Teacher’s Guide

Apedori aycn
akisyom ka akigir

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Primary 2 Teacher’s Guide

Apedori ayọŋ
akisyom ka akịgịr
# Primary 2 Teacher’s Guide

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Acknowledgements

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

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

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

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

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

Grace K. Baguma

DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE
Foreword

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

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

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

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

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

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

The Foundation: The Five Components of Literacy Instruction

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

**Explicit** means that you model.

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

The five components are:

1. Phonemic Awareness
2. Alphabetic 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

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

The Assessment Model

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

For every literacy lesson the model provides a list of literacy competences to be taught. The step in the lesson where that competence is taught or assessed is listed in parentheses behind the competence. This information is found on the first page of each How to Teach lesson template. On the following page is a sample page from the How to Teach section of this Teacher’s Guide with the literacy competences circled:
Introduction

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.”

![Matthew Effect in Reading](image)

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.
## Introduction

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

This is the column for writing your learners’ names.

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

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

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

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

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

<table>
<thead>
<tr>
<th><strong>LITERACY 1</strong></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>All 4 Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads a story with appropriate fluency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers comprehension questions appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses vocabulary word in meaningful sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes a Word or Sentence Structure exercise correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LITERACY 2</strong></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>All 4 Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms and evaluates letters with attention to accuracy and speed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spells words accurately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects on learning in journal appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ORAL LITERATURE</strong></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>All 4 Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recites a traditional tale from memory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retells a story from memory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses vocabulary in meaningful sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NEWS</strong></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>All 4 Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greets and introduces one’s self using culturally appropriate names.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads a personal story with meaning, expression and confidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ENGLISH</strong></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>All 4 Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and reads thematic vocabulary words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers comprehension questions correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes sounds and letters taught.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads decodable words and simple sentences with fluency and accuracy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Using the CAM Form

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

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

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

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

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

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

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

End-of-Term Assessment

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

<table>
<thead>
<tr>
<th><strong>LITERACY 1</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
<th><strong>Listening</strong></th>
<th><strong>Speaking</strong></th>
<th><strong>All 4 Competences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads a story with appropriate fluency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers comprehension questions appropriately.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uses vocabulary word in meaningful sentences.</td>
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</tr>
<tr>
<td>Completes a Word or Sentence Structure exercise correctly.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LITERACY 2</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
<th><strong>Listening</strong></th>
<th><strong>Speaking</strong></th>
<th><strong>All 4 Competences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms and evaluates letters with attention to accuracy and speed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spells words accurately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects on learning in journal appropriately.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ORAL LITERATURE</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
<th><strong>Listening</strong></th>
<th><strong>Speaking</strong></th>
<th><strong>All 4 Competences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recites a traditional text from memory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retells a story from memory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses vocabulary in meaningful sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NEWS</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
<th><strong>Listening</strong></th>
<th><strong>Speaking</strong></th>
<th><strong>All 4 Competences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Greets and introduces one’s self using culturally appropriate norms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads/tells a personal story with meaning, expression and confidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ENGLISH</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
<th><strong>Listening</strong></th>
<th><strong>Speaking</strong></th>
<th><strong>All 4 Competences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and reads thematic vocabulary words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers comprehension questions correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognises sounds and letters taught.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads decodable words and simple sentences with fluency and accuracy.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Introduction

Primary 2 Local Language Literacy Competences: Scope and Sequence

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

<table>
<thead>
<tr>
<th>COMPETENCES:</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>PHONEMIC AWARENESS COMPETENCES</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>PA-1.</strong> Recites the letters in alphabetical order. (Literacy 2)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>PA-2.</strong> Recites a traditional text from memory. (Oral Literature)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>ALPHABETIC PRINCIPLE COMPETENCES</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>AP-1.</strong> Identifies and combines meaningful word segments (morphemes) to read whole words with increasing fluency. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td><strong>AP-2.</strong> Arranges words in alphabetical order. (Literacy 2)</td>
<td>Reading</td>
</tr>
<tr>
<td><strong>AP-3.</strong> Reviews letter sounds introduced in P1. (Literacy 2)</td>
<td>Reading</td>
</tr>
<tr>
<td><strong>AP-4.</strong> Segments words into individual sounds and syllables in order to spell correctly. (Literacy 2)</td>
<td>Writing</td>
</tr>
</tbody>
</table>
**FLUENCY COMPETENCES**

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

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

**VOCABULARY COMPETENCES**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>V-1. Identifies vocabulary words in a story. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>V-2. Uses vocabulary words to make meaningful sentences and identifies words with similar and opposite meanings. (Literacy 1)</td>
<td>Speaking, Reading</td>
</tr>
<tr>
<td>V-3. Identifies and uses grammatical features of the language correctly. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>V-4. Identifies and defines thematic vocabulary. (Literacy 1)</td>
<td>Reading</td>
</tr>
<tr>
<td>V-5. Identifies vocabulary words from the story and uses them in a meaningful sentence. (Oral Literature)</td>
<td>Listening, Speaking, Reading</td>
</tr>
</tbody>
</table>
**COMPREHENSION COMPETENCIES**

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

### Before Reading or Writing

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

### During Reading or Writing

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

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

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

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

The Step-by-Step Teacher’s Activity in the left hand column describes how to deliver each step of the lesson in full detail with the time for each step listed. In the right hand column Extra Guidance is provided to help you understand how to deliver the step more effectively.
The Chalkboard shows you exactly what the chalkboard should look like at the end of the lesson.

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

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

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

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

Competences
The learner:

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

Teaching Procedure

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

The Chalkboard

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

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.
### Step-by-Step Teacher’s Activity

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sing a song to signal the beginning of the literacy Hour as selected learners distribute the books.</td>
<td>Train learners to distribute the books quickly and quietly. Rotate the responsibility so all learners get a chance to pass out books.</td>
</tr>
<tr>
<td>b. Prepare the chalkboard and lesson inputs as learners sing.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tell learners the theme for the week. Read the sub-theme for the week from the chalkboard.</td>
<td>WEEKLY LESSON SUPPORT: A thematic question is provided in the Weekly Lesson Support section of this Teacher’s Guide.</td>
</tr>
<tr>
<td>b. Ask learners to share what they know about the sub-theme.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners the thematic question found in the Teacher’s Guide. Discuss their answers and expand upon them as time permits. Link to the day’s story when appropriate.</td>
<td>Remember that learners come to school with knowledge they have acquired at home. Recognise and appreciate the knowledge and skills of your learners. This will give them confidence to learn new things.</td>
</tr>
</tbody>
</table>

#### Step 3: Before Reading - Predicting and Retelling (5 minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Read the title of the story. On Day 1 go immediately to Step 3b. On Day 3 ask learners to remember what happened in the Pupil Book story on Day 1 and retell the story to the whole class.</td>
<td>Predicting and retelling are both important comprehension skills in reading.</td>
</tr>
<tr>
<td>b. Ask learners to look at the illustration in the Pupil Book and share what they see.</td>
<td>Predicting actively engages learners in the reading process. It also encourages them to monitor their comprehension as they read.</td>
</tr>
<tr>
<td>c. Ask learners to predict what the story might be about and share their predictions with their neighbours.</td>
<td>Retelling requires learners to focus on the bigger picture of the story and allows the teacher to see how well a learner understands the story as a whole.</td>
</tr>
<tr>
<td>d. Ask learners to share their predictions with the whole class.</td>
<td>If learners are having trouble making predictions, help them out by modelling both a good and bad prediction about a story. Learners will enjoy identifying which is the good prediction and which is the bad prediction.</td>
</tr>
<tr>
<td>e. Summarise the learners’ predictions for the whole class.</td>
<td></td>
</tr>
</tbody>
</table>
### Step-by-Step Teacher’s Activity

#### Step 4: Before Reading - Asking Questions (3 minutes.)

| a. | Ask learners the *guiding question* 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. |

**Extra Guidance**

**WEEKLY LESSON SUPPORT:**
A *guiding question* for each story is provided in the Weekly Lesson Support section of this Teacher’s Guide. Asking questions about a story helps motivate learners to read with comprehension.

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

| 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. |

**Extra Guidance**

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.

Don’t forget Step 5c. After making predictions and asking questions in Steps 3-4 learners need to evaluate their predictions and answer the questions they posed.

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

| a. | Ask the *In the Text Question* found in the Teacher’s Guide. |
| b. | Ask the *In My Mind Question* 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: 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.)* |

**Extra Guidance**

**WEEKLY LESSON SUPPORT:**
The *In the Text* and *In My Mind Questions* are found in the Weekly Lesson Support section.

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

*In My Mind Questions*: These questions are inferential and evaluative. Learners must use their prior knowledge to answer these types of questions.
How to Teach: Literacy 1 - Days 2 & 4

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

Competences

The learner:

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

Teaching Procedure

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

The vocabulary words (Step 2)

Word or Sentence Structure exercise (Step 4)

Differentiated Learning

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

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

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

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

<table>
<thead>
<tr>
<th>Literacy 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>neighbourhood</td>
</tr>
<tr>
<td>quarrel</td>
</tr>
<tr>
<td>swearing</td>
</tr>
<tr>
<td>teach</td>
</tr>
<tr>
<td>work</td>
</tr>
</tbody>
</table>
### How to Teach: Literacy 1 - Days 2 and 4

#### Step-by-Step Teacher’s Activity

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

<table>
<thead>
<tr>
<th>Step 2: Discuss the Theme and Sub-theme (3 minutes)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. Ask learners to watch you as you read each vocabulary word aloud from the chalkboard. Move your finger or pointer under each word as you read it aloud. Repeat 1-2 times.</td>
<td>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.</td>
</tr>
<tr>
<td>b. Ask learners to find the first vocabulary word in the book and read the word with you while they point with their fingers. Repeat with the other words.</td>
<td>Select one of the six vocabulary words and pretend you are having trouble reading it. Demonstrate how you blend the letters and syllables to read the word.</td>
</tr>
<tr>
<td>c. Ask learners to read each word aloud to a partner. Move around the room and assess individual learners’ progress in reading words with fluency.</td>
<td></td>
</tr>
<tr>
<td>d. Ask learners to work in pairs to find the vocabulary words in the week’s story.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Word Exploration (10 minutes)</th>
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</thead>
<tbody>
<tr>
<td>a. Return to the first vocabulary word and model for learners the word exploration process: Start by reading the word. Then use the word in a meaningful sentence. Finally, try to give another word that means the same and/or a word that means the opposite.</td>
<td>The word exploration process has 3 steps:</td>
</tr>
<tr>
<td>b. Do the same word exploration process with the second and third words as a whole class.</td>
<td>1. Read the word.</td>
</tr>
<tr>
<td>c. Ask learners to work in pairs to follow the word exploration process with the last three words.</td>
<td>2. Use the word in a meaningful sentence.</td>
</tr>
<tr>
<td>d. Ask selected learners to share the word exploration process for the last three words with the whole class. Assess and mark in the CAM Form.</td>
<td>3. Find another word that means the same or the opposite.</td>
</tr>
<tr>
<td></td>
<td>It may be difficult to move through this process for all six vocabulary words in 10 minutes, especially early in the year. Do as many words as you can in 10 minutes.</td>
</tr>
</tbody>
</table>
### How to Teach: Literacy 1 - Days 2 and 4

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 4: Word Structure, Day 2 (10 minutes)</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> Word Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher’s Guide. On Day 2 this step takes words and breaks them down into smaller meaningful segments (morphemes). This helps learners discover the meanings of these word parts, which supports comprehension skills. It also helps learners recognise the meaningful units as part of a whole word, which increases reading fluency and spelling skills.</td>
</tr>
<tr>
<td>a. Write the first Word Structure exercise on the chalkboard.</td>
<td></td>
</tr>
<tr>
<td>b. Read the different segments, pointing out the meaning of each part as learners listen.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to read aloud the first Word Structure exercise together with you. They should read from their books, tracking the words with their fingers.</td>
<td></td>
</tr>
<tr>
<td>d. Tell learners to read the exercise to each other in pairs, tracking the words with their fingers.</td>
<td></td>
</tr>
<tr>
<td>e. Repeat with the second and third Word Structure exercises.</td>
<td></td>
</tr>
<tr>
<td>f. When you have completed all three Word Structure exercises, write the Word Structure Application exercises on the chalkboard. Have learners complete the exercise independently.</td>
<td></td>
</tr>
</tbody>
</table>

| **Step 4: Sentence Structure, Day 4 (10 minutes)** | **WEEKLY LESSON SUPPORT:** Sentence Structure Application exercises are provided in the Weekly Lesson Support section of this Teacher’s Guide. On Day 4 the Sentence Structure activity looks at sentences to explore grammatical features of the language. |
| 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 *Sentence Structure Application* on the chalkboard. Have learners complete the exercise independently. | |
How to Teach: Literacy 1 - Day 5

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

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>1</td>
<td>Getting Ready</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Read the Story</td>
<td>• Learners retell a story from memory.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners read texts with increasing fluency.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Vocabulary Assessment</td>
<td>• Learners identify and define thematic vocabulary.</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Word Structure Assessment</td>
<td>• Learners identify and combine meaningful word segments (morphemes) to read whole words with increasing fluency.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td>Sentence Structure Assessment</td>
<td>• Learners identify and use grammatical features of the language correctly.</td>
</tr>
</tbody>
</table>
How to Teach: Literacy 1 - Day 5

The Chalkboard

<table>
<thead>
<tr>
<th>Word Structure Assessment (Step 4)</th>
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</thead>
<tbody>
<tr>
<td>Sentence Structure Assessment (Step 5)</td>
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</tbody>
</table>

Literacy 1

<table>
<thead>
<tr>
<th>teach</th>
<th>teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>_______</td>
</tr>
<tr>
<td>play</td>
<td>_______</td>
</tr>
</tbody>
</table>

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

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

MMeriful
AActive
RRéalistic
YYouthful

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

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

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<tbody>
<tr>
<td><strong>Step 4: Word Structure Assessment</strong>&lt;br&gt;(5 minutes)</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The answers to the Word Structure Assessment can be found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>a. Write the first Word Structure exercise in the Pupil Book on the chalkboard.</td>
<td><strong>Marking the CAM Form:</strong>&lt;br&gt;<strong>Level 3:</strong> The learner completes the Word Structure Application exercise correctly and independently provides another example that uses the same word structure.</td>
</tr>
<tr>
<td>b. Read the different segments, pointing out the meaning of each part as learners listen.</td>
<td><strong>Level 2:</strong> The learner completes the Word Structure Application exercise correctly.</td>
</tr>
<tr>
<td>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.</td>
<td><strong>Level 1:</strong> The learner is unable to complete the Word Structure Application exercise on their own.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>f. Repeat steps d. and e. with the third structure.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 5: Sentence Structure Assessment</strong>&lt;br&gt;(5 min.)</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The answers to the Sentence Structure Assessment can be found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>a. Write the first Sentence Structure exercise on the chalkboard.</td>
<td><strong>Marking the CAM Form:</strong>&lt;br&gt;<strong>Level 3:</strong> The learner completes the Sentence Structure Application correctly and independently provides another example that uses the same sentence structure.</td>
</tr>
<tr>
<td>b. Read the two different sentences, pointing out the meaning of each as learners listen.</td>
<td><strong>Level 2:</strong> The learner completes the Sentence Structure Application exercise correctly.</td>
</tr>
<tr>
<td>c. Ask learners to read aloud the first Sentence Structure exercise together with you.</td>
<td><strong>Level 1:</strong> The learner is unable to complete the Sentence Structure Application exercise on their own.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>e. Repeat the second Sentence Structure exercise aloud to learners, saying it correctly.</td>
<td></td>
</tr>
<tr>
<td>f. Repeat steps d. and e. with the third exercise.</td>
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</tbody>
</table>
How to Teach: Literacy 2 - Days 1 and 3

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

Competences
The learner:

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Alphabet Song/Chant</td>
<td>Learners recite letters in alphabetical order.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Plan the Story</td>
<td>Learners plan a story that has a beginning, middle and ending together with the teacher.</td>
</tr>
<tr>
<td>7 min.</td>
<td>3</td>
<td>Write the Story</td>
<td>Learners write a story that has a beginning, middle and ending together with the teacher.</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Make Corrections to the Story</td>
<td>Learners assist the teacher in making corrections in spelling, grammar and meaning.</td>
</tr>
<tr>
<td>7 min.</td>
<td>5</td>
<td>Read the Story</td>
<td>Learners read the story with support from the teacher.</td>
</tr>
</tbody>
</table>
Differentiated Learning

Remedial

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

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

Do More: Book Making

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

Here are some different types of teacher-made books:

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

How to Teach: Literacy 2 - Days 1 and 3

The Chalkboard

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:

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<tbody>
<tr>
<td><strong>Step 1: Alphabet Song/Chant (1 minute)</strong>&lt;br&gt;a. Sing/chant all the letters of the alphabet to signal the writing portion of the literacy hour.</td>
<td>This step is very brief. The song/chant signals to learners that the first half of the literacy hour (reading) is over and it is time to begin the writing half of the literacy hour.</td>
</tr>
<tr>
<td><strong>Step 2: Plan the Story, Day 1 (10 minutes)</strong>&lt;br&gt;a. Tell learners that they are going to write a creative writing story together as a class. The story they write together will be based on the predictions they just made in Literacy 1 about what will happen next in the Pupil Book story.&lt;br&gt;b. Summarise the predictions learners made about the Pupil Book story during Literacy 1. Decide on the prediction they most want to write about as a class.&lt;br&gt;c. Discuss and plan what will happen at the beginning of the creative writing story (one idea), in the middle of the story (two ideas) and at the end of the story (one idea).&lt;br&gt;d. When you have planned the creative writing story to learners’ satisfaction, retell the story in full, emphasising the main ideas.</td>
<td>During the planning stage of writing the teacher and learners tell their creative writing story aloud without writing anything on the chalkboard. 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. It is helpful to have the outline of a possible story in your mind before you begin the lesson, especially early in the year when this step is new to learners. If learners are struggling, you can model the planning process for them. After a few weeks they will begin to understand what is required of them and take over the planning process.</td>
</tr>
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</table>
### How to Teach: Literacy 2 - Days 1 and 3

<table>
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</table>
| **Step 3: Write the Story (7 minutes)**  
  a. Read the title of the story and ask learners to suggest a good first sentence. After listening to 2-3 suggestions pick the best sentence and write it on the chalkboard.  
  b. Ask learners, “What happens next?” Have them suggest 2 sentences that summarise the two middle ideas you discussed. Select the best sentences and write them on the chalkboard.  
  c. Tell learners, “Now let’s end our story with a final sentence.” Again, take 2-3 sentence suggestions that summarise the ending idea from your planning step. Write the final sentence that you and the class like best.  
| As you write the words and sentences of your story on the chalkboard it is important that you say the words aloud as you write.  
You should also use the *Think Aloud* method as you write. Here are some examples of what you might think aloud:  
  - “I am starting a new sentence. That means I need to capitalize the first letter.”  
  - “It is the end of the sentence so let me put a full stop here.” |
| **Step 4: Make Corrections to the Story (5 min.)**  
  a. Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books.  
  b. After learners have finished, write the correct answer on the chalkboard. Tell learners to check to see if their answer is the same as the one on the chalkboard.  
  c. Continue with more letters, syllables or words as time permits.  
| Here is a sample think aloud for Step 4:  
  - “Let me check and see if I put all of my capital letters at the beginning of the sentences and full stops at the end of the sentences. Oh! I forgot one.” |
| **Step 5: Read the Story (7 minutes)**  
  a. Ask learners to listen as you read the story aloud to them, tracking the text with a pointer. Read with meaning and fluency 2 times.  
  b. Ask learners to read the story together with you. Repeat 1-2 times.  
  c. Read the story together with small groups of learners.  
  d. Select 3-5 learners to come up to the chalkboard and read the story independently. Assess these learners and mark in the CAM Form under Literacy 1 (reading fluency).  
| Marking the CAM Form:  
**Level 3**: Reads the story with no mistakes and excellent fluency and expression.  
**Level 2**: Reads the story with a few mistakes and good fluency and expression.  
**Level 1**: Reads the story with many mistakes and poor fluency and expression. |
How to Teach: Literacy 2 - Days 2 and 4

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

Competences
The learner:

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td>Alphabet Song/Chant</td>
<td>• Learners recite the letters in alphabetical order.</td>
</tr>
<tr>
<td>3 min.</td>
<td>2</td>
<td>Breaking and Making</td>
<td>• Learners review letter sounds introduced in P1 by breaking down and building up words that feature the review sound.</td>
</tr>
<tr>
<td>10 min.</td>
<td>3</td>
<td>Handwriting Practice</td>
<td>• Learners form and evaluate letters and words with attention to legibility and speed.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Spelling Practice</td>
<td>• Learners segment words into individual sounds and syllables in order to spell correctly.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td>Learning Journal</td>
<td>• Learners reflect on their learning and write a short summary of what they have learned.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
</table>
| **Step 1: Alphabet Song/Chant (2 minutes)**  
• Sing/chant all of the letters of the alphabet to signal the writing portion of the Literacy Hour. | Refer to the first page of the Pupil Book for the correct alphabet with the letters in the proper order. |
| **Step 2: Breaking and Making (3 minutes)**  
a. Show learners the review letter sound for the day. Write the big and small form of the letter on the chalkboard. Remind learners of the name of the letter and the sound the letter makes.  
b. Write the word from the Teacher’s Guide that contains the letter sound on the chalkboard.  
c. Break the word down as outlined in the Weekly Lesson Support section, and then build the word back up.  
d. Have the learners repeat the break down and build up process with you.  
e. Call on selected learners to break down and build up the word on their own. | **WEEKLY LESSON SUPPORT:** A sample Breaking and Making word is provided in the Weekly Lesson Support section of this Teacher’s Guide.  
The Breaking and Making activity is designed to review the letter sounds introduced in P1 by identifying the letter sound in a specific word. Here is an example for the letter f.  

<table>
<thead>
<tr>
<th>f</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>finish</td>
<td>f</td>
</tr>
<tr>
<td>fi</td>
<td>fi</td>
</tr>
<tr>
<td>f</td>
<td>finish</td>
</tr>
</tbody>
</table>
| **Step 3: Handwriting Practice (10 minutes)**  
a. Introduce the letter for the day in both its capital and small form. Tell learners both the name and sound of the letter.  
b. Air write the capital form as learners watch. Then air write the letter together with learners.  
c. Write the capital letter on the chalkboard using the four guiding lines as learners watch. Have learners write a line of capital letters in their exercise books using the four guiding lines. Ask them to self-evaluate their writing with a partner.  
d. Follow steps b. to d. with the small letter for the day. | **WEEKLY LESSON SUPPORT:** Letters, syllables and words for handwriting practice are provided in the Weekly Lesson Support section of this Teacher’s Guide.  
Try giving learners who are having difficulties managing correct letter formation slates and chalk before they use their exercise books. Let them write the letters as big as they want and don’t worry about the four guiding lines. |
### How to Teach: Literacy 2 - Days 2 and 4

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Write the first word for handwriting practice on the chalkboard using the four guiding lines as learners watch. Have learners copy the word three times in their exercise books using the guiding lines. Do the same with the other word. Ask learners to evaluate their handwriting with a partner.</td>
<td>Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</td>
</tr>
<tr>
<td>f. Move around the room assessing learners’ handwriting posture, pencil grip and letter formation. Mark in the CAM Form for selected learners.</td>
<td></td>
</tr>
</tbody>
</table>

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

| a. Ask learners to turn to a clean sheet of exercise paper. Erase the handwriting words from the chalkboard. | WEEKLY LESSON SUPPORT: Suggested spelling words or sentences are provided in the Weekly Lesson Support section of this Teacher’s Guide. |
| b. Say the first word (Term 1) or sentence (Terms 2-3) aloud slowly. Repeat 2-3 times. Tell learners to write the word/sentence in their exercise book. When most learners are finished, write the word/sentence on the chalkboard and tell learners to check their work and make corrections. | Assess your learners’ spelling performance and modify your spelling practice assignment accordingly. |
| c. Move around the room assessing learners’ spelling and handwriting.                                    |                                                                                   |
| d. Repeat with the second word/sentence.                                                               |                                                                                   |

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

| a. Ask learners to write one thing that they have learned today during the literacy hour in their Learning Journal exercise books. | Collect selected Learning Journals after each lesson and write supportive comments to encourage your learners. |
|                                                                                                                                  |                                                                                   |
How to Teach: Literacy 2 - Day 5

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

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td><strong>Alphabet Song/Chant</strong></td>
<td>• Learners recite letters in alphabetical order.</td>
</tr>
<tr>
<td>3 min.</td>
<td>2</td>
<td><strong>Alphabet Game</strong></td>
<td>• Learners identify letters in the alphabet by name and sound.</td>
</tr>
<tr>
<td>10 min.</td>
<td>3</td>
<td><strong>Handwriting Assessment</strong></td>
<td>• Learners form letters with attention to legibility and speed.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td><strong>Spelling Assessment</strong></td>
<td>• Learners segment words into individual sounds and syllables in order to spell correctly.</td>
</tr>
<tr>
<td>5 min.</td>
<td>5</td>
<td><strong>Learning Journal</strong></td>
<td>• Learners reflect on their learning and write a short summary of what they have learned.</td>
</tr>
</tbody>
</table>
Differentiated Learning

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

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

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

Do More: Clay Models

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

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

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

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

<table>
<thead>
<tr>
<th>Step 4: Spelling Assessment (10 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>Marking the CAM Form:</td>
</tr>
<tr>
<td>• Move around the room assessing learners’ spelling and handwriting.</td>
<td>Level 3: Spells all of the words correctly and uses the correct punctuation and capitalisation when writing full sentences.</td>
</tr>
<tr>
<td>• Follow steps 4a. and 4b. with the second word or sentence.</td>
<td>Level 2: Spells most of the words correctly with 1-2 small errors in spelling, punctuation or capitalisation.</td>
</tr>
<tr>
<td></td>
<td>Level 1: Makes many errors in spelling, punctuation and capitalisation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 5: Learning Journal (5 minutes)</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask learners to write one thing that they have learned this week in their Learning Journal.</td>
<td>Collect selected Learning Journals after each lesson and write supportive comments to your learners to encourage them.</td>
</tr>
<tr>
<td>• Collect the exercise books and journals for selected learners. Assess their handwriting, spelling and journal writing and mark in the CAM Form.</td>
<td></td>
</tr>
</tbody>
</table>

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**How to Teach: Literacy 2 - Day 5**
How to Teach: Oral Literature - Day 1

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

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

Teaching Procedure

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

The Chalkboard

Vocabulary words from the Oral Literature story (Step 6)

Oral Literature
- tortoise
- amble
- hasty

Differentiated Learning

Remedial

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

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

Do More: Story Mapping

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

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

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

### Step 5: After Listening to the Story (7 minutes)

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Repeat the guiding question. Discuss the answer as a class.</td>
</tr>
<tr>
<td>b.</td>
<td>Discuss whether the story was a fiction story or an informative story.</td>
</tr>
<tr>
<td>c.</td>
<td>Tell learners you will read the story again. If they have identified the story as a fiction story they should listen to determine the characters, setting and plot. If it is an informative story they should listen to determine the main idea of the story.</td>
</tr>
<tr>
<td>d.</td>
<td>Read the story aloud a second time without pausing.</td>
</tr>
<tr>
<td>e.</td>
<td>For a fiction story, have learners identify the characters, setting and action after listening to the story a second time. For an informative story, have learners identify the main idea.</td>
</tr>
</tbody>
</table>

### Extra Guidance

**WEEKLY LESSON SUPPORT:**

A story outline in the Weekly Lesson Support section of this Teacher’s Guide will tell you whether the story is a *fiction* or *informative* story and list the characters, setting and action or the main idea.

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

The *characters* are the actors in a story. The setting is where and when the story is taking place. The *action* of a story is a summary of what happens in the story. Another word is *plot*.

The *main idea* of an informative story is one sentence that summarises what the story is about.

---

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

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

### Extra Guidance

**WEEKLY LESSON SUPPORT:**

The selected vocabulary words for the Oral Literature story are found in the Weekly Lesson Support section.

You can also create flashcards for the vocabulary words in the Oral Literature stories. Hang them on a *story tree* or make a *word wall* in your classroom.
How to Teach: Oral Literature - Day 3

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

Competences
The learner:

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

Teaching Procedure

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

Vocabulary Words (Step 6)

Oral Literature

- tortoise
- amble
- hasty

Differentiated Learning

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

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

Do More: Book Making 2

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

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

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

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

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

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

Competences
The learner:

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

Teaching Procedure

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

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

Differentiated Learning

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

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

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

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

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

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

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

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

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

Competences
The learner:

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

Teaching Procedure

<table>
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<tr>
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<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min.</td>
<td>1</td>
<td>Prepare to Write</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>13 min.</td>
<td>2</td>
<td>Learners Write News Stories</td>
<td>• Learners use pictures and words to write a meaningful News Story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners write their names.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Learners Share News Stories in Small Groups</td>
<td>• Learners listen attentively to peers and participate in small group activities appropriately.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Selected Learners Share News Stories</td>
<td>• Learners introduce themselves and greet the class using the appropriate cultural norms, including stating one’s full name.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners tell a meaningful, well organised story to the class that demonstrates fluency, appropriate expression and confidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners listen attentively to peers.</td>
</tr>
</tbody>
</table>
How to Teach: News - Days 4 and 5

The Chalkboard

The chalkboard is not used in this lesson.

Differentiated Learning

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

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

Do More: Parent Involvement

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

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

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

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 4: Learners Share News Stories in Small Groups (5 minutes)</strong>&lt;br&gt;a. Tell learners to take turns sharing their stories in small groups of 2-4 people.&lt;br&gt;b. Move around the room supporting learners who are having difficulty participating in the small groups.</td>
<td>Guide learners so that they are able to share their stories successfully in small groups.</td>
</tr>
</tbody>
</table>

<p>| Step 5: Selected Learners Share News Stories (10 minutes)&lt;br&gt;a. Select 5 learners to come up and share their News Stories with the whole class.&lt;br&gt;b. Ask learners to speak clearly and with expression.&lt;br&gt;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.&lt;br&gt;d. The speaker should always begin their News Story by greeting the class in a culturally appropriate manner and saying their full name.&lt;br&gt;e. After the speaker has completed the News story, the teacher and learners should ask questions or make comments.&lt;br&gt;f. Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class. | Here are the writing competences learners should demonstrate over the course of the year in P2.&lt;br&gt;<strong>Term 1:</strong> Learners draw pictures that illustrate a News Story. They label the pictures and compose at least one sentence about their News Story.&lt;br&gt;<strong>Term 2:</strong> Learners write 2-3 sentences about their News Story.&lt;br&gt;<strong>Term 3:</strong> Learners write a short 3-4 sentence News Story using words only. |</p>
<table>
<thead>
<tr>
<th>English</th>
<th>Ŋakarɨmɔŋ</th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabetic principle (phonics)</td>
<td>ŋikisila ɲulu ɨnapanakinitere ɲanyukutaɛ</td>
</tr>
<tr>
<td>choral reading</td>
<td>akisyom kaapei</td>
</tr>
<tr>
<td>collaborative learning</td>
<td>akɨmɔr akitatamo kaapei</td>
</tr>
<tr>
<td>competency-based assessment</td>
<td>amisikinit ɲuna ada confirmPassword</td>
</tr>
<tr>
<td>comprehension</td>
<td>amisikinit ɲuna ada confirmPassword</td>
</tr>
<tr>
<td>continuous assessment</td>
<td>akiricakinit ɲuna adaet ɲikasyomak akisyom</td>
</tr>
<tr>
<td>differentiated learning</td>
<td>ekitatame ɲolo ɲarakeni ɲikalak ɲulu ɛcamito aanyune akisyom</td>
</tr>
<tr>
<td>echo reading</td>
<td>akisyom toboŋonokini ɲinice</td>
</tr>
<tr>
<td>end of term assessment</td>
<td>ɲakirisheta edaun akitatam</td>
</tr>
<tr>
<td>explicit instruction</td>
<td>akitatam ɨtɛnikiinitae</td>
</tr>
<tr>
<td>fluency</td>
<td>akisyom, akigir ka erwor ɛjɔk</td>
</tr>
<tr>
<td>multisensory</td>
<td>akisitiya ɲinerin ka akuwan daadaŋ ikwa: ɲakan, ɲakonyen, ɲajẹp, ɲikumes ka ɲuluce daŋ</td>
</tr>
<tr>
<td>orthography</td>
<td>ŋikisila ɲulu iwapita igo ɲe ɲajẹp</td>
</tr>
<tr>
<td>partner reading</td>
<td>akisyom aŋiayarere</td>
</tr>
<tr>
<td>phonemic awareness</td>
<td>aanyunit eruye ka anyukuta</td>
</tr>
<tr>
<td>phonological awareness</td>
<td>aanyunit eruye ka akirɔt</td>
</tr>
<tr>
<td>print awareness</td>
<td>amisikinit epite ɲolo isitiyaɛ ɛkitaabo</td>
</tr>
<tr>
<td>scaffolding</td>
<td>amisikinit ɲuna adaun akitatam</td>
</tr>
<tr>
<td>systematic instruction</td>
<td>ekitatame ɲolo ɛtupita ɲotere itatam ɛjɔk</td>
</tr>
<tr>
<td>vocabulary</td>
<td>ɲakirɔ ɲuna esyomo</td>
</tr>
<tr>
<td>whisper reading</td>
<td>akisyom ɲe ɲajẹp</td>
</tr>
</tbody>
</table>
Weekly Lesson Support

Term 1 Lessons
Welcome to the new school year!

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

### Term 1 Materials Checklist

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

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

### Early Assessment

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

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

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

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

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-macarin itoodiunito esukul yòk?

Before Reading: Guiding Question
Nyobo etodepari Amina esukul?

After Reading: In the Text Question
Një elimitë aloemut alo?

After Reading: In My Mind Question
Nyo epedori akiyarakin njidë a esukul aanyun neni eyai esukul këc?

Literacy 2

Plan the Story
Erâi aitamëtait njëna ajëkan ayeun eemut ñolo eyakatar nãkiró
njëna aoyak nqualam. Ñjarakinëtë njikasëymak, erâi
keyakaunotor adyo-tyonis igirete njëmuto këc.

Day 2

Literacy 1

Word Structure Application
akapolon  a-kapolon  ë-kapolon
akepon  a-kepon  e-kepon

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>akai</td>
<td>A, a</td>
</tr>
<tr>
<td>ka</td>
<td>ka</td>
</tr>
<tr>
<td>a</td>
<td>akai, akalam, akaideit</td>
</tr>
</tbody>
</table>
1.1 Ewaε, ɲimacarin ka ɲajɔkisya a esukul ɣɔŋ

Literacy 1

Thematic Question
Alu-macarin toodüniito esukul ɣɔŋ?

Before Reading: Guiding Question
Ekokini Amina ɛdɛpari esukul ƙɛɛ ai?

After Reading: In the Text Question
Ata ɲaŋ apɔtu kiŋaraki Amina akiŋørkar lɔsukul?

After Reading: In My Mind Question
Ipẹdori iyoŋ akiŋaraki ikɔku ɲini eoliyorit elosi lɔsukul ƙwai ǹi?

Literacy 2

Plan the Story
Erai 服務 ɲiŋa ajakan ayeun eemut ɲolo eyakatar ɲakirɔ ɲiŋa aoyak ɲaomwɔn. ɲiŋarakinete ɲikasyomak, ecai keyakaunotor adyo-tyonis iginote ɲjemuto ƙɛɛ.

Literacy 1

Sentence Structure Application
Ayeni ayoŋ akisym.

Iyen iyoŋ akisyom.

Apẹdori ayoŋ akigiri.

Ipẹdori iyoŋ akigiri.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>akan</th>
<th>a</th>
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</thead>
<tbody>
<tr>
<td>an</td>
<td>an</td>
</tr>
<tr>
<td>a</td>
<td>akan</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

A, a

akan, akiman, akwuwan
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
esukul amëndera ëmaët
ekëte iëkwë ëjëwe

Word Structure Review: Answers
akapolon a-kapolon ë-kapolon
akepon a-kepon e-kepon

Sentence Structure Review: Answers
Ayeni ëyong akisom.
Iyeni iyong akisom.

Apedori ëyong akigir.
Ipedori iyong akigir.

Literacy 2

Handwriting and Spelling Assessment
akai akaideit akan
1.1 Ewaε, ɳîmacarin ka ɳajɔkisya a esukul ɣok

News

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

Model News Drawing

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

Model News Story

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

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
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</thead>
<tbody>
<tr>
<td>• Competences, page 71</td>
</tr>
<tr>
<td>• Sample Scheme of Work,</td>
</tr>
<tr>
<td>pages 83-85</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Page 14</td>
</tr>
</tbody>
</table>

Traditional Text

Akikanikan

Hɔkŋu daŋ e-en,
e-bu-ni-t a-ki-syɔm. x2
Irɔmə daŋ ...
Lɔkiri daŋ ...
Lɔmilo daŋ ...

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

Oral Literature

Akimɔrikïna a esukul ka ȵikidûnyët

**Akiŋisët ȵina ikiŋakìni**
Anu-jëkisya eryamunìto ȵikidûnyët alosukul?

Elalak ȵiboro ȵulu iitanit itunjanan anakiyar keŋ kan toyaunotor ekiboïye ȵolo ajankan. Itoruni ekiboïye ȵolo ajankan nakisym.

Erai esukul neni eryamunere aosou ȵina kigirët. Eryamunìo ȵaoisísyo ȵuna alalak toyarere. Ani edoli adukokin esukul adyo-kibois, iboikin ȵikaeryak kirworìut kori kilipet ȵalup ȵuna edukokinìo esukul.

Eyakatar a ʂolo suku ȵimacarin ʂulu itoodiunìto neni esipɔkïna esukul. Eyakatar abao ȵina igirìtæ ekîro a esukul ka ȵakiboisïo ȵunace daŋ. Êya nabo ȵimacarin Ņice ʂulu itoodiunìto esukul ìkwa ȵîbwi ʂulu ʂnapìto ȵìdwe. Eyai ìmacar ʂol lobwi igirìtæ.


**Story Outline**

- **Atamëtait ȵina apolon**
  Akimɔrikïna.

- **Atamëtait ȵina ka apei ȵïna iganëjët**
  Ƞikidûnyët a esukul.

- **Atamëtait ȵina a ȵaarei ȵïna iganëjët**
  Akigaŋjæt esukul.

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Term 1  Week 1


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<td>njimacarin</td>
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</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alu-macarin itoodiunito esukul yok?</td>
<td>1. Ani bo kerai kidunyite iyoŋ esukul, kinaŋar iyoŋ ijes ikwa ani?</td>
</tr>
<tr>
<td>2. Ai eryamununeywa esukul njiketiyak?</td>
<td>2. Kerai njeŋkak njikidunyet a esukul, kikote njiketamak ka njikidunyet ai?</td>
</tr>
</tbody>
</table>
1 Esukul yok ka njikidunyet

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Anu-jokisya erayumunite njikidunyet a esukul alosukul?

Before Reading: Guiding Question
Anu-kiro ebaakar ekapolon yawte njidwe losukul?

After Reading: In the Text Question
Nja eyyarit ekokwa?

After Reading: In My Mind Question
Nyo ikijoikinitor iyong esukul?

Literacy 2

Plan the Story
Erai atametait njina ajikan ayeun eemut njolo eyakatar nako
nrna aoyak ndawon. Jharakinete njakakimar, erai
keyakunotor adyo-tyonis igirete njemuto kew.

Day 2

Literacy 1

Word Structure Application
anlol  n-anlol  nanolol
acuemma  n-acuemma  nacuemma

Literacy 2

Breaking and Making
Handwriting and Spelling Practice
eketan  k  K, k
kce  kek
k  eketan  eket, ek, ekakaman
1.2 Ajkis a nikidunyet alosukul

Literacy 1

Thematic Question
Anu-jokisya eramunito nikidunyet alosukul?

Before Reading: Guiding Question
Anu-kiriikilimonokineete ives nikareyak ajena a esukul?

After Reading: In the Text Question
Nyo aripi nikaeryak toryamut alosukul?

After Reading: In My Mind Question
Anu-jokisya nace eramunito nikidunyet alosukul?

Literacy 2

Plan the Story
Erai tametait niina ajkan ayeun eemut nilo eyakatar nakaer
nena aoyak naomwon. Iifarikinete nikasyomak, erai
keyakaunotor adyo-tyonis igirete njemuto kcc.

Literacy 1

Sentence Structure Application
Tocakar iyoon daaj.

Tocakaros ives daaj.

Tobecar iyoon daaj.

Tobecaros ives daaj.

Literacy 2

<table>
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<td>akillas</td>
<td>K, k</td>
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<tr>
<td>kí</td>
<td>akilas, akigir, akim</td>
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<tr>
<td>k</td>
<td></td>
</tr>
</tbody>
</table>
1 Esukul yok ka nikidneyet

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

έκαπολον ɲιpeyok ɛκίτσε
ɲιkαryάk lotolim toboleμε

Word Structure Review: Answers

άɲοlοl n-άɲοlοl naɲοlοl
άcεwμα n-άcεwμα naçõesuμa

Sentence Structure Review: Answers

Tocakar iyọn daŋ.
Tocakaro ises daŋ.

Tobwcar iyọn daŋ.
Tobwcaro ises daŋ.

Literacy 2

Handwriting and Spelling Assessment

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

**Model News Story**

I 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**

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

**Traditional Text**

**Eete**

Aruu ekenere. Oilale 'ye, ai lolo aloși ayon, aloși akisyom. x2
Ata papa kidoño robo, oilale iye ...
Ata toto kidoño robo, oilale ...
Nîkaitotii kidoño robo, oilale iye ...

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

Oral Literature

Akisym a Lorot

Akiŋiset ƞìna ikìŋakini
Ali pite ebàriata ntityònyet a esukul kan esukul?


Story Outline

Atamètait ƞìna apolon
Ajòkìs ka akisyom.

Atamètait ƞìna ka apei ƞìna igaŋjì
Aràn ekàpòlon.

Atamètait ƞìna a ƞàaarei ƞìna igaŋjì
Ekì akìwò dàaàŋ akìtosyom ƞìdwe.
1.2 Ajkis a njidunyet alosukul

Oral Literature


Abu eketataman kisiramiya papa a Lorot, akilip ines akimyekin ikoko tosomy. Abu Papa a Lorot tocamakinos ka eketataman. Kicikakina Lorot nakan a eketataman a nøna ka akisym. Toraŋ eketataman ekone a ekal. Tosomy Lorot kilam siniya, kirikak Makerere, toraŋ ekapolon a njidakitarin a njibaren.

Abu papa keŋ tolar akemari Lorot amotəka Lorukumo akisemisem njibaren. Abar tokonu papa keŋ ka elakara tar njituŋ nølu a Lolocat aneraı aysym edya kec, aiiu njibaren alodekesyo a nølu aarete ikes.

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Losukul ali asyom Lorot ekiŋaren?</td>
<td>1. Ana itami iyoŋ erai kewou papa kon akiya iyoŋ Losukul?</td>
</tr>
</tbody>
</table>

Term 1  Week 2  80
1 Esukul yok ka njikidunye

**Literacy 1 and 2**

### Day 1

**Literacy 1**

**Thematic Question**

Nyo epedori ayañ na tyokisy o kidiŋ esukul ka njikidunye?

**Before Reading: Guiding Question**

Ani-tyokisy o epote losukul ikotere njibaren kori njikieny?

**After Reading: In the Text Question**

Ngulu aŋa njikululukul?

**After Reading: In My Mind Question**

Ani-ŋaŋa iyoŋ o eŋoitor a bere njin?

**Literacy 2**

**Plan the Story**

Eraŋ atamētaŋ muna aŋaŋa ayeun eemut ngolo eyakatar njikiro muna aoyak njamwon. Ṣi aŋaŋa njikassakal, eraŋ keyakwaŋor adyo-tyonis ijiŋejo re njewon kẹc.

### Day 2

**Literacy 1**

**Word Structure Application**

- anyaŋaaka
- anyaŋa-na
- apataka
- apata-na

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
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<tbody>
<tr>
<td>Nakiru</td>
<td>I, i</td>
</tr>
<tr>
<td>ki</td>
<td>ki</td>
</tr>
<tr>
<td>i</td>
<td>Nakiru</td>
</tr>
</tbody>
</table>

Nakiru, akipore, akicap
Literacy 1

Thematic Question
Nyo epedori ayaen natyokisyо kidij esukul ka n'kidijenyet?

Before Reading: Guiding Question
Alu-pitesyo emaikina erikinere natyokisyо?

After Reading: In the Text Question
N'ae anyarauni njipoliso?

After Reading: In My Mind Question
Ali-pite emaikina kiyokiyere njikulukului?

Literacy 2

Plan the Story
Erai atametai n'ina ajkan ayeun eemut nolo eyakata n'akirwa n'ina aoyak ngaomwen. N'jarakineti njikasyomak, erai keyakaunot o dyo-tnyos igirete njemuto kec.

Literacy 1

Sentence Structure Application
Tocaka ines akalam.

Tocakasi ikes akalam.

Tocila ines akaratas.

Tocilasi ikes akaratas.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>Breaking and Making</th>
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<tbody>
<tr>
<td>arira</td>
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<td>ra</td>
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<tr>
<td>i</td>
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</table>

Handwriting and Spelling Practice

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<tr>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>i, i</td>
</tr>
</tbody>
</table>

arira, akirin, erite
Literacy 1 and 2

Day 5

1 Esukul yok ka njikidunyet

Literacy 1

Vocabulary Review

njikulukulu       emaret       njikidunyet
atai            njapoliso      njiketatamak

Word Structure Review: Answers

anyanjaaka     anyanjaa-ka     anyanjaa-na
apataka       apata-ka       apata-na

Sentence Structure Review: Answers

Tocaka ines akalam.
Tocakasi ines akalam.
Tocila ines akaratas.
Tociiasi ines akaratas.

Literacy 2

Handwriting and Spelling Assessment

Nakiru       arira       akirinj
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.

**Traditional Text**

**Eete**
Edupo ekile aate. x2
iyyi ... daadaŋ.
Keraŋ emarət daŋ ya pa kərəca,
iyyo ... 
Keraŋ epuli pa kərəca
iyyo ... 
Keraŋ, ekaleede, oitako
iyyoo ...

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

Oral Literature

Amana a esukul

**Akiŋisët njina ikiŋakini**
Ikotere nyo ewuare njimanikorin?

Alokiteła a njolo a Nabilatuk, eyai esukul njolo ęnyaritaę Lorukumo Pramari. Eyai esukul lo to Nabilatuk, lóresia njulu alo Kalokwameri. Alosukul aŋol, itaete njíwe njamuj njuna ęgelegelya ikwa: ęmaiđe, ęmaret, ęknamų̂n ka ękidikidi. Eyakatar esukul njol ęmanikor njolo alalan njolo ępë汆 akitaŋ njikinyom njul daadaŋ.

Ęwuato ikes ekče-manikor a njiligo kan njibaren njulu a njikidunyèt nyelomasi akinyam njikinyom kec. Emuikiaka njiketatamak, njíwe ka njiketiıyak daŋ alosukul aŋol. Ęnyaritaę ekapolon a esukul Logiel Tadeo.

**Story Outline**

<table>
<thead>
<tr>
<th>Atamétait njina apolon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anyama njibaren akımuy a lomanikor.</td>
</tr>
<tr>
<td>Asųbakin atyonis.</td>
</tr>
<tr>
<td><strong>Atamétait njina ka apei njina ıganıt</strong></td>
</tr>
<tr>
<td>Anyaraun ekokwa.</td>
</tr>
<tr>
<td><strong>Atamétait njina a ınaarei njina ıganıt</strong></td>
</tr>
<tr>
<td>Aboŋu ekisil.</td>
</tr>
</tbody>
</table>
Apeĩ kōŋjıt, âpōti ṉ̃ید̱̃we a esukul kĩŋlĩkis ɛmanĩkɔ. Tɔryamut ɳaatuŋ ka ɳakinei kiriƙasĩ ɳɨkinyom daaŋ. Apeĩ ṉ̃ید̱̃we ṉ̃ulu asukul kibelekiŋos. Toema neni a ekapolon a esukul tolimokis ɨŋes ɳ̱̃una atakanikis lomanĩkɔ. ɬiɪi rari ɬekapolon a esukul ɬakir o ɬen, tɔnyara ɬiketatamak, ɬiketiyak ka ṉ̃iḏ̃we. Tolimok ìkes daŋ ɳ̱̃una atakanut alomaniķok. Kičk ikes akiyaa eko lo neni a LC1 caaman ikoteri kiwarun a ɬeo ɬo ɬiibaren.


Kiŋita ɬiŋpoliso Apalobere ɬeraĩ k采暖it akitaŋ ɬiƙinyom ɬenu ɬerikaɾe ɬiƙeẹ-baren kori ɬemam. Abu Apalobere tocam akitiya ɬen atipei alootɔma ɬirwa ṉ̃itʉŋ. Kičk nai ecaaman ṉ̃itʉŋa ebe, “Mere esukul lo ɬo ɬo a ɬiketatamak. ɬeraĩ ɬo ɬo kaapei ka ɬiiboro ɬenu eya losukul daaŋ ɬeraĩ ɬenu yok ka ɬiŋkɔdwe.”

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

In the Text Questions

1. ɬaẹ anyarae ɬiŋpoliso?
2. Kimaraẹtı ɬiƙinyom ɬenu ɬitakinĩtae lomanĩkɔ a esukul?

In My Mind Questions

1. Anu-tyokisyọ ɬaẹ itami iyoŋ atemar eyakasi kidiŋ esukul ka ɬikidunyẹt?
2. Ani bo ɬeraĩ iyoŋ itɔnyamit ɬiibaren ɬemanĩkɔ a esukul, kikokin iyoŋ ai?

Term 1  Week 3  86
Literacy 1 and 2

Day 1

Literacy 1
Thematic Question
Ata-ŋæ epolokinito ẽkal?

Before Reading: Guiding Question
Ata-ŋæ ȵit."ŋa ȵulu /animations niyeneta kon alokal?

After Reading: In the Text Question
Ata ŋæ eyakasi lokal ata Lokiru?

After Reading: In My Mind Question
Ali-pite itemokino ȵikidũnyet kiboiyoto?

Literacy 2
Plan the Story
Erâi atametâit ŋina aŋkan ayeun eemut ŋolo eyakatar ŋakirò ŋina aoyak ȵamwon. ŋəarakinete ȵikasyomak, erâi keyakaunotor adyo-tyonis igirete ȵiemu ko ẹc.

Day 2

Literacy 1
Word Structure Application
napæ na-ŋæ lo-ŋæ
namui na-mui lo-mui

Literacy 2
Breaking and Making
<table>
<thead>
<tr>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>toto  t</td>
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<tr>
<td>to     to</td>
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</tbody>
</table>
2.1 Ayena alokal

Literacy 1
Thematic Question
Ata ṣe epolokinto ᱐ká?

Before Reading: Guiding Question
Ata ṣe njieneta ᱐ce eya lokal?

After Reading: In the Text Question
Nyo abu tataa Ḣnak ata Lokiru?

After Reading: In My Mind Question
Alu-rwa љlaanarere iyẹs neni anjiyeneta kus?

Literacy 2
Plan the Story
Ẹraị atamẹtait ṣiña ajókan ayeun eemut ọlọ o yakatar ọakọrọ
ọna aoyak ọaomwọn. Ịjaraṅite ọhürọm, e-rai
keyakaunotor adyo-tyonis ịgịre ọjemuto kẹc.

Literacy 1
Sentence Structure Application
Ẹcalac anakilas.

Ẹcalasi anakilas.

Ebolaye alosukul.

Ebolayasi alosukul.

Literacy 2

<table>
<thead>
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<tbody>
<tr>
<td>tata</td>
<td>T, t</td>
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<tr>
<td>t</td>
<td>tata</td>
</tr>
</tbody>
</table>

T, t

Tata, ekẹtan, itanaki
2 Ere ka èkitèla yòk

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
papa  
eya  
nakaato
tata  
mamaé  
lokaato

Word Structure Review: Answers
napæ  
na-pæ  
lo-pæ
namui  
na-mui  
lo-mui

Sentence Structure Review: Answers
Ècalaè anakìlas.
Ècalasi anakìlas.

Èbolyàè alosukul.
Èboiyàsi alosukul.

Literacy 2

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

### Model News Story

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

### References

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

### Traditional Text

**epoem**

Arççe, Arççe!  
Ai iyai iyọn,  
Ayai yaaye ataaba.  
Arççe, Arççe!  
Nyo ikoni-bore;  
Ai bo iyai iyọn

\<Nyi\barala\ k\ar\e\ca\ n\eni,  
\Ok\ce\ k\i\j\ara\ka\i\na\e.

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

Akiñiset ndata ikiñakini
Iktore nyo esëtarya Apsce ñicenin ken?

Atutubet ndina ka apei


Story Outline

Nñketiyak ñulu eyakasi loemut
Apsce, ñakaitotoi, ñidwe a ñakaitotoi, ñikidënyet, ñikamørak ka ñapesur.

Neni itiyatar ñakirò
Lokamëkumëxet.

Akitiyakinët
Ekiitanø.
2.1 Ayena alokal

Oral Literature

Akiñisët ñana ka atamakinët
Nyo ìtami iyọŋ atemar elosi moj Àpọ̀ṣe alogunṣẹn akitiṣiyaa ebari kẹ?

Atutubẹt ñana a nnaarẹ


---

Vocabulary Words

<table>
<thead>
<tr>
<th>Òjiparaẹ</th>
<th>Òjitaẹ</th>
<th>Òjikakẹmẹkẹ</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Nṣẹ ebarit aloëmọt alo?
2. Atà nṣẹ abu Àpọ̀ṣe kísìta aloëmọt?

**In My Mind Questions**

1. Ani iyakatar iyọŋ atyonís nṣẹ ịkịnarakiní?
2. Nṣẹ alokidìn ụs ebunít alokal ọjọlo apolon?
2 Erei ka ekitele yok

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-ticsyo itiyaete niteya alokitela yok?

Before Reading: Guiding Question
Kimarutu niticisyo nulu itiyaete niteya alokitela yok?

After Reading: In the Text Question
Alu-teya ikimarakinito inon alokitela yok?

After Reading: In My Mind Question
Alu-teya nice itiyaete niticisyo alokitela yok?

Literacy 2

Plan the Story
Erai atameita nina ajakan ayeun eemut olo eyakatar nakiyo nuna aoyak naomwon. Njarakine njaistryak, erai keyakaunet adyo-tyonis igirete niemuto koe.

Day 2

Literacy 1

Word Structure Application
ekile e-kile nji-kilyok
apese a-pese nga-pesur

Literacy 2

Breaking and Making
<table>
<thead>
<tr>
<th>etic</th>
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<td>e</td>
<td>etic</td>
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</tbody>
</table>

Handwriting and Spelling Practice
E, e
etic, Lote, ere
2.2 Ñiticisyo a ñítuma alokitela yak

Literacy 1

Thematic Question
Inyoni etic a ñítuma a lokitela yak?

Before Reading: Guiding Question
Alu ticisyo ñulu egelegelya itiayao iwanz alokite yak?

After Reading: In the Text Question
Njae abu tolot apeyo neni a eya ke?

After Reading: In My Mind Question
Alu-rotin igaranakinere ñítuma ñulu ediaksi lodim?

Literacy 2

Plan the Story
Erai atametaita ñina ajkan ayeun eemut ñolo eyakatar ñakira ñena aoyak ñaomwon. Ìgarakinete ñikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kcc.

Literacy 1

Sentence Structure Application
Erocito ñakinei.

Erocitae ñakinei.

Enwalito ñakejen.
Enwalite ñakejen.

Literacy 2

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<td>E, e</td>
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<tr>
<td>pe</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Naupe, elosi, eyeni</td>
</tr>
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</table>

Term 1  Week 5

Day 3

Day 4
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
Amina  eya  ekurut
toreka  edia  akewan

Word Structure Review: Answers
ekile  e-kile  ni-kilyok
apese  a-pese  na-pesur

Sentence Structure Review: Answers
Erocito ñakinei.
Erocita ñakinei.

Eñwalito ñakején.
Eñwalita ñakején.

Literacy 2

Handwriting and Spelling Assessment
etic  ere  Naupe
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**

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<td>* Competences, page 72</td>
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</table>

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

**Traditional Text**

**Eete**

ߔiboro anapae kaŋ daadaŋ ayọŋ ca ewokit daadaŋ. x2
Ani eruwor aate ... b-u-u-u ... tookok iyọŋ ọakipì ọuna akwaŋak.
Ani eruwor akine ... m-e-e-e ... tookok iyọŋ ọakipì ọuna akwaŋak.
Ani eruwor ca ọayọ ... Lokookoo ... tookok iyọŋ. ọakipì-ọuna ọnọra.

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

Term 1 Week 5
2 Ere ka ẹkítela yọk

Oral Literature

Abeere Nakimet

**Akiṣisẹt ọ̀na ikiṣakini**
Alu-ticisyo itiyaneneete ọ̀tunọ alokítela yọk?

**Atutubet ọ̀na ka apei**

---

**Story Outline**

**Njiketiyak ọlụlọ eyakasi loemut**
Abeere Nakimet, ọbaren, ọjide a esukul.

**Neni i tiyarat ọja ọrọ**
Nawi, Kakomokwee, lokoko.

**Akitiyaakin ọja**
ekokwa, akitatan, ọ̀ticisyo.
2.2 Nticitisyo a ntiwa alokitela yok

Oral Literature

Akiñiset nija ka atamakinet
Njibaren njulu epasaete anariñet njul kẹpọtẹ mono ikes daadañ tocunon lokokwa lo a?

Atutubet nija a ọnaarei


### Vocabulary Words

<table>
<thead>
<tr>
<th>njeyokok</th>
<th>ekokwa</th>
<th>akipas</th>
</tr>
</thead>
</table>

#### In the Text Questions

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

#### In My Mind Questions

1. Ani bo anatameta kon, nyo etakanuni erai pa kisirworik ituẹjana njini jico?
2. Ani itami iyọn, anu-kọrọ iwuanakinere njokwawẹsi??
2 Ere ka ēkītela yôk

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-talyo itiyanetę njîta alorëria kus?

Before Reading: Guiding Question
Alu-talyo eþëpitaë īsyo abëru?

After Reading: In the Text Question
Një abëru njîna īsyo?

After Reading: In My Mind Question
Alu-boro itemonokinio apaki njîna a ēkītanaë?

Literacy 2

Plan the Story
Erâi atamëtaët njîna ajëkan ayeun eemut ñolo eyakatar ñakiro njîna aoyak ñaomwon. Ñarakinetë ñikasyomak, erâi keyakaunotor adyo-tyonis igirete ñjemuto këc.

Day 2

Literacy 1

Word Structure Application
lo-tic            a-lo-tic
locër            a-lo-ër

Literacy 2

<table>
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<tr>
<td>esisi</td>
<td>S, s</td>
</tr>
<tr>
<td>si</td>
<td>esisi, asim, esil</td>
</tr>
<tr>
<td>s</td>
<td></td>
</tr>
</tbody>
</table>
2.3 Ṣe a ṣitaryo ka ṣajikọya alokitila ṣe

**Literacy 1**

**Thematic Question**
Alu-talyo isitiyaye ẹtọ ẹṣẹ alore? kọ?

**Before Reading: Guiding Question**
Alu-talyo ẹtọ ẹṣẹ iisły ẹbi?

**After Reading: In the Text Question**
Njọvọ njọbọlọ ẹlọ ọsọre ẹbi?

**After Reading: In My Mind Question**
Anu-ọjọjọ esebanakinio apani ọjọ a ẹkiẹtẹ?

**Literacy 2**

**Plan the Story**
Erai atamọtẹtẹ ọjọ ajọkan ayeun eemut ọjọ eyakatar ẹlọkọ ọjọ aọyak ọjaomwọ. Ịnụrakinte ụnkwụma, erai keyakaunotor adyo-tyonis igirete njemuto kẹc.

---

**Literacy 1**

**Sentence Structure Application**
Abu papa lọtic.

Abu papa alotic.

Abu toto locọr.

Abu toto alocọr.

**Literacy 2**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>asapan</td>
<td>S, s</td>
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<td>sa</td>
<td>sa</td>
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<td>s</td>
<td>asapan</td>
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</table>

**Handwriting and Spelling Practice**

S, s

asapan, akisis, ẹsasam
2 Ere ka ekitela yok

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ŋikasikou  ngibaren  idõñaete
elakara  ḋabere  akiita

Word Structure Review: Answers

lotic  a-lotic  alothic
locör  a-locör  alocör

Sentence Structure Review: Answers

Abu papa lotic.
Abu papa alothic.

Abu toto locör.
Abu toto alocör.

Literacy 2

Handwriting and Spelling Assessment

esisi  asapan  ĕsasam
2.3 ɲuṇa a njitalyo ka ɲajkisya alokitela ɲok

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cows grazing in the potato garden.</td>
</tr>
<tr>
<td>One bull is slaughtered. Children eating happily.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>References</th>
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<tbody>
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<td>NPSCU Teacher’s Guide</td>
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</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eete</td>
</tr>
<tr>
<td>Aya nyakan mana ata Lokol, Abolya ka ɲuluce. Aek (onjiro, eliba, nakimat). Aya nyakan mana ata Lokol, Abolya ka ɲuluce ...</td>
</tr>
</tbody>
</table>

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

 Blasio Rore a Dįddi

**Akiįsēt nįna ikiŋakini**
Alu-pitesyo ijaununuyere njipe yok aloreia yok?

**Atutubet nįna ka apei**


---

**Story Outline**

**Nỳketiyak nulu eyakasi loemut**
Dįddi, Liba, nỳdwe, njipeyok.

**Nenì itiyatar ńakirọ**
Namoni, lore a Dįddi.

**Akitiyakinet**
Ńṣasụban.
2.3 Νηνα a ɲitalyo ka ɲajkiya alokitela ɲok

Oral Literature

Akiɲiset ɲina ka atamakinet
Anu-subi an itiyaene ne alo reya ɲok a lotɔma ekaru?

Atutubet ɲina a ɲaarei


Vocabulary Words

<table>
<thead>
<tr>
<th>etal</th>
<th>namonĩ</th>
<th>ɲasuban</th>
</tr>
</thead>
</table>

In the Text Questions

1. ɻa ebeŋ Diidi?
2. ɻa nakɔku a Diidi ɲina arikoŋiŋ akiŋlip?

In My Mind Questions

1. Anu subi an itiyaene ne alo reya ɲok a lotɔma ekaru?
2. Alu-boro isitigyo itemonokinio ɲasuban?

Term 1  Week 6
3 Akwuan a ñuñanan ka aŋaleu

Literacy 1 and 2

Day 1

Literacy 1
Thematic Question
Alu-nerin eya nakuwan?

Before Reading: Guiding Question
Nyo etic a ñinerin a ñulu eya nawat yok?

After Reading: In the Text Question
Ñiai ñimoyo eyakasi nakan kon?

After Reading: In My Mind Question
Tolimuñu ñinerin ñice ñulu nyelimunitoe?

Literacy 2
Plan the Story
Erail atametañ ñina ajan ayeun eemut ñolo eyakatar ñakiro ñena aoyak ñaomwon. Ñärakinete ñikasyomak, erail keyakaunotor adyo-tonis igirete ñiemuto këc.

Day 2

Literacy 1
Word Structure Application
ñakipi     ña-kiπi     na-kiπi
ñamorë     ña-morë     na-morë

Literacy 2

<table>
<thead>
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<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
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<tr>
<td>ekore</td>
<td>O, o</td>
</tr>
<tr>
<td>ko</td>
<td>ko</td>
</tr>
<tr>
<td>o</td>
<td>ekore, akou, Kokoi</td>
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</tbody>
</table>
3.1 Njinerin ka akwwan ka njiticisyo kćc

Literacy 1
Thematic Question
Alu-nerin eya nakwwan?

Before Reading: Guiding Question
Kìmarètew njinerin ñulu iyenețe ñyes anawat kús?

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
Erai atamêtait ñìna ajkán ayeun eemut ñòlo eyakatar ñakìrò
ñìna aoyak ñaomwón. Ñìaràkinetë ñìkàsyomak, erai
keyakaunotor adyo-tyonis ñigíretë njemuto kćc.

Literacy 1
Sentence Structure Application
Emasakin ikòkë lorot.

Emasakinsì njìdëwë lorot.

Èlerakin ikòkë alokicolóñ.
Èlerakinìsmì njìdëwë alokicolóñ.
3 Akwın a ́tüğanan ka aŋaleu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

nakan  akejʉ  amoru
ŋakonyen  akitʉk  ŋakipi

Word Structure Review: Answers

ŋakipi  ŋa-kipti  na-kipti
ŋamorʉ  ŋa-morpʉ  na-morpʉ

Sentence Structure Review: Answers

Emasakin iƙokʉ lorot.
Emasakinosi ŋidwe lorot.

Elerakin iƙokʉ alokicolọ.
Elerakinosi ŋidwe alokicolọ.

Literacy 2

Handwriting and Spelling Assessment

ekore  amot  copμ
3.1 Νινεριν κα ακώαν κα νιτικήσιο κεο

News

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

Model News Story
I 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

<table>
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<th>NPSCU Teacher’s Guide</th>
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<tbody>
<tr>
<td>• Competences, page 73</td>
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</table>

Traditional Text

Eete

Lokiru nyo mbono igworo iyon? x2
Nãoike, nàoike, nãoike ca a nãoiaren.
Nãoi nyo mbono igworo iyon? x2
Nãoiroyo mbono igworo iyon? x2

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

Akiişet ḋina ikişakini
Alu-nerin ka akwuan ipedorete iyẹs akimirun?

Atutubet ḋina ka apei


Story Outline

Ịjiketịya ńulu eyakasi loemut

Neni itiyatar ńakọrọ
Omaniman.

Akitiyaakinet
Akọrakín ńtícísiyo.
3.1 Ǹinerin ka akunwan ka ǹticisyo kẹc

Oral Literature

Akiǹṣet ẹ́ni ka atamakinet
An ẹ̀ ti àmọ́ ọ̀nà èbè ètànànikinète nẹ̀ni àṣìlù àkalánànàk?

Atutubet ẹ́ni a ṣeàrei

Akọ́ẹ̀, “Èkonìtic akiterè ibojì ọ́jì ni tiyà ẹ̀ti jùlù jwì jwì.”

Akẹ̀jù, “Èkonìtic alosenèn akińjìli yanàr ìjìlù àlotícìsyò ka ayàwù akìbọ̀t nẹ̀ni kààj.”

Akọ̀ù, “Èkonìtic akìoòk ńjìkìpì, akìkeyèn ńjìkẹ̀kwa, akìtám ka akisirwòrìn ìjìlù.”

Akọ̀jì, “Èkonìtic akìryɛ̀rè ńjìmòmòwà ka amò́rù.”

Akàn, “Èkonìtic akìpòrè, akìkọ̀r atap, akìbọ̀t ńjìdèẹ̀kà, akìbọ̀ ñjìdè, akìgìr ńjìkìpì, akìtòbọ̀làyì ñjìdè, ka akìmál ńjìpèýòk.”

Aọ̀tù ñjìdè kììraṣi ńjìkìpì ńjìpn. Kìbòikìnos kà kìtìyàtà kàapei tòìlàmàsì akìjìwọ̀ọ̀ra àlotícìsyò kẹ̀c.

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

In the Text Questions

1. Ai akúdúkìt Ebobore èkèe-re?
2. Araì ñjìdè a Ebobore ñjìa?

In My Mind Questions

1. Alú-nerìn ńjìce eyakasì nàkèwà?
2. Ali tìc ipèdòrì iyoj akìtìya bon?
3 Ịnerin ka akọwan ka ọtịcịso ọzọ ụzọ

**Literacy 1 and 2**

**Day 1**

**Literacy 1**

*Thematic Question*

Nyo eje ọ bụ akwụkwọ ọtịcịso ọzọ?

*Before Reading: Guiding Question*

Tolimọsi ịbọoro n'ulu ịsịtịya ọtịcịso ọzọ?

*After Reading: In the Text Question*

Ani kedu ike a kwọt ọtịcịso ụzọ ụzọ, ali Ḟece ọpọta todyakinos?

*After Reading: In My Mind Question*

Ai ẹryamụnụnuere iwọ ọtịcịso ụzọ iki neta ọnụkọ?

**Literacy 2**

*Plan the Story*

Erai ịmata ihe a jụkọ aye aput ịnọdụ ọzọ ụzọ ọtịcịso ụzọ. Ịnụnụ ihe ụzọ ọtịcịso ọzọ, ọta ize ụzọ aghọ na ọtụtụ aghọ. Ịmata ihe ọtịcịso ọzọ, ọta ize kekey na ọtu ọtụtụ ụzọ ọtịcịso ọzọ.

**Day 2**

**Literacy 1**

*Word Structure Application*

<table>
<thead>
<tr>
<th>eole</th>
<th>e-ole</th>
<th>ọzọ ọzọ-ọzọ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ecolube</td>
<td>e-colube</td>
<td>ọzọ ọzọ-ọzọ</td>
</tr>
</tbody>
</table>

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>awala</td>
<td>L, L</td>
</tr>
<tr>
<td>la</td>
<td>la</td>
</tr>
<tr>
<td>L</td>
<td>awala, ọla, ọla, ọla</td>
</tr>
</tbody>
</table>
3.2 Akitoseg ekitela

Literacy 1

Thematic Question
Nyo ejkya akitosegịt ịhịre ọgh?

Before Reading: Guiding Question
Ani ediaakin ịtịnjan, ai elosi?

After Reading: In the Text Question
Nyo abụ edakitar kitiyak neni a Lokiru ka ịkikone ke?

After Reading: In My Mind Question
Alu-ticisyo itemokino ịwọn etiyata ikotere nyikiryamụnia ịnidekesyo?

Literacy 2

Plan the Story
Erai atametaịt ịnịna ajakan ayeun eemut ọghọya eyakatar ịakọ ịnịna aoyak ọamwọn. Ịndarakine ịnıkasyomak, erai keyakaunotor adyo-tyonis igirete ịjimuto kọc.
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

njituna 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 ines njakan.
Ilosete ikes njakan.

Icenyi ines agasiya.
Icunyete ikes agasiya.

Literacy 2

Handwriting and Spelling Assessment

awala nolo tolot
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 nataparaču.
Topwata ŋikyal ...
Kilọta erẹet ...
Topyea ekoni-kal ...
Kilọta ɲasaani ...
Kilosı ɲakoni-kan ...
Totubi ɲimegeger ...

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
3 Nhinerin ka akewan ka njiticisyo kec

Oral Literature

Erocwo Anaqryanut

**Story Outline**

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Atametait nina apolon</strong></td>
</tr>
<tr>
<td>Akitosegit akwap.</td>
</tr>
<tr>
<td><strong>Atametait nina ka apei nina idanit</strong></td>
</tr>
<tr>
<td>Njite nulu etapit akitopol asegis.</td>
</tr>
<tr>
<td><strong>Atametait nina a njaarei nina idanit</strong></td>
</tr>
<tr>
<td>Ajkis ka asegis.</td>
</tr>
</tbody>
</table>

Ayai kolo ikoku nini anyarita Nause. Asyoni ines nkilasya njaarei. Amamwa pa ayeni ines
aksititya ecoron, alapatu a ekal, neni ilonare ka neniperot. Eboboni ines caricar diyete ecoron,
neni ilonare ka diyete akai nina perot. Nkiboisyo nge daadan, emamwa pa apyeo kori
etosegisita. Abu nait esukul nolo ata Nause logo tobos tul.

Arerenew nina arocwo, amamwa pa ayakatar esukul logo njiboro nulu kitosegit akwap ikwa:
nimelekes, nipangae, naje, njirikanin ka njiboro njuluce da njulu alalak. Aqen, abu anaqryanut a
esukul alo toraw njican njulu apolok.
3.2 Akitoseg ekitela

Oral Literature


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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nyo abu tokony Nause?</td>
<td>1. Ani kemam ịteụnanyị na ịnị ewoikin na asegis, ikokiri esukul ai?</td>
</tr>
</tbody>
</table>
3 Akwé:wan ñi t’exan:nan ka aŋaleu

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ikotere nyö ejkya akímekuyexënit ñayëkowat?

Before Reading: Guiding Question
Alu-dekesyo eyauni aŋpréyanyut?

After Reading: In the Text Question
Ali-kíro ap̱te ńiđwe tolímkis ikóku ńini adìa ka njëdëui?

After Reading: In My Mind Question
Këraï toiais ńi odiaka njëdëui, kikökinít ai?

Literacy 2

Plan the Story
Eńa atamëtait ńina ałkan ayeun eemut ńolo eyakatar ñakiro ńëna aoyak ńaomwon. Ñarakinete jikasëyomak, eńa keyakaunotor adyo-tonis igirete ñjemuto kec.

Day 2

Literacy 1

Word Structure Application
eyeni ny-eyeni nyeyeni
epedori ny-epedori nyepedori

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ëkëk</td>
<td>ë</td>
</tr>
<tr>
<td>ëk</td>
<td>ëk</td>
</tr>
<tr>
<td>ë</td>
<td>ëkëk</td>
</tr>
</tbody>
</table>
Literacy 1

Thematic Question
Ikotere ano ejka akimekweunit nyackawat?

Before Reading: Guiding Question
Ikokini iyo ijarakini ituunan iko iro obruquana ai?

After Reading: In the Text Question
Naa akuuni ikoko njidundui?

After Reading: In My Mind Question
Adepar njidundui, alu-ndekeso ojice ublished ero?

Literacy 2

Plan the Story
Erain atametaita ni na ajkan ayeun eemut nolo eyakatar nakiru
niuna aoyak ghaomwon. Ijarakineti nkasyomak, erai
keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application
Eyeni ins es akibna.
Nyeyeni ins es akibna.

Epedori ins es akibna.
Nyepedori ins es akibna.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>akiki</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>ki</td>
<td>ki</td>
</tr>
<tr>
<td>i</td>
<td>akiki</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

1, i

akiki, akituk, akitup
3 Akwun a iṯuŋanan ka aŋaleu

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
abolya toseger elakara
aŋaleu elocokin ñakonei

Word Structure Review: Answers
eyeni ny-eyeni nyeyeni
epedori ny-epedori nyepedori

Sentence Structure Review: Answers
Eyeni iŋes akiọña.
Nyeyeni iŋes akiọña.

Epedori iŋes akiọña.
Nyepedori iŋes akiọña.

Literacy 2

Handwriting and Spelling Assessment
iƙƙu akituk akitup
3.3 Akitoseg akewan

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female person giving children gifts of toothpaste, combs and soap.</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eete</strong></td>
</tr>
<tr>
<td>Kïhɔm alocoron.</td>
</tr>
<tr>
<td>Kïhɔm alocoron, kïɔta ɲakan. x2</td>
</tr>
<tr>
<td>Aŋakipi a esabuni toboŋo nakîlas ɨmaisyani.</td>
</tr>
<tr>
<td>Aségis ɨkidiri ɨwɔn.</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
3 Akswana a ituñanan ka aşaleu

Oral Literature

Ejëk asegue

Akişiset ñiña ikïñakin
Alu dekesyo eyauni aŋryanut nawat yok?


Story Outline

Atemëtait ñiña apolon
Ajkis ka asegue.

Atemëtait ñiña ka apei ñiña igañit
Alejonikinit asegue a ñawat.

Atemëtait ñiña a ñarei ñiña igañit
Akiyokit asegue a ñawat.
3.3 Akitoseg akwunan

Oral Literature


Aponi yaarae Muŋan losukul. Tosyom ińẹj ẹjọ ńakírọ ńẹna ka asęgis a ńawat alosukul. Abi nai Muŋan kitatóma ńidwe ńulu a ńịrọrọ epite ńjọlo iyokité aseęgis a ńawat. Ani ńrikikini Muŋan esukul, abu torà ẹkẹtataman ọjọlọ ka asęgis alokitẹla kec.

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

**In the Text Questions**

| 1. Ọnà aasẹrọrọ naa ọo aloemut alo?  |
| 2. Nyo ẹtọya etẹ ọjikaẹrẹ a Muŋan ayariya? |

**In My Mind Questions**

| 1. Nyo etakanuni nาวat ẹrẹ pa kibọjasi ńjọna?  |
| 2. Anị ńẹna ita ọwa ọwa ikọtọre itosẹgitẹre ńawat ọwọ? |

Term 1 Week 9 122
4 ɲamùja ka ajkis nawat

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Anu-mùja imujeneete iyès aloreria kus?

Before Reading: Guiding Question
Anu-mùja ìtanaleununuyete ñawat yok?

After Reading: In the Text Question
Anu-mùja ñmina Daudi akimej bon?

After Reading: In My Mind Question
Nyo etakanuni èrai kimùji epeï kabila ka akimej?

Literacy 2

Plan the Story
Èrai atametàt ñìna ajkak ayeun eemut ñolo eyakatar ñakiro ñìna aoyak ñaomwon. Ìñarikene ñikasyomak, èrai keyakaunotor adyo-tyonis igirete ñiemuto këc.

Day 2

Literacy 1

Word Structure Application
akone  a-kone  a-kaa-kone
abakuli  a-bakuli  a-kaa-bakuli

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>kìkëk  ĕ</td>
<td>ë, ë</td>
</tr>
<tr>
<td>ëk</td>
<td>ëk</td>
</tr>
<tr>
<td>ë</td>
<td>kìkëk</td>
</tr>
</tbody>
</table>

123
4.1 ˀNuwyja ḋuna ेgeleɡelya

Literacy 1

Thematic Question
Anu-muya imujieneete iyes aloreria kus?

Before Reading: Guiding Question
Kimagi ˀnawaju ḋuna ेgeleɡelya?

After Reading: In the Text Question
Nyɛ abu tolot apeaty neni a Daudi?

After Reading: In My Mind Question
Anu-muya iianakini iyọŋ ɲipẹyọk ilaunosi?

Literacy 2

Plan the Story
Nyra atametai ḋina ajkan ayeun eemut ḋolo eyakatar ɲakirɔ ḋuna aoyak ɲaomwon. Iñarakenet Ṿikasymak, erai keyakaunotor adyo-tyonis igirete njemuto kẹc.

Literacy 1

Sentence Structure Application
Ekwan abaanaıt.

Ekwanak ḋabaanaŋa.

 רא ɲalaæ.

 ראɲak ɲalam.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>eroŋak ɛ</td>
<td>ɛ,e</td>
</tr>
<tr>
<td>ɛ ɛ</td>
<td>ɛ</td>
</tr>
</tbody>
</table>

Term 1  Week 10

Day 3

Day 4
4 Ṣamwa ka ajkis nawat

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

έπιςτοί  ekidikidi  kipeyok
έπιςθελέ  emoogo  Ṿjко́yа

Word Structure Review: Answers

akone  a-kone  a-kaa-kone
abakuli  a-bakuli  a-kaa-bakuli

Sentence Structure Review: Answers

Ekwaŋ abaaŋait.
Ekwaŋak 疚abaŋa.

έρεŋ alamae.
έρεŋak .neo

Literacy 2

Handwriting and Spelling Assessment

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

### Model News Story

Last 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.

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children displaying different types of food.</td>
</tr>
</tbody>
</table>

### References

**NPSCU Teacher’s Guide**
- Competences, page 74
- Sample Scheme of Work, pages 115-116

**NPSCU P2 Curriculum**
- Page 23

### Traditional Text

**Eete**

Kiyanjiyanakinae ayo aniyo,
Lojolepus iyanjiyanj aniyo,
Kiyanjiyanakinae ayo aniyo. x2
Eyi eke-kyas ne etirofo ...
Eyi eke-kyas ne ejitinyo ...

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
4 Ṇamweja ka ajokis nawat

Oral Literature
Akiyar a Korobe

**Akiyise Ṇina ikiṣakini**

Anu-muja ṭao iwon aloreya?


### Story Outline

**Ataṣẹtaa ọlọ apOLON**
Atakatẹyak ọlọ Ṇamweja.

**Ataṣẹtaa ọlọ ka apej ọlọ iganjitu**
Akitare ọjọyọen ọlọ egelegesya.

**Ataṣẹtaa ọlọ a ẹjare ọlọ iganji**
Ajojisi ẹjare ọlọ.
4.1  Nghwju Ngha Ngha Ngha Ngha Ngha

Oral Literature

Epe i karu, abu akiraco kibeleken. Bu erusa ka towou akwarp eru is i ri akamu. Towou aterun atipei. Abu Korobe totam tema, “Ai tokona ewuakini ayon ikdwe lu, ikwa ngha awounia ekaru aterun atipei?” Abu ines tonyout ka njeke-dwe toloko nakwarp ngha enyarita Nabwal, lobuku a Napak.


Vocabulary Words

<table>
<thead>
<tr>
<th>hæetin</th>
<th>edoodo</th>
<th>edupete</th>
</tr>
</thead>
</table>

In the Text Questions

1. Ali sukuk etaatali Korobe?
2. Ikotere nyo aditiya arybo alokal ke?

In My Mind Questions

1. Nyo ajakis ka akimej namuja ngha egelelely?
2. Ani kira iyon eketan, alu kinyom ipedori iyon akitaru?

Term 1  Week 10
4 Namwja ka ajkis a jawat

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Apu mje ajpak itanere jawat yok?

Before Reading: Guiding Question
Njarwa naai emai kina kimejere apei paaran?

After Reading: In the Text Question
Njæ abu tolot akipeyokin nakaato keŋ aloemut alo?

After Reading: In My Mind Question
Nyo itami iyog atemar kepotε ndwe kimumja ækaku?

Literacy 2

Plan the Story
Ærai atametaat ñina ajikan ayeun eemut ñolo eyakatar ñakiro ñena aoyak ñaomwon. Ñjarañine ñiñakeyomak, ærai keyakaunotor adyo-tyonis igirete ñiemuto kec.

Day 2

Literacy 1

Word Structure Application

tokepë       tokepë-t       tokepët

tocaku       tocaku-t       tocaku-t

Literacy 2

Breaking and Making

Handwriting and Spelling Practice

akoko         c
ko            ko
co            akoko

Æ, ëa, ikoko
4.2 Ekomuje ọdụ ajakan

Literacy 1 and 2

Day 3

Literacy 1

Thematic Question
Anu mọja ejokak itanere ọnụwa yọk?

Before Reading: Guiding Question
Alu pitesyo eramununuyere iwu ọmụma?

After Reading: In the Text Question
Njikoroi ọjọ ike Eya kaę a Nakiru togyela?

After Reading: In My Mind Question
Alu ticisyo emaikina iwu kitiaetite ikotere eramunere ọmụma onwa a ọgụọkwat?

Literacy 2

Plan the Story
Erai atameta ọjọ ọdụ ọkụ ọdụ ọnọ ọyakatar ọkịrọ ọjọ ọnyere ọaunay ọamwone. Ọgarakinete Ọjisayomak, erai ọgụọkwat adọ-tyonis ọgiere ọjiemoto ọkọc.

Literacy 1

Sentence Structure Application
Abu točakụ emeemebe.

Abu točakụ emeemebe.

Abu točere ọmụma.

Abu točere ọmụma.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>ọjọ</th>
<th>ọ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ọjọ</td>
<td>Ọ</td>
</tr>
<tr>
<td>ọjọ</td>
<td>Ọ</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

C, C

ọjọ, ọjokis, ọjọ
4 Ըավար նախասոծ և նահատ

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
nakaato նաբատե նջկոկորո

togyela տորյամե ժոկ

Word Structure Review: Answers
tokërû  tokërû-t tokërêt

tocakû  tocakû-t tocakût

Sentence Structure Review: Answers
Abu tocakû emuembe.

Արծվու տոկակու էմւէմեմ.

Abu tokërû նամիկ.

Արծվու տոկերետ նամիկ.

Literacy 2

Handwriting and Spelling Assessment
a khô ժոկ արկիս
4.2 Ekimuje ŋolo ajukan

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A female person is a sickly child.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 74</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 116-117</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 23-24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eete</td>
</tr>
</tbody>
</table>

Edupo Akiriŋ.
Edupo ekile akiriŋ alore keŋ, lya ...
Keraĩ ɛmaide pa kediaka, lya ...
Keraĩ ɛkidikidi pa kediaka ...

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
4 Ǹmẹ́jẹ́ ká aṣòkíṣ a ńṣawọt

Oral Literature

Nyejọ́k akíríŋ bon

Akiṣẹt ńína ńkịngakíni
Anu mẹ́jẹ́ imújọ ńwo alórẹ́yọ́ ńyọ́k?

Ebe ńkọ̀, ńkọ̀ ńṣek, ayái ńwọsís ńjọ́lo abóökọ Lómámuosọ́. Eboí ińjes alogítẹlẹ aṣọ̀lo abóókọ Lóbírúgbílú. ńjítejá ńjụ́lo ébóbíyẹ́tẹ̀ a Lóbírúgbílú araí ńjíktak noọ́i. Étẹ́tẹ́ ikes ńmẹ́jẹ́ ńjụ́na aláláka nńjụ́na egegẹ́lẹ́yà. Ayákatar nábo ńjítejá luğú ńjìbarẹ́n dań jńūlu kiyọko tòryamuné nńjíkile.

Abú nái ńwọsís ńjọ́lo énỳaráta Lómámuosọ́ kíčíká kíjítejá keń atémár, “Ikwa ńjína araakar ańjọ́ erwosís ká ńjídúwe kań, èmtámé nńyíkímuji isúwá ńmẹ́jẹ́ carí-carí ikwa: nńkókókó kóri nńkílélí, náit akíríŋ bon.”

Ańjẹ́n, ańjína rii, èmáikiña togélá ińjes aate apei ca akíne apei ańjọ́ló kárẹ, ńjína nńyámát. Àpọ̀tú náit ńjítejá inánákís nńjínanákińéta ikwa ńjína éítanítor erwosís.

ńjíkáí rí ńjūlu aláláka emúje tẹ Lómámuosọ́ ka ńjídúwe keń akíríŋ bon. Náit amámẹ́ jẹ́ ánáléú ńṣawọt kẹ́c. Ańjìna pákì, ádiakiníkí akés edeke ńjọ́lo ca akíríŋ, éurrusí rí dań ká todaun agọgo jẹ́ alótọ́má nńínerin ńṣawọt kẹ́c.

Story Outline

Atamétàít ńína aponó
Ekimuje.

Atamétàít ńína ka apei ńína ńgańjít
Nńmẹ́jẹ́ ńjụ́na egegẹ́lẹ́yà.

Atamétàít ńína a ńjáree ńína ńgańjít
Aṣòkíṣ a ńmẹ́jẹ́ ańjẹ́n ęgegẹ́lẹ́yà.
4.2 Ekimuje njolọ ajọkan

Oral Literature

Emujete njọta njulọ cọmọja njọna ẹgẹlẹlọya njọna ete ikes. Emujete tar njigeron ikwa; njimọ, nakaalọ, nabo boryo, njibeyon, njiputenin, njikadolya, njiru kiloconokinete ka akiri njọ da. Ajaaleete nawat a njọta ẹruj ka njidwe kec da. Amamu edeke njolo ẹcayan ikes.

Abu Lomamuosou tonyara ekọkwa njolo aponon. Abu ijes kini ẹbuku a njọta tema,
“Tolimokinẹ kare ca, ẹkọcọọt ọya edeke ka ọkaka kumw, nait, itumito iyes ka njidwe kus, ijes atemar nyidiakanakin iyes a?”

Tonyou Lopeyo njini arai ikokọ a esukul, njini ayeni ọkiri. Tolimok erosot Lomamuosou tema,

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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nyo abu erosot tolimọ ọjọta akiụtai ọna arọ karu nenị kẹj?</td>
<td>1. Nyo erọni akiwakọ pe a ọna yaka ọjọ?</td>
</tr>
<tr>
<td>2. Ọnọ abu kitatat erosot ka ọjọta?</td>
<td>2. Ani kira ọnyọ ekapọlon, anụmụja itatami ọnyọ ọjọta kimiujẹte?</td>
</tr>
</tbody>
</table>
TERM 1 END OF TERM ASSESSMENT

Introduction

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

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

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

Reading Assessments (administered individually)

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

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

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

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

Listening Assessment (administered as a group)

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

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

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

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

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

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

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

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

**Speaking Assessment (administered individually)**

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

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

Term 2 Lessons
Literacy 1 and 2

Day 1

**Literacy 1**

**Thematic Question**

Kimaruntu n’ityan’ ka n’ikyeny nulu iyenete iyes daadan.

**Before Reading: Guiding Question**

Alu-tyan’ eminae ivon akiyok aloreya yok?

**After Reading: In the Text Question**

Nae alemuni ekidiki niolo ealakinio n’ityan’?

**After Reading: In My Mind Question**

Kerao tsara iyo emam ekidikidi, kerao bo nyo iinakinit iyon n’ityan’?

**Literacy 2**

**Plan the Story**

Erai atametai n’ina ajo am ayeun eemut n’olo eyakatar n’akiro n’ina aoyak naomwon. Injarakineti n’ikayomak, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Day 2

**Literacy 1**

**Word Structure Application**

ekiitan  e-keit-an  nji-keit-ak
ekecyan  e-kecy-an  nji-kecy-ak

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>eduki</td>
<td>U, u</td>
</tr>
<tr>
<td>du</td>
<td>du</td>
</tr>
<tr>
<td>u</td>
<td>eduki, akiduk, Naduk</td>
</tr>
</tbody>
</table>
Literacy 1

Thematic Question
Kimarate njityaŋ ka njikyeŋu njulu iyenete iyes daadaŋ

Before Reading: Guiding Question
Alu-tyaŋ ikiŋarakinito iwon arelo?

After Reading: In the Text Question
Alu-tyaŋ elimitoe aloemut alo?

After Reading: In My Mind Question
Kerai tsaai iyọŋ emam esigirya, keraŋ nyo isitiyaŋ iyọŋ akikokitor njiboro?

Literacy 2

Plan the Story
Eraŋ atamaitaŋ ọna ajukan ayeun eemut ọno eyakatar ọnakọ ọna aoyak ọamwọn. Ṣarajakinete ọnikasymak, eraŋ keyakaunotor adyo-tyonis igirete ọjemuto ọka.

Literacy 1

Sentence Structure Application
Tolemu ẹkidikidi.

Abu tolemu ẹkidikidi.

Yaẹ ọakipẹ.

Abu yaẹ ọakipẹ.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>nakamu  n</td>
<td>N, n</td>
</tr>
<tr>
<td>na na</td>
<td>nakamu, naparan, ẹmwana</td>
</tr>
</tbody>
</table>

Term 2  Week 1
Literacy 1

Vocabulary Review

iŋok  njikulukuli
njidwe  njaatuk

Word Structure Review: Answers

ekeîtan  e-keît-an
ekecyan  e-kecy-an

Sentence Structure Review: Answers

Tolemû ekidikidi!
Abu tolemû ekidikidi.

Yaew  nàkipi!
Abu yaew  nàkipi.

Literacy 2

Handwriting and Spelling Assessment

eduki  nakamu  akiduk
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-og 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**

<table>
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<tr>
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<tbody>
<tr>
<td>• Competences, page 75</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 119</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
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<tbody>
<tr>
<td>• Page 26</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Eete**

<table>
<thead>
<tr>
<th>Ekarikon</th>
<th>Daadan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwēe ya kwēe ...</td>
<td>Asuŋaŋuŋu x2</td>
</tr>
<tr>
<td>Toto ka Dana kwēe ...</td>
<td>Asuŋaŋuŋu x2</td>
</tr>
<tr>
<td>Lomēraukoi kwēe ...</td>
<td>Asuŋaŋuŋu x2</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
5 Ḋiboro ṣulu ikiriƙato ƙwà

Oral Literature

Ngityaŋ ṣulu iŋẹnyàna

Akiƙisẹt ƙina iƙiŋakini
Kimare ƙityaŋ ṣulu epetęna anakwaŋ yèk?

Atutubet ƙina ka apei


Story Outline

Ngiketiyaŋ ɲulu eyakasi loemut
ŋiṭuŋa, ɲityaŋ.

Neni itiyatar ɲakọ
Naturukanin, ŋikito, namonī.

Akiyiyaŋkinet
Akiperen akim, akiwanà.
5.1 Ńityaŋ

Oral Literature

Aĸiŋiсет ŋina ka atamakinęt
Anę ītamę iyoŋ ebe eṣešeši kina n̄i tata ę alu?


Vocabulary Words

<table>
<thead>
<tr>
<th>naturukanin</th>
<th>nițome</th>
<th>niŋatunyo</th>
</tr>
</thead>
</table>

In the Text Questions

1. Ai eboiyọtọ ọtutuŋa ọkọọ ẹkọ ẹrọ na nyeryẹmọa ọtutuŋ?  
2. Alu-tyaŋ apọtẹ ọtutuŋa kigege ọt?  

In My Mind Questions

1. Nyo ajikis a ọtutuŋ ajulu eyakasi lore?  
2. Alu-tyaŋ ọtutuŋ ọtẹ iye ebe ipasaẹt anariẹt?
5 Ňiboro ńulu įkịríkato Ĳwọn

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Kimarọtụ njịtịsịọ a ńjụcụ ńulu iyenete ịyes?

Before Reading: Guiding Question
Alu-cục ępẹtụna alorọrya ọya?

After Reading: In the Text Question
Njẹ abụ todiakakịn aloemụt ọla?

After Reading: In My Mind Question
Ali-pite ịrụtakịnere njiboreborei ńụl?

Literacy 2

Plan the Story
Erọ atamẹtai njina ajukan ayeun eemut ọlo eyakata ńakọrọ ńụna aoyak ńaomwọn. Njaraiketike njikasọmak, erọ keyakaunotor adyo-tyonis igirete ńjemuto ńek.

Day 2

Literacy 1

Word Structure Application
erwosoẹt ẹ-rwoso-ẹt ẹ-jị-rwoso
ẹkasikout ẹ-kasikọt ẹ-jị-kasikọ

Literacy 2

<table>
<thead>
<tr>
<th>Break Structure</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>awana w</td>
<td>W, w</td>
</tr>
<tr>
<td>wa wa</td>
<td>awana, ekuwam, awuara</td>
</tr>
</tbody>
</table>
5.2 Njicuc

Literacy 1
Thematic Question
Kirimai? ńtisiso a njicuc ŋulu iyene? iyẹs?

Before Reading: Guiding Question
Ali-pite iroṣakinere iwa ńòsírú?

After Reading: In the Text Question
Njẹ abu kipímsa emalerya aneni a Lokiru?

After Reading: In My Mind Question
Nyo itiyaete ńtioja akítèsęgya ńjikalya?

Literacy 2
Plan the Story
Erai atametait ńina ajkak ayeun eemut ńolo eyakatar ńákírọ ńınia aoyak ńaomwọn. ḃnarañiñe ńıkasyomak, erai ńkeyakaunotor adyo-tyonis igiñe ńjemuto ńkẹc.

Literacy 1
Sentence Structure Application
Aseg akai.

Asegak ńjakais.

Ajak etic.

Ajjak ńticisyo.

Literacy 2
Handwriting and Spelling Practice

| Breaking and Making |  
|---------------------|--------------------------|
| awuas | w  |
| wu | wu  |
| w | awuas  |

W, w
awuas, ńjìwọ, awala
5 Niboro nulu ikirikato iwan

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ékal

ëkisel

akiryeny

akai

Word Structure Review: Answers

erwosit

e-rwosi-t

ëkasikout

e-kasikou-t

ni-rwosi

ni-kasikou

Sentence Structure Review: Answers

Aseg akai.

Asegak nácakis.

Ajak etic.

Ajakak njiticisyo.

Literacy 2

Handwriting and Spelling Assessment

awuas

awana

awala
5.2 Njicuc

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

<table>
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<tbody>
<tr>
<td>• Competences, page 75</td>
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<tr>
<td>• Sample Scheme of Work, pages 120-121</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
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<tbody>
<tr>
<td>• Pages 26-28</td>
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</tbody>
</table>

Traditional Text

Eete

<table>
<thead>
<tr>
<th>Ekarikon</th>
<th>Daadan</th>
<th>Elosi akiod. x2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apet Lotee ao. x2</td>
<td>Njina bo enyania ñapune</td>
<td></td>
</tr>
<tr>
<td>Apet Lokore ao. x2</td>
<td>Njena kos kadwarak. x2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ñapune</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
5 Nyiboro nulu ikirikato iwọn

**Oral Literature**

**Elelebun ekowka**

<table>
<thead>
<tr>
<th>Akiniiset nina ikinakinini</th>
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</thead>
<tbody>
<tr>
<td>Tolimuto nifikwasine nulu iyenete iyẹs alorọrya.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Atutubet nina ka apei</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Njiketiyak nulu eyakasi loemut</strong></td>
</tr>
<tr>
<td>Abeere, njikọ, nisiru, njicu, njimukuny.</td>
</tr>
<tr>
<td><strong>Neni itiyatar ọnakiri</strong></td>
</tr>
<tr>
<td>Nakwap, nadiis.</td>
</tr>
<tr>
<td><strong>Akitiyakinet</strong></td>
</tr>
<tr>
<td>Ekokwa.</td>
</tr>
</tbody>
</table>
5.2 Njicuc

Oral Literature

Akinjiset njina ka atamakinet
Ani bo keraI toraI iyOng Abeere, keraI anI ilimokI iyOng njituja alokokwa?

Atutubet njina a njarei


Vocabulary Words

<table>
<thead>
<tr>
<th>ekarama</th>
<th>ekilIjnat</th>
<th>akinuMujenI</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NjaE abu tonyaraE ekokwa jolo ti apolon?</td>
<td>1. Ani bo keraI toraI iyOng Abeere, keraI nyo iinakinI ateker?</td>
</tr>
<tr>
<td>2. Ai anyamya atekor ekarama?</td>
<td>2. Ikotere nyo anyamya atekor ekarama alokokwa akIlo alomoru?</td>
</tr>
</tbody>
</table>
5 ṉjiboro Ṽulu ʾkiriṅato ʾiwaṅ

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Kimarętu ʾnjikọ ʾnuulu ʾerẹtunę ʾalokịtela ʾyak.

Before Reading: Guiding Question
Alu-kitọ ʾeṃiṇe ʾiwọn ʾakipit aloręya ʾyak?

After Reading: In the Text Question
Alu-kitọ ʾedupete ʾnjikaṃẹnaka ʾlosukul aloemut alo?

After Reading: In My Mind Question
Ani bo Ṇera iyoŋ, alu-kitọ ʾnjice ʾemaṅkina ʾkipitẹ ʾalosukul?

Literacy 2

Plan the Story
Ěra ʾatamẹtaṭ ʾnjina ʾajkan ayeun ʾeemu ʾŋolo ʾeyaṅara ʾŋakiro ʾŋuna ʾaoyak ʾŋaomwon. ʾNdaraṅkine ʾnjikasymak, ʾerai ʾkeyakaunutor adyo-tyonis ʾigirete ʾŋiemiṭo ʾkẹc.

Day 2

Literacy 1

Word Structure Application
kištasi  kištasi  kištasi
kijukasi  kijukasi  kijukasi

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>aët  ε</td>
<td>ℰ, ε</td>
</tr>
<tr>
<td>Ended  End</td>
<td>aët, Ėdiak, Ėroko</td>
</tr>
</tbody>
</table>
5.3 Νικίτο

Literacy 1

Thematic Question
Kimarëte ηικίτο ηηλυ επετυμα αλοκιελα ιοκ.

Before Reading: Guiding Question
Ατα ηα εκ ιεμοκινο ιιπιετε ηικίτο αλοουκιι αλο?

After Reading: In the Text Question
Ατα ηα ιιπιετε ηικίτο ιοσουκι ιολοεμ ιολο?

After Reading: In My Mind Question
Κεραι νιπιεισου ειων ηικίτο ιολοουκι ιο κα ιοιριηα, κικινι ακωα αι?

Literacy 2

Plan the Story
Εραι ιαιμεται ηηνα αιγικαι οιευν οιολο ειικατο ηικιη μο
Ηηνα αιιακη ηαομων. Ήηαρικετε νικιμιαοκ, εραι
κεκαιαυοτο αδυο-τοιον πιεγετε ιηιμμο κεκ.

Literacy 1

Sentence Structure Application
Κιωασι ηιβορο.

Kιωακι αικικο και.

Kιωακι επιδιη.

Kιωακικι αιμο λοπιη.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>ρομπε</th>
<th>ε</th>
</tr>
</thead>
<tbody>
<tr>
<td>ρε</td>
<td>ρε</td>
</tr>
<tr>
<td>ε</td>
<td>ρομπε</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Ε, ε

ρομπε, ρειακ, ρειτε
5 Njiboro nulu ikirikato ivon

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

nątur
njimucungiæ
geri
njapayæ
njinyia
edupete

Word Structure Review: Answers

kiłtasi
kiłta-si
kiłta-ki-si

kijukası
kijuka-si
kijuka-ki-si

Sentence Structure Review: Answers

Kiwaksi njiboro.
Kiwaksi njiboro kai.

Kijukasa epidij.
Kijukaski amoru lopidij.

Literacy 2

Handwriting and Spelling Assessment

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

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

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

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>• Competences, page 75</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 121-122</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>• Pages 27-28</td>
</tr>
</tbody>
</table>

Traditional Text
**Atedonokin**
Totedokinoe akasaduku ɲina ani ɛŋaaryo, towou agolokin ...

(Emaide)

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
5 ṉiboro ụnụ ikierekwa ịwan

Oral Literature

Ajíks a ọnikọ

Akiịnịet ọnina ikiñaṅkinị
Tolimutu ọnikọ ụnụ eya lokịtela ụgbọ?


Ọnikọ ụnụ eyakasi diye ere ka ụnụ eyakasi na-ọnọ, ika ọnikọ ọnụ anya ka ọnụ na ọnụ na ọnụ na ọnikọ. Enyameta ọnikọ, ọnikọ ọnọ a ọnikọ ọnọ ọnọ na ọnikọ. Erue ọnikọ ọnụ ikiwa ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ na ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ ọnikọ Ọnụ n'enso anyaa ma na ọnikọ ọnụ. Erue ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ Ọnụ n'enso anyaa ma na ọnikọ ọnụ. Erue ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ Ọnụ n'enso anyaa ma na ọnikọ ọnụ. Erue ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ ọnụ ikiwa ọnikọ Ọnụ n'enso anyaa ma na ọnikọ ọnụ.

Story Outline

Atametait ọnina apolon
Na hipisya a ọnikọ.

Atametait ọnina ka apei ọnina ịgaịt
Aku ojia na ọnikọ ka ọnikọ.

Atametait ọnina a ọnọre ọnina ịgaịt
Ekọtẹ-etolim a ọnikọ ka ọnikọ.

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Term 2  Week 3
5.3 Никито

Oral Literature

Njiboro nulu ikote nikioloŋo, nimesae, nikiitanda, nasadukui ka njiboro njice daŋ nulu alalak, eramunio alokiito. Iretakino nabo nikito ekwan.

Eya njiboro njice nulu iitanita ikotere epolooto nikito, ikwa: naluq, ekuwam, nakiipi ka amwanis ka akwap. Ikinyomita naluq nooi anerai ikes iturupunte namiwa nima enyamete nityaŋa ka nityaŋ, ikwa: emaide, emaret, nakima, nimeiebei ka naraite nupace. Anen, emaikina ani eyepari idyo-tetaan anikito, todupak ece ikotere rwanet otolim a nityaŋ ka nityaŋ daŋ.

### Vocabulary Words

| euruwaka | nataagor | ikinyomita
|----------|----------|-------------|

### In the Text Questions

1. Alu kita epanyo naraite kece?
2. Tolimutu nikito nulu ikitanaleunete?

### In My Mind Questions

1. Ani bo kerai tomam nikito, kikoni ekiteka yok ai?
2. Ali-pite ipedoria iyo akiricakinia nikito?
6 NJiboro nulu itiyao

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-boro itiyauununyete njitëna alokitela yok?

Before Reading: Guiding Question
Ata një itiyauununyete ikes?

After Reading: In the Text Question
Alu-boro abu Kokoi toram tataa keŋ itiyauununui?

After Reading: In My Mind Question
Alu-boro bo ñamakinit iyọn atëmar ipedorì akitiyaun?

Literacy 2

Plan the Story
Erai atamëtañt ñina aŋkan ayeun eemut ñolo eyakatar ñakiro ñëna aoyak ñaomwon. ñarañkete njikṣyomak, ērai keyakaunotor adyo-tyonis igirete njemuto kec.

Day 2

Literacy 1

Word Structure Application
akìwosakin   akì-wosakin   i-wosakin-i
akìtiyaun   akìtiyaun   i- tiyaun-i

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>erukude</td>
<td>R, r</td>
</tr>
<tr>
<td>ru</td>
<td>ru</td>
</tr>
<tr>
<td>r</td>
<td>erukude, erot, akiru</td>
</tr>
</tbody>
</table>
6.1 Ñiboro ñulu itiyao alokitela yók

# Literacy 1

**Thematic Question**
Alu-boro itiyaununuyete ñituña alokitela yók?

**Before Reading: Guiding Question**
Alu boro ñice itiyao alore yók?

**After Reading: In the Text Question**
Ekote bo ñakejen ka Apaakol ai?

**After Reading: In My Mind Question**
Alu-boro a loemut alo ipedérit iyóŋ ayeun?

# Literacy 2

**Plan the Story**
Érai atametait ñína ajêkan ayeun eemut ñolo eyakatar ñakírò ñína aoyak ñaomwon. Íñarakenetë ñikasymak, erai keyakaunotor adyo-tyonis igirete nîjëmuto këc.

---

**Literacy 1**

**Sentence Structure Application**
Ipedori iyóŋ akiwokun ñamoti.

Iwokuni iyóŋ ñamoti.

Ipedori iyóŋ akityaun ëpìra.

Itiyauni iyóŋ ëpìra.

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>eruye</td>
<td>R, r</td>
</tr>
<tr>
<td>ru</td>
<td>ru</td>
</tr>
<tr>
<td>r</td>
<td>eruye, alori, ataragita</td>
</tr>
</tbody>
</table>

---

Term 2  Week 4
Literacy 1

Vocabulary Review

ŋiśingiryo ŋamoti ŋasaaraæ
ekicolọ papaa amot

Word Structure Review: Answers

akiwọsakin aki-wọsakin i-wọsakin-ì
akitiyànjì aki-tiyànjì i-tiyànjì-ì

Sentence Structure Review: Answers

Ipedor iiọŋ akiwokun ŋamoti.

Iwokuni ipon ŋamoti.

Ipedor iiọŋ akitiyànjì epira.

Itiyoài ipon epira.

Literacy 2

Handwriting and Spelling Assessment

erọt eruỳe alori
6.1 Njiboro njulu itiyao alokitela yok

News

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

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

Model News Story

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

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

Traditional Text

**Eete**

Ejak Kaicodo.

Ejak Kaicod njtëna daŋ eyaa.

A, ejak Kaicodo, emwabok lotseba, tojok oyepu ekicolen, atolakar ...

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

Oral Literature
Etic a Magal ka Nate

**Akiụọrhịt ọnụ ikeịaakhi**
Alu-boro ịtịyaununụnyo ịwọn alokitela ọgh?


---

**Story Outline**

- **Atematàit ọnụ apolon**
  Akityek ọnụboro.
- **Atematàit ọnụ ka apei ọnụ ịgańịt**
  Ọnụboro ọnu kitaet.
- **Atematàit ọnụ a ọnaere ọnụ ịgańịt**
  Agyeal ịkikịnụyịt ọnụboro.

---

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6.1 Njiboro njulu itiyao alokitela yok

Oral Literature


### Vocabulary Words

<table>
<thead>
<tr>
<th>njimeiekyes</th>
<th>namukeke</th>
<th>njiderce</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Alu-boro etiyaununui Magal?
2. Nyo etic a Nate?

### In My Mind Questions

1. Nyo ajokis a njiboro ajiulu itiyaununuyo iwone?
2. Alu boro isitiyo iyes akithyaunija njiceboro alokitela kus?
6 NJiboro nulu itiyao

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-boro itiyaununuere iwọn njiboro njuluce?

Before Reading: Guiding Question
Alu-boro esubyo iwọn alosukul yak?

After Reading: In the Text Question
Arai nyo etiyaete nide nulu ka akilas a njina a narei alokiya?

After Reading: In My Mind Question
Kera iwa iyọn aketataman, kera njiboro isitinyaun ityo nide?

Literacy 2

Plan the Story
Erai atametait njina ajikan ayeun eemut nolo eyakatar nakiro njina aonyak ọamwon. Ijarakinete nkasyomak, erai keykaunotor adyo-tyonis igirete njemuto kẹc.

Day 2

Literacy 1

Word Structure Application
nabukubuk nubukubuk-yo nabukubukyo
asepic nasepic-yo nasepicyo

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebu b</td>
<td>B, b</td>
</tr>
<tr>
<td>bu, bu</td>
<td>ebu, Belekek, ebobore</td>
</tr>
</tbody>
</table>

163 Term 2 Week 5
6.2  Nyiboro nyulu esubere ka neni ernyamure

**Literacy 1**

**Thematic Question**
Alu-boro ityaununuere iwon nyiboro nyuluce?

**Before Reading: Guiding Question**
Tolimosi nyiboro nje nyulu ityaere nyuluce?

**After Reading: In the Text Question**
A1 apanyunata nje yiboro nyulu akadakina?

**After Reading: In My Mind Question**
Alu-boro nyulu ipedori iyon akilipen alothega asubia nyiboro?

**Literacy 2**

**Plan the Story**
Erai atametai nina ajkana eyeun eemut nolo eyakataq niake
nena aoyak nboa. Iniakinetiqen aqasyomak, erai
keyakaunor adyo-tyonis igirete njeemuto kec.

---

**Literacy 1**

**Sentence Structure Application**
Eya nyabukubuyo lokere.

Aya nyabukubuyo lokere.

Eya nasepiyo losukul.

Aya nasepiyo losukul.

---

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>abatat</td>
<td>B, b</td>
</tr>
<tr>
<td>ba</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>abatat, tobila, abuk</td>
</tr>
</tbody>
</table>
6 Ñiboro ñulu itiyo

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
äkilas  njakwii  njakipi
äkiseb  njiboro  akêtataman

Word Structure Review: Answers
nabukubuk  nabukubuk-yo  nabukubukyo
nasepic  nasepic-yo  nasepicyo

Sentence Structure Review: Answers
Eya ñabukubukyo lokëre.
Aya ñabukubukyo lokëre.
Eya ñasepicyo losukul.
Aya ñasepicyo losukul.

Literacy 2

Handwriting and Spelling Assessment
abatat  tobilä  ebu
6.2 Ńiboro ńulu esubere ka neni eryamunere

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.

---

**Traditional Text**

**Eete**

<table>
<thead>
<tr>
<th>Ekarikon</th>
<th>Daadan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nyo etic ka amot?</td>
<td>Mere ba akipw.</td>
</tr>
<tr>
<td>Nyo etic a egeê?</td>
<td>Mere ba akiguryo.</td>
</tr>
<tr>
<td>Nyo etic a ekicolon?</td>
<td>Mere ba akiboiyo.</td>
</tr>
</tbody>
</table>

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

Oral Literature

Aŋata Apɔɔe aate

Akiŋiset ŋina ḳiŋakini
Tolimutu njiboro njulu isitiyao akitiyaŋia njuluce ka neni eryamunere ikes.

Atutubet ŋina ka apei


Story Outline

Njiketiyaŋ njulu eyakasi loemut
Obiibi, Apɔɔe, ḳapa, Etom, Ekosowan.

Neni itiyatar ŋakirɔ
Lokitet.

Akitiyaŋinęt
Aryamun njiboro njulu itiyaere.
6.2 Njiboro ńulu esubere ka neni eryamunere

Oral Literature

Akinjiyet ńina ka atamakinet
Njiboro alu ńulu-duket, ńtami ioniñ atemar ęyaunete ńidwe ko Obiibi?

Atutubet ńina a ńarei


Vocabulary Words

<table>
<thead>
<tr>
<th>ecoto</th>
<th>akiriraen</th>
<th>ńakidoñi</th>
</tr>
</thead>
</table>

In the Text Questions

1. Nẹa ekirọ a erwositi aloemut?
2. Alu-boro abu Ikapa yau?

In My Mind Questions

1. Keraĩ tɔrare iyoŋ ikilimokinio ayaŋ ńiboro, keraĩ nyo iyauni iyoŋ?
2. Nyo itiyanakinyi neni a ńịte ọsulu itunaka?
6 Ɲiboro ȵulu itiyao

Literacy 1 and 2

Day 1

Literacy 1
Thematic Question
Alu-boro egelanaryo ƚwɔn alokitɛla ʂɔk tɔryamunere ȗsiliŋa?

Before Reading: Guiding Question
Ata ȗŋae ɔlhɔkal ɛtmakinitɛ ągyɛɾa  njiboro?

After Reading: In the Text Question
Nyo bo etegyɛlari toto ka papa  njiboro ȵulu ayeunete ɨkes?

After Reading: In My Mind Question
Ani bo kɛɾɛi ɨyoŋ ɨyen ąyɛrɛ  njiboro, kɛɾɛi nyo igyɛlarit ɨyoŋ?

Literacy 2
Plan the Story
Ɛra ɗatɔmɛtai ɲina aʃkɔn ayeun ɛemut ɲolo eyakatɛ ɲakiro
ɲina aoyak ɲaomwɔn. Ɍɾarikinete ɲiʃiʃomak, ɛra ɗeyakaunot ɗaɗy-tyonis igiɾete ɲiʃmuto ƙɛc.

Day 2

Literacy 1
Word Structure Application
έsabit  ɛ-sabit  ȵi-sabit-o
έkalees  ɛ-kalees  ȵi-kalees-o

Literacy 2

<table>
<thead>
<tr>
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<tr>
<td>papa</td>
<td>P, p</td>
</tr>
<tr>
<td>pa</td>
<td>ppa</td>
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<td>p</td>
<td>papa</td>
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</tbody>
</table>
6.3 Ajokis a njiboro a njulu itiyao

Literacy 1

Thematic Question
Alu-boro egelanaryo iverse aloetika yek toryamunere nsiiliya?

Before Reading: Guiding Question
Alu-boro alokitela yek emini njiya akisanyi?

After Reading: In the Text Question
Ali tic etatami abikirat njikyok ka njabere?

After Reading: In My Mind Question
Ani bo kerai iyon pa iyen e tic njolo etatami abikirat njikyok ka njabere, kerai nyo itiyat iyon?

Literacy 2

Plan the Story
Erai atametait nji a jkan ayeun eemut njolo eyakatar nakiro nji a ooyak njamwon. Njaarakinete njikeyomak, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application
Epesi abere njam.

Epeso njam.

Emasi akine napi.

Emasyo napi.

Literacy 2

<table>
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<tr>
<td>paapa</td>
<td>P, p</td>
</tr>
<tr>
<td>paa</td>
<td>paapa, topya, epatana</td>
</tr>
<tr>
<td>p</td>
<td></td>
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</tbody>
</table>
6 Niboro nulu itiyo

Literacy 1 and 2

Day 5

**Literacy 1**

**Vocabulary Review**

ekicoloŋ akidony njilawo
nabao abao njikicoloŋ

**Word Structure Review: Answers**

esabit e-sabit nj-sabit-o
ekalees e-kalees nj-kalees-o

**Sentence Structure Review: Answers**

Epesi abere njijam.
Epesyo njijam.

Emasi akine nakipi.
Emasyo nakipi.

**Literacy 2**

**Handwriting and Spelling Assessment**
papa epal epatana
6.3 Ajikis a niboro a nulu itiyao

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**

<table>
<thead>
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<th>NPSCU Teacher’s Guide</th>
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</thead>
<tbody>
<tr>
<td>• Competences, page 76</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 126</td>
</tr>
</tbody>
</table>

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

**Traditional Text**

**Eete**

<table>
<thead>
<tr>
<th>Ekarikon</th>
<th>Daadan</th>
</tr>
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<tbody>
<tr>
<td>Ayep aryεŋ aŋolol, Omaniman</td>
<td>liyoo x2</td>
</tr>
<tr>
<td>Ayep aryεŋ aŋolol, Lokere</td>
<td>liyoo x2</td>
</tr>
<tr>
<td>Ekoreete ka nyanolol, iryamuni</td>
<td>liyoo x2</td>
</tr>
<tr>
<td>ka ai?</td>
<td></td>
</tr>
</tbody>
</table>

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

Ajkis a njiboro a njulu itiyao iwon

Atutubet njina ka apei


Story Outline

Njiketiyak njulu eyakasi loemut
Ekcor, njikoroi, Ebatat, njabatae, Ekulukul, nakuryo.

Neni itiyatar naka
Narii, nalaapatu, alore.

Akitiyakinet
Akiita, abolya, asubanakin.
6.3 Ajkís a njiboro a nulu itiyao

Oral Literature

Akiniset njina ka atamakinet
Alu-boro itami iyon ebe enapete njituña alokiitan?

Atutubet njina a n'aarei


Vocabulary Words

<table>
<thead>
<tr>
<th>ëmasere</th>
<th>akinap</th>
<th>ñiemaë</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Ñæ kebu totamë akiit akeë-berë?
2. Ata ñæ araï ñikonei a Ekòkor?

**In My Mind Questions**

1. Alu-boro ñulu iitana alokiitanë?
2. Alu-boro ñulu esubununuyo iwon alore?
Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ani icamit iyon alosit adyo kidin, alu-boro isityao?

Before Reading: Guiding Question
Ani-bore epirana alosyo?

After Reading: In the Text Question
Arai nyo ewokere Amina izdakitar?

After Reading: In My Mind Question
Ani-bore ejok eayere ikadiakan izdakitar?

Literacy 2

Plan the Story

Day 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

akigir iy
ki kiy
iy akigir

akigir, edidin, akilas
7.1 Epite nolo elosere alokitela yok ka ajokis kce

Literacy 1

Thematic Question
Ani icamit iyoom alosit adyo kidin, alu boro isitiyao?

Before Reading: Guiding Question
Njina edyakakinor itejananan alore, ai bo eyeneneo?

After Reading: In the Text Question
Ata nac apotu kijukasi Amina too ma edakitar?

After Reading: In My Mind Question
Nac alokidin kus eanyuwaritor niboro nulu abu Amina toanyuwa?

Literacy 2

Plan the Story
Erai atametait njina ajakan ayeun eemut nolo eyakatar nakirco njina aoyak njomwon. Njarakinate njikasymak, erai keyakaunotor adyo-tyonis igigete njemuto kce.

Literacy 1

Sentence Structure Application
Ekerete ikes taparacu losukul.

Akerete ikes bien losukul.

Eyene ikes edakitar.

Ayene ikes bien edakitar.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>njidewe</th>
<th>i</th>
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<tbody>
<tr>
<td>nji</td>
<td>nji</td>
</tr>
<tr>
<td>i</td>
<td>njidewe</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

\( t, i \)

njidewe, kija, eminasi
7 Epite Ṽolo elosere alokitela Ṽok

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
erot a agaarimos  alokuwuam  anakipi
abas  ameeli  akandeke

Word Structure Review: Answers
ekerete  e-kerete  a-kerete
eyenete  e-yenete  a-yenete

Sentence Structure Review: Answers
Ekerete ikes taparacu losukul.
Akerete ikes taparacu losukul.

Eyenate ikes едакitar.
Ayenate ikes ɓien едакitar.

Literacy 2

Handwriting and Spelling Assessment
ŋidwè  akigir  kirja
7.1 Epite njolo elosere alokitela yok ka ajokis 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

| 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

Ekarikon  
Eruumu abas toto. x2  
Alosi Kampała.

Naadan  
Ayong nina njican toto. x2  
Toto

Alosi ca akisym.  
Alosi Moroto.

Alosi akisym.  
Toto

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
7 Epite ɳolo elosere alokitela yɔk

Oral Literature
Amucuruso a Lokookoo

Akiŋisət ɳina ikiŋakini
Tolimosi ɳiboro ɳulu isitiya ître ɩwɔn alosyo alokitela yɔk?

Atutubet ɳina ka apei

Asyomete ɲike-dwe ɲiare (ebe Ekapeton ka Acuɓa) losukul ɳolo aapi alodiyete ere ƙec, ɳolo anyarita Naŋiŋi Pramari. Asyomi Acuɓa nakilas ɳina ka apei ka Ekapeton ɳina a ɲiare.


Etiayete ikes kaapei aloctọna ɛkal ƙec ɛmam ɔtyakatya. Amına Lokoookoo ɲike-dwe noo ani ɛnaŋi apupete ɲake-kiró ɯj ki ɯj. ɉniŋ ɛnaŋja apaki ɳina kiwoket ɳamwja loriya agyelanar, ewokete ɲike-dwe ɛmam apegaŋakien.

Story Outline

Nyketiyak ɳulu eyakasi loemut
Lokoookoo, Ekapeton, Naŋolenyaŋ, Acuɓa, Akəmer, Apûnda.

Neni itiyatar ɳakirɔ
Lokołotor.

Akitiyakinet
Amucuruso.
7.1 Epite ṣọlo elosere alokitèla yọn ka ajökis ñec

Oral Literature

Akiņise ṣòna ka atamakinet
Nyo ǹìtami iyọn atemar itiyanì ki Lokookoo?

Atutubet ṣòna a ńaarei

Tòbọ̀òk Arẹ̀nda tèma, “Itemokìno ìwọ̀n osònììtò ñàsàaaja.” Ọpọ̀̀tù nai ikes tòṣòṣòẹ̀ ñàsàaaja. Tolakàròs ñìkè-dwè ìṣẹ̀na asòpòòṣìì ìpàpà kec ñàsàaaja. Ọpọ̀̀tù nai ñìdwe kíjìsì akiwòkit ñàmèja aṣàkyes kec. Tòjìẹ̀t ikes akisìtìya ñàsàaaja akiwòkitòr ñàmèja kec loriyà ìṣẹ̀lu alwànìk. Àméèenì ìkàpeton erukùde eayènì ñàmèja lọláin kà tomète ìpàpà kej èrot elòsì loriyà ìṣẹ̀ ìgèììì ñàmèja ñẹ̀na gègèlèyà. Abù akeèce-mucùrùso tolòt ñàren, tòpòlòu kà tojìẹ̀t tar amsòtòka kà epiìpìk. Ọpọ̀̀tù njìbòrò ìṣù kitàpatàna ńtìcìsìýò ìṣẹ̀lu kà amucùrùso ìbàtòììgì kàlì kec.

Vocabulary Words

<table>
<thead>
<tr>
<th>amucuruso</th>
<th>ñàsàaaja</th>
<th>amsòtòka</th>
</tr>
</thead>
</table>

In the Text Questions

1. Nyo araì etic a Lokookoo?
2. Alú-bòro abù Lokookoo togyèlè akińarakinor?

In My Mind Questions

1. Alúbòro isítiyà o akicurutàa?
2. Alúbòro isítiyà ìwọ̀n alosyo icurutào?

Term 2  Week 7
7 Epite ọkọ elo sere alokọta ọkụ

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-boro ereketa ọhụọ alorukudei?

Before Reading: Guiding Question
Alu-boro eyakarị ọwọ lọrọ ọrụ, ụnu ikotu ụlọ?

After Reading: In the Text Question
Ata ọ bụ ihe ịnọdo ńboro ụnu erekere alorukudei?

After Reading: In My Mind Question
Ali-ọ bụ ịbụtụ ịọgụ totupitor erukudie?

Literacy 2

Plan the Story
Erai atametaet ọhụ ajaeghara eeghara emeat ọkọ eyakata ọkọgha ọhụ aaya aaku ọchịchọ. Ọjara ọnụte ọja, ọjara ọnụte ọjara ayakeya ajaeghara. Ewe ọbụtụ ọghara oghara ịgwa ọga ćeh ọha ayakeya. Ọ bụ ọghara ọhụ ajaeghara, akwụọ ọghara ịgwa ọghara.

Day 2

Literacy 1

Word Structure Application
a-enikin  a-enikin  a-kito-enikin
aumsin  a-amkin  a-kito-amkin

Literacy 2

Breaking and Making

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<tr>
<td>ecoto</td>
<td>C, c</td>
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<td>co</td>
<td>co</td>
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<td>c</td>
<td>ecoto, ecoron, etc</td>
</tr>
</tbody>
</table>
7.2 Ǹikisila alorukude

Literacy 1

Thematic Question
Alu-boro ɛkereta ǹtẹnja a lorukudei?

Before Reading: Guiding Question
Nyo ɛmaikina ọwọ tocoikintetee elosyo alorotin?

After Reading: In the Text Question
Ani icamiit akitub erukude ọjọ elosyọtọ ọmọtọọkae, ɛmaikina kikok ai?

After Reading: In My Mind Question
Nyo ɛrọọ ɛrai pa ọyi ni iyọń ǹikisila ǹulu etupitere erukude?

Literacy 2

Plan the Story
Erai atametaat ǹọja ajakan ayeun eemut ọjọ ọyakata ọjakọ ọja ọya ọjakọ ọjamọn. Ṣiara ǹekoro ǹikasomok, erai keyakaunotor adyo-tyonis igirete ńjemuto ǹkẹ.

Literacy 1

Sentence Structure Application
Erọọ acaaka ọkẹtaabo.
Erọọ akitọcaakahin ńjinice ọkẹtaabo.

Ejẹk aramakin ẹlọ.
Ejẹk akitọramakin ńjinice ẹlọ.

Literacy 2

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<td>ọkọọmọta</td>
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</tbody>
</table>

Handwriting and Spelling Practice
C, ɛ

ọkọọmọta, ɲisıc, acaamit
7 Epite ɲolo elosere alokitelə yak

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
epolisit akitowoenen erukude
ayaaye teten akitub

Word Structure Review: Answers
ænikin a-ænikin akitõ-ænikin
aumokin a-umokin akitõ-umokin

Sentence Structure Review: Answers
Eçœnacakín ekitaabó.
Eçœn akítocacakín ďnìce ekitaabó.

Eçœn aramakin ďli.
Eçœn akítocaramakin ďnìce ďli.

Literacy 2

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

### Model News Drawing

| Children and teachers standing at a zebra crossing. |

### Model News Story

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

### Traditional Text

**Atedonokin**

Ածատրիսին այգի, ապսիանա այգի ունի, կա ելուսակի անոո կա ապեդի ելուկուի. Նես այգի? ...

(Erukude)

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
7 Epite ọlọko elosere alokitọla yọk

Oral Literature

Akitub Erukude

**Akiịjịsịt ọjọna ikiịaakini**

Alu-pitesyo etupitàe ịsitiyaọ ọrụ ụkwa?


Ettamọ Lopedokay ọjọkọ ọjọd ọjọsiila ọju etupitàe ịzọta ọrụ ụkwa, ikwa: akiowo ejula amsọaka, aŋọlọjọl tetem ka kedeyọ ọjọ na nyetọ ọrụ ụkwa, ame ọrọ ọlọko anawue ọrụ ụkwa, atupa ọlosọ ọlarok, eme abo yara ọlarokwe, akitub ọrụ ụkwa aneni ịghịtọa ọjịgịran a etuko. Apeodo nọd ọjọl atupi ọjọsiila elozeneneete losukul aksyom.

**Story Outline**

**Atamọtọt ọjọna aponon**

Njikọsiila ọjọwu etupitàe ịzọta ọrụ ụkwa.

**Atamọtọt ọjọna ka apei ọjọna ịghịtị**

Amenit ọjọsiila ọjọwu etupitàe ịzọta ọrụ ụkwa.

**Atamọtọt ọjọna a ọjaara ọjọna ịghịtị**

Akeri ọjọsiila ọjọwu etupitàe ịzọta ọrụ ụkwa.

ńọte ńipoliso kikamọt ebrẹ a ępikipik ńọṣọca yaasi polis. Yaasi ńidwe a esukul ńuluço losukul ka yaarae Nakiru lọdakitar. Abu akapọlon a esukul tolọt akiŋọliyar Nakiru. Abu tọranma akirọt dań neni a ńiakaẹrẹk a Nakiru. ńọte ńiakaẹrẹk kikọọjẹt irarete ńakọọ ńẹn ękiŋọliẹn ikọkọ.

ńọni kima daa Nakiru a lodakitar ta ńiia aŋaleunio. Kiitan ebrẹ a edakitar ńisiilọta eŋaleuni inẹ. Abu ekile ńolo anar ńiikọkọ ńtẹẹ nisiliọta a edakitar daadan. ńọte nai ńipoliso ńogẹẹt akiṣata nịtọta ka akwarp ańi nịpitesyo ńulu ętepitaẹ elosyo alorukude ka ńiakaẹrẹk dań kikatama ńidwe. ńọte nai ńidwe kikoŋọsi abolya alorukude ka ńtẹẹpọ ńiikiṣila.

**Vocabulary Words**

<table>
<thead>
<tr>
<th>ńipoliso</th>
<th>ńiikiṣila</th>
<th>ńọṣọca</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Ai eboiyoto Lopedokai ka Nalem?
2. Nyo abu totakanık neni a Nakiru?

**In My Mind Questions**

1. Nyo ńtami iyọnjẹ ebe itiyakin neni a nịtọta ańulu nịwopito ńiikiṣila a eruksu?
2. Njae itatami nịtọta ńiikiṣila ńulu ętepitaẹ ęmetọa eruksu?
7 Epite ɲolo elosere alokitela ɲok

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ali pite imasanarotor ɲamɔtɔkɔ ɛlarukudei ekerete?

Before Reading: Guiding Question
Ngɛal alogidiŋ kus abu tɔany ɲdɔyo ɲore ɲini ekeri alorukude imasara?

After Reading: In the Text Question
Ai atukokina ɲalup alorukude?

After Reading: In My Mind Question
Ikokinio ɲɔw ɲikipedi ɲakikot ɲirotin ɲok ai?

Literacy 2

Plan the Story
Erai atametait ɲina ajikan ayeun eemut ɲolo eyakatar ɲako ɲina ɲoŋyak ɲaomwon. ɲiŋariket ɲiŋkasymak, erai keyakaunotor adyo-tyonis igirete ɲjemuto ɲɛc.

Day 2

Literacy 1

Word Structure Application
anyukuta  a-nyukuta  ɲa-nyukuta-ɛ
acɛuma  a-cɛuma  ɲa-cɛuma-ɛ

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>amana</td>
<td>m</td>
</tr>
<tr>
<td>ma</td>
<td>ma</td>
</tr>
</tbody>
</table>
7.3 Ніборо нұлу арқық алоруқуде

Literacy 1

Thematic Question
Ali-pite imasanarotor TextStyle алерукуде екерет?

Before Reading: Guiding Question
Ani imasar амака, ану кірі атынан?

After Reading: In the Text Question
Нәе абу тормак елі?

After Reading: In My Mind Question
Ani кірім аиық атуға амасарTextStyle амака алерукуде, ікокы
иың аи?

Literacy 2

Plan the Story
Ераи атаңтайд нәа ажак айкун еемут нәло еякатар нәкірғ
нәна аоык нәомовон. Нәракыните нәкісымак, ераи
кейакаунотор адыо-тыонс ігіретеш нәжімү төлк.

Literacy 1

Sentence Structure Application
Алаке ебү.

Alacete нәжіві.

Amasi нәкілс.

Amasey нәкілс.

Literacy 2

Breaking and Making

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>emoogo</td>
<td>m</td>
</tr>
<tr>
<td>moo</td>
<td>moo</td>
</tr>
<tr>
<td>m</td>
<td>emoogo</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

M, m

emoogo, өмарат, өмәселе
7 Epite ዓሎ ድሆнер እሎክተላ የና

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
erukude                      kibelibelin          ወርጆቃዎት
чисмэр                       ወመት                 አዋናናን

Word Structure Review: Answers
anyukuta                    a-nyukuta             ወ-ንዩክቶታ
አስወን              ወ-ስወንት

Sentence Structure Review: Answers
Alaci ጥናሁ.
Alacete ከሎቴ.

Amsi የጆጻለ.
Amsate የጆጻለ.

Literacy 2

Handwriting and Spelling Assessment
eraret                      akimej                amana
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**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page 77</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 129</td>
</tr>
</tbody>
</table>

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

**Traditional Text**

**Eete**

Ikiwaan,
Ikiwaan akapae,
Ewait akapae,
Ikiwaan akapae,
Ewait lonjirokwa na ...

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
7 Epite ɲolo elosere alokitela ɣok

Oral Literature

Nyikimuryak

Akiʃiset ɲina ıkinaƙini
Tolimatu ɲiboro ɲulu ɛwanawanaete ɲituŋa alorotin?

Atutubet ɲina ka apei


---

Story Outline

Njikiyak ɲulu eyakasi loemut
Ʉŋok, Ekwee, Ʉkɔko ka Ekunyu.

Neni itiyatar ɲakiri
Loryra.

Akitiyakinet
Nipitese ɲulu ajɔkak ka ɲulu ɑɾɔnɔk edoli akitub erukude.
7.3 ከಿಬೋರೋ ಹಣು ಅಂಗಕಾಲುಕೆ

Oral Literature

Akiñiset ከಿಣा ka atamakinet
Nyaanu ከಣಾ itami iyoon ebe itiyakin neni a ከ್ಣಕ್?

Atutubet ከಣಾ a ኣಾರೇಇ


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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ata ኤاء erroŋ ኣkaipapa aloemat alo?</td>
<td>1. Alu boro ኣಣu arokkok alorukude?</td>
</tr>
<tr>
<td>2. Ai aminasi ኣɨtyaaq luq akiboisonokin eɓɔŋ?</td>
<td>2. Ikokinio ኣɨqoq itokunio epite ኣಣu elosere alorukude ai?</td>
</tr>
</tbody>
</table>
8 Awanawana ka abukin

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-pitesyo eramununueta njidwe awanawana?

Before Reading: Guiding Question
Nyo etakanunui lotwa ngu eiminasi adokit njikito?

After Reading: In the Text Question
Nyo esityaete Belekek ka Kokoi akimasamasaa njimono?

After Reading: In My Mind Question
Nyo ice bore etemokino njidwe kisititya alemunia njimono?

Literacy 2

Plan the Story
Erai atametait tjina ajakan ayen eemut nolo eyakatar nakiro njena aoyak naomwon. Tjarakinete njikasymok, erai keyakaunotor adyo-tyonis igirete njemuto kec.

Day 2

Literacy 1

Word Structure Application
adokar  adokar-ia  adokaria
akimasar  akimasar-ia  akimasaria

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>εnyanya  ny</td>
<td>Ny, ny</td>
</tr>
<tr>
<td>nya          nya</td>
<td>εnyanya, nikanyum, kinyalak</td>
</tr>
<tr>
<td>ny           εnyanya</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1

Thematic Question
Alu pitesyo eramununye ta nidiwe awanawana?

Before Reading: Guiding Question
Tolimokinae nriotin nulu egerere iyes ḋaraattan anariyet?

After Reading: In the Text Question
Nyo abu totakanik nen a Kokoi alogidyama ekītē?

After Reading: In My Mind Question
Kerae nyedkarit Belekek ka Kokoi lokitē, kerae nyo etakanikinit?

Literacy 2

Plan the Story
Erai atametait ŋina ajen ayeun eemut ŋolo eyakatar ṭakirē ŋina aoyak ŋaomwon. Ṣharakineti ṭikasyomak, erai keyakaunotor adyo-tyonis igirete njemuto kēc.

Literacy 1

Sentence Structure Application
Alot Kokoi adkar ṭokitē.

Nyo isitiyae Kokoi adkaria ṭokitē.

Alot Kokoi akimasar amoru.

Nyo isitiyae Kokoi akimasaria amoru.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>nyebosi</th>
<th>ny</th>
</tr>
</thead>
<tbody>
<tr>
<td>nye</td>
<td>nye</td>
</tr>
<tr>
<td>ny</td>
<td>nyebosi</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Ny, ny

nyebosi, nyemunaar, nyēsik
Literacy 1

Vocabulary Review

ŋamoru ŋimoŋo toburucuun
ŋako nako ńakito todkakis

Word Structure Review: Answers

adガー adガー-ia adガー-ia
akimasar akimasar-ia akimasar-ia

Sentence Structure Review: Answers

Alot Kokoi adガー ńkīt̓ə. Nyo isitiyaq Kokoi adガー-ia ńkīt̓ə?

Alot Kokoi akimasar amoru. Nyo isitiyaq Kokoi akimasararia amoru?

Literacy 2

Handwriting and Spelling Assessment

ęńanya kinyalak nyebosi
8.1 Ṇuna eyaunito awanawana

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 it 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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Competences, page 78</td>
</tr>
<tr>
<td>• Sample Scheme of Work, pages 131-132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU P2 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pages 35-37</td>
</tr>
</tbody>
</table>

### Traditional Text

**Eete**

<table>
<thead>
<tr>
<th>Ekarikon</th>
<th>Daadan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekosi-derepat. x2</td>
<td>Ḳiŋarakin Akuj, ikilosi akwap kalonan. x2</td>
</tr>
<tr>
<td>Ekosi-paderit. x2</td>
<td></td>
</tr>
<tr>
<td>Ekosi-ketataman. x2</td>
<td></td>
</tr>
</tbody>
</table>

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

Oral Literature
Abuc Namilo atwanare

Akejiset ñina ikiñakini
Alu-pitesyo eryamweneleta njidwe awanawana?


Story Outline

Atametàit ñina apolon
Atubutub erukode.
Atametàit ñina ka apei ñina iganit
Towan Namilo.
Atametàit ñina a ñaarei ñina iganit
Tonapa eketataman Namilo lodakitar.
8.1 ᾦña eyaunito awanawana

Oral Literature


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

### In the Text Questions

<table>
<thead>
<tr>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ekòkííi Namílo èryàmùni awàna ai?</td>
</tr>
<tr>
<td>2. Ai apòngù yài Namílo akímúkeúnọ?</td>
</tr>
<tr>
<td>1. Álu boro ọjùlù ọròk ọjùlù èyaununùète awanawána?</td>
</tr>
<tr>
<td>2. Álu-pìtesyò ọjùlù ọròk ọjùlù èpedòréte ayaun awanawána?</td>
</tr>
</tbody>
</table>

Term 2   Week 10   198
8 Awanaawana ka abëkin

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu kîto eminae iwof adokëdëk abërëga yëk?

Before Reading: Guiding Question
Njëa ëtamunit ëkitë edyo ñolo adëkit ëjes?

After Reading: In the Text Question
Alì wae eyak akai a Dokito alokitë?

After Reading: In My Mind Question
Alu pitesyo epedorere ëwol akirëtakin awanawana abëkë?

Literacy 2

Plan the Story
Eräi atamëtait Ùjina ajan ayeun eemut ñolo eyakatar ñakiro Ùjëna aoyak ñamwon. Ùjarakinete ñikasëyomak, eräi keyakaunot adyo-tyonis igirete ñiemuto këc.

Day 2

Literacy 1

Word Structure Application
abandej a-kee-bandej akëe-bandej
akan a-kee-kan akëe-kan

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>egaali g</td>
<td>G, g</td>
</tr>
<tr>
<td>gaa gaa</td>
<td></td>
</tr>
<tr>
<td>g egaali</td>
<td>egaali, agaanimos, agiëlil</td>
</tr>
</tbody>
</table>

199 Term 2 Week 11
8.2 Akireñarakin awanawana

Literacy 1

Thematic Question
Alu kitọ eìnìa ėwọ adokọdok alorọyọ ọkọ?

Before Reading: Guiding Question
Alipite iñarakinere îtẹẹnan ẹni eawanan.

After Reading: In the Text Question
Nyo abu edakitar kitiyak neni a Kokoi?

After Reading: In My Mind Question
Keraí tomamọ edakitar alodiye ere ata Kokoi, kikonit ọjọs aì?

Literacy 2

Plan the Story
Èräi atametàit ọjọna ajọkan ayeun eemut ọjọ ooyakatar ọnakọ ọjọna aoyak ọjaomwọn. Iñarakinete ọjọkasyomak, èrái keyakaunotor adyo-tyonis igirete ọjemuto kẹc.

Term 2  Week 11

Day 3

Literacy 1

Sentence Structure Application
Èpọsi ọjọs èmesa.

Apesi ọjọs èmesa.

Èpui ọjọs ọjìsàndanin.

Aupi ọjọs ọjìsàndanin.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>adọka  d</td>
<td>D, d</td>
</tr>
<tr>
<td>dô dô</td>
<td>adọka, akandeke, agadigad</td>
</tr>
</tbody>
</table>

Day 4
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>abandej</th>
<th>dokito</th>
<th>todapaki</th>
</tr>
</thead>
<tbody>
<tr>
<td>ᐱқитэ</td>
<td>ᐮндэдэн</td>
<td>ᐱқтарақин</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>abandej</th>
<th>a-κεε-bandej</th>
<th>akеε-bandej</th>
</tr>
</thead>
<tbody>
<tr>
<td>akan</td>
<td>a-κεε-kan</td>
<td>akеε-kan</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

Еписе ішэ эмеса.

Аписе ішэ эмеса.

Еупи ішэ нєсіндэна.

Аупи ішэ нєсіндэна.

Literacy 2

Handwriting and Spelling Assessment

<table>
<thead>
<tr>
<th>egaali</th>
<th>agaarimos</th>
<th>akandeke</th>
</tr>
</thead>
</table>
8.2 Akireŋarakin awanawana

News

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

Model News Story

Last 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.

Model News Drawing

People helping the injured.

References

NPSCU Teacher’s Guide
- Competences, page 78
- Sample Scheme of Work, pages 132-133

NPSCU P2 Curriculum
- Pages 35-37

Traditional Text

Eete

Ekarikon
Kiir Etom. x2
\( \text{Kiwukoe njikyale kanaol.} \)
\( \text{Nabere ka aryegi.} \)
\( \text{Toanyuwasi nabere njikyok.} \)
\( \text{Nabere ka Akobo.} \)

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

Oral Literature

Ejok etic kaapei

**Akiğişet  njina ikiγakini**

Njëc ikiγaranakini iyes iwanasi?

**Atutubet njina ka apei**


---

**Story Outline**

<table>
<thead>
<tr>
<th>Njiketiyak njulu eyakasi loemut</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecom, Apọc, Akuma ka Tula.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Neni itiyatar ŋakirọ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lomanikọ a Etom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Akitiyakinet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akitarẹ naro.</td>
</tr>
</tbody>
</table>
8.2 Akireñarakin awanawana

Oral Literature

Akiñiset ɲina ka atamakinet
Ani ɬtamete iyẽs, nyo itiyakin neni a Locomin aloŋaren?

Atutubet ɲina a ɲaarei
Ani eanyunete ɲidwe a ɬtôm ɲican ɲulu aprov kitiyakin lokal a Ecom, anabere keŋ, aprov ikes tosma narɔ lomanikɔr alimokin ɲityaŋ ɲulu ayakasi lomanikɔrin. ɲinapei-paki, todolo ɲakiro lomanikɔr neni a Ekor. Abu Ekor tonyara ɲityaŋ daadaŋ alimokin ɲuna etiyakin lokal a Ecom.


Vocabulary Words

<table>
<thead>
<tr>
<th>eli</th>
<th>tobilibiliun</th>
<th>todakasi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the Text Questions</strong></td>
<td><strong>In My Mind Questions</strong></td>
<td></td>
</tr>
<tr>
<td>1. Ata ɲae ɲiŋweŋa ɲa ɲityaŋ ɲulu elimitẹ aloemut alo?</td>
<td>1. Alu-rotin bo amaiṅina Locomin kisituŋ alemunia ᵃmumbe akọ adakakin?</td>
<td></td>
</tr>
<tr>
<td>2. ḋkoko a ɲae bo abu tobilibiliun aloʊkidyama ᵃmumbe?</td>
<td>2. Iɲarakin iyọŋ lokonekoŋ ewanan ikuwa ani?</td>
<td></td>
</tr>
</tbody>
</table>

Term 2  Week 11  204
TERM 2 END OF TERM ASSESSMENT

Introduction

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

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

Reading Assessments (administered individually)

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

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

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

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

Listening Assessment (administered as a group)

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

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

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

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

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

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

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

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

Speaking Assessment (administered individually)

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

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

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ata ɲae alokitela yak ewoikinito ɲakirɔ ɲena etapito ekisil ka akinapakina?

Before Reading: Guiding Question
Kaaŋu-kirɔ iwuanakineta ɲiŋya ɲiŋkowasinë?

After Reading: In the Text Question
Ata ɲae ajiyete aloemut alo?

After Reading: In My Mind Question
Ali-pite ɲolo ajikan irtakinere ejie?

Literacy 2

Plan the Story
Erai atametait ɲina ajikan ayeun eemut ɲolo eyakatar ɲakirɔ ɲena aoyak ɲaomwon. ñjarakinete ɲikasymak, erai keyakunotor adyo-tyonis igirete ɲjemuto kec.

Day 2

Literacy 1

Word Structure Application
akipuk      aki-puk      eke-puk-an
akinap      aki-nap      eke-nap-an

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ejamu</td>
<td>j</td>
</tr>
<tr>
<td>ja</td>
<td>ja</td>
</tr>
<tr>
<td>j</td>
<td>ejamu, amolij, ejara</td>
</tr>
</tbody>
</table>

209
9.1 Njiticisyo a njitupa a njulu iyokito ekiti l ka akinapakina

Literacy 1

Thematic Question
Ata nde alokitela yok ewoikinito nakiru nena etapito ekiti l ka
akinapakina?

Before Reading: Guiding Question
Ani etakanunui ejiye alore, nde etyaki njitupa?

After Reading: In the Text Question
Tolimutu njitupa nulu esisilete nuluce tupa alotcama eemut lo?

After Reading: In My Mind Question
Nyo itdiienit atemar esila njitupa?

Literacy 2

Plan the Story
Erai atametait nena ajkan ayeun eemut nolo eyakata nakiru
nena ooyak niamwon. Njarakinete njikasyomak, erai
keyakaunotor adyo-tyonis igirete njemuto kec.

Literacy 1

Sentence Structure Application
Eyeni ines akipuk.

Erai ines ekupukan.

Eyeni ines akigir.

Erai ines ekugiran.

Literacy 2

Breaking and Making

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ejok</td>
<td>j</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>j</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>ejok</td>
<td></td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

J, j

ejok, ejau, Lomoji
9 Eksil ka akinsapakina

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ŋijopoliso  ēsilam  ēdakitar
ēcaaman  njiketamak  pader

Word Structure Review: Answers

akipuk  aki-puk  ēke-puk-an
akinap  aki-nap  ēke-nap-an

Sentence Structure Review: Answers

Eyeni iņes akipuk.
Ērai iņes ekepukan.

Eyeni iņes akiqir.
Ērai iņes ekeqiran.

Literacy 2

Handwriting and Spelling Assessment
ējok  ējamu  ēmolij
9.1 Njitcisyo a nityana a nulu iyokito eki sil ka akinapakina

**News**

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

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

**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.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 79</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 135</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Page 38</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Emaet**

Kiiriti ... 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.*
9 Ekişil ka akınapakina

Oral Literature

Acandarwa

Akişiset ŋina ıkikaniki
Ata ŋae ŋitwaga njulu ıkikanakino ɨwɔn akitijore njidekexo alokitela ɣok?

Atutubet ŋina ka apei


Story Outline

Ngiketiyak ɲulu eyakasi loemut
Esokosok, ɲidwe, ɲitwaga, eketataman, ɛcaaman, Apcce, Alurei ka Akunyuko.

Neni itiyatar ɲakiri
Lorēeya.

Akitiyakinet
Akiretkin emalerya.

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9.1 Njiticisyo a njitu a njulu iyokito ekisil ka akinapakina

Oral Literature

Akiñjiset njina ka atamakinet
Kera tomatu nyekorunit edakitar nacandarewae, kera ni yóo etakanikinit lotuña nul?

Atutubet njina a naarei
Ani krikakis ecaman, Alurei ka edakitar, Apcoc akian, kicikakinae Alurei ka Akunyuko alosit alimokin njityaŋ tocunakinos njina a Eramiram akitatamo aŋwa ka asegis.


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

### In the Text Questions

1. Naec akorakini njitu njacandarewae?
2. Maemani njirerya aŋwa ka asegis?

### In My Mind Questions

1. Nyo ipedori iyón akitiyakin kiretakinia emalerya?
2. Aini aŋti iyón, ai iboiyoto njisiru?

Term 3  Week 1  214
9 Ekisíl ka akinapákina

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-rotin itopoloere ekisíl alosukul?

Before Reading: Guiding Question
Ata-ŋae itemokino kitopoloto ekisíl?

After Reading: In the Text Question
Inyoni amaryate ŋidwe aloemut?

After Reading: In My Mind Question
Nyo amaiikinaikes kitiyata eroko nyemarya akalami?

Literacy 2

Plan the Story
Ěraí amatëtaí ńina aŋakan ayeun eemut ŋolo eyakatar ńakiro ńena aoyak ńaomwon. Ŋarakinete ŋikasyomak, ćeraí keyakaunotor adyo-tyonis igirete ńiemuto ńeć.

Day 2

Literacy 1

Word Structure Application
akicelwar          a-kicelwar          kicelwar-aće
akimasar          a-kimasar          kimasar-aće

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ikwaan  kw</td>
<td>Kw, kw</td>
</tr>
<tr>
<td>kwa    kwa</td>
<td></td>
</tr>
<tr>
<td>kw     ikwaan</td>
<td>ikwaan, akwa, ekwa</td>
</tr>
</tbody>
</table>
9.2 Akitopol ẹkisil ka akinapakina

Literacy 1

Thematic Question
Alu-rotin itopoloere ẹkisil a losuku?

Before Reading: Guiding Question
Ata-ŋe itemokino kitopoloto ẹkisil alosukul?

After Reading: In the Text Question
Ngẹ abu tonyaran ọkaeryak a njidwe a njulu ajiyete?

After Reading: In My Mind Question
Nyo iddìhinit ebe esila njidwe?

Literacy 2

Plan the Story
Erọ amateit nina ajikan ayeun eemut ọlo eyakatar ọkịchọ nọna aoyak ọamwọn. Iñarikine ọkaeryomak, erọ ọkaeyonotor adyo-tyonis igirete njemuto këc.

Literacy 1

Sentence Structure Application
Acamit akicelwara akisyom.

Apori kicelwarae akisyom.

Acamit akimasar amoru.

Apori kimasarae amoru.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>iryono</td>
<td>Ry, ry</td>
</tr>
<tr>
<td>ryo</td>
<td></td>
</tr>
<tr>
<td>ry</td>
<td></td>
</tr>
<tr>
<td>iryono</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ękapolon  njkauryak  ekume
eryaba  kicum  akalam

Word Structure Review: Answers

akicelwar  a-kicelwar  kicelwar-ae
akimasar  a-kimasar  kimasar-ae

Sentence Structure Review: Answers

Acamit akicelwar akisyom.
Aponi kicelwarare akisyom.

Acamit akimasar amoru.
Aponi kimasarare amoru.

Literacy 2

Handwriting and Spelling Assessment

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>People watching the football match.</td>
</tr>
</tbody>
</table>

**Model News Story**

Last month there was a football match in the village and the two teams played to a draw. When the match was over, a fight broke out between the two teams. The village chief, who was among the spectators, ordered his guards to stop the fight. When the guards stopped the fight, they also assisted people to walk away. This helped to keep peace at the football match.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>- Competences, page 79</td>
</tr>
<tr>
<td>- Sample Scheme of Work, pages 136-137</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>- Pages 38-40</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Eete**

<table>
<thead>
<tr>
<th>Ekarikon</th>
<th>Daadaną</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ḥyes Ṿiupe kiyẹŋụtu Ḥyes daŋ.</td>
<td>Ḥkiyau ekisil eboikin.</td>
</tr>
<tr>
<td>Ḥyes Ṿijie kiyẹŋụtu Ḥyes daŋ.</td>
<td>Ḥṿide ᾽a Ḥmuryae.</td>
</tr>
<tr>
<td>Ḥyes Ḥibokora kiyẹŋụtu Ḥyes  daŋ.</td>
<td>Ḥkiyau ekisil,  kiyẹŋụtu.</td>
</tr>
</tbody>
</table>

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

**Akiŋiset ŋina ikĩŋakini**  
Ali-pite alorɛrya itopolore ɛwɔn ekisil ka akinapakina?


**Story Outline**

- **Atamɛtaŋ ɲina apolon**  
  Akisicanit ɲikaŋwalak.
- **Atamɛtaŋ ɲina ka apei ɲina igaŋit**  
  Eguriguri aŋidwe a esukul.
- **Atamɛtaŋ ɲina a ɲaarei ɲina igaŋit**  
  Ekiŋil.
9.2 Akitopol ekisíl ka akinapákína

Oral Literature

εAni iríkákiní ekapolon erwori keň, abu kíñítḵ ñíkan̲walaḵ alimun ñuna eyakatal aneraí ikes nooi ebí isicanīṯe. Abu nait ipe-i-kóḵ ŋíni anyarite Nálem ŋíni asyomi ñáḵilasya ŋaarei tema, “Ekapolon, eraí ñídw̱e ñulu a ñáḵilasya a ŋauni ikic̱anito is̱ewa ñídw̱e ñulu ñéwalate. Èmamu nyìkikerito ikes is̱ewa. Ekapolon, èmaikína ikes itókerito is̱ewa dañ aneraí èmamu pa ìkìyecekíni ariyamun ñéwalu na, nait, anàñakíno is̱ewa dañ atëmar èñwalate. Èmamu pa agyelunio kori ëlipënio, nait Akuj eyeni.” Abu ekokwa logo topeprék ŋuna erworó Nálem, kísyakids ñíkan̲walak akíséta, kibwal ekokwa nooi.

Ekau kepup ekapolon ñakiru wo, abu ines tootub atemar; ŋína esyaunun, “Èmaikína ekokwa ñolo ikoni lo toyài aŋolu lap aneraí ines epedori ayaun akinapákína losukul.” Ňína a ŋaarei, “Èmaikína ñídw̱e ñulu èñwalito tobyolàsi kaapei ka ñulu ñeyñwalito, kiññaranàkinos, tosyomètè kaapel, a ëkisíl.” Àpọte nait ñíkan̲walaḵ tołakàros nooi eanyunetè atemar ikwa emínaè ikes dañ alosukul. Àpọte ikes kiboyoto èlakàra aneraí aŋolu lap, ayai ekokwa ñolo abu yau ëkisíl ka akinapákína losukul kec.

Vocabulary Words

<table>
<thead>
<tr>
<th>akigworó</th>
<th>igurugurosi</th>
<th>ekokwa</th>
</tr>
</thead>
</table>

In the Text Questions

1. Ñàe errài ekapolon a esukul?
2. Anu kíró apota totukanut není a ñídw̱e aŋulu ñúkalak alokulsú?

In My Mind Questions

1. Kan nyo èjokya akiwuananakin ñíkókwàšiní losukul?
2. Alu tìcìsyo epedoretè ñíkan̲walak akitiya?
9 Ekišil ka Aiwar

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nyo ejkya ekišil eyai nakwap?

Before Reading: Guiding Question
Tolimosi njipitso nyulu ejkya ekišil eyai losukul?

After Reading: In the Text Question
Arai nyo akoka itoku?

After Reading: In My Mind Question
Iketere nyo, erœnia arukit ka ekišolan?

Literacy 2

Plan the Story
Erai atatetai ni ajkan ayeun eemut nolo eyakatar nakiro
niœna aoyak nœamwœn. Ññakineœ nœkisømak, erœi
keyakaunot adyo-tïonis igirete niœmuto kœc.

Day 2

Literacy 1

Word Structure Application
akikobakin a-kikobakin kikobakin-aœ
akikamakin a-kikamakin kikamakin-aœ

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ayere</td>
<td>y</td>
</tr>
<tr>
<td>ye</td>
<td>ye</td>
</tr>
<tr>
<td>y</td>
<td>ayere, ayeye, eyeni</td>
</tr>
</tbody>
</table>

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9.3 Aŋkis ñìna ka akitopol ekiśil ka akinapakìna

**Literacy 1**

**Thematic Question**

Nyo èjkya ekiśil eyai nakwap?

**Before Reading: Guiding Question**

Alu-pitesyo ekeritere ìwòn ñulu ce?

**After Reading: In the Text Question**

Njè abala aloemut ebe, "Erañ ibore ñìni aŋkò?"

**After Reading: In My Mind Question**

Ali-pite ebukinere aŋkò?

**Literacy 2**

**Plan the Story**

Erañ atamëtañ ñìna aŋkà ayeun eemut ñôlo eyakatar ñakìñì ñìna aoyak ñaomwon. Ñìñarakenet ñikìsyomak, erañ keyakaunot adyo-tyonis igirete njìmuñto ñìñì.

---

**Literacy 1**

**Sentence Structure Application**

Tëma Nåkùrù, "Kikòbakìnañ töto."

Acamìt töto akitobakin Nåkùrù.

Tëma Nåkùrù, "Kipùtarae töto."

Acamìt töto akipùtakin Nåkùrù.

**Literacy 2**

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>akiboïyo</td>
<td>Y, y</td>
</tr>
<tr>
<td>yo</td>
<td>yo</td>
</tr>
<tr>
<td>y</td>
<td>akiboïyo</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Y, y

akiboïyo, ayökot, ayonore
9 Ekisil ka Aiwha

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

ɲisiliŋa  ekokıt  eŋıt
akọc  napis  kitiməkinaæ

Word Structure Review: Answers

akiqobakin  a-kiqobakin  kiqobakin-aæ

akikamakin  a-kiqamakin  kiqamakin-aæ

Sentence Structure Review: Answers

Təma Nakiru, "Kìkəbakinæ toto."
Acamıt toto akiqobakin Nakiru.

Təma Nakiru, "Kìpətəræ toto."
Acamıt toto akıpətakin Nakiru.

Literacy 2

Handwriting and Spelling Assessment

ayere  ayokot  akiboioy
9.3 Ajokis ṯina ka akitopol ękisil ka akinapakina

News

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

Model News Drawing

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

Model News Story

Last month there was campaign in our village. Two people contested for the post of Local Council chairman. Before the elections, the officer in our district organised a big party and invited everyone in the village where he gave everyone a t-shirt which is labelled “we want peace in our village”. All people on and promised to keep peace during voting.

Traditional Text

Eete

Erono, erono,
Etic Io,
Aki, akisec,
Nasecisya,
Nai-aboŋoroi,
Lore a papa kaŋ,
Naruka, ekesyoni.

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

Oral Literature

Ekisil ka akinapakina

Akiğiṣet ŋina ɖiŋakini
Nyo etakanuni kemam ŋitẹna ŋulu itopololo e kisil ka akinapakina alokitela yko?


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
</table>
| **Atamẹtaït ŋina apolon**  
Akitopol ekisil. |
| **Atamẹtaït ŋina ka apei ŋina igaŋit**  
Akitisil ńirwosi. |
| **Atamẹtaït ŋina a ŋaarei ŋina igaŋit**  
Aboṣẹ ekisil. |

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9.3 Ajokis ñina ka akitopol ëkisîl ka akinañapïnâna

Oral Literature


### Vocabulary Words

<table>
<thead>
<tr>
<th>ñirwosi</th>
<th>ekokwa</th>
<th>aminanar</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Ère ñàæe apônì kïçüñæ?
2. Ñàæ anyaraæ ekokwa?

### In My Mind Questions

1. Alu rotin ñulu itopoloe ëkisîl ka akinañapïnâna?
2. Alu ñuña itami ìyôn ìbe, “Epedorete akitopol ëkisîl ka akinañapïnì alôkitëla yôk?”

Term 3  Week 3

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10 Akiyokit ƞidwe

Literacy 1 and 2

Day 1

Literacy 1

**Thematic Question**
Alu-pitesyo ipedorya avadoc akiŋarakinia ekus-kal?

**Before Reading: Guiding Question**
Nyə e alokdpun ḳus ɛŋarakinit ḱtìŋanan ḳini a ḳıcan adyo-kuwar?

**After Reading: In the Text Question**
Nyə eumiyarit etic aloemut alo?

**After Reading: In My Mind Question**
Nyə epedorit akiŋarakin avadoc alocan?

Literacy 2

**Plan the Story**
Erài atamẹtait ṑìna ajikan ayeun eemut ṑolo eyakatar ɛnkiko ṑìna aoyak ṑəomwon. ṑŋarakinete ɲikasymak, erài keyakaunot adyo-tyonis igirete ɲiimuto kẹc.

Day 2

Literacy 1

**Word Structure Application**

<table>
<thead>
<tr>
<th>idicit</th>
<th>idicit-ae</th>
<th>idicit-ae</th>
</tr>
</thead>
<tbody>
<tr>
<td>iyakit</td>
<td>iyakit-ae</td>
<td>iyakit-ae</td>
</tr>
</tbody>
</table>

Literacy 2

**Breaking and Making**

<table>
<thead>
<tr>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ṃanyia</td>
</tr>
<tr>
<td>ṃa</td>
</tr>
<tr>
<td>ṃ</td>
</tr>
</tbody>
</table>
10.1 Etic a njidwe ka akisicani itkes

Literacy 1

Thematic Question
Alu-pitesyo ipeporya iyọn akiŋarakinia ekus-kal?

Before Reading: Guiding Question
Alu-ticsiso etyonikinto njidwe nulu a P.2?

After Reading: In the Text Question
Njae etanapitaie ikoku nisaae daadag?

After Reading: In My Mind Question
Alipite iŋarakinitori njajuryak njidwe?

Literacy 2

Plan the Story
Erai atametaa njina ajikan ayeun eemut nolo eyakatar nakiće
nena aoyak naomwon. ḏarakinete nıkasymak, erai
keyakaunotor adyo-tyonis igirete njemuto kẹc.

Literacy 1

Sentence Structure Application
Ndicit eya Nacan.
Ndicitae Nacan.

Tyakit eya Nacan nakwaare.
Tyakita Nacan nakwaare.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>njiboro</td>
<td>Nj, nj</td>
</tr>
<tr>
<td>ni</td>
<td>ni</td>
</tr>
<tr>
<td>n</td>
<td>njiboro, nítẹ́nà, nákitọ́</td>
</tr>
</tbody>
</table>

Term 3   Week 4   228
Literacy 1

Vocabulary Review

<table>
<thead>
<tr>
<th>isiumiyarit</th>
<th>ejirikan</th>
<th>etic</th>
</tr>
</thead>
<tbody>
<tr>
<td>kecau</td>
<td>isiwokeae</td>
<td>ekal</td>
</tr>
</tbody>
</table>

Word Structure Review: Answers

<table>
<thead>
<tr>
<th>idicit</th>
<th>idicit-æ</th>
<th>idicitæ</th>
</tr>
</thead>
<tbody>
<tr>
<td>iyakit</td>
<td>iyakit-æ</td>
<td>iyakitæ</td>
</tr>
</tbody>
</table>

Sentence Structure Review: Answers

İdicit eya Nacan.

İdicitaæ Nacan.

İyakit eya Nacan nakwaare.

İyakitaæ Nacan nakwaare.

Literacy 2

Handwriting and Spelling Assessment

<table>
<thead>
<tr>
<th>ɲanyia</th>
<th>ɲboro</th>
<th>ɲtутaŋa</th>
</tr>
</thead>
</table>
10.1 Etic a njidwe ka akisicanit ikes

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 njæ mono nakone kon.
Kidokosi edya akulit.
Kidokosi loti-lo ...
Kidokosi ekou-bere ...

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

Oral Literature

Ajamakinit ɜidwe

Akinjiset ɜina ikinakini
Ali pite epedoryata ɜituja alokal akiŋarakin?


Asymote ɜidwe ɲakilasya ɲaae. Abojununuyete ikes alosukul akitamet ɜakinei ka akijokokin ɲike yokok ɲuluce kiudut lore eboŋ.


<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atametaït ɲina apolon</td>
</tr>
<tr>
<td>Ajamakinit ɲidwe.</td>
</tr>
<tr>
<td>Atametaït ɲina ka apei ɲina iɡaŋit</td>
</tr>
<tr>
<td>Amudukan ikokɛ.</td>
</tr>
<tr>
<td>Atametaït ɲina a ɲaaeri ɲina iɡaŋit</td>
</tr>
<tr>
<td>Apọtẹ ɲikaeryak kiričakis ɲidwe.</td>
</tr>
</tbody>
</table>
10.1 Etic a ƞidwe ka akisicanit ikes

Oral Literature


Abu tokadak eya kẹc nooi, kitonyou Lokiru ọa lọnṣakar akìmukẹ. 눈

Aọtụ ƞidakitarin kikatakis akimad ƞakọnyen ẹʒ ẹni kiiyori apei aṣałeun. Abu Lokiru tomodukan apei kọŋa kedaun ǹiṣipọ ƞiuni.


Aọtụ nai ɲikàtọyak ɲuluce daŋ kiiəsẹ ɲakirọ ƞiña eworo ẹdakitar ka kiričakis ikes ejík.

### Vocabulary Words

<table>
<thead>
<tr>
<th>ekamẹran</th>
<th>tomudukan</th>
<th>arẹẹrẹ</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the Text Questions</strong></td>
<td><strong>In My Mind Questions</strong></td>
<td></td>
</tr>
<tr>
<td>1. Ali tic apọni ịnakia Lọkiru?</td>
<td>1. Kẹraẹ ọzọ iyoŋ lokile ka Alupot, kẹraẹ anu kiri o ilimonokini iyoŋ naboru kon a ọna a ẹmerẹt?</td>
<td></td>
</tr>
<tr>
<td>2. Ọna abu kiṣara Lọkiru?</td>
<td>2. Nyo ẹmaiikina emuduk tolosyo?</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Nyo itiyanakin lodwe njulu iteryamunite njicane?

Before Reading: Guiding Question
Ikokinete njicane emunarete eboyos angelece dwi ai?

After Reading: In the Text Question
Njane keñ a Nacane abere njina aloemut?

After Reading: In My Mind Question
Ali rot epedorya Nacane alomun alocan alu?

Literacy 2

Plan the Story

Day 2

Literacy 1

Word Structure Application

tocanaan  
tocanaan-iar  
tocanaaniar

togylaan  
togylaan-iar  
togylaaniar

Literacy 2

Breaking and Making

Handwriting and Spelling Practice

Ae, ae

njicupaæ, nasukaæ, nae
Literacy 1

Thematic Question
Nyo itiyanakin lodwe ṇulu iteryamẹntaọ ọjọcan?

Before Reading: Guiding Question
Ikoni akiyar a ọjọcan a ṇulu eryamunito ọjọcan ai?

After Reading: In the Text Question
Apọtu ọjọitesyo a Nacan kikoṣis ai?

After Reading: In My Mind Question
Nyo etakanunị lodwe ṇulu alore isitiyaọ noo epote losukul?

Literacy 2

Plan the Story
Erai atametaị ọjọna ajọkan ayeun eemut ọjọlo eyakatar ọjọrwa ọja aoyak ọjaomwọna. Ịnrakineteta ọjọakasom, erai keyakaunitor adyo-tyonis igirete njemuto ọjọ.

Literacy 1

Sentence Structure Application
Tocanaan Lokiru.

Tocanaaniar Lokiru.

Togyeaaan Lokiru.

Togyeaaaniar Lokiru.

Literacy 2

Breakig and Making

<table>
<thead>
<tr>
<th>ẹbọkitae</th>
<th>aе</th>
</tr>
</thead>
<tbody>
<tr>
<td>tae</td>
<td>tae</td>
</tr>
<tr>
<td>aе</td>
<td>ẹbọkitae</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

Aе, aе

ẹbọkitae, ọjọmakae, ọjọmakae
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
kiyaloloniyo tokuryaniar ńjican
kiboikin tokyanatar irworosi

Word Structure Review: Answers
tocanaan tocanaan-iar tocanaaniar
togyełaan togyelaan-iar togyelaaniar

Sentence Structure Review: Answers
Tocanaan Lokiru.
Tocanaaniar Lokiru.

Togyełaan Lokiru Lokiru.
Togyełaaniar Lokiru.

Literacy 2

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

**Model News Drawing**

| Boys digging an anthill, girls lifting jerricans of water on their heads. |

**Model News Story**

Sometimes, when Primary 2 learners are not obedient in class, their teachers have to discipline them. In a school where my youngest brother studied, there was a teacher who used to discipline boys by making them dig up ant hills in his compound. To discipline girls, he would make them fetch water from the valley using heavy jerricans. My brother is a big boy today, but when he sees an anthill he remembers the punishments that they would be given.

**Traditional Text**

**Eete**

Kircakinito ikọkù.

Nyabori tata kircak ikọkù atoryamutu, O-o-o-o

Esalu eyaa kẹọ toloto narọ kìt egete ...

Esalu eyaa kẹọ toloto narọ kìt ekori ...

Oye-a-eoye-i-i-i-yo.

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

Oral Literature

Akiricakinit ikokú

Akiyiset нима ikiyakini
ŋẹ̀ a iʃara kini ikokú kera tẹ̀ṣẹ́nan ijes?


Story Outline

Atamẹtait нима apolon
Akisiyaralọnj ńidwe.

Atamẹtait нима ka apei нима iganjìt
Atyaka alore.

Atamẹtait нима a ọ̀ṣaarei нима iganjìt
Amaryu epite ọlọ̀ ọya re.
10.2 Aronis njina ka akisicanit njidwe

Oral Literature


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>esoloete</td>
</tr>
<tr>
<td>njican</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nja ekirwa a edya a nolo aryamunit njican?</td>
<td>1. Anu tyokisyo iryamuni iyon pa isyomit?</td>
</tr>
<tr>
<td>2. Abu edya nolo torau nyo, irikakin akisyom?</td>
<td>2. Ani kiriam iyon njican, naa epedori akinjarakin?</td>
</tr>
</tbody>
</table>

Term 3  Week 5  238
10 Akiyokit njidwe

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Ata ɳae ededorito acoka njidwe anakwap yɔk?

Before Reading: Guiding Question
Ikokinete iyɛs imounete akiuryari make ai?

After Reading: In the Text Question
Ƞae anyarae Nacan ka eketataman alimokin ebe, "Ɛrọnọ akiisicyanit iko kẹu"?

After Reading: In My Mind Question
Epedorete njidwe akiŋarakin make ıkwa ani?

Literacy 2

Plan the Story
Ɛraí atamɛtalọt ɳina aqkan ayeun eemut ɳolo eyakatar ɳakọ ɳina aoyak ɳamwon. Ịŋarakinete ɳikasymok, ɛraí okedexa nutor adyo-tyonis igirete ɳjemuto ƙc.

Day 2

Literacy 1

Word Structure Application
ŋike-ke-konei ŋike-e-konei ŋike-ce-konei
ŋike-ke-dwe ŋike-e-dwe ŋike-ce-dwe

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>ɲikitɔ</th>
<th>ɔ</th>
<th>ɛ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɲikitɔ</td>
<td>ejɔ, yaŋ</td>
<td></td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

| ɔ, ɛ |
| ɲikitɔ, ejɔ, yaŋ |
10.3 Ñirotin ñulu iyokitere ñìdwe

Literacy 1

Thematic Question
Ata ñëc epedorito acoka ñìdwe anakwap yôk?

Before Reading: Guiding Question
Anu kîrô itemokino kitsâ ratei lodwe ñulu cîcîk?

After Reading: In the Text Question
Ñæe abala ērōcârîo ñîçènanan lojara?

After Reading: In My Mind Question
Ikônîo ëtînîtæ ñìdwe alosukul aî?

Literacy 2

Plan the Story
Èraî atamètait ñînà ajoñan ayên eemut ñóló eyakatâ ñakîrâ ñëna aoyak ñaomwon. Ñîrâkînîte ñîkâsîmôk, èraî keyakaunotor adyo-tyonis igîrete ñjëmuto këc.

Literacy 1

Sentence Structure Application
Ètwareî ñîñës ñëkëse-baren.
Ètwareîkôs ñëkëse-baren.

ìlôsît ñîñës ñëkëse-ìôwî.
Ìlôsîtô ñìdwe ñëkëse-ìôwî.

Literacy 2

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

íwapei, ñìdwe, ñìtêña
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review
kisirwor  tojoño  tolimok
tolakar  tominakis  akiyom

Word Structure Review: Answers
ŋeke-konei  ŋi-keke-konei  ŋi-kece-konei
ŋeke-dwe  ŋi-keke-dwe  ŋi-kece-dwe

Sentence Structure Review: Answers
Etwarit ines ŋeke-baren.
Etwarito ines ŋekece-baren.
Hlosit ines ŋekece-lowi.
Ilosito ŋide ŋekece-lowi.

Literacy 2

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

**Model News Drawing**

A teacher talking to a group of learners.

**Model News Story**

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

**Traditional Text**

**Eete**

Oye ikurukuro Oo ikirem Nacupae.

Nawas elomi namon ikwa inok...

Oiye icopicopo.

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

Oral Literature

Etic a ƞikaavyak

**Akiyiset ƞina ıkįnakin**
Alu rotin itemokino iyês ƞidwe kiuryarotor make?

**Atutubet ƞina ka apei**


---

**Story Outline**

**Njiketiyak ƞulu eyakasi loemut**
Loŋoroko, Nawas, ƞidwe, ƞimɔε, Ekapolon a esukoł, Lokoligur, ƞic wymaε.

**Neni itiyatar ƞakiri**
Nacypaε.

**Akitiyakinet**
Akitikar ƞidwe ka epite ƞolo ƞarakinere.
10.3 Որտն նկող իուկիոտե նիդվէ

Oral Literature

**Akiņiset նինա ka atamakinet**
Nyo itami iyoŋ ebe, ikitakanikini iyoŋ ilosi analoŋisat bon?

**Atutubet նինա a նաարեի**
Abu akikamaro a նիդվէ a Loŋoro ko kitakadak նիցամե a nulu apolok anakwap a Nacepae akiboi anen. Atamete นิկետա登记 a nulu a edin anakwap a Nacepae որտուն նկող կինակուն նիդվէ նու ալոմէ.

Apei-koloyit, kebe akoro tonyam ikok a Loŋoro ko Naواس ունի ekamarito նիմու իդո ygo igworo. Արու նիմու նս kinyakut işes kə lokato-քեռ epe nakwaare lore kəs. Totikun նատամետա a Naواس ինյակուն նիդվէ նու.

Անուկունի նուվե cema Naواس a նուն ka akiirimit նիրեռ ya a նուվե tʊŋa toessikinе նիդվէ make alogal itiyaete ikwa նիկուր.

Արու նիցամե daadaŋ kiwukis ekokwa a նուն a Naواس. Kitalakasi ikes ekapolon նոտ ka ateker kəs a նուն ka akisitakin Naواس kan aesišinе skal քեռ. Totubokinae işes akemense նիսիներ amin apei a նուն a ekokwa.


**Vocabulary Words**

<table>
<thead>
<tr>
<th>նիմու</th>
<th>եյայիթ</th>
<th>ակիդարիտ</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the Text Questions</strong></td>
<td><strong>In My Mind Questions</strong></td>
<td></td>
</tr>
<tr>
<td>1. Ai eboiyoto Loŋoro ko Naواس?</td>
<td>1. Alu rotin eperedete նիկաւրիա ակիյուրայա նիդվէ կեց?</td>
<td></td>
</tr>
<tr>
<td>2. Kimarę n onViewCreated նու eboiyot նիմու?</td>
<td>2. Ata նաե նիս tʊŋa eperedete ակինարակի ակիդայ նիդով?</td>
<td></td>
</tr>
</tbody>
</table>

Term 3  Week 6

244
11 Nākipimēta

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-pitesyo eanyununere iwغن ngisaaē?

Before Reading: Guiding Question
Alu-saaē itiyanenere iwغن ngiticiσyo?

After Reading: In the Text Question
Ngisaaē niyai arotokinio Lokiru losukul?

After Reading: In My Mind Question
Ikokini iyon ilimori ngisaaē alosukul kori alore ai?

Literacy 2

Plan the Story
Erai atamētaē niña ajkan ayeun eemut nolo eyakatar nākiro
ηuna aoyak ηaomwōn. Νηarakine nēkayōmǎk, erai
keyakaunotor adyo-tyonis igirete ngiēmuto kēc.

Day 2

Literacy 1

Word Structure Application
ērimaana  ny-ērimaana  nyērimaana
ēkōklana  ny-ēkōklana  nyēkōklana

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>isẹwa ụ</td>
<td>ụ, ụ</td>
</tr>
<tr>
<td>ọ ọ</td>
<td>ọ, ọ</td>
</tr>
<tr>
<td>ù isẹwa</td>
<td></td>
</tr>
</tbody>
</table>
11.1 Esaa

Literacy 1

Thematic Question
Alu-pitesyo eanyununere iwow njisaae?

Before Reading: Guiding Question
Anu kiro isitiyao akigira esaa?

After Reading: In the Text Question
Nyo abu Lokiru kigir?

After Reading: In My Mind Question
Alu rotin ipimere njisaae?

Literacy 2

Plan the Story
Erai atametait niina ajkan ayeun eemut njolo eyakatar nakiro
niina aoyak njamwo. Njarakinete njikasyomak, erai
keyakaunotor adyo-tyonis igirete njemuto kce.

---

Literacy 1

Sentence Structure Application
Nyerimaana ekoko kosi.
Pa arimaana ekoko kosi.

Nyekokolana enak kosi.
Pa akokolana enak kosi.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ecucut u</td>
<td>U, u</td>
</tr>
<tr>
<td>cu</td>
<td>ecucut, ekulukul, ekunyuk</td>
</tr>
</tbody>
</table>

Day 4

---

Term 3 Week 7 246
11  NJakipimeta

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

njirwa  elap  ekaru
njitom  njamairei  njarei

Word Structure Review: Answers

erimaana  ny-erimaana  nyerimaana
ekokolana  ny-ekokolana  nyekokolana

Sentence Structure Review: Answers

Nyerimaana ekokor kosii.
Pa arimaana ekokor kosii.

Nyekokolana enaj kosii.
Pa akokolana enaj kosii.

Literacy 2

Handwriting and Spelling Assessment

isewa  ecucut  ekunyuk
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, atemar kemjo, ndu koło esyaunete akisyom.

Verse: Ate papa, yawte ḣidwe losukul akiyom.

Ṣikasikou ...

Ọkọ ọkikimak ...

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

Oral Literature

Ani paki

Akiqiset ɲina ikiqakini
Ani paki itiyaeneneta ɲituŋa ɲasebaŋ nooi?

Atutubet ɲina ka apei


Story Outline

Njiketiyak ɲulu eyakasi loemut
Etop, njiremotom, njilapyo, njityaŋ, njidowon, njinyia, njitpon.
Neni itiyanat ɲakirɔ
Nakibelibelyet a Ekalees.
Akitiyakinet
Ekokwa ɲolo itoodiuni etyakitene a esaa.
Atutbet ƞina a ƞarei

Vocabulary Words

<table>
<thead>
<tr>
<th>ƞiŋemotom</th>
<th>ȵakulyak</th>
<th>ȵilapyo</th>
</tr>
</thead>
</table>

In the Text Questions

1. Ǹaŋ eiaŋ ƞiŋemotom?
2. Ǹaŋ ageuni akilip alokokwa?

In My Mind Questions

1. Nyo ikitaanyuni iwəŋ ělap?
2. Alu boro ikilimonokinete iwəŋ ȵiaae?
11 Nakipimeta

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Kimarakinae ayej njiboro njulu isitiya o akepimia?

Before Reading: Guiding Question
Alu-boro kipimet iyenj iyedj?

After Reading: In the Text Question
Alu-boro akekataman yau nenj akeere?

After Reading: In My Mind Question
Nyo ejkya iwun ayejut njiboro njulu irime?

Literacy 2

Plan the Story

Day 2

Literacy 1

Word Structure Application
akimar  akimar-et  akimar-et
akilip  akilip-et  akilip-et

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>adere</td>
<td>ε, ε</td>
</tr>
<tr>
<td>de</td>
<td>de</td>
</tr>
<tr>
<td>ε</td>
<td>adere</td>
</tr>
</tbody>
</table>

Term 3  Week 8
11.2 Ċakipimeta

Literacy 1
Thematic Question
Kimarakinā ayənj nibori nulu isiṭiyao alore akipimia?

Before Reading: Guiding Question
Anu-bolyasinei emiṇasi njidwe abolya alosukul?

After Reading: In the Text Question
Njarwa njaai abu Nakiru kirimok akonyja?

After Reading: In My Mind Question
Alu-boro kipimet ėryamua alosukul?

Literacy 2
Plan the Story
Ėrai atametai niña ajkan ayeun eemut nolo eyakatar nakića
niña aoyak gauowan. Įsarakinetė ąkitasyomak, ėrai
keyakunotor adyo-tyonis igirete njemuto kćc.

Literacy 1
Sentence Structure Application
Ėyenī injes akimar.

Eyakar injes akimaret.

Ėyenī injes akilam.

Eyakar injes akilamet.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>apese</td>
<td>E, e</td>
</tr>
<tr>
<td>pe</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>apese, abeere, epege</td>
</tr>
</tbody>
</table>

Term 3  Week 8  252
11 Njakinipimeta

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

njamairei  kipimét  akerit
kirimok  njiboro  toporo

Word Structure Review: Answers

akimar  akimar-ët  akimarët
akilip  akilip-ët  akilipet

Sentence Structure Review: Answers

Eyenë inës akimar.

Ejakar inës akimarët.

Eyenë inës aklam.

Ejakar inës aklamët.

Literacy 2

Handwriting and Spelling Assessment

adëré  apese  abërun
11.2 Ňakipimeta

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?
ȟkaa-koku akadema ekone.
Ekone, eryamar nakito, lookwa, naasak ...
Lakiru, ooi ya, nyo igworo iyon?

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

Oral Literature

Ekokoroit ka Ecuuli

**Akijiset ḅina ikiŋakinikani**
Alu boro isitiyao akipimya ḅambwa alorera?

**Atutubet ḅina ka apei**

Aiyakatar ḅidwe a Ekokoroit ḅakonyen ḅuna cikik, atijik ḅidokolei, acekem ḅakejen, atumito torai ḅakiloi 32 epimunun, tomilimilete ḅajul anakyes kẹc. Aurwuwaaka ḅidwe a Ecuuli ka todoŋol ḅakonyen kẹc ka akidyoko ḅakiloi kẹc ḅuna epimunun araŋ 12 bon a ḅin koku.


**Story Outline**

**Njiketiyak ḅulu eyakasi loemut**
Ekokoroit, Ecuuli Didi, ḅidwe, ḅisigarya.

**Neni itiyatar ḅakirɔ**
Koriet.

**Akityakinet**
Ekokoroit ka Ecuuli.
Akiŋiset ɲina ka atamakinėt

Njaanu ɲina ɨtame ɨye ebe etakanakinėt ɲidwe a Ekokoroit?

Atutubet ɲina a ɲairei


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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ɇaŋ akɔɔrɛ ɲidwe a Ekokoroit?</td>
<td>1. Ali pite ipimere aoyau a aloʃit?</td>
</tr>
</tbody>
</table>

Term 3   Week 8  256
11 Nàkıpımëta

Literacy 1 and 2

Day 1

Literacy 1
Thematic Question
Alu pitesyo edukitere IEWN nàkais alorëya yák?

Before Reading: Guiding Question
Edukito nàkais yák nacji ikwa ani?

After Reading: In the Text Question
Nàe ekiró a ekatataman?

After Reading: In My Mind Question
Kimarëtu nìboreborei nulu idodiunito epite noló eyar kar ibore iteó.

Literacy 2
Plan the Story
Erái atamëtaít nína ajkán ayeun eemut noló eyakatar nàkiró nína aoyak nàomwón. Ìnjarakinete nìkasyomak, erái keyakaunotor adyo-tonis igirete njemuto këc.

Day 2

Literacy 1
Word Structure Application
nìkan nì-kan nà-kan
nìkanikapei nì-kanikapei nà-kanikapei

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>nìdwe</td>
<td>ï, ï</td>
</tr>
<tr>
<td>ì</td>
<td>nì</td>
</tr>
<tr>
<td>ì</td>
<td>nìdwe</td>
</tr>
<tr>
<td>nìdwe, ekidikidi, agiligil</td>
<td></td>
</tr>
</tbody>
</table>
Literacy 1

Thematic Question
Alu pitesyo edukununuere iyês ŋakais alorërya kus?

Before Reading: Guiding Question
Ali pite eyakatar ŋadukta alorërya kus?

After Reading: In the Text Question
Ngułu keta ŋaa ayakatar ñidwe isībakianarete ŋiboro?

After Reading: In My Mind Question
Kimarëtu ŋadukta ŋëna eyakatar ñiwaitin ŋulu egelegelya alosukul.

Literacy 2

Plan the Story
Erâi atametait ŋëna ajukan ayeun eemut ñolo eyakatar ñakirô ŋëna aoyak ñaomwone. ñjarakinete ñikasyomak, erâi keyakaunotor adyo-tyonis iģirete ñiemušo këc.

Literacy 1

Sentence Structure Application
Ayâu Lorot ŋiboro ñikan.

Ayâu Lorot ŋaaboi ñikan.

Ayâu Lorot ŋiboro ñikanikapei.

Ayâu Lorot ŋaaboi ñakanîkapei.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>eris i</td>
<td>l, i</td>
</tr>
<tr>
<td>ri ri</td>
<td>eris, ñakipì, akibirit</td>
</tr>
</tbody>
</table>
11 Nakipimeta

Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

asoto  nabo  natuketa

eriyan  njirape  e马拉

Word Structure Review: Answers

ŋikan  nj-kan
ŋa-kan

ŋikanika  nji-kanika  nga-kanika

Sentence Structure Review: Answers

Ayas Lorot njiboro ŋikan.

Ayas Lorot ŋabaqi ŋakan.

Ayas Lorot njiboro ŋikanika.

Ayas Lorot ŋabaqi ŋakanika.

Literacy 2

Handwriting and Spelling Assessment

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

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

**Traditional Text**

**Eete**
Abelenyakai
Akuri, Akuri, adol abelenyakai adolo-o. x2
Akai a njinace, adolo-o ijes eteneonitor adolo-o.
Akainainat ...

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

Adukun ḋakais

Akiñiset ḋina ikiñakinin

Ọkakais ọpaa eyakasi lokalya yọk, ḋina epereyọ?

Atutubet ḋina ka apei


Erukunete ijes ka ńirukitos kep ọlu alalak. A ọkaari anun, ṣe ọmọkọna ijes toduko ḋakais ọnaarei ḋina apolok, ḋina ẹbusak ka ḋina itemokin ńipeyok ka ńiboro kec alomar tọọma.”


Abu naa Akuma ṣaw aatameta kep ḋina dukunet akai ẹpọ ọlu ẹnerai aperai apana adukun. Abu Atome daṣ ṣaw atamataat ḋina dukokinat akai ḋina apolon ḋina epedori akilikor ijes.

Story Outline

Ọkiketiyaŋ ọlu eyakasi loemute

Doko-doki-ki-co-loọ, Ĭpọ̀ọ̀rẹ, Atome, Akọma, ka ńipeyok.

Neni itiyan Ọkaari

Lore a ẹrọsọt.

Akiñiyakinet

Akiduk ọkakais ḋina gelejoyla.
### 11.3 Eyakaune a njiboro

**Oral Literature**

#### Akiŋiset ɲina ka atamakinet

Kimarɛtu njiboro ɲulu isitiya o adukyo ɲakais.

#### Atutubet ɲina a ɲarei


Abu Akuma kipim akai əŋ ɲakejen ɲatomoŋ, kibubuki aseŋit kidiŋ, toenik akopiton. Toenik nabo aseŋit ace ɲina kigerunet akai.


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

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ɋɛ ekiŋu a erwosit a ɲolo apɔtə njipoyok nen i əŋ?</td>
<td>1. Ali pite adukunitor erwosit ɲakais əŋ?</td>
</tr>
<tr>
<td>2. ɋɛ adukokini akai ɲina ɛlɛlɛŋ?</td>
<td>2. Kimar njiboro ɲulu isitiya o ɋwə ɲulu agogoŋok ka nen i ikote.</td>
</tr>
</tbody>
</table>

Term 3  Week 9  262
12 Νάbolysinei, ɲasɔunakan ka ɲakieŋeTa

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu- boro itemonokinio eapuni akinyam esukuku kori ɛkarama?

Before Reading: Guiding Question
Ani bo alorerya ɲok, itemonokinio esukuku ikwa ai?

After Reading: In the Text Question
Njina adolyo akolori a Noeli, nyo apot ɲitẹŋa kitemonokis?

After Reading: In My Mind Question
Anu ɲasɔbàn ɲace itiyan aloɔɔma ɛkaru?

Literacy 2

Plan the Story
Erare ataməet nina ajkan ayeun eemut ɲolo eyakatar ɲakiro nema aoyak ɲaomwon. ɲharakinete njikasymak, erai keyakaunotor adyo-tyonis igirete ɲiemuto kɛc.

Day 2

Literacy 1

Word Structure Application
ejirikan          e-jirikan          ɲi-jirikan-in
ejikon            e-jikon            ɲi-jikon-in

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>erai</td>
<td>ai</td>
</tr>
<tr>
<td>rai</td>
<td>rai</td>
</tr>
<tr>
<td>ai</td>
<td>errai</td>
</tr>
<tr>
<td></td>
<td>Ai, ai</td>
</tr>
<tr>
<td></td>
<td>erai, anerai, kerai</td>
</tr>
</tbody>
</table>
12.1 Njolaysiaine alore ka alosukul

Literacy 1

Thematic Question
Alu boro itemokinio eapuni akinyam esuku ku kori ekarama?

Before Reading: Guiding Question
Nyo izebo re esebankinio, adepar namia?

After Reading: In the Text Question
Ai apote niteja toloto edaun akihip?

After Reading: In My Mind Question
Anu bolysaini ka ngeosyo itiyaete nidwe nigwa nulu a esukuku?

Literacy 2

Plan the Story
Erai amatetai nina ajkan ayeun eemut nolo eyakatar nakiru
nena aoyak namwau. Njeranikere nikiyomak, erai
keyakaunotor adyo-tyonis igirete njemuto kce.

Literacy 1

Sentence Structure Application
Toloma lokal.

Tolomasi lokal.

Toriko lokal.

Torikosi lokal.

Literacy 2

Breaking and Making

<table>
<thead>
<tr>
<th>ekokoi</th>
<th>ic</th>
</tr>
</thead>
<tbody>
<tr>
<td>ic</td>
<td>ic</td>
</tr>
<tr>
<td>ic</td>
<td>ekokoi, epit, acikin</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice

C, ic
Literacy 1 and 2

Day 5

Literacy 1

Vocabulary Review

epasta  Noeli  aklip
tolakaros  torukosi  njiburin

Word Structure Review: Answers

ejirikan  e-jirikan  ni-jirikan-in

ejikon  e-jikon  ni-jikon-in

Sentence Structure Review: Answers

Toloma lokal.

Toriko lokal.

Literacy 2

Handwriting and Spelling Assessment

erai  enqat  anerai
12.1 ṅabolyasinei alore ka alosukul

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven year old children at school playing simple running games and activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>My uncle taught me many things, among which, she gave me running exercises after school. The activities helped me very much. At the end of the year, when we held sports competitions and I won in every activity that involved running. I got many prizes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>- Competences, page 82</td>
</tr>
<tr>
<td>- Sample Scheme of Work, page 145</td>
</tr>
<tr>
<td><strong>NPSCU P2 Curriculum</strong></td>
</tr>
<tr>
<td>- Pages 48-50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eete</strong></td>
</tr>
<tr>
<td>Ḗọno arojo.</td>
</tr>
<tr>
<td>Kèronèar arojo, ˦rikari njikiyok, ata lokobokob. Tim bo adipa daŋ, ani ētemari dipak ececekisi, Onapa njiladoi.</td>
</tr>
</tbody>
</table>

*Note: The traditional text is taught in Oral Literature on Day 1 and 3.*
12 Ƞabolysinei, ṣasẹban ka ɳakieŋeta

Oral Literature

Akọlọŋ t a ɳikaʊryak

**Akiŋisẹt ɳina ikiŋakini**
Nyo itiyo alosukul ęsẹbanakinio akọlọŋ ɳina a ɳikaʊryak?


---

**Story Outline**

<table>
<thead>
<tr>
<th>Atamẹtaït ɲina apolon</th>
<th>Akọlọŋit ɲina apolon.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Atamẹtaït ɲina ka apei ɲina iganịt</strong></td>
<td>Njpeyok alosukul.</td>
</tr>
<tr>
<td><strong>Atamẹtaït ɲina a ɲaarei ɲina iganịt</strong></td>
<td>Ʉabolysinei alosukul.</td>
</tr>
</tbody>
</table>

267 Term 3 Week 10
12.1 Ṣabolyasinei alore ka alosukul

Oral Literature


Ẹkaku kedun akisimej ọnpeyok, abu ekapolon a esukul kitena ikes nakonyja neni ebolyare ẹpìra. Apọtẹ ọdọwe ọnlu ka akilas a ọnina a ọnakaniipei ka ọnlu a ọnakaniarei tobolyata ẹpìra. Abu akọñit ọin todaun ibẹs nooi ka elakara ọjọọja daadag.

Vocabulary Words

<table>
<thead>
<tr>
<th>abolya</th>
<th>atedonokin</th>
<th>aeo</th>
</tr>
</thead>
</table>

In the Text Questions

1. Ata-ọnne anyarit ekapolon losukul?
2. Anu-kilasa abolyasi ẹpìra?

In My Mind Questions

1. Anu-sẹban ọna eyakaunun losukul?
2. Anu itiyo alore ọnarwa ọna a ọnasẹban?

Term 3 Week 10 268
12 Nabo Lýasini, násuβan ka nákiereta

Literacy 1 and 2

Day 1

Literacy 1

Thematic Question
Alu-talyo itiyanenene iwon alokitela yék?

Before Reading: Guiding Question
Ali-pite enyaritere ḋidwe ḋulu idouni abe về érai niarei alokitela yék?

After Reading: In the Text Question
Ata ne ḋirọwa a ḋirẹma?

After Reading: In My Mind Question
Nyaan ne násuβan ḋace ḋena itiyaṣenene aṣéna a ḋirẹma?

Literacy 2

Plan the Story
Erai atametai nēna ajkan ayeun eemut nọlo eyakatar ṣakirọ nēna aoyak nọamwọn. Iṣarakinete ńkasymak, érai keyakaunutor adyo-tyonis ńgiyere ńjemuto kẹ.

Day 2

Literacy 1

Word Structure Application
akale  a-kale  i-kale
edya   e-dya    i-dya

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ọkọẹ  ọẹ</td>
<td>ọẹ, ẹẹ</td>
</tr>
<tr>
<td>ọẹ       ọẹ</td>
<td>okọẹ, ẹkọẹ, ẹjọẹ</td>
</tr>
<tr>
<td>ẹ         ọẹ</td>
<td></td>
</tr>
</tbody>
</table>

269                 Term 3  Week 11
Literacy 1

Thematic Question
Alu-talyo itiyeneneo iwo an abokiteya yok?

Before Reading: Guiding Question
Alu-rotin esubanakinere iwo nasiwban alokitse yok?

After Reading: In the Text Question
Ata naye jiyeneta nulu anyaritae nasiwban a njimwe?

After Reading: In My Mind Question
Alu-tyna encaraeneo nasiwban a njimwe?

Literacy 2

Plan the Story
Erai tamemaita nyna ajkan ayeun eemut nolu eyakatar naktc
nyna aoyak ngaomwon. Ninaraikine nikasyomak, erai
keyakaunotor adyo-tyonis igirete njemuto kcc.

Literacy 1

Sentence Structure Application
Abu papa tosabak nasiwban.

Arty ata papa tosabakis nasiwban.

Abu apese kidou isapat.

Arty napesur kidout njisapa.

Literacy 2

<table>
<thead>
<tr>
<th>Breaking and Making</th>
<th>Handwriting and Spelling Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>cc</td>
<td>cc, Cc</td>
</tr>
<tr>
<td>cc</td>
<td>cct</td>
</tr>
<tr>
<td>cc</td>
<td>maasst</td>
</tr>
</tbody>
</table>

Handwriting and Spelling Practice
Cc, Cc
Cc, Cct
Cc, akoc, nanussa
12 Nabolysinei, nasuban ka nakiefeta
Literacy 1 and 2
Day 5

Literacy 1

Vocabulary Review

ŋimwe  
toto  
papa

kimija  
toeto  
kidoŋata

Word Structure Review: Answers

akale  
a-kale  
i-kale

edya  
e-dya  
i-dya

Sentence Structure Review: Answers

Abu papa tosəbak ŋasuban.

Apətə ata papa tosəbakis ŋasuban.

Abu apesə kidou isapat.

Apətə ŋapesur kidout ŋisapa.

Literacy 2

Handwriting and Spelling Assessment

okoe  
tɔcmə  
ŋimẹ
12.2 Ñasöban ñewa a ñitalyo

News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>People at a ceremony watching a traditional dance.</td>
</tr>
</tbody>
</table>

Model News Story

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

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page 82</td>
</tr>
<tr>
<td>• Sample Scheme of Work, page 146</td>
</tr>
<tr>
<td>NPSCU P2 Curriculum</td>
</tr>
<tr>
<td>• Pages 48-50</td>
</tr>
</tbody>
</table>

Traditional Text

Eete

Èbasi ñakimak. x2
Ènakinæ egete, èkosì lap lo. x2
O-èkòsital omunòc aroñà òta. x2
Èbasi ñapesur. x2
Ènakinæ egete, èkosì lap lo. x2

Note: The traditional text is taught in Oral Literature on Day 1 and 3.
12 Nabolysainei, nasuwan ka nakieŋe

Oral Literature

Akinununum nasuwan a Idi

Akiŋiset ŋina ikiŋakini
Anu suɓan ityaeneneo iyes aloreya kus?


12.2 Ǹasewẹn ǹṣe a ǹjitalo

Oral Literature


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

**In the Text Questions**

<table>
<thead>
<tr>
<th>1. Ọnọ asụbakini ọsụbọna a ọdị?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Alụ-tụnọ ọnụrịtị ọsụbọna a ọdị?</td>
</tr>
</tbody>
</table>

**In My Mind Questions**

<table>
<thead>
<tr>
<th>1. Alụ tiṣọ ọtụta ọnọ a ọdị?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Alụ ọtụta jwịjwị iụnụnụmụ ọsụbọna ọnọ ikọt ọnọ a ọdị?</td>
</tr>
</tbody>
</table>

Term 3  Week 11
TERM 3 END OF TERM ASSESSMENT

Introduction

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

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

Reading Assessments (administered individually)

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

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

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

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

Listening Assessment (administered as a group)

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

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

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

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

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

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

Creative Writing Assessment:
Tell learners to write a story about what they plan to do during the school holidays. Explain that they can use pictures and words to tell their story but that they should also include at least one full sentence. Make sure learners include their names. Collect and assess.

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

Speaking Assessment (administered individually)

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

L3: Tells a meaningful, engaging story with excellent confidence and good expression.
L2: Tells a meaningful story to the class with confidence.
L1: Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Contrasting feminine and masculine singular noun prefixes, a- and e-: aketen, eteken</td>
</tr>
<tr>
<td>Week 2</td>
<td>Adding prepositional prefix n- to singular nouns beginning with a-: akiñas, nakilas</td>
</tr>
<tr>
<td>Week 3</td>
<td>Contrasting verb of quality suffixes –na (singular) and -ka (plural): atanapa, atapaka</td>
</tr>
<tr>
<td>Week 4</td>
<td>Contrasting singular noun prefixes for people lo- (masculine) and na- (feminine): lokaato, nakaato</td>
</tr>
<tr>
<td>Week 5</td>
<td>Contrasting singular and plural neuter nouns, small or young i- / ni-: içok, içidwe</td>
</tr>
<tr>
<td>Week 6</td>
<td>Prepositional prefixes lo- and alo-, contrasting “to” and “from”: lore, arose</td>
</tr>
<tr>
<td>Week 7</td>
<td>Replacing plural prefix n- with the preposition prefix na-: nakan, nakan</td>
</tr>
<tr>
<td>Week 8</td>
<td>Contrasting singular and plural of masculine noun prefixes, e- / ni-: ekone, nìkon</td>
</tr>
<tr>
<td>Week 9</td>
<td>Adding prefix ny– to verbs to make them negative, present tense, singular: emina, nyemina</td>
</tr>
<tr>
<td>Week 10</td>
<td>Adding the infix –kaa– (my) to singular nouns: abeere, akeaabere</td>
</tr>
<tr>
<td>Week 11</td>
<td>Contrasting singular (he/she) and plural verbs (they), in past tense, adding –t (pl.): toryamw, toryamw</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Contrasting singular masculine nouns e- / an with plural masculine nouns ni- / ak-: ekakor, niakorak</td>
</tr>
<tr>
<td>Week 2</td>
<td>Contrasting masculine singular and masculine plural nouns by dropping –t and exchanging e- by ni-: plural ni-, drop – t: esiruw, nìsiwe</td>
</tr>
<tr>
<td>Week 3</td>
<td>Inserting infix –ki– in verbs, past tense plural, to indicate a specific location: kirinya, kirinyaaki</td>
</tr>
<tr>
<td>Week 4</td>
<td>Contrasting basic verb form, infinitive aki-, in present and future tense with singular and plural forms of “you” i- / i: aksiyom, isiyomi</td>
</tr>
<tr>
<td>Week 5</td>
<td>Adding the suffix –yo to singular and plural feminine nouns: nabuk, nabukyo</td>
</tr>
<tr>
<td>Week 6</td>
<td>Contrasting singular and plural masculine nouns, substituting nji– with e–, and adding –o: eemot, njiemotu</td>
</tr>
<tr>
<td>Week 7</td>
<td>Substituting a- for e- to change present to past, “they are” “they were”: elosete, alosete</td>
</tr>
<tr>
<td>Week 8</td>
<td>Inserting infix –kit– in basic verb form to mean “cause to”: aksiyomin, aksiyomin</td>
</tr>
<tr>
<td>Week 9</td>
<td>Contrasting singular and plural feminine nouns, prefix a– to nja–, adding suffix -e: aceso, naceos</td>
</tr>
<tr>
<td>Week 10</td>
<td>Adding suffix –ya to basic verb forms to indicate “used for the purpose of”: asakar, asakarya</td>
</tr>
<tr>
<td>Week 11</td>
<td>Inserting possessive infix “his/her/its” -ke– / ke– in nouns: akou, akou</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Substituting basic verb prefix aki- with eke–, adding suffix -an, to mean “person who does –”: aketatan, eketatan</td>
</tr>
<tr>
<td>Week 2</td>
<td>Removing prefix a– from basic verb form and adding suffix -ae, to mean “was done”: akilstar, kilstarae</td>
</tr>
<tr>
<td>Week 3</td>
<td>Contrasting singular command form, adding –ae, to mean “to me”: kinarak, kinarakinae</td>
</tr>
<tr>
<td>Week 4</td>
<td>Singular past verb, completed action, adding -ae to mean “made to be done”: isiwoke, isiwokeae</td>
</tr>
<tr>
<td>Week 5</td>
<td>Past verb of quality, adding suffix -iar to mean “became more...”: tokuryan, tokuryaniar</td>
</tr>
<tr>
<td>Week 6</td>
<td>Contrasting singular and plural infixes “his/her/its” –ke– / “their” –ke–: nkece– / nkece–, nkece–</td>
</tr>
<tr>
<td>Week 7</td>
<td>Adding prefix ny- to verbs of quality to make them negative: ilwana, nylwana</td>
</tr>
<tr>
<td>Week 8</td>
<td>Adding suffix -et to basic verb form to mean “thing which is used for”: akipim, akipimet</td>
</tr>
<tr>
<td>Week 9</td>
<td>Contrasting masculine and feminine prefixes for numbers ni- / ni-: niei, niei, ńiuni, ńauni</td>
</tr>
<tr>
<td>Week 10</td>
<td>Contrasting masculine singular and plural noun prefixes e- / e- with ni- / ni-, and add suffix -i: erot, nirotin</td>
</tr>
<tr>
<td>Week 11</td>
<td>Contrasting singular feminine and neuter noun prefixes eg. a- to i- for “small, young”: apese – ipese / esapat – isapat / emesek – imesek</td>
</tr>
</tbody>
</table>
## Dakarîmôjọ Grammar Scope and Sequence
### Sentence Structures (Day 4)

<table>
<thead>
<tr>
<th>Term 1 Lesson Topic</th>
<th>Week 1</th>
<th>Contrasting “I” and “you” singular present verbs: alosi, ilosi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Adding suffix -os to form plural of simple past verbs “you”(sing.) to “you” (pl.): tomatar, tomataros</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Adding -si to form plural of simple past verbs ending in -a, “he” and “they”: tolo, tolomai</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Contrasting present verb forms for “we” and “they”, -ɛ and –si: ɛminæ, ɛminasi</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Contrasting present plural forms “they are” and “we are”: eponito, eponitaæ</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Prepositional prefixes lo- and alo-, contrasting “to” and “from”: lore, alore</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Adding –osi to form plurals “he/she/it has” to “they have”: ebusokin, ebusokinosi</td>
<td></td>
</tr>
</tbody>
</table>
| Week 8               | Contrasting singular –i and plural -ete verb suffixes, present tense “he” and “they”: ilosi, ilose }
| Week 9               | Contrasting affirmative verbs “he loves” with negative forms “he does not love”: ɛminia, nyɛminia |
| Week 10              | Contrasting present singular and plural verbs of quality, adding suffix –ak: ɛjok, ɛjokak |
| Week 11              | Contrasting singular and plural completed past verb forms abu (s.) to apɔtɔ (pl.), adding –t to verb in plural: toryam, toryamut |

<table>
<thead>
<tr>
<th>Term 2 Lesson Topic</th>
<th>Week 1</th>
<th>Comparing singular command form and simple past, same forms: toŋau, abu Nakiru toŋau</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Contrasting singular and plural past verb of quality, adding –ak for plural: alal, alalak</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Inserting –ki– in verbs, past tense plural, to indicate specific location: kɛɛnyasi, kɛɛnyakisi</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Contrasting basic verb form, infinitive aki- and present tense with singular, i—–: akicyeun, icyeuni</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Contrasting present and past “there are” with “there were”, e— in present, to a— in past: eya, aya</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Replacing singular present verb form –i, with –o, to indicate “we do” or “it is done”: itatam, itatamyo</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Contrasting present and past verb plural, e— changing to a— in past: eloseot, aloseot</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Inserting infix -kɨ– in basic verb form: aramakin, akitoramakin</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Contrasting singular and plural past tense “he/she/it” -i and “they” - ete: akeri, akerete</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Adding suffix –ya to basic verb forms to indicate “used for the purpose of” by using statements and questions.</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Contrasting present simple “he/she” with past simple: akek-kou, akou kɛŋ</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3 Lesson Topic</th>
<th>Week 1</th>
<th>Substituting basic verb prefix akɨ- with eks–, adding suffix -an, to mean “person who does -”: akıtam, ekıtaman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Removing prefix a– from basic verb form and adding suffix -aæ, to mean “was done”: akıhtar, kɨhtaræ</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Introduce direct speech using sentences with “to me”</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Singular past verb, completed action, adding -aæ to mean “made to be done”: isiwokit, isiwokeit</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Past verb of quality, adding suffix -iar to mean “became more...”: tokuryan, tokuryaniar</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Contrasting singular and plural infixes “his/her/its” -ke– and “their” -keke–: njike-can, njikeke-can</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Contrasting present and past negative verbs of quality, replacing prefix nye– or nyɛ– with prefix paa- or a– for past: nyɛlwana, paalwana</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Adding suffix -ɛt to basic verb form to mean “thing which is used for”: akipim, akipimet</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Contrasting masculine and feminine prefixes for numbers njɨ/ni- and ɲa-: ɲiarei, ɲiarei, njuni, ɲuni</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Adding –si to –o suffix to form command in present tense: toboŋo, toboŋosi</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Contrasting singular and plural past forms of “came”/”did”: abu, apɔtɔ</td>
<td></td>
</tr>
</tbody>
</table>
Handwriting Guidelines for Primary 2

What are the handwriting competences in P2?

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

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

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

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

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

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

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

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

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

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

The Four Lines to Guide Handwriting: These lines correspond to the lines in the exercise book. Learners use the guidelines to support letter formation. The four lines to guide handwriting are illustrated on the following page.
Learners were introduced to the four lines to guide handwriting in P1 and used them when forming letters throughout the year, so they should be familiar with this instructional method.

The names for these four lines have been translated into your local language. They can be found in the Glossary in the appendices of this Teacher's Guide.

What is the handwriting focus in P2?
Spacing between letters is one of the 6 basic skills emphasized in handwriting instruction. In P1, the focus is on mastering the first 5 skills. Once learners have mastered letter formation, the focus can shift in P2 to spacing between letters and words as the illustration below demonstrates.

What about left-handed writers and other special needs learners?

Learners who favour their left-hand for writing should not be forced to use their right hand. Special considerations for left-handed learners include:

- Identify left-handed writers as early as possible so that appropriate interventions can begin.
- Seat left-handed learners at the left end of a desk so they have enough space to write and do not interfere with right-handed learners.
- Demonstrate air writing for both right- and left-handed learners.

Modifications for learners with physical disabilities or visual challenges should be considered on an individual basis.
## Glossary of Ŋakarɨmɔjɔŋ Literacy

<table>
<thead>
<tr>
<th>English</th>
<th>Ŋakarɨmɔŋ</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY 1</td>
<td></td>
</tr>
<tr>
<td>adjective</td>
<td>akirɔt ɲina itamere ibore</td>
</tr>
<tr>
<td>adverb</td>
<td>akirɔt ɲina iŋarakin ɲinace</td>
</tr>
<tr>
<td>application (for word and sentence structure)</td>
<td>epite ɲolo isitiyaere akirɔt erucokinitæ</td>
</tr>
<tr>
<td>assessing (learners) (v)</td>
<td>akimimin ɲikasymom keyenete ɲuna etatami</td>
</tr>
<tr>
<td>beat the Word</td>
<td>akibap ʃikirɔ</td>
</tr>
<tr>
<td>blending (v)</td>
<td>akimɔrãkak ɲanyukuta</td>
</tr>
<tr>
<td>breaking and making</td>
<td>atyakatyak ka arucɔnkin ʃikirɔ</td>
</tr>
<tr>
<td>consonant</td>
<td>ɲanyukuta ɲuna nyerwosi/i(i)iiînte</td>
</tr>
<tr>
<td>context clues</td>
<td>ɲakirɔ ɲuna ikiŋarakinete ànjicən ɲapolou ka ʃikirɔ, ikwajina isitiyaere</td>
</tr>
<tr>
<td>decoding (v)</td>
<td>akisiyira ʃikirɔ</td>
</tr>
<tr>
<td>I do, We do, You do.</td>
<td>Etiyai ʃov, ìkitiyan 侵犯, ìkitiya 侵犯</td>
</tr>
<tr>
<td>In My Mind Question</td>
<td>akinjistet ɲina ka atamẹtaít</td>
</tr>
<tr>
<td>In the Text Question</td>
<td>akinjistet ɲina etapid ɲuna igaʃitaæ</td>
</tr>
<tr>
<td>letter</td>
<td>ɲanyukuta</td>
</tr>
<tr>
<td>meaningful (part of the word)</td>
<td>atutubet ka ʃikirɔ ɲina eyakatar ɲapolou</td>
</tr>
<tr>
<td>noun</td>
<td>amaïkin ʃkiri</td>
</tr>
<tr>
<td>object</td>
<td>ibore</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>atamakin</td>
</tr>
<tr>
<td>prediction</td>
<td>atamakinet</td>
</tr>
<tr>
<td>prefix (of a word)</td>
<td>atutubet ka ʃikirɔ ɲina ęgwunit</td>
</tr>
<tr>
<td>pronoun</td>
<td>akirɔt ɲina ewoikinit amaïkinet a ʃkiri</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>abọnomokin ɲuna adaun akian/akirwor</td>
</tr>
<tr>
<td>reviewing (v)</td>
<td>aripikin ʃikir ɲina alụnyar</td>
</tr>
<tr>
<td>root (of the word)</td>
<td>atagoroit ka ʃikirɔ</td>
</tr>
<tr>
<td>segmenting (v)</td>
<td>atyakatyak</td>
</tr>
<tr>
<td>sentence</td>
<td>akirɔt ɲina aoyan</td>
</tr>
<tr>
<td>sentence structure</td>
<td>ɲakirɔ ɲuna aoyak erucokinitæ</td>
</tr>
<tr>
<td>sound</td>
<td>eruyye</td>
</tr>
<tr>
<td>story</td>
<td>eemut</td>
</tr>
<tr>
<td>subject</td>
<td>neni sɥomat</td>
</tr>
<tr>
<td>sub-theme</td>
<td>atutubet ka alosikinet</td>
</tr>
<tr>
<td>suffix (of a word)</td>
<td>atutubet ka ʃikir ɲina ęwasyan</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>syllable</td>
<td>ŋanyukutaɛ ŋuna elatanakinitɛ</td>
</tr>
<tr>
<td>tense (of a verb)</td>
<td>apaki ŋina isitiyaere akirɔ</td>
</tr>
<tr>
<td>Thematic Question</td>
<td>akįjiṣet ŋina iganjɪ ŋuna itatamyo</td>
</tr>
<tr>
<td>theme</td>
<td>alosikinet</td>
</tr>
<tr>
<td>verb</td>
<td>akirɔt ŋina itɔɔdɨuŋun ŋuna itiyasi</td>
</tr>
<tr>
<td>vowel</td>
<td>anyukuta ŋina erwono, ikwa, a, e, i, j, o, u</td>
</tr>
<tr>
<td>word</td>
<td>akirɔt</td>
</tr>
<tr>
<td>word exploration</td>
<td>aanyen akirɔt</td>
</tr>
<tr>
<td>word structure</td>
<td>epite ŋolo isitiyaere akirɔ</td>
</tr>
<tr>
<td>Literacy 2</td>
<td></td>
</tr>
<tr>
<td>action (plot)</td>
<td>ŋuna itiyasi aloemut</td>
</tr>
<tr>
<td>alphabetical order</td>
<td>ŋanyukutaɛ ıtɛtɔpakinense</td>
</tr>
<tr>
<td>baseline</td>
<td>erisingis/ederes/elain بلاغیت یکم</td>
</tr>
<tr>
<td>bottom line</td>
<td>erisingis/ederes/elain ŋolo isalanakin بلاغیت یکم</td>
</tr>
<tr>
<td>centre line</td>
<td>erisingis/ederes/elain ŋolo alokidin</td>
</tr>
<tr>
<td>comma</td>
<td>akierun iwaYo</td>
</tr>
<tr>
<td>exclamation mark</td>
<td>ɛmacar ka aumokinet</td>
</tr>
<tr>
<td>full stop</td>
<td>asalunet</td>
</tr>
<tr>
<td>handwriting (n)</td>
<td>akigir ka akan</td>
</tr>
<tr>
<td>handwriting (v)</td>
<td>akigirakin ka akan</td>
</tr>
<tr>
<td>handwriting guidelines</td>
<td>ŋikisiła ŋulu iwapita e giriyi ka akan</td>
</tr>
<tr>
<td>learning journal</td>
<td>ɛkitaabo ŋolo egiro ŋuna ɛtamuninitɛ</td>
</tr>
<tr>
<td>letter formation</td>
<td>epite ŋolo eyeunere anyukuta</td>
</tr>
<tr>
<td>pencil grip</td>
<td>etiŋitene akalamw</td>
</tr>
<tr>
<td>practice (handwriting and spelling)</td>
<td>akisis (akigir ka akan ka alimonor ŋanyukutaɛ)</td>
</tr>
<tr>
<td>question mark</td>
<td>ɛmacar ŋolo ka akįjiṣet</td>
</tr>
<tr>
<td>spelling (n)</td>
<td>ŋanyukutaɛ ŋuna eya tɔɔma akirɔ</td>
</tr>
<tr>
<td>spelling (v)</td>
<td>akisiya ŋanyukutaɛ ŋuna eya tɔɔma akirɔ</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>akou a eemut</td>
</tr>
<tr>
<td>top line</td>
<td>elain ŋolo a lokidyamw</td>
</tr>
<tr>
<td>tracing (v)</td>
<td>adapunẹn</td>
</tr>
<tr>
<td>ORAL LITERATURE</td>
<td></td>
</tr>
<tr>
<td>action (plot)</td>
<td>ŋakirɔ ŋuna itiyasi</td>
</tr>
<tr>
<td>character (in a story)</td>
<td>ŋiketiyak ŋulu eyakasi loemut</td>
</tr>
<tr>
<td>fiction story</td>
<td>eemut ŋolo nycra kire</td>
</tr>
<tr>
<td>guiding question</td>
<td>akįjiṣet ŋina ikirikori</td>
</tr>
<tr>
<td>English</td>
<td>Ŋakarimọjaŋ</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>In My Mind Question</td>
<td>akiŋisẹt ọna eyai natamẹtaịt</td>
</tr>
<tr>
<td>In the Text Question</td>
<td>akiŋisẹt ọna ẹtapit eemut</td>
</tr>
<tr>
<td>informative story</td>
<td>eemut ọlo a kìrẹ</td>
</tr>
<tr>
<td>main idea (of a story)</td>
<td>atamẹtaịt ọna apolọn</td>
</tr>
<tr>
<td>oral literature</td>
<td>aki an ka erwor ŋikọyo</td>
</tr>
<tr>
<td>plan the story</td>
<td>epite ọlo igirite eemut lokịtaabo</td>
</tr>
<tr>
<td>poem</td>
<td>epoem</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>atamakین</td>
</tr>
<tr>
<td>prediction</td>
<td>atamakinen</td>
</tr>
<tr>
<td>Prediction Question</td>
<td>akiŋisẹt ọna etamanakinere ọna epote akitiyakin</td>
</tr>
<tr>
<td>proverb</td>
<td>akitadapẹt</td>
</tr>
<tr>
<td>reciting (v)</td>
<td>abọọnokin ŋieosyo</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>abọọnokin alimonor</td>
</tr>
<tr>
<td>rhyme</td>
<td>emaẹt</td>
</tr>
<tr>
<td>riddle</td>
<td>atedonokin</td>
</tr>
<tr>
<td>setting (time and place of a story)</td>
<td>nenì etiyatar ŋakirọ (ka ẹsaa ọlo)</td>
</tr>
<tr>
<td>supporting idea (of a story)</td>
<td>atamẹtaịt ọna iganịt eemut</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>akou a eemut</td>
</tr>
<tr>
<td>tongue twister</td>
<td>akirọt ọna ikiṣikodikodi aŋajẹp elimunio</td>
</tr>
<tr>
<td>traditional text</td>
<td>ŋiticasyo, ŋitalyo ka eboyos anịtụna aloreọya</td>
</tr>
<tr>
<td>vocabulary (from the story)</td>
<td>akirọt ọna kitete aloemut</td>
</tr>
<tr>
<td>NEWS</td>
<td>ŋikọyo</td>
</tr>
<tr>
<td>creative (free) writing</td>
<td>akigir ka apịryanut</td>
</tr>
<tr>
<td>modelling (a story)</td>
<td>aye e eemut</td>
</tr>
</tbody>
</table>
Quick Reference Guide: Ṇakarimoŋ Orthography

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

a b c d e f g i j k l m n ñ o o p r s t u ʉ w y

VOWEL RULES (see Orthography Guide section 1.2)

Light and heavy vowels: Ṇakarimoŋ 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.

<table>
<thead>
<tr>
<th>Heavy Vowels</th>
<th>Light Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>ɛ</td>
</tr>
<tr>
<td>i</td>
<td>ɨ</td>
</tr>
<tr>
<td>o</td>
<td>ɔ</td>
</tr>
<tr>
<td>u</td>
<td>ʉ</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Short Vowel</th>
<th>Long Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ataaa</td>
<td>ɛbɛbɛ</td>
</tr>
<tr>
<td>eμɛɛɨt</td>
<td>ɛbɨbɨ</td>
</tr>
</tbody>
</table>

‘Silent’ or ‘Merged’ vowels: Ṇakarimoŋ 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)
- tɔɛsɨkɨs ɨkɛs ‘they left [something]’ (pronounced tɛɛsɨkɨs)

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

<table>
<thead>
<tr>
<th>Short Vowel</th>
<th>Long Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ñabɛɾʉ</td>
<td>amɔtɨ</td>
</tr>
<tr>
<td>Lokoru</td>
<td>taparaci</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Short Vowel</th>
<th>Long Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɛŋatuny</td>
<td></td>
</tr>
</tbody>
</table>

Quick Reference Guide: Ṇakarimoŋ Orthography
Quick Reference Guide: Ǹakarímọ́njọ́ 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:

<table>
<thead>
<tr>
<th>Consonant Blend</th>
<th>Written in Current Orthography</th>
</tr>
</thead>
<tbody>
<tr>
<td>esigirya</td>
<td>NOT esigiria</td>
</tr>
<tr>
<td>ƞtícisyo</td>
<td>NOT ƞtícisio</td>
</tr>
</tbody>
</table>

‘donkey’

‘works’

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

<table>
<thead>
<tr>
<th>Consonant Blend</th>
<th>Written in Current Orthography</th>
</tr>
</thead>
<tbody>
<tr>
<td>eponio ɨsʉwa</td>
<td>NOT eponyo</td>
</tr>
<tr>
<td></td>
<td>‘we will come/ are coming’</td>
</tr>
</tbody>
</table>

However, is –ny is part of the stem, it will remain –ny because that represents both the sound and the meaning, as in:

<table>
<thead>
<tr>
<th>Consonant Blend</th>
<th>Written in Current Orthography</th>
</tr>
</thead>
<tbody>
<tr>
<td>alʉnyanar</td>
<td>NOT alʉnianar</td>
</tr>
<tr>
<td>‘to pass by/after’</td>
<td></td>
</tr>
</tbody>
</table>

Letters ‘ny’ and ‘ŋ’: Traditionally, both ‘ny’ and ‘ŋ’ have been used to mark negation in verbs. In the current orthography, only ‘ny’ is to be used, not ‘ŋ’, as in:

<table>
<thead>
<tr>
<th>Verb in Current Orthography</th>
<th>Written in Current Orthography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nyapupi ayọŋ</td>
<td>NOT Ŋapupi ayọŋ</td>
</tr>
<tr>
<td>‘I don’t understand’</td>
<td>NOT Ɲapupi ayọŋ</td>
</tr>
</tbody>
</table>

TONE RULES (see Orthography Guide section 3.0)

Writing tone: Although Ǹakarímọ́njọ́ 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 Ǹakarímọ́njọ́.

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:

<table>
<thead>
<tr>
<th>Demonstrative</th>
<th>Written in Current Orthography</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekile ece</td>
<td>ece-kile</td>
</tr>
<tr>
<td>ƞídwe ŋice</td>
<td>ŋice-dwɛ</td>
</tr>
</tbody>
</table>

‘another man’

‘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:

<table>
<thead>
<tr>
<th>Proper Name or Ordinary Noun</th>
<th>Written in Current Orthography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akai ka Akuj</td>
<td>‘The House of God’</td>
</tr>
<tr>
<td>epuke ka akai</td>
<td>‘the door of the house’</td>
</tr>
</tbody>
</table>

In all other cases, ‘a’ is used to mean ‘of’, as in:

<table>
<thead>
<tr>
<th>Ordinary Noun</th>
<th>Written in Current Orthography</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɛbela a ekile</td>
<td>‘the man’s stick’ [stick of man]</td>
</tr>
</tbody>
</table>

Before the very few nouns beginning with ‘o’, ‘ko’ can be used to mean ‘of’, as in:

<table>
<thead>
<tr>
<th>Collector of Tax</th>
<th>Written in Current Orthography</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɛkɛriran ko ocur</td>
<td>ere ko Okello</td>
</tr>
<tr>
<td>‘home of Okello’</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Noun with AND</th>
<th>Written in Current Orthography</th>
</tr>
</thead>
<tbody>
<tr>
<td>ƞídwe ka esukul</td>
<td>‘the children AND the school’</td>
</tr>
<tr>
<td>ƞídwe a esukul</td>
<td>‘the children OF the school’</td>
</tr>
</tbody>
</table>

Quick Reference Guide: Ǹakarímọ́njọ́ Orthography