5</small></p>	 <p>Abɔɔjɔkɛn etic</p> <table border="0"> <tr> <td>akerete</td> <td>ɛ lɔrɛtɛ</td> <td>ɛ lɔrɛtɛ</td> </tr> <tr> <td>akerete</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>eyenete</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Ekerete ikɛs taparacɛ lodakitar. Akerete ikɛs biɛn lodakitar. Ekerete ikɛs taparacɛ lɔsukul. Eyerete ikɛs ɛɔakitar.</p> <p style="text-align: right;"><small>Amɛrɛl 2 Saɔkɛ 7 Akɛlɔgɛ 5</small></p>	akerete	ɛ lɔrɛtɛ	ɛ lɔrɛtɛ	akerete	_____	_____	eyenete	_____	_____
akerete	ɛ lɔrɛtɛ	ɛ lɔrɛtɛ								
akerete	_____	_____								
eyenete	_____	_____								

Literacy 1

Vocabulary Review

erot a agaarimos	alokuwuam	anakipi
abas	ameeli	akandeke

Word Structure Review: Answers

ekerete	<u>e-kerete</u>	<u>a-kerete</u>
eyenete	<u>e-yenete</u>	<u>a-yenete</u>

Sentence Structure Review: Answers

Ekerete ikɛs taparacɛ lɔsukul.

Akerete ikɛs taparacɛ lɔsukul.

Eyenete ikɛs ɛɔakitar.

Ayenete ikɛs biɛn ɛɔakitar.

Literacy 2

Handwriting and Spelling Assessment

ɛjɔdwe	akigir	kiɔja
--------	--------	-------

7.1 Epite ɲolo elosere alokitɛla ɲok ka ajɔkis keɔ

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.

References

NPSCU Teacher's Guide

- Competences, page 77
- Sample Scheme of Work, pages 127-128

NPSCU P2 Curriculum

- Pages 32-34

Traditional Text

Eete

Ɛkarikon

Eruuma abas toto. x2

Alosi Kampala.

Alosi ca akisyom.

Alosi Moroto.

Alosi akisyom.

Naadan

Ayɔɲ ɲina ɲican toto. x2

Toto

Toto

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

7 Epite ηolo elosere alokitela γακ

Oral Literature

Amucuruso a Lokookoo

Akiηiset ηina ikiηakini

Tolimosi ηiboro ηulu isitiyao iwαn alosyo alokitela γακ?

Atutubet ηina ka apei

Kαλη sek, keyai ekile ηolo kenyaritae Lokookoo. Ayakar iηes akone ηina kenyaritae Apunda. Ayakatar ikes ηidwe ηiomwom, ebe Ekapeton, Nanjolenyan, Acuba ka Akemer. Eboiyete ikes alore a ηolo anyaritae Lokilotor, lobuku a Namoni, diyete ecilet ka anam.

Asyomete ηikee-dwe ηiarei (ebe Ekapeton ka Acuba) losukul ηolo aapi alodiyete ere kec, ηolo anyaritae Nakijol Pramari. Asyomi Acuba nakilas ηina ka apei ka Ekapeton ηina a ηaarei. Eηaranakinete ikes ηikauryak kec enaηi Eramiram ka Esabit agyelanar ηamuja. Arai Lokookoo ka akone ηimucurus a ηamuja a ηuna gelegelya. Ayanarete ikes ηamuja ηun agyelanar loriyae ηulu ednyatar ikes anen.

Etiyaete ikes kaapei alotoma ekal kec emam atyakyaka. Amina Lokookoo ηikee-dwe nooi aneraī apupete ηakee-kirα jwi jwi. Njina enaηia apaki ηina kiwoket ηamuja loriyae agyelanar, ewokete ηikee-dwe emam apeganakin.

Story Outline

Niketiyak ηulu eyakasi loemut

Lokookoo, Ekapeton, Nanjolenyan, Acuba, Akemer, Apunda.

Neni itiyatar ηakirα

Lokilotor.

Akitiyakinet

Amucuruso.

Oral Literature

Akiɔisɛt ɔina ka atamakinet

Nyo itami iyɔɔ atɛmar itiyakini Lokookoo?

Atutubet ɔina a ɔaareɪ

Apei-kɔlɔɔɔit abu Lokookoo tatamɛ tɛma, “Enɛwasi ɔamɛja nɛ ɔikaadwe. Ekokini ayɔɔ amouni akisiɛɔn ɔidwe lu ai?” Abu ɔɔes tɔnyara akɛɛ-kone, kisiboik, kiɔit ɔɔes ebe, “Anɛ ɔina itemokino iwɔn kitiyɛ ɔɔna a ɔidwe kan akiwokit ɔamɛja?”

Tobɔɔɔk Apɛnda tɛma, “Itemokino iwɔn osɔnyɛtɛ ɔasaaja.” Apɔtɛ nai ikes tɔsɔnyɛt ɔasaaja. Tolakaros ɔikɛɛ-dwe ɔɔna asɔnyɛnɔa papa keɔ ɔasaaja. Apɔtɛ nai ɔidwe kiɛɔasi akiwokit ɔamɛja ɔɔakyes keɔ. Tɔɔɛt ikes akisitiya ɔasaaja akiwokitor ɔamɛja keɔ loriyɛ ɔulu alwanak. Ameenene Ekapeton erukude eayene ɔamɛja lolain ka tomete papa keɔ erot elosi loriyɛ agyelanar ɔamɛja ɔna geɔgɛya. Abu akɛɛ-mucuruso tolot ɔaren, topolou ka togyelɛt tar amɔtɔka ka epikipik. Apɔtɛ ɔiboro ɔul kitapatana ɔiticiyo ɔulu ka amucuruso alɔtɔma ekal keɔ.

Vocabulary Words

amucuruso

ɔasaaja

amɔtɔka

In the Text Questions

1. Nyo araɪ etic a Lokookoo?
2. Alu-boro abu Lokookoo togyelɛt akiɔarakinor?

In My Mind Questions

1. Aluboro isitiyɔo akicurutaa?
2. Aluboro isitiyɔo iwɔn alosyo icurutao?

Literacy 1 and 2

Day 1

Alosit alorukude



Erai Lalta epolɔit ɲolo a erukude. Etic keɲ abuwɔnɔkin ka akɛtra ɣiboro ɲolu ekereɛ alorukude. Emina igɛra akɛwo nyayɛ erukude. Enapit igɛra elɛw ɲolu akwɛnɛn. Emina akɛtwɛwɛnɛn ɲamɛtakɛ. Apeɛ taparacu, alalak ɲamɛtakɛ alorukude nool. Araɛ naba ɲin akɛɣɛt ɲina atyonon. Paapɛtana akɛtɛb erukude. Akereɛ ɲamɛtakɛ nool.

Ann 2, Saaka 8, Akɛɣɛt 1

Literacy 1

Thematic Question

Alu-boro ekereɛta ɲitɛɲa alorukudei?

Before Reading: Guiding Question

Alu-boro eyakare iwɔn lorɛɲa yɔk, ɲulu ikote lu?

After Reading: In the Text Question

Ata ɲaɛ itenitɔ ɲiboro ɲulu ekereɛ alorukudei?

After Reading: In My Mind Question

Ali-waɛ ebɛit iyonɲ totupitor erukude?

Literacy 2

Plan the Story

Erai atametaɛt ɲina ajɔkan ayeun eemut ɲolo eyakatar ɲakɛrɔ ɲuna aoyak ɲaomwon. ɲarakinete ɲikasyomak, eraɛ keyakaunotor adyo-tyonis igirete ɲjemuto kɛɛ.

Day 2

ɲakɛrɔ ɲana kitɛt

epolɔit	erukude
akɛtwɛwɛnɛn	akɛtɛb
ekereɛ	nyayɛ

Ekisitiyɛ akɛrɔt

abakin	a-bakin	abakin
	a-kiɛ -bakin	akɛtɛbakin
acɛkɛkin	a-cɛkɛkin	acɛkɛkin
	a-kiɛ -cɛkɛkin	akɛtɛcɛkɛkin
arɛnɛkin	a-rɛnɛkin	arɛnɛkin
	a-kiɛ -rɛnɛkin	akɛtɛrɛnɛkin

Ann 2, Saaka 8, Akɛɣɛt 2

Literacy 1

Word Structure Application

aɛnɛkin a-ɛnɛkin **a-kiɛ**-ɛnɛkin
 aumɔkin a-umɔkin **a-kiɛ**-umɔkin

Literacy 2

Breaking and Making	
ecoto	c
co	co
c	ecoto

Handwriting and Spelling Practice

C, c
 ecoto, ecoron, etic

7.2 Njikisila alorukude Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-boro ekereta n̄it̄eŋa a lorukudei?

Before Reading: Guiding Question

Nyo eɓaɓkina iwɔn tocoɓkinitetei elosyo alorotin?

After Reading: In the Text Question

Ani icamit̄ akitub erukude ŋolo elosyoto ŋamɔɔkae, eɓaɓkina kikɔk ai?

After Reading: In My Mind Question

Nyo eɔɔnɔ eɓai pa kiyeni iyon̄ ŋikisila ŋulu etupitere erukude?

Literacy 2

Plan the Story

Eɓai atametaīt̄ ŋina aɔkan ayeun eemut̄ ŋolo eyakatar ŋakiro ŋuna aoyak ŋaomwon. ŋarakinete ŋikasyomak, eɓai keyakaunotor adyo-tyonis igirete ŋjemuto kec.



Literacy 1

Sentence Structure Application

Eɔɔnɔ acakakin̄ ekitaabo.

Eɔɔnɔ akitoɔcakakin̄ ŋinice ekitaabo.

Eɔɔk aramakin̄ eli.

Eɔɔk akitoaramakin̄ ŋinice eli.

Day 4

Literacy 2

Breaking and Making	
nacɓɓma	c
cɓɓ	cɓɓ
c	nacɓɓma

Handwriting and Spelling Practice

C, c
nacɓɓma, ŋicuc, acamit̄



Literacy 1 and 2

Day 5

<p>Alosit alorukude</p> <p>Erni Loito epolisit ɲolo a erukude. Eti: kɛɲ akawoewoenen ka akitaɛn ɲiburu ɲolu akereɛn alorukude. Emɛna iɲɛn akawo ɲoyoye erukude. Enapit iɲɛn ɛɲu ɲolo akawoɲɛn. Emɛna akitaɛwoewoenen ɲamɛtakar. Agɛɲ-ɲapɛwara, ulɛɛɛk ɲamɛtakar alorukude nool. Anai nabo ɲin akitaɛɲit ɲina atyonon. Paapɛtana akitaɛn erukude. Akereɛte ɲamɛtakar nool.</p> <p>Anai akitaɛɲit ɲina a eruk. Ewoɛkita ɲamɛtakar ɲamɛtakar. ɲiburu ka ɲitɛɲɛ. Alosɛte Amɛna ka Nokinɛ loosukul. Anai ɲapɛwaraɛn ɲɛn loosukul, apɛta toɛɛɛn alɛyoyoye erukude. Tolimɛk Loito ɲɛn tɛmɛ. "Erni akitaɛn erukude carɛɛar. Anai icamito iɲɛn alɛyoyoye loow ɲolɛɛ, emɛkitaɛn kitiɲata nɛn, kitiɲiyasi tɛtɛn, kitiɲiyasi kitiɲɛn ka kitiɲiyasi nabo tɛtɛn totɛbo nɛn erukude."</p> <p style="text-align: right;"><small>Amɛna 2. Saɛkɛ 8. Akitaɛɲit 5</small></p>	 <p>Abɔɲɔkɛn etiɛ</p> <table border="1"> <tr> <td>alɛkɛn</td> <td>a-ɲɔkɛn</td> <td>akitaɛn</td> </tr> <tr> <td>amɛkɛn</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>amɛkɛn</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Erni amɛkɛn amɛkɛn. Erni akitaɛɲɛkɛn ɲɛwɛn amɛkɛn. Erni amɛkɛn akitaɛn. _____ Erni amɛkɛn ɛɲi. _____</p> <p style="text-align: right;"><small>Amɛna 2. Saɛkɛ 8. Akitaɛɲit 5</small></p>	alɛkɛn	a-ɲɔkɛn	akitaɛn	amɛkɛn	_____	_____	amɛkɛn	_____	_____
alɛkɛn	a-ɲɔkɛn	akitaɛn								
amɛkɛn	_____	_____								
amɛkɛn	_____	_____								

Literacy 1

Vocabulary Review

epolisit	akitowoewoenen	erukude
ayaaye	tɛtɛn	akitub

Word Structure Review: Answers

aenikɛn	<u>a-enikɛn</u>	<u>akito-enikɛn</u>
aumɔkɛn	<u>a-umɔkɛn</u>	<u>akito-umɔkɛn</u>

Sentence Structure Review: Answers

Erni acakakɛn ɛkitaabo.

Erni akitaɛɲɛkɛn ɲinice ɛkitaabo.

Erni aramakɛn ɛɲi.

Erni akitaɛramakɛn ɲinice ɛɲi.

Literacy 2

Handwriting and Spelling Assessment

ecoto	ecoron	acamit
-------	--------	--------

7 Epite nolo elosere alokitela yɔk

Oral Literature

Akitub Erukude

Akiɲiset ɲina ikiɲakini

Alu-pitesyo etɔpitae isitiyao erukude?

Ayai paaran ekile nolo anyaritae Lopedokai. Ayakar iɲes aberɔ ɲina anyaritae Nalem. Ayakatar ikes ɲidwe ɲiuni, ebe Loɲorok, Napuwua ka Lotimɔɲ. Eboiyete ikes alokitela aɲolo anyaritae Kawolobu. Asyomete ɲikeɛ-dwe ɲiarei, ebe Loɲorok ka Napuwua, apei-kilas ɲina a ɲaarei, losukul nolo ayai lobuku a Namalu ebe Nacupae Praimari.

Etatami Lopedokai ɲikeɛ-dwe ɲikisila ɲulu etɔpitae emetae erukude, ikwa: akiwuo ebuni amɔɔka, aɲolenɔl tɛten ka kedyeny eriɲa nyetubo erukude, ameat erot nolo anawae erukude, atupa elosyo alorot, emam abolya alorukude, akitub erukude aneni igiritae ɲagiran a etuko. Apeporito ɲidwe ɲul atupit ɲikisila eloseneneete losukul akisyom.

Story Outline

Atametait ɲina apolon

ɲikisila ɲulu etupitae emetae erukude.

Atametait ɲina ka apei ɲina iganɲit

Amenit ɲikisila ɲulu etɔpitae emetae erukude.

Atametait ɲina a ɲaarei ɲina iganɲit

Akerit ɲikisila ɲulu etɔpitae emetae erukude.

7.2 Njikisila alorukude

Oral Literature

Apei-kɔlɔŋit elosete nɔdwe a Lopedokai losukul, apɔtɛ kiryamun ka nɔdwe a nɔkidɔnyet nulu asyomete losukul nolo-pei. Tɔraɪ nulu a nɔkɪlasya a nɔna ka apei ka a nɔaareɪ. Apɔtɛ ikes tolo to ani enaŋete lorukude, togeɛt abolya, kitumoros. Alalak nɔmɔtɔkae nɔna akerete alorukude a nɔl ka nɔpɪkɪpɪkyo dan. Ani eriŋa ikes ebolyasi, kicutun epikipik, kɪpɔta ɪkɔkɛ tɔcakaki kwap. Kɪrakari ɪkɔkɛ kɪbɛ. Kiworout nɔdwe nuluce nooi ebasi, “Uuuɪ anaŋ epikipik Nakiru!” Tomotunos nɔpoliso nulu eyokiyete nɔmɔtɔkae ka nɔpɪkɪpɪkyo alorukude ka nɔdwe a esukul aɪn nɔdwe nɔl.

Apɔtɛ nɔpoliso kɪkamɛt elɔpe a epikipik tɔrɔca yaasi polis. Yaasi nɔdwe a esukul nuluce losukul ka yaarae Nakiru lodakɪtar. Abu akapolon a esukul tolot akɪnɔlɪyar Nakiru. Abu tɔrama akɪrɔt dan neni a nɔkaɛryak a Nakiru. Apɔtɛ nɔkaɛryak kiwɔnyɛt ɪrarete nɔkɪrɔ nɔn akɪnɔlɪn ɪkɔkɛ.

Apɔni kimadae Nakiru alodakɪtar tar nɔna aŋaleunio. Kiitan elɔpe a edakɪtar nɔsɪlɪŋa enaleuni iŋes. Abu ekile nolo anaŋi ɪkɔkɛ tɔtac nɔsɪlɪŋa a edakɪtar daadan. Apɔtɛ nai nɔpoliso togeɛt akɪtatam nɔtɔŋa ka akwap aŋin nɔpɪtesyo nulu etɔpɪtae elosyo alorukude ka nɔkaɛryak dan kɪtatama nɔdwe. Apɔtɛ nai nɔdwe kɪkɔŋosi abolya alorukude ka tɔtɔpa nɔkɪsɪla.

Vocabulary Words		
nɔpoliso	nɔkɪsɪla	tɔrɔca
In the Text Questions		In My Mind Questions
1. Ai eboiyoto Lopedokai ka Nalem? 2. Nyo abu totakanɪk neni a Nakiru?		1. Nyo ɪtami iyon ebe itiyakin neni a nɔtɔŋa aŋulu nyiwapito nɔkɪsɪla a erukude? 2. Nae ɪtatami nɔtɔŋa nɔkɪsɪla nulu etɔpɪtae emetae erukude?

Literacy 1 and 2

Day 1

Eranyun amɔtɔka



Apɛl-tapɔwɔca, alɔsi Amina losukɔl. Todɔl ɲɛs nɛni atakɛlɛl utarapɛto ɲɔlɔ. Atukɔkina ɲɔlɔp kɛlɛfɛr erukude. Todɔla amɔtɔka ɲɛni akɛri nosi. Tokatɔk epirɛŋɛ. Kɛjaka Amina kɛzɛ ɲaali yaayɛ erukude. Ani edolɔni amɔtɔka, toremo ɲɛsamar. Todawɛk utaya apɛl. Tori amɔtɔka nasaw erukude. Topɔrɔ ka kɛlɛlɛlɛkɛlɛn alɔkwɔp.

Amɛn 2, Saabɛn 9, Akɛlɛpɛn 2

Literacy 1

Thematic Question

Ali pite imasanarotor ɲamɔtɔkaɛ alorukudei ekerete?

Before Reading: Guiding Question

ɲaɛ alokidɛɲ kus abu tɔany idyo bore ɲini ekɛri alorukude imasara?

After Reading: In the Text Question

Ai atukokina ɲalɔp alorukude?

After Reading: In My Mind Question

Ikokinio iwɔn ikɛpedori akɛyokit ɲirotin yɔk ai?

Literacy 2

Plan the Story

Eraɪ atamɛtɛit ɲina ajɔkan ayeun eemut ɲolo eyakatar ɲakɛrɔ ɲuna aoyak ɲaomwon. ɲarakinete ɲɛkasyomak, eraɪ keyakaunotor adyo-tyonis igirete ɲjemuto kɛc.

Day 2

ɲakɛrɔ ɲana kitɛt

amɔtɔka	ɲɔlɔp
atukɔkina	erukude
kɛlɛlɛlɛkɛlɛn	kolatɔk

Ekɛsɛtiyɛ akɛrɔt

amɔtɔka	a-mɔtɔka	amɔtɔka
	ɲɛ-mɔtɔka-ɛ	ɲamɔtɔka-ɛ
ɲɔlɔp	a-ɲɔlɔp	ɲɔlɔp
	ɲɛ-ɲɔlɔp-ɛ	ɲɔlɔpɛ
erukude	a-erukude	erukude
	ɲɛ-erukude-ɛ	ɲerukude

Amɛn 2, Saabɛn 9, Akɛlɛpɛn 2

Literacy 1

Word Structure Application

anyukuta	a-nyukuta	ɲa-nyukuta-ɛ
acɛɛma	a-cɛɛma	ɲa-cɛɛma-ɛ

Literacy 2

Breaking and Making	
amana	m
ma	ma
m	amana

Handwriting and Spelling Practice

M, m

amana, akɛmɔj, lomakɛt

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Ali-pite imasanarotor njamɔtɔkɛ alorukude ekerete?

Before Reading: Guiding Question

Ani imasar amɔtɔka, anu kirɔ itiyankin?

After Reading: In the Text Question

Njɛ abu toramak eli?

After Reading: In My Mind Question

Ani kiryam iyɔɔ itɛɲanan imasarit amɔtɔka alorukude, ikokini iyɔɔ ai?



Literacy 2

Plan the Story

Ɛrai atametaɪt njina ajɔkan ayeun eemut njolo eyakatar njakirɔ njɛna aoyak njamwɔn. Ɔnjarakɪnete njikasyomak, Ɛrai keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application

Alaci ɛlɔɛ.

Alacete njɪlɔwi.

Amasi njakile.

Amasete njakile.

Day 4

Literacy 2

Breaking and Making	
emoogo	m
moo	moo
m	emoogo

Handwriting and Spelling Practice

M, m

emoogo, ɛmarɛt, ɛmɛɛɛ



Literacy 1 and 2

Day 5

<p style="text-align: center;">Eranyun am̄t̄oka</p> <p>Apei-taparaɓa, alasi Amina louk̄ul. Todol n̄ya neni utakiɓi utaraḡito nyilay. Atiuk̄ikina nyilay kiɓim erukude. Todolu am̄t̄oka njina akari neni. Tobet̄ok epiɓiɓi. Kijaka Amina eke- ḡaali janyay erukude. Ani edolani am̄t̄oka, toremo nj̄amar. Todowok utaya apei. Tori am̄t̄oka n̄awaw erukude. Tapara ka kibelibelokin alokwap.</p> <p>Towamaɓ ḡitayya. Toremo nj̄acupae ka nj̄amar ḡitayya. Tobawaya nj̄omoro am̄t̄oka kiɓalar. Torobolkin am̄t̄oka. Tobilani nyakiti a ḡitayya kiɓayama erukude. Totawaka nj̄itayya nj̄ic. Toramak Amina eɓi. Todolat nj̄itayya nyu alolak akijayakin ikes. Yawar nyu awanan lodakitar.</p> <p style="text-align: right; font-size: small;">Awan 2 Saɓin 9 Akilayɓi 5</p>	 <p style="text-align: center;">Abon̄okin etic</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">am̄t̄oka</td> <td style="width: 33%;">erukude</td> <td style="width: 33%;">ga-ruɓt̄ok-e</td> </tr> <tr> <td>anyukuta</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>acɗuma</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Akari neni. Alacete neni. Alaci eɓu. _____</p> <p>Amasi nyakile. _____</p> <p>Amasete nyakile. _____</p> <p style="text-align: right; font-size: small;">Awan 2 Saɓin 9 Akilayɓi 5</p>	am̄t̄oka	erukude	ga-ruɓt̄ok-e	anyukuta	_____	_____	acɗuma	_____	_____
am̄t̄oka	erukude	ga-ruɓt̄ok-e								
anyukuta	_____	_____								
acɗuma	_____	_____								

Literacy 1

Vocabulary Review

erukude	kibelibelokin	n̄acupae
n̄j̄amar	am̄t̄oka	awanan

Word Structure Review: Answers

anyukuta	<u>a-nyukuta</u>	<u>n̄a-nyukuta-e</u>
acɗuma	<u>a-cɗuma</u>	<u>n̄a-cɗuma-e</u>

Sentence Structure Review: Answers

Alaci eɓu.

Alacete nj̄ɓwi.

Amasi nyakile.

Amasete nyakile.

Literacy 2

Handwriting and Spelling Assessment

emaret	akimɗj	amana
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News

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

Model News Drawing

A child being helped by medical personnel at a clinic.

Model News Story

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

References

NPSCU Teacher's Guide

- Competences, page 77
- Sample Scheme of Work, page 129

NPSCU P2 Curriculum

- Pages 33-34

Traditional Text

Eete

Ikiwaan,
Ikiwaan akapae,
Ewait akapae,
Ikiwaan akapae,
Ewait lonjirokwanja ...

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

7 Epite n̄olo elosere alokit̄ela ȳok

Oral Literature

Nyikimuryak

Akīn̄iset̄ n̄ina ikīn̄akini

Tolimatu n̄iboro n̄ulu ewanawanaete n̄it̄n̄ja alorotin?

Atutubet̄ n̄ina ka apei

Arai k̄ol̄n̄j̄ En̄ok, Ekunyuk, Ekwee ka Ek̄ok̄or̄ n̄ikaipapae n̄ulu aminin. Em̄rikina n̄ir̄erya kee. Atyakit̄ erot̄ n̄olo apolon n̄ir̄erya kee alokidin̄. Ed̄nyasi n̄ir̄erya a En̄ok ka n̄olo a Ekwee a epei-wae. Ed̄nyasi Ekunyuk ka Ek̄ok̄or̄ a epei-wae. Aminasi n̄ityan̄ lugu akiboionokin̄ lotem̄ kee an̄ina-tab̄n̄j̄ akian̄ n̄akir̄o n̄una epedoryata akiyar. Ayleneke ikes daadan̄ n̄una kitiya edoli akitub̄ erukude, nait̄ akuryaka ikes akitub̄ aneni ilugokinia erot̄.

Apei-k̄ol̄n̄j̄it̄, kepēt̄ n̄akir̄o t̄gyelaaketa kedaun apeyo alore a Ekunyuk. Ederokinito Ekunyuk ka Ek̄ok̄or̄ akim̄j̄ n̄ina alalan̄ nooi. Atya n̄agwē inaa. Alakara n̄ityan̄ nooi. Ap̄t̄ Ekwee ka En̄ok totamut̄ abon̄or̄ lor̄erya kee. Kisya Ekwee n̄aren. Kisidiyor̄ En̄ok alokau ebala, “K̄idareunoi mono aneni.” Kidon̄ neni ilwasi. Ani ir̄ikakinī in̄es, abu toryam̄ Ekwee idarit̄ in̄es. Torotokis̄ ani eapunete lorukude, ap̄t̄ nabo n̄ak̄el̄ tok̄ida En̄ok. Kidon̄ Ekwee idarit̄ in̄es akaoyan.

Story Outline

N̄iketiyak̄ n̄ulu eyakasi loemut

En̄ok, Ekwee, Ek̄ok̄or̄ ka Ekunyuk.

Neni itiyatar̄ n̄akir̄o

Lor̄erya.

Akitiyakin̄et̄

N̄ipiteso n̄ulu aj̄ok̄ak̄ ka n̄ulu ar̄on̄ok̄ edoli akitub̄ erukude.

Oral Literature

Akɔnjɔset njina ka atamakinet

Nyaanɛ njɛna itami iyɔɔ ebe itiyakin neni a Ejok?

Atutubet njina a njare

Totaanjan Ekwee kidon etami ebala, “Eɔiaka mono ekidɛnyet lo akɔɔk kori bo nyo?” Abu Ekwee kidaradarak adyo-cici. Tosekenyikini kɔmyek Ejok alokau. Abu Ekwee totub erukude ejɔk. Ani kedɛɛ Ejok akɔnjarakin, abu nait kikirikiriun eyeni atɛmar aɛka Ekwee njaren ka nabo ɛmaɔkina totupite erukude. ɛmam nabo nyɛtamɛna Ejok njikisila njulu sɛk etubeneneere erukude.

Njina-peɔ aɔɛtakinor njɛs lorukude, kiryamaros ka alɛɛɛ njina akeri nooi. Tonanji njɛs alɛɛɛ na lokalokot. Abu Ekwee kɔnjarak Ejok yaa lodakitar. Arɔni inakinaɛ Ejok ekɔtɛ alodakitar tar njina anjaleunio. Njɛs tɔkɔna isumisumya Ejok elosi ebi eriiɔ ekalokot njolo kɔɔɔn ecaki alɛɛɛ. Ani edoli Ejok akitub erukude, enjolejolekini mono. Abu Ekwee tɛma, “ɛmam nabo nyatubi ayɔɔ erukude jik.” Agɛɛn akɔɔɔɔɔ njɛn, tarɔ tɔkɔna, ɛmamɛ nyetubutubui Ekwee erukude.

Vocabulary Words

erukude

ilugokinia

alɛɛɛ

In the Text Questions

In My Mind Questions

1. Ata njɛ ɛraɔ njɔkaipapɛ aloemut alo?

1. Alu boro njulu arokok alorukude?

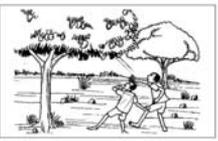
2. Ai aminasi njityan lugu akiboionokin ebɔɔ?

2. Ikokinio iwɔn itojokunio epite njolo elosere alorukude ai?

Literacy 1 and 2

Day 1

Eduposi njongo



Apita Belkek ka Kokoi tolo asakar njongo. Ani edoleto ika lokita, tema Kokoi, "Omuryakin akilim njongo nanyata nji lal." Tema Belkek, "Ogikisi akimasama." Tolmat ika namaru, nakita ka nyakapoyor. Kimasamasata njongo. Abu apai-moru kimas Kokoi kuu. Tema Belkek, "Oryamata nakito olemanto." Nait abu Kokoi towou akilar nakira a Belkek.

Atan 2, Fushi 10, Akilim 1

Literacy 1

Thematic Question

Alu-pitesyo eryamununueta njidwe awanawana?

Before Reading: Guiding Question

Nyo etakanunui loterja njulu eminasi adokit njikito?

After Reading: In the Text Question

Nyo esitiyaete Belkek ka Kokoi akimasamasaa njongo?

After Reading: In My Mind Question

Nyo ice bore etemokino njidwe kisitiyata alemunia njongo?

Literacy 2

Plan the Story

Erai atametait njina ajokan ayeun eemut njolo eyakatar njakira njena aoyak njomwon. njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Day 2

Njakira njana kitat

nyamaru	njongo
lokita	nakita
akimasama	nyakapoyor

Ekisitiye akirat

asakar	asakar	asakar
	asakar-ia	asakaria
akimasar	akimasar	akimasar
	akimasar-ia	akimasaria
asakar	asakar	asakar
	asakar-ia	asakaria

Atan 2, Fushi 10, Akilim 2

Literacy 1

Word Structure Application

adokar	adokar-ia	adokaria
akimasar	akimasar-ia	akimasaria

Literacy 2

Breaking and Making	
enyanya	ny
nya	nya
ny	enyanya

Handwriting and Spelling Practice

Ny, ny

enyanya, njikanyum, kinyalak

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu pitesyo ɛryamunun̄eta ɲidwɛ awanawana?

Before Reading: Guiding Question

Tolimokinaɛ ɲirotin ɲulu ɛgerɛɛ iyɛs ɲaraɪtɔ anariyɛt?

After Reading: In the Text Question

Nyo abu totakanik neni a Kokoi alokiɲyama ɛkitɔɛ?

After Reading: In My Mind Question

Keraɛ nyɛdɔkarɪtɔ Belekɛk ka Kokoi lokitɔɛ, keraɛ nyo etakanikinit?



Literacy 2

Plan the Story

ɛrai atametaɪt ɲina aɲkan ayeun eemut ɲolo ɛyakatar ɲakɪro ɲ̄na aoyak ɲaomwon. ɲ̄arakinete ɲ̄kasyomak, ɛrai keyakaunotor adyo-tyonis igirete ɲiemuto keɛ.

Literacy 1

Sentence Structure Application

Alot Kokoi adɔkar lɔkitɔɛ.

Nyo isitiyae Kokoi adɔkaria lɔkitɔɛ.

Alot Kokoi akimasar amoru.

Nyo isitiyae Kokoi akimasaria amoru.

Day 4

Literacy 2

Breaking and Making	
nyebosi	ny
nye	nye
ny	nyebosi

Handwriting and Spelling Practice

Ny, ny

nyebosi, nyem̄naar, nyiesik



8 Awanawana ka abukin

Literacy 1 and 2

Day 5

<p>Eduposi njimogo</p> <p>Apata Belkik ka Kokoi tofoto osakar njimogo. Ani edideta iren kikitae, Tema Kokoi, "Omuryakin akidim njimogo anyata njei lu!" Tema Belkik, "Oyikiki akimasama." Totemat iren njimoru, gakitae ka njakogor. Kimasasata njimogo. Abu apai-moru kimas Kokoi kas, Tema Belkik, "Oyemata gakitae omaneta." Nait abu Kokoi towou akilar gakitae a Belkik.</p> <p>Tema Kokoi, "Odoakisi arai adakar." Tema Belkik, "Urno adakar, akimasu." Tema Kokoi, "Niyeni iyeg akidak, arai reho ayeg Kamado." Apata nat iren todokasi ekite. Tomaryata iren akidim njimogo. Ani isepa Kokoi, abu toburucuun kwep. Totoma emwiriti key tizoma. Totajukak iyeg.</p> <p style="text-align: right; font-size: small;">Awan 2, Saka 10, Abajep 5</p>	 <p>Abajepin etic</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">osakar</td> <td style="width: 33%;">osakar-ia</td> <td style="width: 33%;">osakaria</td> </tr> <tr> <td>adakar</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>akimasar</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Alot Belkik osakar njimogo.</p> <p>Nyo isitiyae Belkik osakaria njimogo?</p> <p>Alot Kokoi adakar kikitae:</p> <p>_____</p> <p>Alot Kokoi akimasar amoru.</p> <p>_____</p> <p style="text-align: right; font-size: small;">Awan 2, Saka 10, Abajep 5</p>	osakar	osakar-ia	osakaria	adakar	_____	_____	akimasar	_____	_____
osakar	osakar-ia	osakaria								
adakar	_____	_____								
akimasar	_____	_____								

Literacy 1

Vocabulary Review

njimoru	njimogo	toburucuun
erono	njakito	todokakis

Word Structure Review: Answers

adakar	<u>adakar-ia</u>	<u>adakaria</u>
akimasar	<u>akimasar-ia</u>	<u>akimasaria</u>

Sentence Structure Review: Answers

Alot Kokoi adakar lokitae.

Nyo isitiyae Kokoi adakaria lokitae?

Alot Kokoi akimasar amoru.

Nyo isitiyae Kokoi akimasaria amoru?

Literacy 2

Handwriting and Spelling Assessment

enyanya	kinyalak	nyebosi
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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

Food in a saucepan.

Model News Story

A woman had many rats in her house and went to buy rat poison. She placed it on the floor in the kitchen. A crawling baby picked the poison and threw in the sauce with food. Before she could serve the food, she sensed that it did not smell right. She could not serve it and the family was saved from poisoning.

References

NPSCU Teacher's Guide

- Competences, page 78
- Sample Scheme of Work, pages 131-132

NPSCU P2 Curriculum

- Pages 35-37

Traditional Text

Eete

Ekarikon

Ekosi-derepat. x2

Ekosi-paderit. x2

Ekosi-ketataman. x2

Daadan

Ƨiŋarakin Akuj, ikilosi akwap
kalonan. x2

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

Oral Literature

Abuc Namilo atwanare

Akiñiset ñina ikiñakini

Alu-pitesyo eryamuneta ñidwe awanawana?

Apei-kolñit, kepote Namilo ka toto keñ torukosi akilip lokelesya a Katolika. Kicik toto Namilo ebe emam acala alokelesiya. Kik Namilo toto keñ tema, “Emam nyalosi ayon acala ka abolya alokelesya ñisaae ñulu ilipere.” Abu nai ikokun ñin kiricak ñakiro ñun. Ani enañ esaa ñolo aryedikyeto ñitña ilipete, abu ñes tanywa ekile ñolo aenikinatae esimit nakan. Ikwa ñina ecikitor toto keñ, abu tdaun epite ñolo ññisa. Abu ñes kidon etamatamae alotu keñ ebala, “Ñyo ibore ñini ebi emoogo anakan a ekile a ñol? Ka inyo eenitere ñes akan?” Abu Namilo kidon eumonokini alotu keñ ñakiro ñun. Ani kedaun akilip, apote Namilo ka ñikee-konei kidonjo abolya diyete ekelesiya.

Ayai ekite ñolo a emuembe nen. Apote ikes kimasamasata ñaraito alokitae nait nyecakun ñadi kwap. Abu epeida ñolo anyaratae Anyakun todoka lokite ñol. Abaati ñina aronon, kimasun ñes kwap tobila akej keñ. Abu ece-kile ñolo alosi alorot kñarak ñes yaa lodakitar aryamun ekite. Apote Namilo ka ñikee-rukitos yaasi eemut neni añikaaryak ka Anyakun.

Story Outline

Atametait ñina apolon

Atubutub erukude.

Atametait ñina ka apei ñina igañit

Towana Namilo.

Atametait ñina a ñaarei ñina igañit

Tonapa eketataman Namilo lodakitar.

Oral Literature

Kelɛnyar nɛsabito nɛarei, apɔtɛ ikes kisyokakis losukul. Abu epikipik todikino enanɛi Namilo. Awuasi ikes a epei-waɛ erukude idarito nɛamɔtɔkaɛ, nɛpikipikyo ka nɛgaali tolɛnyaros.

Aneni-pei etubete ikes erukude lowaɛ nɛlo ayai esukul, kiɛrasi ikes epikipik erwo nooi. Kibusokin Namilo tomagulikin ka tokotori ɛrɛɛt. Kidonɛ nɛs eperi ka akɔɔk igworo. Elɔpɛ epikipik danɛ nyemɛtak.

Apɔtɛ nɛkɛɛ-rukito, Lolim ka Nyana, kitonyout nɛs. Arerenɛ nɛna ajɔkan, todolɛ ɛketataman kɛɛ ekeri a egaali. Kiɛnɛlikini nɛɛdwe nɛl ewuasi. Abu nɛs kiɛnɛt nɛɛdwe atyonis nɛna aryamu Namilo. Tolimok nɛɛdwe nɛluce alosit losukul. Tonapa nɛs Namilo lodakɛtar nɛlo ayai diyete nen akimukeo.

Ani enanɛte ikes lodakɛtar, apɔnɛ toɛnɛkinaɛ Namilo esimit nakan nɛna abilɛl. Nɛs nai aanyɛnɛna Namilo atɛmar, ewanan nɛs. Apɔtɛ nɛkaɛryak a Namilo tomotunos lodakɛtar iɛrarete nɛkɛrɔ nɛ. Abu nai Namilo tomisiya nɛpitesyo nɛlu ɛyamɛnɛnɛyata nɛtɛnɛna awanawana ka aɔɔkin ɛjɔk. Apɔnɛ nai kinyakaraɛ nɛs lore iɛkakini nɛkɛtɔ ka nɛsɛndanin.

Vocabulary Words	
esimit	lodakɛtar
	akimukeo
In the Text Questions	In My Mind Questions
1. Ekokini Namilo ɛyamuni awana ai?	1. Alu boro nɛlu arɔkɔk nɛlu ɛyaununuete awanawana?
2. Ai apɔnɛ yai Namilo akimukeuno?	2. Alu-pitesyo nɛlu arɔkɔk nɛlu epedorete ayaun awanawana?

Literacy 1 and 2

Day 1

Amukeo a Kokoi



Alakide ekitae, ayai akai a dokito. Arai dokito ekikitae epo njakan. Arai ekere kiro Juma. Aai Inari ipa Kokoi igawo, tometan akiparukin ipes. Yaa dokito Juma ekitat. Tatiyas Kokoi akou, tontunse emaiyin. Akatoro akere-kou ka aleleste nyakit. Tolamu Juma cembe, tobanya nyim, Kiwaak ekitae nakou.

Amu 2 Fashil 11 Akilayil 1

Literacy 1

Thematic Question

Alu kitae eminae iwon adokodok alererya yok?

Before Reading: Guiding Question

Nae etamunit ekitae edyo nolo adokit ipes?

After Reading: In the Text Question

Ali wae eyai akai a Dokito alokitae?

After Reading: In My Mind Question

Alu pitesyo epedorere iwon akiretakin awanawana alokitae?

Literacy 2

Plan the Story

Erai atametai tina ajokan ayeun eemut nolo eyakatar njakiro njena aoyak njomwon. njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kee.

Day 2

Njakeri njana kitae

dokito	ekitae
akiparukin	akitoro
kiwaak	zamba

Ekisitiyae akirat

akou	a-kou	akou
	akere-kou	akere-kou
akije	a-kije	akije
	akere-kije	akere-kije
akal	a-kal	akal
	akere-kal	akere-kal

Amu 2 Fashil 11 Akilayil 2

Literacy 1

Word Structure Application

abandej	a-ke- bandej	ake- bandej
akan	a-ke- kan	ake- kan

Literacy 2

Breaking and Making	
egaali	g
gaa	gaa
g	egaali

Handwriting and Spelling Practice

G, g

egaali, agaarimos, agilil

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu kitɔ eminae iwɔn adɔkɔdɔk alorerya yɔk?

Before Reading: Guiding Question

Alipite iṅarakinere itɔṅanan ḡini ewanan.

After Reading: In the Text Question

Nyo abu edakitar kitiyak neni a Kokoi?

After Reading: In My Mind Question

Keraɪ tomamɔ edakitar alodiye ere ata Kokoi, kikonit iṅes ai?



Literacy 2

Plan the Story

Ɛrai atametaɪt ḡina aɔkan ayeun eemut ḡolo eyakatar ḡakiro ḡɔna aoyak ḡaomwon. Iṅarakinete ḡikasyomak, Ɛrai keyakaunotor adyo-tyonis igirete ḡiemuto kec.

Literacy 1

Sentence Structure Application

Epesi iṅes emesa.

Apesi iṅes emesa.

Eupi iṅes ḡiɔindanin.

Aupi iṅes ḡiɔindanin.

Day 4

Literacy 2

Breaking and Making	
adɔka	d
dɔ	dɔ
d	adɔka

Handwriting and Spelling Practice

D, d

adɔka, akandeke, agadigad



8 Awanawana ka abukin

Literacy 1 and 2

Day 5

Amukeo a Kokoi

Akikide ekitse, ayai akai a dokito. Arai dokito dokitar nabo njikan. Arai akai keri Juma. Ani inari ipes Kokoi ipesara, tomatan akijarakin ipes. Yaw dokito Juma ekitse. Titiyas Kokoi akai, tomatan emasiyin. Akatoro akai-kesa ka abolefe gajakot. Toloma Juma eambe, tobanya njim. Kiwaak ekitse nekasa.

Abu Juma todapaki abandej napsalar a Kokoi. Toloma nabo ekitse ece. Kiriwa ka ngomas a esindan. Topodok ekitse Inkanisoli a Kokoi. Kilagilagak amu: Inmasi-in ker, Tema Juma. "Kokoi, topalik akidik njikiti." Abu nait Kokoi taki. Ani irikakini dokito Juma akimaki ipes, abu tosamak epaderit asim. Bu pader a epikjik. Yawara Kokoi dokitar.

Awan 2, Fanki 11, Akijarakin 5



Abonjakin etic

akai	a-kesa	a-kesa
abandej	_____	_____
akan	_____	_____

Adapete Ikes akaja:
 Epesi ipes emesa, _____
 Eupi ipes njisindanin, _____

Awan 2, Fanki 11, Akijarakin 5

Literacy 1

Vocabulary Review

abandej	dokito	todapaki
ekitse	esindan	akijarakin

Word Structure Review: Answers

abandej	<u>a-kεε-bandej</u>	<u>akεε-bandej</u>
akan	<u>a-kεε-kan</u>	<u>akεε-kan</u>

Sentence Structure Review: Answers

Epesi ipes emesa.

Apesi ipes emesa.

Eupi ipes njisindanin.

Aupi ipes njisindanin.

Literacy 2

Handwriting and Spelling Assessment

egaali	agaarimos	akandeke
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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
<p>NPSCU Teacher’s Guide</p> <ul style="list-style-type: none"> • Competences, page 78 • Sample Scheme of Work, pages 132-133 <p>NPSCU P2 Curriculum</p> <ul style="list-style-type: none"> • Pages 35-37

Traditional Text

Eete

<u>Ekarikon</u>	<u>Daadan</u>
Kiar Etom. x2	Kiwuokoe njikyal kaanole.
Njaberu ka aryey.	Toanyuwasi njaberu njikilyok.
Njaberu ka Akobo.	

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

Oral Literature

Ejok etic kaapei

Akiñiset ñina ikiñakini

Ñae ikiñaranakini ñyes iwanasi?

Atutubet ñina ka apei

Eboiyete kɔɔɔ ñityaŋ kaapei. Araï ñityaŋ lugu Ecom, Etɔm, Apɔɔ, Akuma, Eñok, Tula ka ñuluɔe daŋ ñulu alalak. Ani edoli apaki ñina eatakinotor ñityaŋ, apɔɔ ñikito ka ñinyia tɔkidyɔkɔt. Abu eron ñolo ayai ñikarɔ ñulu alalak tɔɔmɔ. Tɔgeɔ Etɔm akidup ñimuembe ñulu alalak. Apɔɔ ñityaŋ daadaŋ tɔgeɔt akitaɔe naɔ, nait emam nyita Ecom, aberɔ keŋ Nacomín ka lokɔkɔ keɔ Locomín.

Apei-kɔɔɔɔt, apɔɔ ñityaŋ toloto lomanikɔr naɔ. Abu Locomín tolɔt akɔkɔ emuembe alomanikɔr a Etɔm. Abaarɔ ñina arɔnɔn, kebu tobilibiliun alokitɔe. Abu nait Ecom ka aberɔ keŋ Nacomín kɔrasɔ epite ñolo emasunor Locomín alomuembe. Toɔma ikes neni a Locomín emaranete ñawat Toramak Nacomín eli nooi.

Story Outline

Ñiketiyak ñulu eyakasi loemut

Ecom, Apɔɔe, Akuma ka Tula.

Neni itiyatar ñakiro

Lomanikɔr a Etɔm.

Akitiyakinɔt

Akitaɔe naɔ.

Oral Literature

Akirɛiset njina ka atamakinɛt

Ani itamete iyɛs, nyo itiyakin neni a Locomin alonɛaren?

Atutubɛt njina a nɛareɪ

Ani eanyunete njidwɛ a Etɔm njican njulu apɔtɛ kitiyakin lokal a Ecom, anabɛrɛ kɛɲ, apɔtɛ ikɛs toɛma narɔɔ lomanikɔr alimokin njityan njulu ayakasi lomanikɔrin. Njinapei-paki, todolo njakiro lomanikɔr neni a Ekorɪ. Abu Ekorɪ tonyara njityan daadanɛ alimokin njuna etiyakin lokal a Ecom.

Apɔtɛ njityan daadanɛ toɛma lore a Etɔm akirɛnarakin ikɔkɛ a Ecom. Abu Etɔm tɛma, "Adakari ayɔɲ ikɔkɛ njini a Ecom en lodakitar neni eyai Akɛma." Abu Tula towɔɛ atametaɪt a Etɔm. Abu injɛs tɛma, "Elwana ɛdakitar neni eyai Akɛma. Nabo epedori arɛbo akiatakin, epedori neni danɛ ayauɲ njace-kirɔ neni a Etɔm." Abu Tula tɛma, "Njuna ɛmaikina kitiyɛ mono nu, Akien neni bilil ɛɲk. Osubutu njakitɔ njuna ɛdakarere Locomin lodakitar." Abu Ejok tɛma, "Eroko nyɛyaa Locomin lodakitar neni ka Akɛma, yaɛtɛ mono ɛlɔta njakɔt." Apɔtɛ njityan daadanɛ tocamakis. Abu nait Ejok ka njidwɛ kɛɲ togɛɛt akilɔtar njakɔt tar neni asɛgnɪa neni bilil. Apɔtɛ Tula ka Ecom tosubɛt njakitɔ njuna adakarere injɛs lodakitar. Apɔtɛ njikaɛrɛnak a Locomin todakasi injɛs lodakitar neni ka Akɛma ariamun ɛkitɔɛ.

Vocabulary Words

ɛli

tobilibiliun

todakasi

In the Text Questions

In My Mind Questions

1. Ata njɛ njirɔrwa a njityan a njulu elimitɔɛ aloemut alo?

1. Alu-rotin bo amaikina Locomin kisitiya alemɛnɪa ɛmuɛmbe akilɔ adɔkakin?

2. Ikɔkɛ a njɛ bo abu tobilibiliun alokidɛyama ɛmuɛmbe?

2. Inarakinɪ iyɔɲ lokonekon ewanan ikwa ani?

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: Δ

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

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

Reading Assessments (administered individually)

Fluency and Vocabulary Assessment:

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

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

Grammar and Vocabulary Assessment:

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

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

Listening Assessment (administered as a group)

Listening Comprehension Assessment:

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

L3: Answers all 5 questions correctly.
L2: Answers 3-4 questions correctly.
L1: Answers 2 or fewer questions correctly.

Writing Assessment (administered as a group)

Handwriting Assessment:

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

L3: Formation of the letters and spacing between words is excellent. No errors.

L2: Formation of the letters and spacing between words is good. A few errors.

L1: Formation of the letters and spacing between words is poor. Many errors.

Spelling Assessment:

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

L3: Spells all 5 words correctly.

L2: Spells 3-4 words correctly.

L1: Spells 2 or fewer words correctly.

Creative Writing Assessment:

Tell learners to write a story about an accident they have had themselves or witnessed in their community. Explain that they can use pictures and words to tell their story but that they should also include at least one full sentence. Make sure learners include their names. Collect and assess.

L3: Writes a meaningful, well organised story with 2 or more sentences.

L2: Writes a meaningful, well organised story with at least 1 sentence.

L1: The story does not include a full sentence.

Speaking Assessment (administered individually)

Public Speaking Assessment:

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

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

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

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



Weekly Lesson Support

Term 3 Lessons



9 Ekisil ka akinapakina Literacy 1 and 2

Day 1

Ekisil



Abolypasi Kokoi ka Loumo alokaku ukai. Totiyapa Kokoi ukai a Loumo. Kikalasu Loumo ka bu toto kery kibap Kokoi. Kikalasu Kokoi dang, bu toto kery ejie. Bu papa kery a Loumo dang ejie. Tomotun papa kery a Kokoi dang. Totikin okile ka okile, aberu ka aberu. Kidogo njidat igworsai.

Amos 3, Sautu 3, Akhijit 2

Literacy 1

Thematic Question

Ata n̄ae alokitela yok ewoikinito n̄akir̄o n̄una etapito ekisil ka akinapakina?

Before Reading: Guiding Question

Kaanu-kir̄o iwuanakineta n̄it̄ura njikokwasinei?

After Reading: In the Text Question

Ata n̄ae ajiyete aloemut alo?

After Reading: In My Mind Question

Ali-pite njolo ajokan iretakinere ejie?

Literacy 2

Plan the Story

Erai atametait̄ n̄ina ajokan ayeun eemut njolo eyakatar n̄akir̄o n̄una aoyak n̄aomwon. n̄arakinete n̄ikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Day 2

n̄akir̄o njana kitat

totiyapa	kibap
kikalasu	okokitar
ngjikin	kidogo

Ekisiyae akirat

akitatam	aki-tatam	akitatam
	ake-tatam-an	akitataman
akimaj	aki-maj	akimaj
	ake-maj-an	akimajan
akitip	aki-tip	akitip
	ake-tip-an	akitipan

Amos 3, Sautu 3, Akhijit 2

Literacy 1

Word Structure Application

akipuk	aki-puk	eke-puk-an
akinap	aki-nap	eke-nap-an

Literacy 2

Breaking and Making	
ejamu	j
ja	ja
j	ejamu

Handwriting and Spelling Practice

J, j

ejamu, amolij, ejara

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Ata n̄aε alokit̄ela ȳok ewoik̄inito n̄ak̄ir̄o n̄ūna etap̄ito ekis̄il ka ak̄inapak̄ina?

Before Reading: Guiding Question

Ani etakanunui ejiye alore, n̄aε etyaki n̄it̄ūŋa?

After Reading: In the Text Question

Tolimutu n̄it̄ūŋa n̄ulu esis̄ilete n̄uluce t̄ūŋa alot̄ɔma eemut lo?

After Reading: In My Mind Question

Nyo it̄ɔd̄īūn̄it̄ atemar εs̄ila n̄it̄ūŋa?



Literacy 2

Plan the Story

Ɛrai atametāit̄ n̄ina aj̄okan ayeun eemut n̄olo eyakatar n̄ak̄ir̄o n̄ūna aoyak n̄aomwon. †n̄arak̄inete n̄ikasyomak, Ɛrai keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application

Eyeni iŋes akipuk.

Ɛrai iŋes ekepukan.

Eyeni iŋes akigir.

Ɛrai iŋes ekegiran.

Day 4

Literacy 2

Breaking and Making	
εj̄ok	j
j̄ɔ	j̄ɔ
j	εj̄ok

Handwriting and Spelling Practice

J, j

εj̄ok, ej̄au, Lomoji



9 Ekisil ka akɩnapakina
Literacy 1 and 2
Day 5

Ekisil

Abolayaa Kakiɩ ka Luomo aɔokaku akai. Toɔiyaya Kakiɩ akai a Luomo. Kikaku Luomo ka bu toto kɔɔ kibag Kakiɩ. Kikaku Kakiɩ dag, bu toto kɔɔ eji. Bu papa kɔɔ a Luomo dag eji. Tamoton papa kɔɔ a Kakiɩ dag. Tojikin ekile ka ekile, ubera ka ubera. Kikango pader igworoɩ.

Pita nɔɔɔɔɔ nulu alalaki. Toɔɔɔɔɔ tɔketatamak aluakul. Toɔɔɔɔɔ ecaaman. Toɔɔɔɔɔ nɔɔɔɔɔ alopolis. Pita pader ka abikɔɔɔ alokobɔɔɔ, ecaaman dag bu alomokil. Toɔɔɔɔɔ tar edakitar dag abodakitar. Kikaworo nɔɔɔɔɔ ila. Kikatanam nɔɔɔɔɔ ka Akij dag. Agɔta mɔɔ tɔkɔɔɔɔɔ kila ka tokina. Agɔta nɔɔɔɔɔ dag toɔɔɔɔɔ aberyo.

Ames 3. Saaka 1. Akɩnap 5



Abɔɔɔɔɔ etic

akɩtanam	aki-tatam	ake-tatam-an
akɩpuk	_____	_____
akɩnap	_____	_____

Eyeni iges akɩtanam.
Erai iges akɩtanam.
 Eyeni iges akɩpuk.

 Eyeni iges akɩgir.

Ames 3. Saaka 1. Akɩnap 5

Literacy 1

Vocabulary Review

nɔɔɔɔɔ	esilam	edakitar
ecaaman	nɔɔɔɔɔ	pader

Word Structure Review: Answers

akɩpuk	<u>aki-puk</u>	<u>eke-puk-an</u>
akɩnap	<u>aki-nap</u>	<u>eke-nap-an</u>

Sentence Structure Review: Answers

Eyeni iges akɩpuk.
Erai iges ekepukan.
 Eyeni iges akɩgir.
Erai iges ekegiran.

Literacy 2

Handwriting and Spelling Assessment

ejok	ejamu	amolij
------	-------	--------

9.1 N̄it̄ic̄is̄ȳo a n̄it̄ūŋa a ŋulu iyokito ek̄is̄il ka ak̄inapak̄ina

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

Emaet

Kiiriŋ ... e-e-epot. x3
Nyo ibore en?
Akimat ro ibore en.
Ekasikout ro ibore en.

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

Oral Literature

Acandarɔwa

Akiɔiset ɔina ikiɔakini

Ata ɔae ɔitɔɔa ɔulu ikiɔarakinito iwɔn akitijore ɔidekesyo alokitela yɔk?

Atutubet ɔina ka apei

Ebe ca kɔlɔɔ, keyakasi ɔityaɔ ɔulu kiboiyete anakwap aɔina anyaritaɔ Nakoit. Ayakatar akwap ɔin akimɔɔ ɔina alalan nooi. Ayai ekisil ka akinapakina nakwap ɔin. Ayakatar ɔityaɔ ɔul ekisil ka akinapakina lokilela keɔ ikwa: ɔikyain ɔulu apolokinit Eɔatuny, ɔipoliso ɔulu apolokinit Ekokoas, ɔidakitarin ɔulu apolokinit Apɔɔɔ, ɔityaɔ daadaɔ araɔ ecaaman Alurei, eliit iɔes araɔ Akunyuko, eketataman iɔes araɔ Acomin ka eɔakait iɔes Akweei. Amamɔ pa aɔetɔna ɔidekesyo alokitela keɔ.

Ayai nai erwosit a ɔisiriɔ ɔolo anyaritaɔ Esokosok. Amina iɔes akicwaanar ɔidwe keɔ akimat ɔaɔkɔt nakwaare aneraɔ amamukatar ɔacandarɔwae. Akɔranakinete ɔidwe keɔ ɔolo tyaa ekonyete ikes emalerya. Eboiyete Esokosok ka ɔidwe keɔ aneni ikoni; aɔlolol neni amutonon, namɔni, ka neni ewuatar ɔakipi kori neni eɔnakinitaɔ ɔiɔtan. Asyomete ɔidwe a Esokosok ɔulu alalak akilas apei ka ɔina a ɔaarei.

Apɔɔɔ nai ɔityaɔ kikalout nooi aneraɔ abu emalerya tolalaar aneni ayakasi ikes. Abu ecaaman ɔolo apolon tolot nipsis a eɔakitaa aɔolo itatami aseɔis. Abu tolimɔk iɔes atɔmar, “Bwa robo kitatam ɔitɔɔa lu epite ɔolo kiteseɔget ɔirerya keɔ. Alalaar adiakanakin emalerya aneraɔ iyoloto ɔirerya.”

Story Outline

Niketiyak ɔulu eyakasi loemut

Esokosok, ɔidwe, ɔitɔɔa, eketataman, ecaaman, Apɔɔɔ, Alurei ka Akunyuko.

Neni itiyatar ɔakiriɔ

Lorerya.

Akitiyakinɔt

Akiretakin emalerya.

Oral Literature

Ak̄iŋis̄et ŋina ka atamak̄inet

Kerae tomam̄ nyek̄or̄n̄it̄ edak̄itar ŋacandar̄wae, kerae nyo etakan̄ik̄in̄it̄ lot̄uŋa ŋul?

Atutubet ŋina a ŋaarei

Ani kir̄ikakis̄ ecaaman, Alurei ka edak̄itar, Ap̄ɔɔe ak̄ian, k̄ic̄ikak̄inae Alurei ka Akunyuko alosit̄ alimokin̄ ŋityaŋ tocunak̄inos̄ ŋina a Eram̄iram ak̄itatamo aŋuŋa ka aseŋis̄.

Abu nait̄ ek̄etataman ka aseŋis̄ k̄imaniman̄ ŋir̄erya daadan̄ enaŋi Eram̄iram. Ani el̄nyar̄ ŋis̄abito ŋjuni, abu ap̄ukan̄ yau ŋik̄ito lodak̄itarin̄. Ap̄on̄i k̄itatamae ŋit̄uŋa epite ŋolo kis̄itiyaet̄ ŋik̄ito lugu. Ani nabo el̄nyar̄ ŋidi-rwa, abu ap̄ukan̄ tok̄r̄uŋ ŋacandar̄wae ŋuŋa īretak̄inete ŋis̄ir̄u. Ap̄ɔɔe ŋityaŋ tolakar̄osi nooi anerae ap̄ɔɔe toj̄oŋoto ad̄iak̄anak̄in̄. Ap̄on̄i nabo k̄itatamae ikes̄ at̄emar, “Totubete ŋinyia, tonukete ŋapanya ŋuŋa eyakasi diyete ŋir̄erya, k̄ic̄unyete ŋj̄otan ka nabo tobukonokis̄ ŋamieta nakipi ŋuŋa ewuaasi alodiyete ŋir̄erya. Ipote iȳes̄ aanyun̄ at̄emar, emam̄u nabo nȳidiak̄ak̄inos̄i iȳes̄ edeke a emalerya j̄ik.” Tolimok̄ Ap̄ɔɔe nabo ikes̄ t̄ema, ŋuŋa epolok̄ nooi erae akiper̄ t̄ɔma acandar̄wua nakwaare. Ak̄iŋic̄ ej̄ɔk̄ ikotere nyel̄ɔmū es̄ir̄et̄ tar epei. Ipote nait̄ iȳes̄ ak̄il̄ɔun̄ edeke a emalerya anerae edaun̄ ibore ŋini enyamete ŋis̄ir̄u ka etwakete.”

Vocabulary Words

Acandar̄wua

es̄ir̄et̄

emalerya

In the Text Questions

In My Mind Questions

1. ŋae ak̄orak̄ini ŋit̄uŋa ŋacandar̄wae?
2. ŋae emaniman̄i ŋir̄erya aŋuŋa ka aseŋis̄?

1. Nyo ipedori iȳon̄ ak̄itiyak̄in̄ k̄iretak̄inia emalerya?
2. Ani itami iȳon̄, ai iboiyoto ŋis̄ir̄u?

9 Ekisiil ka aƙinapakina Literacy 1 and 2

Day 1

Ejie alosukul



Apai-ƙalɓit alosukul, agata njidwe njareɗi tujjikin. Amaryaɗe ikes akilam. Kicam Nacan Mateo lokume. Kiroso Mateo nooi eryaha. Temasi njidwe anukilas, "Oitaakoi Nacan! Oitaakoi Nacan!" Abu ekmanimanan akilas ya ikes neni a ekitataman. Ani iɗɗikini ekitataman ekume a Mateo, tobul.

Ami 1. Saƙa 2. Akɓayɗi 1

Literacy 1

Thematic Question

Alu-rotin itopoloere ekisiil alosukul?

Before Reading: Guiding Question

Ata-ɗaɛ itemokino kitopoloto ekisiil?

After Reading: In the Text Question

Inyoni amaryaɗe njidwe aloemut?

After Reading: In My Mind Question

Nyo amaɗkina ikes kitiyata eroko nyemarya akalamu?

Literacy 2

Plan the Story

Eraɗi atametaɗi njina aɗɗan ayeun eemut njolo eyakatar njakiro njena aoyak njoomwon. Njarakinete njikasyomak, eraɗi keyakaunotor adyo-tyonis igirete njemuto keɗ.

Day 2

Njakiɗo njana kitat

tujjikin	eryaha
akilam	ekapadam
amaryaɗe	kicam

Ekisiitiyee akirat

akilitar	a-kilitar	akilitar
	kilitar-ae	kilitar-ae
akikibar	a-kikibar	akikibar
	kikibar-ae	kikibar-ae
akikanyar	a-kikanyar	akikanyar
	kikanyar-ae	kikanyar-ae

Ami 1. Saƙa 2. Akɓayɗi 2

Literacy 1

Word Structure Application

akicelɗwar	a-kicelɗwar	kicelɗwar-ae
akimasar	a-kimasar	kimasar-ae

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
ikwaan	kw	Kw, kw
kwa	kwa	ikwaan, akwara, ekwakwa
kw	ikwaan	

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-rotin itopoloere ekisil a losuku?

Before Reading: Guiding Question

Ata-njae itemokino kitopoloto ekisil alosukul?

After Reading: In the Text Question

Njae abu tonyarau njakaeryak a njidwe a njulu ajiyete?

After Reading: In My Mind Question

Nyo idodiunit ebe esila njidwe?



Literacy 2

Plan the Story

Erai atametait njina ajokan ayeun eemut njolo eyakatar njakiro njuna aoyak njaoamwon. Njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kee.

Literacy 1

Sentence Structure Application

Acamit akicelwar akisyom.

Aponi kicelwarae akisyom.

Acamit akimasar amoru.

Aponi kimasarae amoru.

Day 4

Literacy 2

Breaking and Making	
iryono	ry
ryo	ryo
ry	iryono

Handwriting and Spelling Practice

Ry, ry

iryono, njirerya, eryamunio



9 Ekisil ka akɩnapakina
Literacy 1 and 2
Day 5

<p style="text-align: center;">Ejie alosukul</p> <p>Apei-kaloyit alosukul, apɩtu ejidwe ejareɩ tojokin. Amaryante iren akalam. Kicɩm Nacɩm Mateo lɩkame. Kicɩm Mateo nɩɩ ɩryaba. Tema ejidwe onakɩɩa. "Otaakɩ Nacɩm! Otaakɩ Nacɩm!" Abu kɩmanimaman akɩɩa ya iren neni a ɩktataman. Ani ɩjɩkɩni ɩktataman ekume a Mateo, tobul.</p> <p>Tonyanus ɩges ɩɩakɩtar a esukul atɩpei. Tomotun ɩɩakɩtar. Yɩnɩre Mateo kɩi a ɩɩakɩtar. Kɩɩtarɩe ekɩe kume kɩɩakɩɩe ɩktar. Abu ekapolon a esukul tonymɩre ejikawɩyak kɩc. Kɩɩmɩro ejikawɩyak ejidwe. Tema Nacɩm, "Nyabɩjokɩni nabo." Tema Mateo, "Nyɩɩamari nabo akalam a ejidwe."</p> <p style="text-align: right; font-size: small;">Aman 3 Saaki 2 Akɩngɩ 5</p>	 <p style="text-align: center;">Abɩjokɩn etic</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">akɩtar</td> <td style="width: 33%;">a-kɩtar</td> <td style="width: 33%;">kɩtar-ae</td> </tr> <tr> <td>akɩɩawar</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>akɩmasar</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Acamit akɩtar ekume. Apei kɩɩtarɩe ekume. Acamit akɩɩawar akisyom. _____ Acamit akɩmasar amaru. _____</p> <p style="text-align: right; font-size: small;">Aman 3 Saaki 2 Akɩngɩ 5</p>	akɩtar	a-kɩtar	kɩtar-ae	akɩɩawar	_____	_____	akɩmasar	_____	_____
akɩtar	a-kɩtar	kɩtar-ae								
akɩɩawar	_____	_____								
akɩmasar	_____	_____								

Literacy 1

Vocabulary Review

ekapolon	ɩjɩkawɩyak	ekume
eryaba	kicɩm	akalam

Word Structure Review: Answers

akicɩɩawar	<u>a-kicɩɩawar</u>	<u>kicɩɩawar-ae</u>
akɩmasar	<u>a-kɩmasar</u>	<u>kɩmasar-ae</u>

Sentence Structure Review: Answers

Acamit akicɩɩawar akisyom.

Aponi kicɩɩawarɩe akisyom.

Acamit akɩmasar amoru.

Aponi kɩmasarɩe amoru.

Literacy 2

Handwriting and Spelling Assessment

ikwaan	akwara	iryono
--------	--------	--------

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
<p>NPSCU Teacher’s Guide</p> <ul style="list-style-type: none"> • Competences, page 79 • Sample Scheme of Work, pages 136-137 <p>NPSCU P2 Curriculum</p> <ul style="list-style-type: none"> • Pages 38-40

Traditional Text

Eete

Ekarikon

ıyes Njupe kiyenutu iyey daŋ. ıkiyau ekisił eboikin.
ıyes Njije kiyenutu iyey daŋ. Nıdwε a Njimuryε.
ıyes Nıbokora kiyenutu iyey daŋ. ıkiyau ekisił,
kiyenutu.

Daadan

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

Oral Literature

Akitopol ekisil ka akinapakina

Akiñiset ñina ikiñakini

Ali-pite alorerya itopoloere iwɔn ekisil ka akinapakina?

Apei-kɔɔñit, kebu ekaɔlon a esukul Teban tonyarau Ekokwa losukul keñ ñolo ayai Loteteleit Pramari, lokitela ñolo a Kaceri Sabukaanti. Abu iñes kiñitak ñiketatak, ñidwe ka ñiketiyak a esukul daadan apɔnare lokokwa. Abu iñes tema, “Aryamɛ ayɔñ akigworo ñina apolon nooi alotɔɔma esukul logo ñirwa ñulu amamɛkar ayɔñ. Ñidwe ñulu eñwalito ka ñulu nyenwalito, emamɛkatar ikes ekisil ka akinapakina. Igurugurosi ikes, iyenyasi, elimonokin ñirɔrwa ka irworosi ñakirɔ ñena emamɛ nyecamakinitaɛ alosukul. Aryamɛ nabo ayɔñ atemar, edemanarete ñidwe ñulu ekyenyete ñulu mudukanotin akimɛj keɔ. Edemanarete nabo ñulu emamɛ nyenwalito ñulu eñwalito ñibelae ñulu iɔgeata ikes. Erɔkɔ ñakirɔ nu nooi. Emaikina ñakirɔ nu toanyɛnaɛ epite ñolo kirɛtakinet.”

Story Outline

Atametait ñina apolon

Akisicanit ñikanwalak.

Atametait ñina ka apei ñina iganñit

Eguriguri anñidwe a esukul.

Atametait ñina a ñaarei ñina iganñit

Ekisil.

Oral Literature

εAni irikakini ekapolon erwori ken, abu kiratak rikarwalak alimun nuna ayakatar anera ikes nooi ebi isicanitae. Abu nait ipei-kok nini anyaritae Nalem nini asyomi rikilasya naare i tema, “Ekapolon, era i ridwe nulu a rikilasya a nauni irikanito iswa ridwe nulu erwalitae. Emam nyikikerito ikes iswa. Ekapolon, emaikina ikes itokerito iswa dan anera emam pa ikiyecckini aryamun arwal na, nait, anarakinoi iswa dan atemar erwalitae. Emam pa agyelunio kori elipnio, nait Akuj eyeni.” Abu ekokwa logo torok nuna erwori Nalem, kisyakis rikarwalak akisuta, kibwal ekokwa nooi.

Ekau kepup ekapolon rikiro nu, abu iras totub atemar; nina esyaunan, “Emaikina ekokwa nolo ikoni lo toyai anolo lap anera iras epedori ayaun akina pakina losukul.” Nina a naare, “Emaikina ridwe nulu erwalito tobolyasi kaapei ka nulu nyerwalito, rikaranakin, tosyomete kaapei, a ekisiil.” Arat nait rikarwalak tolakaras nooi eanyunete atemar ikwa eminae ikes dan alosukul. Arat ikes kiboyoto elakara anera anolo lap, ayai ekokwa nolo abu ya ekisiil ka akina pakina losukul ke.

Vocabulary Words	
akigworo	igurugurosi ekokwa
In the Text Questions	In My Mind Questions
<ol style="list-style-type: none"> 1. Na era ekapolon a esukul? 2. Anu kir arat totakanut neni a ridwe anulu arwalak alosukul? 	<ol style="list-style-type: none"> 1. Kan nyo ejokya akiwuanakin rikokwasinei losukul? 2. Alu ticyo epedorete rikarwalak akitiya?

Literacy 1 and 2

Day 1

Akɔkolan



Eyai nakone keɗ a Nakiru. Apei-kilɔɗit kebu taɓɓuwa njaliŋa alɔkai keɗ. Abu toto keɗ tudulu losukul eyɔit nosi. Tolma napis a ekapolon, tolɔmɔk iyeg ebe ekakɔit ikɔa-kɔa njaliŋa. Aɗota njider a esukul kiwarut ikɔa en, torɔyɔmɔt enyami namakati. Yasit napis neni eyai toto keɗ, Kirɔit ekapolon iyeg tema. "Kan nyo ilemarya iyeg njaliŋa a toto kon?" Toboɗok ikɔa tema, "Akanyamit ayar akoro anɔrui nyimaja birn."

Ann 3, Saaku 3, Akɔɗɔɗ 1

Literacy 1

Thematic Question

Nyo ejɔkya ekisil eyai nakwap?

Before Reading: Guiding Question

Tolimosi njipitesyo njulu ejɔkya ekisil eyai losukul?

After Reading: In the Text Question

Arai nyo akɔkɔit ikɔkɔɗ?

After Reading: In My Mind Question

Ikotere nyo, eɗɔɗia arukit ka ekɔkolan?

Literacy 2

Plan the Story

Erai atametait njina ajɔkan ayeun eemut njolo eyakatar njakiro njena aoyak njoomwon. njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto keɗ.

Day 2

Jakiro njana kitɔt

akɔkɔ	erɔmɔ
amɔna	eyɔit
hɔkɔkɔ	erɔyɔmɔt

Ekisitiyɔe akirɔt

akɔkɔn	a-kɔkɔn	akɔkɔn
	kitɔkɔn-æ	kitɔkɔn
akɔyɔn	a-kɔyɔn	akɔyɔn
	erɔyɔn-æ	erɔyɔn
akɔɗɔn	a-kɔɗɔn	akɔɗɔn
	erɔɗɔn-æ	erɔɗɔn

Ann 3, Saaku 3, Akɔɗɔɗ 2

Literacy 1

Word Structure Application

akɔkɔbakɔn	a-kɔkɔbakɔn	kɔkɔbakɔn-æ
akɔkamakɔn	a-kɔkamakɔn	kɔkamakɔn-æ

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
ayere	y	
ye	ye	ayere, ayeɛye, eyeni
y	ayere	

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Nyo eɔkɩya ekisiɩ eyai nakwap?

Before Reading: Guiding Question

Alu-pitesyo ekeritere iwɔn ɲulu ce?

After Reading: In the Text Question

ɲae abala aloemut ebe, "Erai ibore ɲini akɔkɔ?"

After Reading: In My Mind Question

Ali-pite ebukinere akɔkɔ?



Literacy 2

Plan the Story

Erai atametaɩt ɲina ajɔkan ayeun eemut ɲolo eyakatar ɲakɩro ɲuna aoyak ɲaomwon. ɲɛarakɩnete ɲikasyomak, erai keyakaunotor adyo-tyonis igirete ɲiemuto kec.

Literacy 1

Sentence Structure Application

Tema Nakiru, "Kikɔbakinae toto."

Acamɩt toto akikɔbakɩn Nakiru.

Tema Nakiru, "Kipɔtarae toto."

Acamɩt toto akipɔtakɩn Nakiru.

Day 4

Literacy 2

Breaking and Making	
akiboiyo	y
yo	yo
y	akiboiyo

Handwriting and Spelling Practice

Y, y

akiboiyo, ayokot, ayonore



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.

References

NPSCU Teacher’s Guide

- Competences, page 79
- Sample Scheme of Work, page 137

NPSCU P2 Curriculum

- Pages 39-40

Traditional Text

Eete

Erono, erono,
Etic lo,
Aki, akiseɔ,
N̄asecisya,
Nai-abonjori,
Lore a papa kaŋ,
N̄aruka, ekesyoni.

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

Oral Literature

Ekisil ka akinapakina

Akiñiset ñina ikiñakini

Nyo etakanuni kemam ñitunja ñulu itopoloete ekisil ka akinapakina alokitela yok?

Ebe paaran, keyakasi ñirwosi ñiarei. Anyaritaë epei Apwonyidoño, temaraë ñoloce Apanyekidok. Eboiyete ikes daadan aneni abookoi Naminito. Eboiyete ñirwosi lugu aloreria kec a ñulu egelegelya. Eboi Apwonyidoño alo Kulodwoñ kiboiye ekerukitos alo Turusug. Aloreria alu, ayai epei-re ñolo ti apolon ñolo anyaritaë Kalokipie. Ayakatar ñirwosi ñidwe ñulu alalak anerañ alalak ñaberu kec.

Apwut nait ñidwe a ñirwosi toyakaunotor akilokwa alotoma ñabolyasinei ñuna egelegelya. Apwut ñidwe ka Apwonyidoño kilwa anabolyasinei aña alalak ikwa: abolya epira, akerit ka aeo. Apwut nait ñakiro nu toryeba ñitai a ñidwe ka Apanyekidok. Toyeut ikes ajore ñina kitijet ñidwe ka Apwonyidoño. Apwut ikes tobila ñidwe ñiarei alojie. Tonja nai ñidwe ka Apwonyidoño toloto akinyanar. Apwut kicunya ere ka Apanyekidok, kielieka akimuj ka ñakais. Tojyoto ñidwe a ñirwosi alu kinyasut akwap ikotere ejie, akicuny ñireria ka akiei ñakais. Toraut ñakiro nu ñimani alokidin kec.

Story Outline

Atametait ñina apolon

Akitopol ekisil.

Atametait ñina ka apei ñina iganjit

Akisisil ñirwosi.

Atametait ñina a ñaarei ñina iganjit

Aboñun ekisil.

Oral Literature

Kotere n̄akirɔ nugu, abu erwosit n̄olo eboi alo Kalɔkɔpye n̄olo anyaritaɛ Turulam kiira ekɔi lo. Abu nait in̄es tonyara n̄ikasikou daadan n̄ulu ka ateker a n̄irwosi a n̄ulu ajiete n̄idwe kec aanyun epite n̄olo kisiboikinet ikes ikotere kisila. Apɔtɛ n̄idi-kasikou kiryamiryama ayeun akɔɔn̄it ka neni ikɔkwaere. Anatakot ana, apɔtɛ ikes toseɛt ecaaman a ekokwa, neni iboikinoi ka akɔɔn̄it n̄ina iryamiryamere lokokwa. Ani iwalari akwap eraɪ ebarasa, apɔtɛ n̄ikasikou a ateker kiryamiryama temasi, “Akɔɔn̄it naga in̄es ilotarere n̄oronisya daadan tobojunio ekisiɓi kidin̄ yɔk.” Ekaɔ, kisisyɛt epite n̄olo kegeɛn̄ia egurigur alokidin̄ n̄idwe lu. Apɔtɛ n̄ikasikou kitotitinyo n̄itai kec. Apɔtɛ ikes temasi, “Ikes sek alotalya kec, arau aseɓit naga ekuron. Epote n̄idwe ka Apanyekidɔɔk akitac n̄idwe n̄ulu abilete. Epote n̄idwe ka Apɔɔnyidoɔo akitac akim̄ej n̄ina ealanarete, ere n̄olo ecunyete ka n̄am̄ja n̄ena eelete ikes. Nait n̄akirɔ n̄ena emaikina ekinyoma iwɔn ikes nuta: akisiɓi, akereɛ, aminanar ka alemar ariwonokin n̄uluɔe tɛn̄ja elosete.” Abu ekokwa logo kisisiɓi n̄itɛn̄ja lugu, toboɔn̄ nait ekisiɓi kidin̄ kec.

Vocabulary Words	
n̄irwosi	ekokwa
	aminanar
In the Text Questions	In My Mind Questions
<ol style="list-style-type: none"> 1. Ere n̄n̄aɛ apɔn̄i kicɛnyae? 2. N̄n̄aɛ anyaraɛ ekokwa? 	<ol style="list-style-type: none"> 1. Alu rotin̄ n̄ulu itopoloere ekisiɓi ka akinapakina? 2. Alu tɛn̄ja itami iyon̄ ebe, “Epedorete akitopol ekisiɓi ka akinapakina alokitela yɔk?”

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Alu-pitesyo ipedorya iyonɔ akɪɲarakɪɲia ekus-kal?

Before Reading: Guiding Question

ɲæ alokidɪɲ kus ɛɲarakɪɲit itɛɲɲanan ɲini a ɲɪcan adyo-kuwar?

After Reading: In the Text Question

ɲæ eumiyarit etic aloemut alo?

After Reading: In My Mind Question

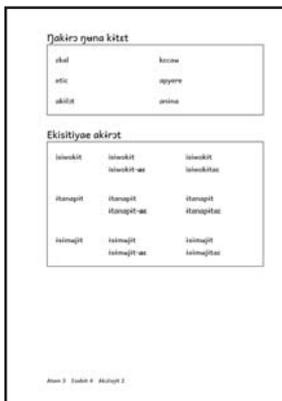
ɲæ epedori akɪɲarakɪɲ iyonɔ alocan?

Literacy 2

Plan the Story

Eraɪ atametaɪt ɲina aɲɔkan ayeun eemut ɲolo eyakatar ɲakɪɔ ɲɛna aoyak ɲaomwon. ɲarakɪɲete ɲɪkasyomak, eraɪ keyakaunotor adyo-tyonis igirete ɲjemuto kɛɔ.

Day 2



Literacy 1

Word Structure Application

ɪdɪcɪt	ɪdɪcɪt-æ	ɪdɪcɪtæ
ɪyakɪt	ɪyakɪt-æ	ɪyakɪtæ

Literacy 2

Breaking and Making	
ɲanya	ɲ
ɲa	ɲa
ɲ	ɲanya

Handwriting and Spelling Practice

ɲ, ɲ
ɲanya, ɲakopit, ɲipirin

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-pitesyo ipedorya iyon akɪɲarakinia ekus-kal?

Before Reading: Guiding Question

Alu-ticisyo etyonikinito ɲɪdwe ɲulu a P.2?

After Reading: In the Text Question

ɲæ etanapitæ ikɔku ɲisaæ daadanɲ?

After Reading: In My Mind Question

Alipite ɲarakinitotor ɲikaɲɲak ɲɪdwe?

Literacy 2

Plan the Story

Ɛrai atametaɪt ɲina aɲkan ayeun eemut ɲolo eyakatar ɲakiro ɲɲna aoyak ɲaomwon. ɲarakinete ɲikasyomak, Ɛrai keyakaunotor adyo-tyonis igirete ɲiemuto kec.



Literacy 1

Sentence Structure Application

ɪɪcit eya Nacan.

ɪɪcitæ Nacan.

ɪyakɪt eya Nacan nakwaæ.

ɪyakitæ Nacan nakwaæ.

Day 4

Literacy 2

Breaking and Making	
ɲiboro	ɲ
ɲi	ɲi
ɲ	ɲiboro

Handwriting and Spelling Practice

ɲ, ɲ

ɲiboro, ɲitɲa, ɲakitɔ



Literacy 1 and 2

Day 5

<p style="text-align: center;">Ɛumiyar Nacan</p> <p>Eyaɔ ñkaka ɛɛni cɛni Nacan. Iboiyete iyɛs ka eyaɔ kɛɛ. Eminaɔ iyɛs akɛnɛnɛn nakɛɛɛ kɛɛɛ. Eminaɔ iyɛs akɛɛɛ etic. ɛɛɛ akɛɛɛ akɛɛɛ kɛɛ. Iɛumiyarɛɛ eyaɔ kɛɛ iyɛs etic. Aɛɛɛ, akɛɛɛɛ ñkɛɛ ka aminaɔ akɛɛ. Akɛɛɛ ɛɛɛɛ ka akɛɛɛ ɛɛɛɛ amɛni akɛɛɛɛ.</p> <p>Ahu Nacan kiɛmiyar mɛni isiwokitaɛ ɛɛɛɛɛ ɛɛɛɛɛ ɛɛɛɛɛ. Eminaɔ eyaɔ kɛɛ akɛɛɛɛɛ iyɛs tar nakwaarɛ. Eminaɔ ɛɛɛɛɛ a eyaɔ dɛɛ akɛɛɛɛɛ ka mɛɛɛɛɛɛ iyɛs. Kɛɛɛɛɛɛɛɛ iyɛs ñkaka akɛɛɛɛɛ dɛɛɛɛɛ, amɛni ɛɛɛɛɛɛɛ ɛɛɛɛ akɛɛɛɛ amɛɛɛɛ Nacan. Amɛni ɛɛɛɛɛɛɛ hɛn amɛɛɛɛ iyɛs. Naɛɛ ɛɛɛɛ ɛɛɛɛ eboɛɛ iyɛs emɛn akɛɛɛɛ.</p> <p style="text-align: right; font-size: small;">Term 3 Week 4 Day 5</p>	 <p style="text-align: center;">Abɛɛɛɛɛ etic</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">isiwokit</td> <td style="width: 33%;">isiwokit-ɛ</td> <td style="width: 33%;">isiwokitɛ</td> </tr> <tr> <td>ɛɛɛɛ</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>iyakit</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Isiwokit taru ñkaka ɛɛɛɛɛɛɛ. Isiwokitɛ ñkaka ɛɛɛɛɛɛɛ. ɛɛɛɛ eyaɔ Nacan. _____ Iyakit eyaɔ Nacan nakwaarɛ. _____</p> <p style="text-align: right; font-size: x-small;">Amɛni 3 Week 4 Akɛɛɛɛɛ 5</p>	isiwokit	isiwokit-ɛ	isiwokitɛ	ɛɛɛɛ	_____	_____	iyakit	_____	_____
isiwokit	isiwokit-ɛ	isiwokitɛ								
ɛɛɛɛ	_____	_____								
iyakit	_____	_____								

Literacy 1

Vocabulary Review

isiɛumiyarɛ	ɛɛɛɛɛ	etic
kɛɛɛɛ	isiwokitɛ	ɛkal

Word Structure Review: Answers

ɛɛɛɛ	<u>ɛɛɛɛ-ɛ</u>	<u>ɛɛɛɛɛ</u>
iyakit	<u>iyakit-ɛ</u>	<u>iyakitɛ</u>

Sentence Structure Review: Answers

- ɛɛɛɛ eyaɔ Nacan.
- ɛɛɛɛɛ Nacan.
- iyakit eyaɔ Nacan nakwaarɛ.
- iyakitɛ Nacan nakwaarɛ.

Literacy 2

Handwriting and Spelling Assessment

ɛɛɛɛɛ	ɛɛɛɛ	ɛɛɛɛɛ
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News

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

Model News Drawing

A seven year old lifting heavy luggage.

Model News Story

When I was a child I lived in town with my aunt's friends. I worked for them and they paid me some money. Although, I liked assisting them with work, I did not feel happy with all the heavy work that I was instructed to do. My muscles hurt at the end of each day's work. I learnt that unlike older people, young children were not allowed to do heavy work on days that they would be in school. Later on, I enrolled in school to study.

References

NPSCU Teacher's Guide

- Competences, page 80
- Sample Scheme of Work, page 139

NPSCU P2 Curriculum

- Pages 41-43

Traditional Text

Eete

Kidokokisi ekile akulit?

Aaa nyakone-e ɲaɛ mono nakone kon.

Kidokosi edya akulit.

Kidokosi loti-lo ...

Kidokosi ekou-bɛɾɛ ...

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

Oral Literature

Arereηη ηina ajokan, abu eya a Lokiru ηina anyaritaε Napeyok Anna kitwre lore ebonjuni anakilip. Toryam iηes Lokiru igworo ka eryaba nooi, kiηit iηes tema, “Nyo bo igworo iyoy Lokiru?” Kitatamik Lokiru iηes ηuna apwtε totakanikis. Tolimokis ηikaitotoi dan eya kec ikote neni pei.

Abu tokadak eya kec nooi, kitonyou Lokiru yaa lodakitar akimukεno.

Apwtε ηidakitarin kikatakis akimad ηakonyen keη nai kipyori apei aηaleun. Abu Lokiru tomudukan apei kwε kedaun ηilapyo ηiuni.

Ekau keη, apwni kilwtε ηakonyen keη alodakitar ka kipimakinaε ηakiyooi ηuna twapet. Abu nai eya a Lokiru kinyaka iηes lore kedaun akimukεo. Toryam nakaato ka lokile keη kisibura ikes tema; “Toanyuwasi ba ηakirwa emeret alore kus! Nyaani akwε aikayeyait, amudukan ba iηes kire?” Ani kedaun iηes akigworo abu nai kicikak nakaato ka lokile keη tojonyoto ainanakin ηidwe ηiticisyo ηulu nyepedorito. Kitatama ηidakitarin dan ηikaeryak a Lokiru ebe, “Nyεjok ainanakin ηidwe ηiticisyo ηulu emam nyepedorito akitiya.”

Apwtε nai ηikaeryak ηuluce dan kiirasi ηakirw ηuna erworo edakitar ka kiricakis ikes εjok.

Vocabulary Words	
εkameran	tomudukan arereηη
In the Text Questions	In My Mind Questions
1. Ali tic apwni inakinaε Lokiru?	1. Kεraε twrai iyoy lokile ka Alupot, kεrai anu kirw ilimonokini iyoy naberu kon a ηuna a emeret?
2. Nae abu kiηarak Lokiru?	2. Nyo emaikina emuduk tolosyo?

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Nyo itiyankin lodwe njulu iteryamunitae njican?

Before Reading: Guiding Question

Ikoni akiyar a njidwe a njulu eryamunito njican ai?

After Reading: In the Text Question

Apɔtɛ njipitesyo a Nacan kikokis ai?

After Reading: In My Mind Question

Nyo etakanuni lodwe njulu alore isitiyao nooi epote losukul?



Literacy 2

Plan the Story

Erai atametait njina ajokan ayeun eemut njolo eyakatar njakiro njuna aoyak njamwon. Njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application

Tocanaan Lokiru.

Tocanaanar Lokiru.

Togyelaan Lokiru.

Togyelaanar Lokiru.

Day 4

Literacy 2

Breaking and Making	
ebokitae	ae
tae	tae
ae	ebokitae

Handwriting and Spelling Practice

Ae, ae

ebokitae, njamakaae,
njamotjkae



Literacy 1 and 2

Day 5

Ñɔcan a Nacan

Abu Nacan torɔyama ñɔcan nool. Pa sɔrict aya keɔ ñɔcan. Abu Nacan tokuryaniar ñɔcan daadɔɔ. Topalik aboɔya ka nyɔɔre-daw. Kiyalolonjiyo ñɔcan ka tojoro akimɔl ɔɔ. Torɔɔ ñɔcan etami ñɔcan daadɔɔ. Aɔina itamya ka eboyo ñɔcan boɔ, abu kilar.

Tobɔɔaniar Nacan anɔkɔlas. Tokyanatar ñɔdwe aloakul. Topɔɔniar irworosi ka nyɔɔre-daw. Ido etami emam ñɔkɔlas ka emam ñɔcan. Apɔi kilarɔɔ, abu Nacan ñɔ boɔkɔl kɔɔɔ. Topɔ ɔkɔtatan tɔmɔ. "Emina ñɔɔ abunɔmɔn nakɔlas kɔɔɔ. Mam ñɔɔ akɔbi anɔkɔlas." Kiriɔ ɔkɔtatan ñɔcan kɔɔ akɔlas. Kiboikin ñɔcan yaɔye akɔlas. Kibɔɔ ñɔdwe ɔkɔlɔɔɔ.

Aman 3 Saɔkɔ 5 Akɔlɔɔ 5



Abɔɔkɔin etic

Tokuryan	Tokuryan-iar	Tokuryaniar
Tocanaan	_____	_____
Togɔyɔlaan	_____	_____
Tokuryan Nacan:		
Tokuryaniar Nacan:		
Tocanaan Lokiru:	_____	_____
Togɔyɔlaan Lokiru:	_____	_____

Aman 3 Saɔkɔ 5 Akɔlɔɔ 5

Literacy 1

Vocabulary Review

kɔyalolonjiyo

tokuryaniar

ñɔcan

kiboikin

tokyanatar

irworosi

Word Structure Review: Answers

tocanaan

tocanaan-iar

tocanaaniar

togɔyɔlaan

togɔyɔlaan-iar

togɔyɔlaaniar

Sentence Structure Review: Answers

Tocanaan Lokiru.

Tocanaaniar Lokiru.

Togɔyɔlaan Lokiru Lokiru.

Togɔyɔlaaniar Lokiru.

Literacy 2

Handwriting and Spelling Assessment

ñɔcupaɔ

ñamɔtɔkaɔ

ɛbɔkitaɔ

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.

References

NPSCU Teacher's Guide

- Competences, page 80
- Sample Scheme of Work, page 140

NPSCU P2 Curriculum

- Pages 41-43

Traditional Text

Eete

Kiricakinito ikɔkɔ.

Nyabori tata kiricak ikɔkɔ atoryamutu,

O-o-o-o

Esalu eyaa keŋ toloto narɔɔ kiit egete ...

Esalu eyaa keŋ toloto narɔɔ kiit ekori ...

Oye-a-oye-i-ii-i-yo.

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

Oral Literature

Akiricakinit ikokɔ

Akiɲiset ɲina ikiɲakini

Naɛ ɲɲarakini ikokɔ kerat itɲɲanan iɲes?

Ebe kɔlɔɲ, keyai ikokɔ ɲini anyaritaɛ tkwaɲɲaatuk. Eboiyete iɲes ka eya keɲ Korikit aneni anyaritaɛ Kodokei, lokitela ɲolo a Nakapelimoru Sabukauti, lobuku ɲolo a Kotido. Ericakinit eya keɲ Korikit iɲes aɲɲna araakar ikoki. Aryamunit Ikwaɲɲaatuk ɲɪcan aɲɲna esolooto ɲɪdwe a eya keɲ iɲes. Asyomi iɲes losukul ɲolo anyaritaɛ Lookorok Praimari, ɲakɪlasya ɲaarei. ɲina eboɲunio iɲes lore alosukul, aten tolot akicyak ekeno ɛraɪ akimimiun atɛmar kori ipoto ɲɪdwe ka eya keɲ. Ani ɛryamuni ekuron pa emwana, toany atɛmar nyipotoi. Ani ɛryamuni emwana, toany atɛmar, “Ikwa bo ipotoi, nait nyekɛdekinitaɛ.” Emujenene Ikwaɲɲaatuk alosukul naparan bon. Ani ɛnaɲi eboɲ, kimika ɲɪdwe a eya keɲ iɲes akimɔɲ toron. Anyaranakinete ɲɪkɪdɔnyɛt iɲes akimɔɲ ɲacerwa isyoniyete. Abu torau epite ɲolo ayarya iɲes ɲol. Torubakis ɲɪdwe a eya keɲ isiyaloloɲɛtɛ iɲes, akitodol neni eboikinor iɲes kwap atamatam ɲɲna epote akitiyakini neni keɲ rwanu.

Story Outline

Atametait ɲina apolon

Akisiyaloloɲ ɲɪdwe.

Atametait ɲina ka apei ɲina iɲaɲit

Atyakar alore.

Atametait ɲina a ɲaarei ɲina iɲaɲit

Aryamu epite ɲolo yareɛt.

Oral Literature

Apei-kɔlɔŋit edaun akisyom n̄ina a n̄akan, abu iŋes nyelot lore, nait abu kiwapa n̄ikalɔkak lokitela. Amamuuna iŋes n̄iloi n̄ulu loket n̄ityaŋ ka n̄ikyeny anariet. Araí ekɛ-tic akipas anariet. Neni iŋɔlikin̄ia iŋes n̄ataruk edoeneneete k̄ipumar inaa, toryamaɛ etyaŋ, tosodi akiritar n̄ataruk. Kitiya edya t̄kwaŋaatuk etic logo, k̄idyatak n̄atoosa keŋ. Ani edoli esabit, bu agyelanar togelya n̄abukio, n̄akalamwa ka n̄ilɔw̄i keŋ n̄ulu esyomya.

Abu edya logo tolɔma akiper losukul. N̄ina edolyo n̄irwa n̄ulu emamɛkar esukul, alosenene iŋes nariet akiit n̄ityaŋ. Abu nait torau epite keŋ. Tosyom iŋes k̄irikak n̄akɔlasya n̄akanikaarei. Kɔlam nabo siniya k̄ipɔɔ tolot losukul n̄olo araunia edakitar a n̄itɛŋa. Ageun akɔlɔŋit n̄in abu edya n̄ol tolimonok n̄irukitos keŋ n̄ican n̄ulu aayete iŋes losukul.

Abu nait eya keŋ daŋ k̄iŋitanar akitodol n̄ina aryam̄n̄ia iŋes. Nyegoloro iŋes eya keŋ. Kire abu eya keŋ tolakar ebala, “t̄kwa bare ejɔk ikɔkɛ emamɛ pa is̄icanit̄ae, ikwa ejɔk akiricunit. Yaa nait eya keŋ nakɔkɛ keŋ apei losukul akisyom.

Vocabulary Words	
esoloete	is̄icanit̄ae n̄ican
In the Text Questions	In My Mind Questions
1. N̄ae ek̄iɔ a edya a n̄olo aryamunit n̄ican?	1. Anu tyokisyo iryamuni iyon̄ pa isyomit?
2. Abu edya n̄olo toraɛ nyo, ir̄ikakini akisyom?	2. Ani kiryam iyon̄ n̄ican, n̄ae epedori ak̄iŋarakin?

Literacy 1 and 2

Day 1

Ewuara Nacan



Abu ekapolon o esakul tonyama Nacan Igworo. Kirjiɓ tɓema, "Nyo Igworo Iyɔn aɓe?" Abu Nacan tɓlimɓ n̄kɛɛ-can daɗɗan, Abu mai ekapolon tonyama eketataman ka eya keɓ. Kisirwor ekapolon ikes daɗɗan tɓema, "Erono akisicyanit ikɔkɔ?"

Amin 3, Saɓa 6, Akɔɓɓɔ 2

Literacy 1

Thematic Question

Ata n̄aɛ epedorito acoka n̄ɪdwe anakwap yɔk?

Before Reading: Guiding Question

Ikokinete iyɛs imounete akiuryari maɓe ai?

After Reading: In the Text Question

N̄aɛ anyaraɛ Nacan ka eketataman alimokin ebe, "Erono akisicyanit ikɔkɔ"?

After Reading: In My Mind Question

Epedorete n̄ɪdwe akiɗarakin maɓe ikwa ani?

Literacy 2

Plan the Story

Erai atametaɪt n̄ɪna ajɔkan ayeun eemut ɗolo eyakatar ɗakirɔ ɗuna aoyak ɗaomwon. ɗarakinete ɗikasyomak, erai keyakaunotor adyo-tyonis igirete ɗjemuto keɓ.

Day 2

ɗakirɔ ɗana kirat

Igworo	Kisirwor
kirjiɓ	erono
akisyom	tɓlimɓ

Ekisitiyɛ akirat

n̄kɛɛ-can	n̄kɛɛ-can	n̄kɛɛ-can
n̄kɛɛ-dɛ-can	n̄kɛɛ-dɛ-can	n̄kɛɛ-dɛ-can
n̄kɛɛ-boro	n̄kɛɛ-boro	n̄kɛɛ-boro
n̄kɛɛ-dɛ-boro	n̄kɛɛ-dɛ-boro	n̄kɛɛ-dɛ-boro

Amin 3, Saɓa 6, Akɔɓɓɔ 2

Literacy 1

Word Structure Application

n̄kɛɛ-konei	n̄kɛɛ-ɛ-konei	n̄kɛɛ-ɓɓ-konei
n̄kɛɛ-dwe	n̄kɛɛ-ɛ-dwe	n̄kɛɛ-ɓɓ-dwe

Literacy 2

Breaking and Making	
n̄kiritɔ	ɔ
tɔ	tɔ
ɔ	n̄kiritɔ

Handwriting and Spelling Practice

ɔ, ɔ
n̄kiritɔ, ɛɔk, yɔk

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Ata njae epedorito acoka njidwe anakwap yok?

Before Reading: Guiding Question

Anu kiro itemokino kitiyaetei lodwe nulu cicik?

After Reading: In the Text Question

Njae abala erocaryo itunjanan lojara?

After Reading: In My Mind Question

Ikonio etinjitaε njidwe alosukul ai?



Literacy 2

Plan the Story

Erai atametait njina ajokan ayeun eemut nolo eyakatar njakiro njuna aoyak njaomwon. Njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application

Etwarit injes njikeε-baren.

Etwarito ikes njikeε-baren.

Itosit injes njikeε-lowi.

Itosito njidwe njikeε-lowi.

Day 4

Literacy 2

Breaking and Making	
njidwe	i
nji	nji
i	njidwe

Handwriting and Spelling Practice

t, i

iwapei, njidwe, njitnja



News

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

Model News Drawing

A teacher talking to a group of learners.

Model News Story

One day I found the Primary 1 teacher talking to learners before they left school for lunch. She said to them, “When you are going back home or coming to school, walk in groups or pairs so that bad people will fear to do bad things to you and if anything bad happens to you or to your friend report immediately to your parents or teachers.” The children went home and told this to their parents who were very happy that the teacher cared about safety.

References

NPSCU Teacher’s Guide

- Competences, page 80
- Sample Scheme of Work, page 141

NPSCU P2 Curriculum

- Pages 42-43

Traditional Text

Eete

Oye ikurukuro Oo ikirem Nacupae.
Nawas elomi namon ikwa injok ...
Oiye icopicopo.

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

Oral Literature

Etic a n̄ikauryak

Akiñiset n̄ina ikinakini

Alu rotin itemokino iyεs n̄idwε kiuryarotor make?

Atutubet n̄ina ka apei

Kɔlɔŋ sεk, ayakasi n̄ityaŋ n̄ulu alalak lomoru n̄olo anyaritaε Kadam. Anyaritaε n̄ityaŋ n̄ul n̄icεmaε. Ayai εcεma n̄olo aoyan n̄olo anyaritaε Loŋoroko. Arañ iŋes εcεma n̄olo ayañ natutubet n̄ina a Nacupae.

Ayakatar iŋes abεrε n̄ina anyaritaε Nawas. Ayakatar ikes n̄idwε n̄ulu alalak nooi. Apei-kɔlɔŋit, apɔni tonyararaε Loŋoroko alosit Somalia lojie ikwa n̄ina arakar iŋes ekyañt.

Abu nai abεrε kidonjo ka n̄idwε lore. Adukit Loŋoroko n̄akais n̄aomwon. Arañ Nawas abεrε n̄ina erimiton n̄irεrya n̄ulu a Nacupae daadaŋ. Arañ n̄idwε bon edonjenenete lore aŋina kɔlɔŋit.

Etiyaεte n̄idwε n̄iticisyo n̄ulu gεlεgεlεya alotɔɔma ekal ikwa: akipore, akiɔk n̄akipi, akikayen n̄ikεkwa ka akitaε. Mam pa asyomete n̄idwε kec. Atyonis n̄ina apolon nooi n̄ina abu totakun lokal kec iŋes na: apɔtε n̄imɔε ka apukan kikamasñ n̄idwε kec n̄ice tolosyoto namɔn.

Eleleba n̄imoe n̄ul namɔn nuta: Nakiloro, Locɔae ka Namam-cuuli neni arañ n̄ibooto kec. Apɔtε n̄imɔε n̄ul kikamasñ n̄idwε a Loŋoroko ka Nawas n̄ikan.

Story Outline

N̄iketiyak n̄ulu eyakasi loemut

Loŋoroko, Nawas, n̄idwε, n̄imɔε, Ekapolon a esukul, Lokoligur, n̄icεmaε.

Neni itiyatar n̄akiro

Nacupae.

Akitiyakinεt

Akikamar n̄idwε ka epite n̄olo εŋarakinere.

Oral Literature

Akijiset njina ka atamakinet

Nyo itami iyon ebe, ikitakanikini iyon ilosi analogisat bon?

Atutubet njina a njare

Abu akikamaro a njidwe a Lonjoroko kitakadak njicmae nulu apolok anakwar a Nacwrae akiboi anen. Atamete njiketatamak nulu a edin anakwar a Nacwrae njrotin nulu kinyakunet njidwe njul alomwe.

Apei-kolnjit, kebwe akwɔ tonyam ikwɔ a Lonjoroko ka Nawas njini ekamarito njimwe idyo igworo. Aɔtwe njimwe njul kinyakut injes ka lokato-kej epei nakwaare lore kec. Totikiun njatameta a Nawas inyakunio njidwe njul.

Ajoikinito njuluce cwmae Nawas a njena ka akirimit njirerya a njuluce twja toesikinite njidwe make alokal itiyae ikwa njikwɔk.

Aɔtwe njicmae daadanj kiwukis ekokwa a njena a Nawas. Kitalakasi ikes ekapolon njolo ka ateker kec a njena ka akisitakin Nawas kan aesikinit ekal kej. Totubokinae injes alemwn njisilija amiat apei a njena a ekokwa.

Abu nai ekapolon njolo ka ateker njolo anyarita Lokoligur, tolimok njicmae daadanj akidarit njidwe ejɔk. Ayai ekapolon a esukul danj lokokwa njol. Abu injes danj tolimok njicmae njakiro njn. Nai ekaku kej, tokwɔrak ikes njikitaaboi njulu igirete ikes njakiro njena etakanikinete lodwe aloriyae kec. Aɔtwe nai njicmae kiricakis acok njidwe alomoru njol ikotere njimwe kec.

Vocabulary Words

njimwe

ekyɔit

akidarit

In the Text Questions

1. Ai eboiyoto Lonjoroko ka Nawas?
2. Kimarwe njibooto njulu eboiyoto njimwe?

In My Mind Questions

1. Alu rotin epedoreta njikauriak akiuryarya njidwe kec?
2. Ata njae njice twja epedorete akijarakin akidar njidwe?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Alu-pitesyo eanyununere iwón njísaaé?

Before Reading: Guiding Question

Alu-saaé itiyaenenere iwón njíticisyo?

After Reading: In the Text Question

Njísaaé njíyai arotokinio Lokíru losukul?

After Reading: In My Mind Question

Ikokini iyón ílimori njísaaé alosukul kori alore ai?

Literacy 2

Plan the Story

Eraí atametaít njína ajókán ayeun eemut njólo eyakatar njákírú njéna aoyak njáomwon. Njarakinete njíkasyomak, eraí keyakaunotor adyo-tyónis igirete njemuto kéc.

Day 2



Literacy 1

Word Structure Application

erímaana	ny-erímaana	nyerímaana
ékókólana	ny-ékókólana	nyékókólana

Literacy 2

Breaking and Making	
ísúwá	ú
Sú	Sú
ú	ísúwá

Handwriting and Spelling Practice

ú, ú
ísúwá, ejaúú, éúpana

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-pitesyo eanyununere iwɔn n̄isaae?

Before Reading: Guiding Question

Anu kiro isitiyao akigirya esaa?

After Reading: In the Text Question

Nyo abu Lokiru kigir?

After Reading: In My Mind Question

Alu rotin ipimere n̄isaae?

Literacy 2

Plan the Story

Erai atametai n̄ina ajɔkan ayeun eemut n̄olo eyakatar n̄akiro n̄ɔna aoyak n̄aomwon. N̄arakinete n̄ikasyomak, erai keyakaunotor adyo-tyonis igirete niemuto kec.



Literacy 1

Sentence Structure Application

Nyerimaana ekɔkɔr kɔsi.

Pa arimaana ekɔkɔr kɔsi.

Nyekɔkolana en̄ɔk kɔsi.

Pa akɔkolana en̄ɔk kɔsi.

Day 4

Literacy 2

Breaking and Making	
ecucut	u
cu	cu
u	ecucut

Handwriting and Spelling Practice

U, u

ecucut, ekulukul, ekunyuk



11 Nakipimeta

Literacy 1 and 2

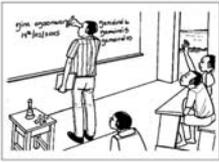
Day 5

Esaa

Apei-kalajit, Tokonyu Lokiru. Tovuhankin alosit lookul. Torotiki lookul epei-saa. Pa alwana esakul kci. Anai esakul kci nomairei njaari kos. Aheraru Iles lookul natporacu. Tones Iles amalagatu epei-saa. Tolomasi Iles nukilas njasae njarei ka omas. Kijirak ekatatanan njirwa a elap nubaa. Ayai esaa golo agolon naren akilas.

Kijir Ipes nubaa ebe (19/02/2015) njirwa a elap njitmon a njankamwon. Elap golo a njarei. Ekaru ngilgyo njarei ka njitmon a njank. Akolajit njina a ngomwon. Kijir Ipes njiboro nulu kitatama dap. Tonsomas isama njasae njarei ka omas. Turamokinac akaadogot golo ekosere akiryan. Ani Irikikin akiryan, toborjori nabo akiryan. Kitatam ekatatanan njasae nabo njarei ka omas. Tolotol nait kore enanj njasae njikani kaari.

Amos 3 Saaka 7 Akolajit 5



Abonokin etic

erimaa	ny-erimaa	nyerimaa
erimama	_____	_____
ekokolana	_____	_____

Nyefama esakul kci.
Pa alwana esakul kci.
 Nyerimaa ekok kci.

 Nyekokolana epok kci.

Amos 3 Saaka 7 Akolajit 5

Literacy 1

Vocabulary Review

njirwa	elap	ekaru
njitmon	njamairei	njarei

Word Structure Review: Answers

erimaana	<u>ny-erimaana</u>	<u>nyerimaana</u>
ekokolana	<u>ny-ekokolana</u>	<u>nyekokolana</u>

Sentence Structure Review: Answers

Nyerimaana ekokor kosi.
Pa arimaana ekokor kosi.
 Nyekokolana enok kosi.
Pa akokolana enok kosi.

Literacy 2

Handwriting and Spelling Assessment

isawa	ecucut	ekunyuk
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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 plant with three flowers and three wall clocks beside each flower to show the time when the flower is folded, when it unfolds and when it folds again.

Model News Story

At home I have a beautiful plant. I named it “clock plant”. In the morning, its flowers can be folded. When it is at midday, its flowers unfold, then at four in the evening they fold again. After a week all the flowers fall off. New flowers spring at the end of a fortnight.

References

NPSCU Teacher’s Guide

- Competences, page 81
- Sample Scheme of Work, page 142

NPSCU P2 Curriculum

- Pages 44-47

Traditional Text

Eete

Iyenete. x2, atamar kemojɔŋ, ɲulu kɔɔŋ esyaunete akisyom.

Verse: Ata papa, yaɬɬɬ ɲidwɛ losukul akisyom.

Ŋɲikasikou ...

Okoe ɲakimak ...

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

Oral Literature

Akiñiset ñina ka atamakinet

Kimarutɛ epite ñolo isitiyaere iyɛs esaa alosukul.

Atutubet ñina a ñaarei

Ani kɛdaun akilip, abu akidodiununun kisyak. Togeu elap tɛma, “Araɪ ayɔŋ elap, eraɪ etic kaŋ aɪnakɪn akwap daadan akica nakwaare.” Tɛma Akɔlɔŋ, “Eraɪ etic kaŋ akiŋarakɪnit ñinyia, ñitɛŋa, ñityaŋ akisubusit ka akitopol ñamɛja.” Araɪ ayɔŋ Etop, “Etenit ñitɛŋa ka ñityaŋ neni adol nakwaare.” Ani irikakɪnetɛ ikes, todoto ñilapyo akidodiununun ikɔna ta; Ayɔŋ Lokwaŋ. Eraɪ etic kaŋ akijukunit akɔlɔŋ ñina itooni ñinyɔmen. Ayɔŋ lodɛŋɛ, eduŋuni akamu daadan aŋolo karu.

Ayɔŋ Lomaruk-Eraɪ apak kaŋ ñina elemere ñimaruk.

Ayɔŋ Titima esititimaɛ ñikinyom aŋolo karɛ.

Ayɔŋ elɛl-Araɪ na apaki ñina etusuryo ayɔŋ ñikinyom.

Ayɔŋ Lomodokogɛc-enyamete ñitɛŋa ñamɛja ñɛna kitet.

Ayɔŋ Losuban-ɪtare ka akinumum ñasɛban.

Ayɔŋ Lotyak atyakit akipɔɔ ka akamɛ.

Ayɔŋ Lolobaɛ ñolo ɛɛriyata ñilobaɛ.

Ayɔŋ Lopɔɔ-etokoni ñaraito anariɛt.

Ayɔŋ Lorara-ɛraraiyareta ñikitɔ ñakui.

Ayɔŋ lomuk-etilibuni ka akimɛkɔr ñikitɔ kɛdaut araraiyar ñakui. Ani egolokinio ekokwa, abu Etop tolimok ñuluɛ tɛma: “ɪwɔn daadan ñulu ikiya lokokwa logo, ikipolou aneraɪ alimokin ñitɛŋa ka ñityaŋ ñapakyo ñɛna itemokino kitiyate ñiticisyo kɛc ñulu egelegya.”

Vocabulary Words

ñiremotom

ñakulyak

ñilapyo

In the Text Questions

1. Ñaɛ ɛiakɪ ñiremotom?

2. Ñaɛ ageuni akilip alokokwa?

In My Mind Questions

1. Nyo ikitaanyuni ɪwɔn elap?

2. Alu boro ikilimonokinete ɪwɔn ñisaaɛ?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Kɛmarakinaɛ ayɔɔ nborɔ nulu isitiyao alore akipimɛɛ?

Before Reading: Guiding Question

Alu-boro kipimet iyeni iyɔɔ?

After Reading: In the Text Question

Alu-boro abu eketatanan yau neni akereɛ?

After Reading: In My Mind Question

Nyo ɛɔkya iwɔn ayenut nborɔ nulu ipimere?

Literacy 2

Plan the Story

Erai atametaiɛ nina ajɔkan ayeun eemut nolo eyakatar nɔkɛɛ nɛna aoyak nɔomwon. Nɛarakinete nɛkasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kɛɛ.

Day 2



Literacy 1

Word Structure Application

akimar	akimar-ɛt	akimareɛt
akilip	akilip-ɛt	akilipɛt

Literacy 2

Breaking and Making		Handwriting and Spelling Practice
adɛɛ	ɛ	ɛ, ɛ
dɛ	dɛ	adɛɛ, agɛɛɛɛɛɛ, abɛɛɛ
ɛ	adɛɛ	

11.2 Nakipimeta
Literacy 1 and 2
Day 3

Literacy 1

Thematic Question

Kimarakinae ayɔŋ ɲiboro ɲulu isitiyao alore akipimɛa?

Before Reading: Guiding Question

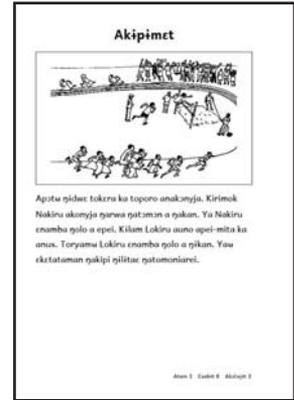
Anu-bolyasinei emɛnasɛ ɲidwe abolya alosukul?

After Reading: In the Text Question

ɲarwa ɲaai abu Nakiru kirimɔk akonyja?

After Reading: In My Mind Question

Alu-boro kipimɛt ɛyamua alosukul?



Literacy 2

Plan the Story

Ɛrai atamɛtaɪt ɲina aɔkan ayeun eemut ɲolo eyakatar ɲakiro ɲɛna aoyak ɲaomwon. ɲarakinete ɲikasyomak, ɛrai keyakaunotor adyo-tyonis igirete ɲiemuto kec.

Literacy 1

Sentence Structure Application

Eyeni iɲes akimar.

Eyakar iɲes akimaret.

Eyeni iɲes akilam.

Eyakar iɲes akilamet.

Day 4

Literacy 2

Breaking and Making	
apese	e
pe	pe
e	apese

Handwriting and Spelling Practice

E, e

apese, abeere, epege



11 Nakipimeta

Literacy 1 and 2

Day 5

Akipimet

Akɔlɔgɛt ɛina akɛrɛrɛ, abɔ ɛkɛtataman yaa ɛjiboro. Anɔi ɛjiboro lu gɛlu kɛpimɛt ɛkɛryɛ. Tɛma iɛyɛ. "Ikkɔlɔt iɛyɛ akɛrit tokɔra. Eɛni na anɔi ɛjibɛ kɛpimɛt ɛmɔinɛi. Eɛni lu ɛɛna gɛlu iɛpimɛrɛ ɛɛakɛkɛrɛ ɛkɛryɛ." Abɔ iɛyɛ kɛpim ɛjibɛrɛ gɛlu alɔsetɛ akɛkɛrɛ.

Aɛɔtɛ ɛjibɛrɛ tokɔra ka toporo anakɔnyɛ. Kirimok. Nakɛrɛ akɔnyɛ ɛjibɛrɛ ɛɛtɛmɛn a ɛkɛn. Ya Nakɛrɛ ɛɛmɛba gɛlu a ɛpɛi. Kɛlam Lɛkɛrɛ anɔi ɛpɛi-ɛita ka anɔi. Tɛryama Lɛkɛrɛ ɛmɛba gɛlu a ɛkɛn. Yaa ɛkɛtataman ɛkɛpɛi ɛjibɛrɛ ɛɛtɛmɛnɛrɛi.

Anɔi 3 Ɔakɛrɛ 8 Akɔlɔgɛt 5



Abɔɛkɛn ɛtɛ

akɛpim	akɛpim-ɛt	akɛpimɛt
akɛmar	_____	_____
akɛlɛp	_____	_____

Eɛni iɛyɛ akɛpim.

Eyakar iɛyɛ akɛpimɛt:

Eyeni iɛyɛ akɛmar, _____

Eyeni iɛyɛ akɛlam, _____

Anɔi 3 Ɔakɛrɛ 8 Akɔlɔgɛt 5

Literacy 1

Vocabulary Review

ɛmairei	kɛpimɛt	akerit
kirimok	ɛjiboro	toporo

Word Structure Review: Answers

akɛmar	<u>akɛmar-ɛt</u>	<u>akɛmarɛt</u>
akɛlɛp	<u>akɛlɛp-ɛt</u>	<u>akɛlɛpɛt</u>

Sentence Structure Review: Answers

- Eyeni iɛyɛ akɛmar.
- Eyakar iɛyɛ akɛmarɛt.
- Eyeni iɛyɛ akɛlam.
- Eyakar iɛyɛ akɛlamɛt.

Literacy 2

Handwriting and Spelling Assessment

adɛrɛ	apɛsɛ	abɛrɛ
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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 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

NPSCU Teacher's Guide

- Competences, page 81
- Sample Scheme of Work, page 143

NPSCU P2 Curriculum

- Pages 44-47

Traditional Text

Eete

Nyo igworor?

Ekokoroit, ooi ya, nyo igworo iyon?

ƙkaa-kɔkɔ akadema ekone.

Ekone, eryamar nakitɔ, lookwa, naasak ...

Lakiru, ooi ya, nyo igworo iyon?

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

Oral Literature

Ekokoroit ka Ecuuli

Akiñiset ñina ikiñakini

Alu boro isitiyao akiñimya ñamñja aloreriya?

Atutubet ñina ka apei

Kɔɔɔ sek, araakasi Ekokoroit ka Ecuuli ñikonei ñulu aminin nooi. Eboiyete ikes kaapei ka edunyasi ñirerya kec ka tomɔrete ðaɗ ñiboro kaapei. Eboiyete ikes aneni anyaritaε Koriet. Ayakatar ñidwe a Ekororoit ñakonyen ñna cicik, atijik ñidokolei, acekum ñakejen, atumito torai ñakilo 32 epimunun, tomilimilete ñajul anayes kec. Auruwuaka ñidwe a Ecuuli ka todonjol ñakonyen kec ka akidyoko ñakilo kec ñna epimunun arai 12 bon a ñin kɔkɔ.

Apei kɔɔɔit, eboi Ecuuli alotolim a ekitaε itee ñidwe kec ebolyasi ka eporete ebañ, “Cεdek ,cεdek, tokyanasi.” Tomisiya ñes akitere ñidwe a Ekokoroit ebala, “Kerai toraε ñulu kaɗ” Abu toumonok nooi. Totamatama epite ñolo kɔkɔyaret ñidwe ñul ka akiya neni a ñiyeneta keɗ.

Todoluni Ekokoroit, tonyaraε ñes, “Ekaakone, ebe bo ewuosito iyon ñatameta, abal apena epasasi.” Aneni pei, kirereuni Ecuuli irumito ñileec, ebala, kori keanyu Ekokoroit ñna sek atami ñes. Torɗeñni ñes irworɔ ebala, “Apena robo kɔna oloto neni ibal iyon. Awuosito ro sek ayɔɗ ñatameta.”

Aneni pei elosete ikes alorot enaɗete ñamairei ñaarej, temari Ecuuli, “Akaryebi akɔɔk ka eurusu ðaɗ ayɔɗ. Abonori ayɔɗ lore.” Tolot nait Ekokoroit bon ñaren ñamairei ñakanikaapei, tobono Ecuuli lore. Tolosi akɔɔri ñidwe a Ekokoroit, toliliwarya kidyama emoru naune neni arai ñamitae 1, 243 aoyau neni a ñiyeneta keɗ akiwua.

Story Outline

Ñiketiyak ñulu eyakasi loemut

Ekokoroit, Ecuuli Diidi, ñidwe, ñisigarya.

Neni itiyatar ñakiro

Koriet.

Akitiyakinεt

Ekokoroit ka Ecuuli.

Akiriiset njina ka atamakinet

Njaanɛ njina itamete iyɛs ebe etakanikinete njidwe a Ekokoroit?

Atutubet njina a njare

Ani ebonjuni Ekokoroit, toryam Ecuuli eperi alotɔɔma akai ebala “Aryɛba akɔɔk.” Aneni pei, kiitɛ Ekokoroit njidwe emam alokal. Kiriit injes ekone keɲ tema.” Ai bo eyakasi njidwe kaɲ?” Tobonɔk injes tema. “Emam nyayeni ayɔɲ neni elosito ikes aneraɪ akaryɛbi ayɔɲ akɔɔk njina pei tete.”

Ani kepeg Ecuuli njakiro njun, abu Ekokoroit tolot lokot njolo a ekapolon a njikyeny, njolo anyaritaɛ Diidi. Kitatamik Ekokoroit ekapolon njakiro keɲ ka kitatamɛ Ecuuli daɲ. Abu Diidi tolimok njisigarya keɲ ebe, “Kitemokisi njipipae njareɪ njulu elomete njicɛpae apei miat.”

Tolimokini Ekokoroit ka Ecuuli ebe, “Acamit ayɔɲ iyɛs togeɛt akigworo ka anjini tɛɲanan kilelebik epipa njakiyo.” Tolimokini Diidi Ecuuli ageɛn akigworo aneraɛ apegya injes. Togeuni Ecuuli akigworo ebala “Cwililili, cwililili.” Kigwor Ecuuli todaun apaki keɲ emamete njakiyo apɔtɛ kidokakin lopipa. Tonyaraunaɛ Ekokoroit abunore akigworo, abu kikalɔɔ tema, “Ecuuli injes akɔɔri njidwe kaɲ.” Tobala injes “Kokokook kokokook.” Tobasi njakiyo lat lat paka kilelebun epipa pic. Ani ilelebikini Ekokoroit njakiyo lopipa, tolimok Ekapolon keɲ Ecuuli ebe, “Ibusokin, tolot kinyiakɛ njidwe a Ekokoroit.”

Tonyara Ekapolon a njikyeny njisigarya keɲ akitenar Ecuuli neni ewuaitor njidwe a Ekokoroit. Ageɛn apaki njin tar tokɔna, emam nyeriɲa Ecuuli eraɪ ekone a Ekokoroit. Totakanɛ eɔinjɛt alokidinj keɲ tari nakɔɔɲit na.

Vocabulary Words

njakiloi

njamairei

njipipae

In the Text Questions

In My Mind Questions

1. Njɛ akɔɔri njidwe a Ekokoroit?
2. Ata njɛ etenarete Ecuuli neni ewuaitor njidwe?

1. Ali pite ipimere aoyau a alosit?
2. Alu boro isitiyao akipimya apotis aibore?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Alu pitesyo edukitere iwon nakais alorerya yck?

Before Reading: Guiding Question

Edukitoe nakais yck njace ikwa ani?

After Reading: In the Text Question

Njae ekiro a eketataman?

After Reading: In My Mind Question

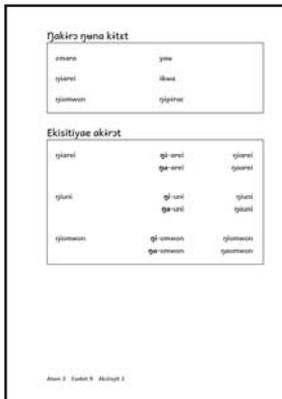
Kimaræt njiboreborei njulu idodiunito epite njolo eyakar ibore iteo.

Literacy 2

Plan the Story

Erai atametai njina ajckan ayeun eemut njolo eyakatar njakiro njuna aoyak njomwon. njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Day 2



Literacy 1

Word Structure Application

njak	nji-kan	nja-kan
njakankapei	nji-kanikapei	nja-kanikapei

Literacy 2

Breaking and Making	
njidwe	i
nji	nji
i	njidwe

Handwriting and Spelling Practice

t, i
njidwe, ekidikidi, agiligil

11.3 Eyakaune a njiboro Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu pitesyo edukununuere iyēs njakais alorerya kus?

Before Reading: Guiding Question

Ali pite eyakatar njaduketa alorerya kus?

After Reading: In the Text Question

Njatuketa njaai ayakatar njidwe isibakianarete njiboro?

After Reading: In My Mind Question

Kimarutε njaduketa njεna eyakatar njiwaitin njulu εgelegelya alosukul.



Literacy 2

Plan the Story

εrai atametait njina ajokan ayeun eemut njolo eyakatar njakiro njεna aoyak njomwon. njarakinete njikasyomak, εrai keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application

Ayaε Lorot njiboro njikan.

Ayaε Lorot njabaοi njakan.

Ayaε Lorot njiboro njikanikapei.

Ayaε Lorot njabaοi njakanikapei.

Day 4

Literacy 2

Breaking and Making	
eris	i
ri	ri
i	eris

Handwriting and Spelling Practice

l, i

eris, njakipi, akibirit



11 Nakipimeta

Literacy 1 and 2

Day 5

Ŋiboreborei

Apei-kalɔɔt, ɔitafam isawu Lorot emara. Yaa iyes ɔboreborei gulu ciik. Ayakatar ɔboreborei ɔjwastin kee. Ŋulu a ɔjwastin a ɔjwastin eriyan. Ŋulu a ɔjwastin a ɔjwastin eriyan ka nulu elulay ikwa ɔjwastin. Abu iyes takonok akilas ɔboreborei gul.

Tema eketataman, "Kisibakyanasi." Aɔoni isawu kwekwinu ɔboreborei natuketa kee. Apei-fuket ɔjwastin a nulu elulay. Apei-fuket ɔjwastin a ɔjwastin eriyan. Apei nabo ɔjwastin a ɔjwastin eriyan. Ta ɔjwastin a ɔjwastin eriyan ikwa asoto. Aɔoni isawu kibakyanasi ɔboreborei gul daanday. Kibwayar akasi-klas nool.

Aman 3 Saaku 9 Akɔɔɔɔ 5



Abɔɔɔɔɔn etic

ɔjwastin	gi-ɔjwastin	ga-ɔjwastin
ɔjwastin	_____	_____
ɔjwastin	_____	_____

Aya Lorot ɔjwastin ɔjwastin.
Aya Lorot ɔjwastin ɔjwastin.
 Aya Lorot ɔjwastin ɔjwastin.
 Aya Lorot ɔjwastin ɔjwastin.

Aman 3 Saaku 9 Akɔɔɔɔ 5

Literacy 1

Vocabulary Review

asoto	nabo	natuketa
eriyan	ɔjwastin	emara

Word Structure Review: Answers

ɔjwastin	<u>ɔjwastin</u>	<u>ɔjwastin</u>
ɔjwastin	<u>ɔjwastin</u>	<u>ɔjwastin</u>

Sentence Structure Review: Answers

- Aya Lorot ɔjwastin ɔjwastin.

Literacy 2

Handwriting and Spelling Assessment

ɔjwastin	eris	ɔjwastin
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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 decorating a hospital.

Model News Story

When I was in Primary 2 my teacher taught me how to make decorations and crafts. I learned how to make balls and boxes out of paper bags. Out of all of the learners, I liked making decorations very much. One day, the whole class made decorations. We used them on Christmas day to decorate a hospital in my village. I was glad to use what I had learned to make other people happy.

References

NPSCU Teacher's Guide

- Competences, page 81
- Sample Scheme of Work, page 144

NPSCU P2 Curriculum

- Pages 45-47

Traditional Text

Eete

Abelenyakai

Akuri, Akuri, adol abelenyakai adolo-o. x2

Akai a njinace, adolo-o ijēs eteneonitor adolo-o.

Akaiŋaiŋat ...

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

Oral Literature

Adukun nakais

Akijiset nina ikijakini

Nakais naai eyakasi lokalya yɔk, nuna eperyo?

Atutubet nina ka apei

Aya kɔlɔŋ nɔkarɔ nulu araakar Doko-doki-ki-co-ɔlɔŋ erwosit aneni anyaritaɛ Kalɔdɔŋɔɔii. Apei kɔlɔŋit, kebu iŋes kiitan Apɔɔɛ eketiyan keŋ. Abu nait erwosit tɛma iŋes, "Ebunit erwosit ece lokone kaŋ anakwar a nina alwanan akipeyokin ayɔŋ.

Erukunete iŋes ka nɔrukitos keŋ nulu alalak. A nakiro aŋun, emaikina iyes toduko nakais naarei nuna apolok, nuna eɔsak ka nuna itemokin nipeyok ka nɔboro keɔ alomar tɔɔma."

Apɔɔɛ iŋes araɪ enyamparait. Abu erwosit inak iŋes apedor nina losyet akɛerekɪn ka acunun nɔtyaŋ lokokwa logo. Abu Apɔɔɛ tolimɔk ikes nuna emaikina kitiyae. Togɛɛt nɔtyaŋ akian nakiro nugu.

Abu nait Akuma yaɛ atamatait keŋ nina dukunet akai apei nina elɛlɛŋ aneraɪ apatana adukun. Abu Atome daŋ yaɛ atamatait nina dukokinet akai nina apolon nina epedori akilikɔr iŋes.

Story Outline

Nketiyak nulu eyakasi loemut

Doko-doki-ki-co-ɔlɔŋ, Apɔɔɛ, Atome, Akuma, ka nipeyok.

Neni itiyatar nakiro

Lore a erwosit.

Akitiyakinɛt

Akiduk nakais nuna gelegelya.

11.3 Eyakaune a njiboro

Oral Literature

Akiñiset njina ka atamakinet

Kimarutɛ njiboro njulu isitiyao adukyo ñakais.

Atutubet njina a ñaarei

Ageɛn akiduk. Togɛ Akuma akitemun akai njina elɛlɛɛ. Togɛ Atome adukun njina keɛ. Apɔɔɛ njina ayakar ekurut a lodim, ñes epimi akai ka Atome.

Abu Akuma kipiɛ akai keɛ ñakejen ñatomon, kibubuki asesit kidin, toenik akopiton. Toenik nabo asesit ace njina kigerɛnet akai.

Apɔɔɛ njirukitos ka Akuma todokut akai keɛ njina ebusan nooi. Abu Apɔɔɛ dan kipiɛ akai ka Atome. Abu tolemɛ auno njina adolit ñakejen ñatomɔn. Arañ aoyau ñakejen ñatomɔn, auruwanut dan, ñakejen ñatomon.

Abu nait akiduk togɛ. Abu Atome ka njirukitos keɛ todokut akai njina apolon nooi. Apɔɔɛ njipeyok todolut. Ayakasi alokidin keɛ ñidwe, ñaberɛ, ñikilyok, ñikatubok ñakiro, ka ñikañwalak njulu egelegɛɛ. Kijaɛ Doko-doki-ki-co-ɔn njipeyok.

Apɔɔɛ ñaberɛ ka ñidwe yae kai njina elɛlɛɛ, ñikilyok yae kai njina aduki Atome. Apɔɔɛ ñinakinae Enyurui etic njolo kiyokiyet ñidulae ka akimɛj. Ecutit ñes arañ ekerɛman akimɛj ka njiboro njulu aɔɔɔyaka. Apɔɔɛ ñinakinae ñidwe njulu pesur akilɔt njiboro. Apɔɔɛ temarae ñisapa, etic keɛ akiok ñakipi ka akiyep ñakito. ñinakinae ñaberɛ akipore akimɛj. Ani ekoni akimɛj, tokɔrakinae njipeyok njulu apɔɔɛ kimɛja a ñasaani, ñidee ñamoti, ñikopoi ka ñatureyo. Apɔɔɛ ikes kimɛja elelyanete tomasete ñagwe dan. Apɔɔɛ ñityan kiboyoto elakara nooi, alore a erwosit, Doko-doki-ki-co-ɔn.

Vocabulary Words

elɛlɛɛ

ñatureyo

asesit

In the Text Questions

In My Mind Questions

1. Nae ekiro a erwosit a njolo apote njipeyok neni keɛ?
2. Nae adukokini akai njina elɛlɛɛ?

1. Ali pite adukunitor erwosit ñakais keɛ?
2. Kimar njiboro njulu isitiyao iwɔn njulu agogonok ka neni ikote.

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu boro itemonokinio eapuni akinyam esukuku kori ekarama?

Before Reading: Guiding Question

Nyo icebore esubanakinio, adɛpar n̄amɛja?

After Reading: In the Text Question

Ai apɔtɛ n̄itɛja toloto edaun akilip?

After Reading: In My Mind Question

Anu bolyasinei ka n̄aeosyo itiyaete n̄idwɛ n̄irwa n̄ulu a esukuku?



Literacy 2

Plan the Story

Ɛrai atametait n̄ina ajɔkan ayeun eemut n̄olo eyakatar n̄akiro n̄ɛna aoyak n̄aomwon. N̄arakinete n̄ikasyomak, Ɛrai keyakaunotor adyo-tyonis igirete niemuto kec.

Literacy 1

Sentence Structure Application

Toloma lokal.

Tolomasi lokal.

Toriko lokal.

Torikosi lokal.

Day 4

Literacy 2

Breaking and Making	
ɛkɔkɔit	ɔi
ɔit	ɔit
ɔi	ɛkɔkɔit

Handwriting and Spelling Practice

Ɔi, ɔi

ɛkɔkɔit, ɛn̄ɔit, aɔɔik̄in



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

Seven year old children at school playing simple running games and activities.

Model News Story

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.

References

NPSCU Teacher’s Guide

- Competences, page 82
- Sample Scheme of Work, page 145

NPSCU P2 Curriculum

- Pages 48-50

Traditional Text

Eete

Er̄no Arojo.

K̄er̄near arojo, irikari njikilyok, ata lokobokob.

Tim bo adipa dan, ani etemari dipak ececekisi,

Onapa njiladoi.

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

Oral Literature

Akolnet a nikauryak

Akijiset njina ikinjakini

Nyo itiyao alosukul esubanakinio akolnet njina a nikauryak?

Apei-akolnet, abu ekapolon a esukul kisiyan njidwe analapatu a esukul. Tolimok njes ikes tema, “Moi edoluni akolnet njina a nikauryak. Epote ikes losukul kaapei ka njikenaranakinak ta njipeyok njulu gelegelya. Erai akolnet njin njina apolon nooi alosukul yok. litana iyee tosubanakis njaeosyo, njabolwasinei ka njulu-ce dan ikotere kitumunere njipeyok. Emaikina anjina-kilas tosubanakin. Ipupete iyee a?” Tobonokis njidwe daadan, “Eeee ikipupi.” Toramakis njidwe njakan ka alakara iirarete ekoi njol.

Apote nait njidwe tosubanakis njabolwasinei ka njaeosyo njina alalak. Kijaranakis njiketatamak ikes anakilasya kee. Tosubanakis njidwe njulu ka akilas a njina ka apei akisis akigir njirwa a njitnja, a njiboro ka njulu a njityan. Apote njidwe njulu ka akilas a njina a njaree tosubakis eete njolo etapit akisyom. Abu akilas njina a njuni tosubanak eraim njolo ebala, “Yaut njidwe tosyoma kitopoloto ayokwap.” Apote njulu ka akilas a njina njanomwon kitemonokis epoem njolo abala, “Erono amenaar akibois yok.” Tosubanakis njula ka akilas a njina a njakan atedonokin. Kitemonokis nait njidwe njulu ka akilas a njina a njakanikaapei ka a njakanikaaree abolya epira.

Story Outline

Atametait njina apolon

Akolnet njina apolon.

Atametait njina ka apei njina iganjit

Njipeyok alosukul.

Atametait njina a njaree njina iganjit

Njabolwasinei alosukul.

Oral Literature

Njina adolunio akolnrit njin, apɔtɛ njikaɛryak ka njipeyok todolut losukul. Kilelebun njamɔtɔkaɛ, njipikipikyo ka njigaali tɔɔma esukul. Kibusyar esukul nooi. Abu ekapolon a esukul kijaa njipeyok ka alakara tɔɔma kai njina apolon. Kirworo ikes njakirɔ a esukul ani irikakin, tonyara eketataman njidwe njulu ka akilas a njina ka apei. Tolakar njipeyok eanyunete njidwe-kec keanyɛt akigir ka akisyom. Tonyaraɛnaɛ nait njulu ka a akilas a njaaerei. Toeokis ikes eete njolo ajɔkan njolo ijaunitere njipeyok. Tolakar njikaɛryak torama njakan akaoyan. Tonyara nabo eketataman njidwe njulu ka akilas a njauuni. Tolimut njulu danj eraim kec njolo ebɛsan. Njolo abu kitɔnjeda njitɛnja. Todolut nabo njulu ka akilas a njina a njoomwon. Kitubulo ikes njipeyok a epoem kec njolo abala, “Amɛnaar akibois yɔk.” Apɔtɛ nabo njidwe njikan anakilas a njina a njakan kituumɔkis njipeyok anatedonokin.

Ekaku kedauun akisimɛj njipeyok, abu ekapolon a esukul kitena ikes nakonyja neni ebolyare epira. Apɔtɛ njidwe njulu ka akilas a njina a njakanikapei ka njulu a njakanikaarei tobolyata epira. Abu akolnrit njin todaun ibɛs nooi ka elakara njitɛnja daadanj.

Vocabulary Words	
abolya	atedonokin
	aeo
In the Text Questions	In My Mind Questions
1. Ata-njaɛ anyarit ekapolon losukul?	1. Anɛ-sɛban njace eyakaunun losukul?
2. Anɛ-kilasya abolyasi epira?	2. Anɛ itiyao alore njarwa njena a njasɛban?

Literacy 1 and 2

Day 1



Literacy 1

Thematic Question

Alu-talyo itiyaeneneo iwɔn alokitela yɔk?

Before Reading: Guiding Question

Ali-pite enyaritere njidwe njulu idouni aberu erai njareni alokitela yɔk?

After Reading: In the Text Question

Ata njae njirɔwa a njimuu?

After Reading: In My Mind Question

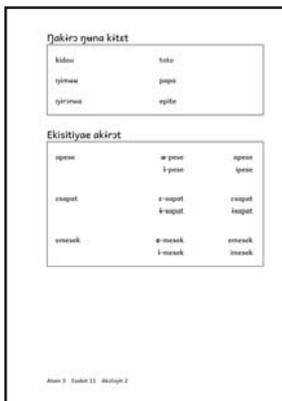
Nyaanɔ nasaban njace njuna itiyaeneneo anjuna a njimuu?

Literacy 2

Plan the Story

Erai atametai njina ajɔkan ayeun eemut njolo eyakatar njakiro njuna aoyak njomwon. njarakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Day 2



Literacy 1

Word Structure Application

akale	a-kale	i-kale
edya	e-dya	i-dya

Literacy 2

Breaking and Making	
okɛ	ɔɛ
kɛ	kɛ
ɔɛ	okɛ

Handwriting and Spelling Practice

ɔɛ, ɔɛ

okɛ, ekitɛ, njimɛ

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question

Alu-talyo itiyaeneneo iwɔn alokitela yɔk?

Before Reading: Guiding Question

Alu-rotin esubananakinere iwɔn nasuban alokitela yɔk?

After Reading: In the Text Question

Ata nae njiyeneta nulu anyaritae nasuban a nimumu?

After Reading: In My Mind Question

Alu-tɛna enyaraeneo nasuban a nimumu?

Literacy 2

Plan the Story

Erai atametaiɛ nina ajɔkan ayeun eemut nolo eyakatar nakiro nuna aoyak naomwon. Narakinete njikasyomak, erai keyakaunotor adyo-tyonis igirete niemuto kec.



Literacy 1

Sentence Structure Application

Abu papa tosɔbak nasuban.

Arɔtɛ ata papa tosɔbakis nasuban.

Abu apese kidou isapat.

Arɔtɛ napesur kidout nisapa.

Day 4

Literacy 2

Breaking and Making	
tɔɔma	ɔɔ
tɔɔ	tɔɔ
ɔɔ	tɔɔma

Handwriting and Spelling Practice

ɔɔ, ɔɔ

tɔɔma, akɔɔk, narɔɔ



Literacy 1 and 2

Day 5

Njasɛban a njimɛ

Apɛi abɛra njina abɛ kidou njimɛ. Anɛi njidɛ njil
 njɛɛ ka isapat. Abu toto kɛɛ tɛlɛmɛ ilɛ njɛrɛmɛ.
 Anɛrɛtɛ njɛi isapat Opɛi, njɛi pɛɛɛ Anɛ. Apɛrɛ
 toto ka papa tolaɛrɛ noɔi. Totamɛ ilɛɛ epɛrɛ gɛlɛ
 nyarɛmɛt njɛnɛta kɛɛ.

Abu papa tonɛrɛ njɛnɛta ikimɛmɛm njasɛban
 a njimɛ. Todɔlɛt njɛnɛta forɛ. Abu mamɛ todɔlɛ,
 totɛɛ papɛɛ ka njalɛɛ dɛrɛ. Apɛrɛ ilɛɛ kimɛmɛmɛm
 njimɛɛn nɛm. Kimɛɛɛ, toɛto ka kidɔnjata dɛkɛrɛ
 noɔi. Inakɛ njɛnkɛmɛta nɛni a njikɛrɛɛ kɛɛ.

Anɛn 1 Fɛnkɛ 11 Abɛlɛpɛ 5



Abɛnjɛkɛn etɛ

apɛrɛ	a pɛɛɛ	i pɛɛɛ
akalɛ	_____	_____
edɛɛ	_____	_____

Abu abɛra kidou njimɛ.
Apɛrɛ gɛlɛrɛ kidout njimɛ.
 Abu papa tolaɛrɛ njasɛban,

 Abu apɛrɛ kidou isapat,

Anɛn 1 Fɛnkɛ 11 Abɛlɛpɛ 5

Literacy 1

Vocabulary Review

njimɛɛ	toto	papa
kimɛɛɛ	toɛto	kidɔnjata

Word Structure Review: Answers

akalɛ	<u>a-kalɛ</u>	<u>i-kalɛ</u>
edɛɛ	<u>e-dɛɛ</u>	<u>i-dɛɛ</u>

Sentence Structure Review: Answers

- Abu papa tolaɛrɛ njasɛban.
- Apɛrɛ ata papa tolaɛrɛ njasɛban.
- Abu apɛrɛ kidou isapat.
- Apɛrɛ njapɛsur kidout njisapa.

Literacy 2

Handwriting and Spelling Assessment

okɛɛ	tɔɔma	njimɛɛ
------	-------	--------

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 at a ceremony watching a traditional dance.

Model News Story

During school term holidays my parents took my siblings and I to attend different interesting festivals. One holiday, we attended a cultural day festival. We saw men putting on animal skins dancing. We also saw different cultural groups dance. This really helped me appreciate different cultures and way of living up to now.

References

NPSCU Teacher's Guide

- Competences, page 82
- Sample Scheme of Work, page 146

NPSCU P2 Curriculum

- Pages 48-50

Traditional Text

Eete

Ebasi n̄akimak. x2
 †nakinae egete, ekosi lap lo. x2
 O-ekosital omunoe aryona ita. x2
 Ebasi n̄apesur. x2
 †nakinae egete, ekosi lap lo. x2

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

Oral Literature

Akinumunum nasaban a Idi

Akijiset hina ikijakini

Anu saban ityaeneneo iyas alorerya kus?

Alotwama eriya nolo a Nabilatuk, alokitela a Nakapiripirit, ayakasi njikilyok niare nulu arae njikonei. Aminin ikes nooi. Epei anyaritaε Haji Louryen nolo arai esilam ka James, ekristoit. Araε Haji ekanolan nijbaren. Arai James ekeyokon. Aminanara nabera ka njidwe keε dan nooi.

Epeyononokinosi ikes ka enaranakinosi a hina paki. Akudiyara njic- tura alocaalo anol anuna ka aminanari keε. Amina Haji jini tujanen daadan anen ka aminasi injes dan njituna. Abarit Haji nooi. Asyomete njidwe keε losukul nolo enaritaε Nabilatuk Praimari. Enaranakinosi njidwe keε ebi njikaitotoi. Hina enajiya akien, enaranakinete ikes njikecekaeryak akilbt nasaaani, akien njakinei ka acok naatuk dan.

Akwonjit hina anajiya akinumunum nasaban nuna a Idi, abu Haji tonyara James ka ekal keε akipeyokin ka akijarakin injes. Anyarit injes njuluce-tura dan ikwa: njikristo njikanwalak ka njikasikou. Anolit injes njimonin njarei, njakinei njakan, njikokoro njitwmon a njikan ka njikulukului njitwmon. Arai epei mwa ka njadipidipi njarei nuna a emucele nuna ekorakinio njituna njulu a njican aloriya anol.

Epotoi epilao njasipiryε njomwon, atap alokwanεε dan epotoi ka njacapati. Atikit injes njagwe njisapisapi njatomoni-are ka njasadukui a esoda njatomonikan. Aur ekal keε daadan nakirin bon. Apwa ikes tobolyata akwar kya, kiwala toramete njiburin njulu arwok njulu abasi, "Bum, bum, bum."

Story Outline

Atametait hina apolon

Akinumunum nasaban a Idi.

Atametait hina ka apei hina iganjit

Asabanakin nasaban a Idi.

Atametait hina a njarei hina iganjit

Akinumunum nasaban a Idi.

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: Δ

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

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

Reading Assessments (administered individually)

Fluency and Vocabulary Assessment:

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.

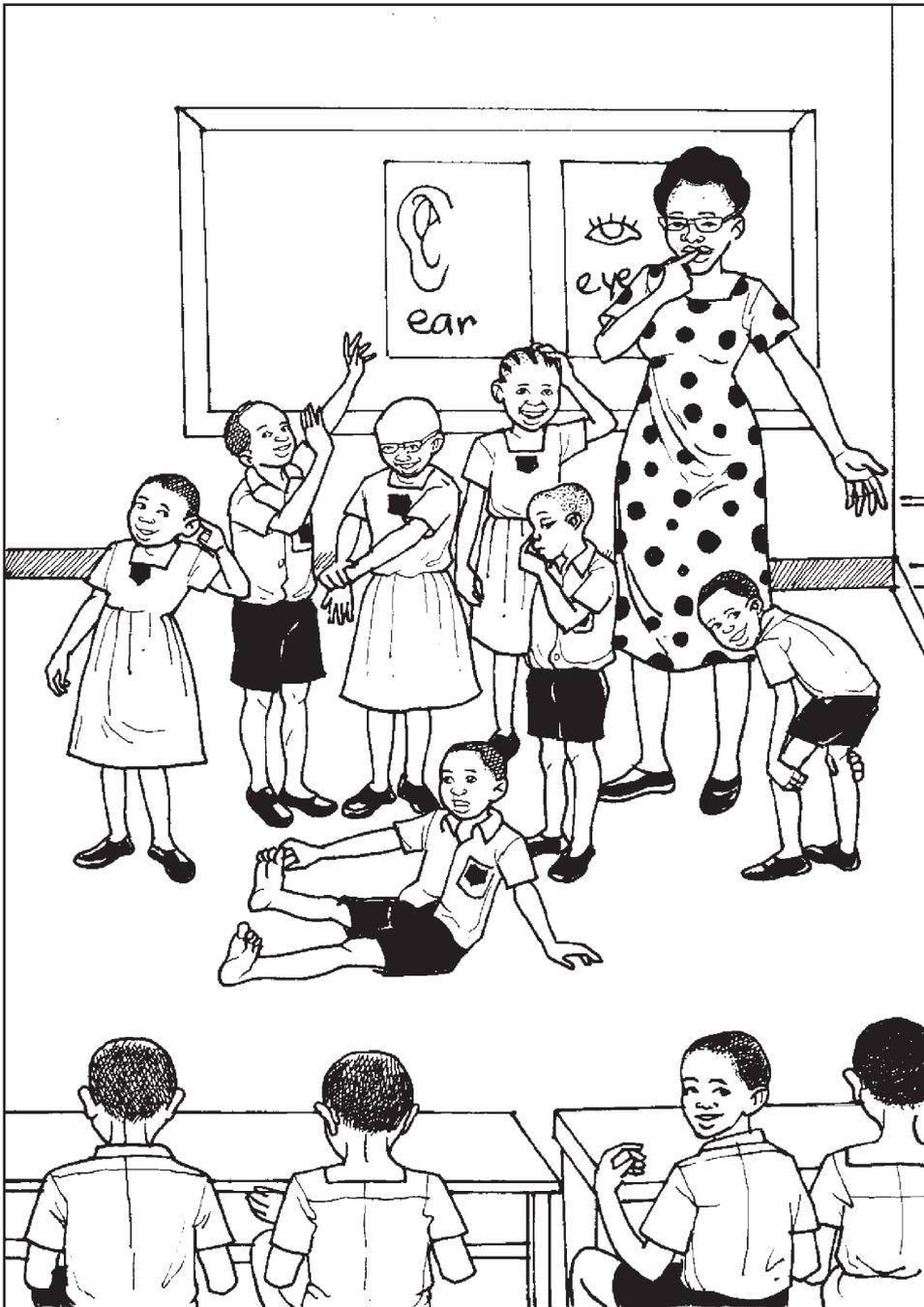
L3: Tells a meaningful, engaging story with excellent confidence and good expression.

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



Dakarimɔɔŋ Grammar Scope and Sequence

Word Structures (Day 2)

Term 1	Lesson Topic
Week 1	Contrasting feminine and masculine singular noun prefixes, a- and e-: aketen, eketen
Week 2	Adding prepositional prefix n- to singular nouns beginning with a-: akilas, nakilas
Week 3	Contrasting verb of quality suffixes –na (singular) and -ka (plural): apatana, apataka
Week 4	Contrasting singular noun prefixes for people lo- (masculine) and na- (feminine): lokaato, nakaato
Week 5	Contrasting singular and plural neuter nouns, small or young i-/ŋi-: ikokɔ, ŋidwe
Week 6	Prepositional prefixes lo- and alo-, contrasting “to” and “from”: lore, alore
Week 7	Replacing plural prefix ŋa- with the preposition prefix na-: ŋakan, nakan
Week 8	Contrasting singular and plural of masculine noun prefixes, e-, ŋi- and -i: ekone, ŋikonei
Week 9	Adding prefix ny- to verbs to make them negative, present tense, singular: emina, nyemina
Week 10	Adding the infix –kaa- (my) to singular nouns: abeere, akaabeere
Week 11	Contrasting singular (he/she) and plural verbs (they), in past tense, adding –t (pl.): toryamɔ, toryamɔt
Term 2	Lesson Topic
Week 1	Contrasting singular masculine nouns e-/an with plural masculine nouns ŋi-/ak: ekakɔran, ŋikakɔrak
Week 2	Contrasting masculine singular and masculine plural nouns by dropping –t and exchanging e- by ŋi-: plural ŋi-, drop -t: esirɔt, ŋisirɔt
Week 3	Inserting infix –ki- in verbs, past tense plural, to indicate a specific location: kiryanasi, kiryanakisi
Week 4	Contrasting basic verb form, infinitive aki-, in present and future tense with singular and plural forms of “you” i--i: akisyom, isyomi
Week 5	Adding the suffix –yo to singular and plural feminine nouns: nabuk, nabukyo
Week 6	Contrasting singular and plural masculine nouns, substituting ŋi- with e-, and adding –o: eemut, ŋiemuto
Week 7	Substituting a- for e- to change present to past, “they are” “they were”: elosete, alosete
Week 8	Inserting infix –kitɔ- in basic verb form to mean “cause to”: aenikɔn, akɔtɔenikɔn
Week 9	Contrasting singular and plural feminine nouns, prefix a- to ŋa-, adding suffix -ɛ: aɔɔɔma, ŋaɔɔɔmaɛ
Week 10	Adding suffix –ya to basic verb forms to indicate “used for the purpose of”: asakar, asakarya
Week 11	Inserting possessive infix “his/her/its” –kɛɛ- in nouns: akou, akɛɛ-kou
Term 3	Lesson Topic
Week 1	Substituting basic verb prefix aki- with eke-, adding suffix -an, to mean “person who does -”: akitatam, eketataman
Week 2	Removing prefix a- from basic verb form and adding suffix -aɛ, to mean “was done”: akɔltar, kɔltaraɛ
Week 3	Contrasting singular command form, adding –aɛ, to mean “to me”: kɔŋarak, kɔŋarakinaɛ
Week 4	Singular past verb, completed action, adding -aɛ to mean “made to be done”: isiwokit, isiwokitɛ
Week 5	Past verb of quality, adding suffix- iar to mean “became more...”: tokuryan, tokuryaniar
Week 6	Contrasting singular and plural infixes “his/her/its” –kɛɛ- and “their” -kɛɛ-: ŋikɛɛ-can, ŋikɛɛ-can
Week 7	Adding prefix ny- to verbs of quality to make them negative: elwana, nyelwana
Week 8	Adding suffix -ɛt to basic verb form to mean “thing which is used for”: akipɔm, akipɔmet
Week 9	Contrasting masculine and feminine prefixes for numbers ŋi/ŋi- and ŋa-: ŋiarei, ŋaarei, ŋiuni, ŋauni
Week 10	Contrasting masculine singular and plural noun prefixes e-/e- with ŋi-/ŋi-, and add suffix -in: erot, ŋirotin
Week 11	Contrasting singular feminine and neuter noun prefixes eg. a- to i- for “small, young”: apese – ipese / esapat - isapat / emesek - imesek

Dakarimɔɔŋ Grammar Scope and Sequence

Sentence Structures (Day 4)

Term 1	Lesson Topic
Week 1	Contrasting “I” and “you” singular present verbs: alosi, ilosi
Week 2	Adding suffix –os to form plural of simple past verbs “you”(sing.) to “you” (pl.): tomatar, tomataros
Week 3	Adding –si to form plural of simple past verbs ending in –a, “he” and “they”: toɔma, toɔmasi
Week 4	Contrasting present verb forms for “we” and “they”, –ɛ and –si: eminaɛ, eminasɪ
Week 5	Contrasting present plural forms “they are” and “we are”: eponito, eponitaɛ
Week 6	Prepositional prefixes lo- and alo-, contrasting “to” and “from”: lore, alore
Week 7	Adding –osi to form plurals “he/she/it has” to “they have”: ebusokin, ebusokinosi
Week 8	Contrasting singular –i and plural -ete verb suffixes, present tense “he” and “they”: ilosi, ilosete
Week 9	Contrasting affirmative verbs “he loves” with negative forms “he does not love”: emina, nyemina
Week 10	Contrasting present singular and plural verbs of quality, adding suffix –ak: ɛɔk, ɛɔkak
Week 11	Contrasting singular and plural completed past verb forms abu (s.) to apɔtɛ (pl.), adding –t to verb in plural: toryamɛ, toryamɛt
Term 2	Lesson Topic
Week 1	Comparing singular command form and simple past, same forms: toɔaɛ, abu Nakiru toɔaɛ
Week 2	Contrasting singular and plural past verb of quality, adding –ak for plural: alal, alalak
Week 3	Inserting –ki- in verbs, past tense plural, to indicate specific location: kicɛnyasi, kicɛnyakisi
Week 4	Contrasting basic verb form, infinitive aki- and present tense with singular, i---i: akicyeun, icyeuni
Week 5	Contrasting present and past “there are” with “there were”, e- in present, to a- in past: eya, aya
Week 6	Replacing singular present verb form –i, with –yo, to indicate “we do” or “it is done”: itatami, itatamyo
Week 7	Contrasting present and past verb plural, e- changing to a- in past: elosete, alosete
Week 8	Inserting infix -kitɔ- in basic verb form: aramakin, akitoramakin
Week 9	Contrasting singular and plural past tense “he/she/it” -i and “they” -ete: akeri, akerete
Week 10	Adding suffix –ya to basic verb forms to indicate “used for the purpose of” by using statements and questions.
Week 11	Contrasting present simple “he/she” with past simple: akɛɛ-kou, akou kɛŋ
Term 3	Lesson Topic
Week 1	Substituting basic verb prefix aki- with ɛkɛ-, adding suffix -an, to mean “person who does -”: akitatam, ɛketataman
Week 2	Removing prefix a- from basic verb form and adding suffix -aɛ, to mean “was done”: akɪɔtar, kɪɔtarɛ
Week 3	Introduce direct speech using sentences with “to me”
Week 4	Singular past verb, completed action, adding -aɛ to mean “made to be done”: isiwokit, isiwokitɛ
Week 5	Past verb of quality, adding suffix -iar to mean “became more...”: tokuryan, tokuryaniar
Week 6	Contrasting singular and plural infixes “his/her/its” –kɛɛ- and “their” -kɛɛɛ-: ɲikɛɛ-can, ɲikɛɛɛ-can
Week 7	Contrasting present and past negative verbs of quality, replacing prefix nye- or nyɛ- with prefix paa- or a- for past: nyelwana, paalwana
Week 8	Adding suffix -et to basic verb form to mean “thing which is used for”: akipim, akipimɛt
Week 9	Contrasting masculine and feminine prefixes for numbers ɲi/ɲi- and ɲa-: ɲiarei, ɲareai, ɲiuni, ɲauni
Week 10	Adding –si to –o suffix to form command in present tense: toboŋo, toboŋosi
Week 11	Contrasting singular and plural past forms of “came”/“did”: abu, apɔtɛ

Handwriting Guidelines for Primary 2

What are the handwriting competences in P2?

The School and Health Reading Program Literacy model assumes that learners have mastered the basics of handwriting in P1. In P2 the teacher should focus on improving learners' writing **fluency**. Teachers should also encourage learners to evaluate their own handwriting.

There is only one P2 handwriting competence for learners to demonstrate:

Form and evaluate letters and words with attention to accuracy and speed.

In addition to assessing learners on accuracy speed, and sounding out the sound of a letter rather than its name the P2 teacher should continue to assess learners' competences in the 6 basic handwriting behaviours:

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

What instructional methods do we use to teach handwriting in P2?

Formal handwriting is taught during Literacy 2, Days 2 and 4. Learners also have many opportunities to practice their handwriting every day. Below are the major instructional methods teachers use during handwriting instruction:

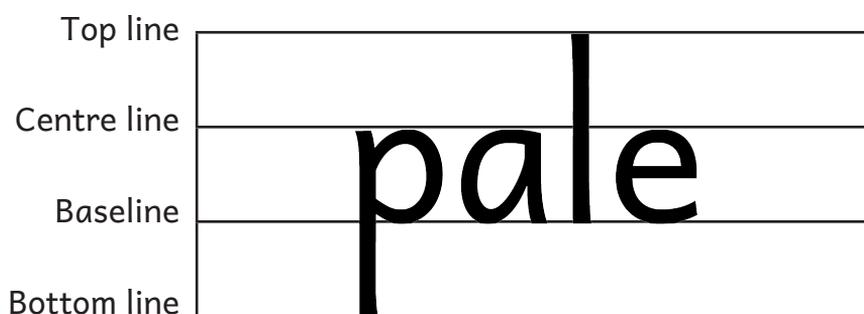
Air Writing: Before writing with a pencil, learners practice writing in the air.

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

Learner Self Evaluation: After completing a handwriting task, learners evaluate their handwriting with a partner.

The Four Lines to Guide Handwriting: These lines correspond to the lines in the exercise book. Learners use the guidelines to support letter formation. The four lines to guide handwriting are illustrated on the following page.

The 4 Lines to Guide Handwriting



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.

too close t o o f a r

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 Nkariṁwɔŋ Literacy

English	Nkariṁwɔŋ
LITERACY 1	
adjective	akirɔt ɲina itamere ibore
adverb	akirɔt ɲina ɲarakɪnɪt ɲinace
application (for word and sentence structure)	epite ɲolo isitiyaere akirɔt erucokɪnɪtæ
assessing (learners) (v)	akimimɪɸn (ɲikasyomak keyenete ɲuna etatamɪ)
beat the Word	akɪbap akirɔt
blending (v)	akimɔrianakin ɲanyukutæ
breaking and making	atyakatyak ka arucɔnɔkin akirɔt
consonant	ɲanyukutæ ɲuna nyerwosi/(ililijete)
context clues	ɲakirɔ ɲuna ikɲarakinete aɲɪcɸn apolou ka akirɔt, ikwanɲina isitiyaere
decoding (v)	akisitiya akirɔt
I do, We do, You do.	Etiyai ayɔŋ, Ikitiyæ iwɔn, Kitiya iyɔŋ
In My Mind Question	akɲɪsɪt ɲina ka atametait
In the Text Question	akɲɪsɪt ɲina etapɪt ɲuna igiritæ
letter	anyukuta
meaningful (part of the word)	atutubet ka akirɔt ɲina eyakatar apolou
noun	amaikɪn ekirɔ
object	ibore
predicting (v)	atamakɪn
prediction	atamakɪnet
prefix (of a word)	atutubet ka akirɔt ɲina egeɸnɪt
pronoun	akirɔt ɲina ewoikɪnɪt amaikɪnet a ekirɔ
retelling (v)	abɔŋonokin ɲuna adaun akian/akirwor
reviewing (v)	arɪpikɪn akirɔt ɲina alɸnyar
root (of the word)	atagoroit ka akirɔt
segmenting (v)	atyakatyak
sentence	akirɔt ɲina aoyan
sentence structure	ɲakirɔ ɲuna aoyak erucokɪnɪtæ
sound	eruye
story	eemut
subject	neni syomat
sub-theme	atutubet ka alosikɪnet
suffix (of a word)	atutubet ka akirɔt ɲina ewasyan

syllable	ɲanyukutae ɲuna elatanakinɪtae
tense (of a verb)	apaki ɲina isitiyaere akirɔt
Thematic Question	akiɲiset ɲina igarɲit ɲuna itatamyo
theme	alosikinet
verb	akirɔt ɲina itɔɔɔiɲnit ɲuna itiyasi
vowel	anyukuta ɲina erwono, ikwa, a, e, i, i, ɔ, o, ɥ, u
word	akirɔt
word exploration	aanyɛn akirɔt
word structure	epite ɲolo isitiyaere akirɔt
Literacy 2	
action (plot)	ɲuna itiyasi aloemut
alphabetical order	ɲanyukutae itɛtɛpakinɪtae
baseline	erɲgis/ederes/elain aɲanyukutae
bottom line	erɲgis/ederes/elain ɲolo isalanakin ɲanyukuta alokwap
centre line	erɲgis/ederes/elain ɲolo alokidɲ
comma	akiɛɲɛn iwadyo
exclamation mark	ɛmacar ka aumɔkinet
full stop	asalɛnet
handwriting (n)	akigir ka akan
handwriting (v)	akigirakin ka akan
handwriting guidelines	ɲikisila ɲulu iwapɪtae igiryo ka akan
learning journal	ɛkitaabo ɲolo igiryo ɲuna etamɛnɪtae
letter formation	epite ɲolo eyeunere anyukuta
pencil grip	etiɲitene akalamɛ
practice (handwriting and spelling)	akisis (akigir ka akan ka alimonor ɲanyukutae)
question mark	ɛmacar ɲolo ka akiɲiset
spelling (n)	ɲanyukutae ɲuna eya tɔɔma akirɔt
spelling (v)	akisitiya ɲanyukutae ɲuna eya tɔɔma akirɔt
title (of a story)	akou a eemut
top line	elain ɲolo a lokidyamɛ
tracing (v)	adapɛɛnɛn
ORAL LITERATURE	
action (plot)	ɲakirɔ ɲuna itiyasi
character (in a story)	ɲiketiyak ɲulu eyakasi loemut
fiction story	eemut ɲolo nyeraɪ kire
guiding question	akiɲiset ɲina ikirikori

ORAL LITERATURE	
English	Ŋakarimɔɔɔɔ
In My Mind Question	akirɔset ɔina eyai natametait
In the Text Question	akirɔset ɔina etapit eemut
informative story	eemut ɔolo a kire
main idea (of a story)	atametait ɔina apolon
oral literature	akian ka erwor ɔikoyo
plan the story	epite ɔolo igiritere eemut lokitaabo
poem	epoem
predicting (v)	atamakɔn
prediction	atamakinet
Prediction Question	akirɔset ɔina etamanakinere ɔuna epote akitiyakin
proverb	akitadapet
reciting (v)	abogonokin ɔieosyo
retelling (v)	abogonokin alimonor
rhyme	emaet
riddle	atedonokin
setting (time and place of a story)	neni etiyatar ɔakirɔ (ka esaa ɔolo)
supporting idea (of a story)	atametait ɔina iganjit eemut
title (of a story)	akou a eemut
tongue twister	akirɔt ɔina ikisikodikodi anajep elimunio
traditional text	ɔitacisyo, ɔitalyo ka eboyos anituna alorerya
vocabulary (from the story)	akirɔt ɔina kitete aloemut
NEWS	
creative (free) writing	akigir ka apɔɔɔɔanut
modelling (a story)	ayerɔ eemut
News	ɔikoyo



Quick Reference Guide: N̄akarim̄oj̄n̄ Orthography

Alphabet: N̄akarim̄oj̄n̄ has 26 letters, that is, 17 consonants and 9 vowels

a b c d e ε g i ï j k l m n ny η o ɔ p r s t u ʘ w y

VOWEL RULES (see Orthography Guide section 1.2)

Light and heavy vowels: N̄akarim̄oj̄n̄ has 10 distinct vowel sounds. Traditionally the 10 vowels were represented by 5 letters: a, e, i, o, and u. These letters were described as having 2 distinct qualities “heavy” and “light”. In the current orthography, the light vowels will be distinguished from the heavy vowels by four new symbols, both lower-and upper-case.

Heavy Vowels			Light Vowels		
e	akipet	‘to kick’	ε	akipet	‘to spread out’
i	akilim	‘to dip’	ï	akilim	‘to rain/drissel’
o	akimor	‘to insult / abuse’	ɔ	akimɔr	‘to share’
u	akituk	‘to heap’	ʘ	akitʘk	‘mouth’

Heavy and light Aa will not be distinguished in writing.

Long vowels: Vowels may be long or short. Short vowels are written with single letters, while long vowels are written with double letters, as in:

ataaba	‘vessel’	abeeye	‘egg’
εmεεgerit	‘fingernail’	εbʘʘ	‘cloudy weather’

‘Silent’ or ‘Merged’ vowels: N̄akarim̄oj̄n̄ has a category of verbs which have two different vowels together which merge—that is, the first vowel disappears in speech and these are pronounced as single long vowels. Despite the pronunciation, both vowels shall be written so as to clearly represent the meaning of each component of the word, as in:

tɔany!	‘look!’	(pronounced taany)
tɔεsikis ikεs	‘they left [something]’	(pronounced tɔεsikis)

Voiceless vowels: Voiceless vowels shall be written with a short line underneath to indicate the sound quality, as in:

ηaberʘ	‘woman’	amɔʘi	‘pot’
Lokoru	proper name	taparaci	‘morning’

CONSONANT RULES (see Orthography Guide section 1.1)

The digraph ‘ny’: The digraph *ny* represents a single sound, not a blend of a consonant and a semivowel. ‘Ny’ can appear anywhere in a word, including at the end of a syllable, as in:

εjatuny	‘lion’
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Quick Reference Guide: Njakarimɔɔŋ Orthography

Consonant Blends: Traditionally, the sounds –yo and –ya were usually written –io and –ia. In the current orthography, these sounds shall be written –yo/ -yɔ and –ya in all instances where they represent one syllable only, as in:

esigirya	NOT	esigiria	‘donkey’
ɲiticisyo	NOT	ɲiticisio	‘works’

Exception: Following -n- these sounds shall be written as –nio/ -niɔ and –nia so as not to confuse these with the single consonant digraph ‘ny’, as in:

eponio isəwa	NOT	eponyo	‘we will come/ are coming’
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However, if –ny is part of the stem, it will remain –ny because that represents both the sound and the meaning, as in:

alɛnyanar	NOT	alɛnianar	‘to pass by/after’
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Letters ‘ny’ and ‘ɲ’: Traditionally, both ‘ny’ and ‘ɲ’ have been used to mark negation in verbs. In the current orthography, only ‘ny’ is to be used, not ‘ɲ’, as in:

Nyapupi ayɔŋ	‘I don’t understand’	NOT	ɲapupi ayɔŋ
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STONE RULES (see *Orthography Guide* section 3.0)

Writing tone: Although Njakarimɔɔŋ uses tone to distinguish different words or grammatical features, it has been decided that tone will not be written in student books or in literature intended for native speakers of Njakarimɔɔŋ.

WORD BOUNDARY RULES (see *Orthography Guide* section 4.0)

Demonstratives: When demonstratives follow the noun, they are written as independent words. When they come before the noun, they are written together with a hyphen, as in:

ekile ece	ece-kile	‘another man’
ɲidwɛ ɲice	ɲice-dwɛ	‘other children’

Particles ‘ka’ and ‘a’: The particle ‘ka’ can be used to signify ‘of’ before nouns beginning with the letter ‘a’, both proper names and ordinary nouns, as in:

Akai ka Akuj	‘The House of God’	epuke ka akai	‘the door of the house’
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In all other cases, ‘a’ is used to mean ‘of’, as in:

ɛbela a ekile	‘the man’s stick’ [stick of man]
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Before the very few nouns beginning with ‘o’, ‘ko’ can be used to mean ‘of’, as in:

ɛkɛrɪran ko ocur	‘collector of tax’	ere ko Okello	‘home of Okello’
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In speech, some people will still prefer to use ‘ke’ before nouns beginning with ‘e’. However, the particles ‘ka’ and ‘a’ shall be used, not ‘ke’ for the sake of consistency and clarity, as in:

ɲidwɛ ka esukul	‘the children AND the school’
ɲidwɛ a esukul	‘the children OF the school’

Quick Reference Guide: Njakarimɔɔŋ Orthography

