Primary 1
Teacher’s Guide
Runyoro-Rutooro
Nsobora kusoma n’okuhandiika
Primary 1 Teacher’s Guide
Runyoro-Rutooro

Nsobora kusoma
n’okuhandiika
# Primary 1 Teacher’s Guide

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acknowledgements</td>
<td>1</td>
</tr>
<tr>
<td>2. Foreword</td>
<td>2</td>
</tr>
<tr>
<td>3. Introduction</td>
<td>4</td>
</tr>
<tr>
<td>a. The School Health and Reading Program Literacy Model</td>
<td>5</td>
</tr>
<tr>
<td>b. The Foundation: The Five Components of Literacy Instruction</td>
<td>6</td>
</tr>
<tr>
<td>1. Phonemic Awareness</td>
<td></td>
</tr>
<tr>
<td>2. Alphabetic Principle (Phonics)</td>
<td></td>
</tr>
<tr>
<td>3. Fluency</td>
<td></td>
</tr>
<tr>
<td>4. Vocabulary</td>
<td></td>
</tr>
<tr>
<td>5. Comprehension</td>
<td></td>
</tr>
<tr>
<td>c. Major Methods in the Literacy Model</td>
<td>8</td>
</tr>
<tr>
<td>1. Collaborative Learning</td>
<td></td>
</tr>
<tr>
<td>2. Continuous Assessment</td>
<td></td>
</tr>
<tr>
<td>3. I Do, We Do, You Do</td>
<td></td>
</tr>
<tr>
<td>4. Multisensory</td>
<td></td>
</tr>
<tr>
<td>5. Oral Language: Phonological Awareness and Vocabulary</td>
<td></td>
</tr>
<tr>
<td>6. Print Awareness</td>
<td></td>
</tr>
<tr>
<td>7. Scaffolding</td>
<td></td>
</tr>
<tr>
<td>d. The School Health and Reading Program Literacy Model and the MoES Thematic Curriculum</td>
<td>10</td>
</tr>
<tr>
<td>1. The Thematic Curriculum</td>
<td></td>
</tr>
<tr>
<td>2. Model Weekly Timetable</td>
<td></td>
</tr>
<tr>
<td>3. The Assessment Model</td>
<td></td>
</tr>
<tr>
<td>4. Overview of the P1 Continuous Assessment Monitoring Form</td>
<td></td>
</tr>
<tr>
<td>5. Using the CAM Form</td>
<td></td>
</tr>
<tr>
<td>6. End of Term Assessment</td>
<td></td>
</tr>
<tr>
<td>7. Primary 1 Local Language Literacy Competences Scope and Sequence</td>
<td></td>
</tr>
</tbody>
</table>
4. How to Teach ................................................................. 22
   a. Pre-reading and Pre-writing Activity Guidelines .............. 23
   b. How to Teach Overview ............................................. 31
   c. Literacy 1 .................................................................. 33
   d. Literacy 2 ................................................................... 45
   e. Oral Literature ........................................................... 57
   f. News .......................................................................... 65
   g. Local Language Technical Literacy Terms ...................... 73

5. Weekly Lesson Support .................................................. 75
   a. Term 1 ....................................................................... 76
   b. Term 2 ....................................................................... 140
   c. Term 3 ....................................................................... 204

4. Appendices ...................................................................... 268
   a. Glossary of Local Language Literacy Terms .................. 269
   b. Handwriting Guidelines ............................................. 271
   c. Quick Reference Orthography Guide or Letter-Sound Chart ...... 273
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 school.

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.

Conni Kateeba

DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE
Foreword

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

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

a) Phonemic awareness;

b) Alphabetic principle;

c) Vocabulary;

d) Fluency, and

e) Comprehension.

The system’s investment will result, ultimately in the development of primers and teacher guides and training of 80,000 teachers. District/Municipal Education Officers, District/Municipal Inspectors of Schools, Principals, college tutors and early grade teachers are all key stakeholders in the intervention. Their implementation efforts will determine the impact of the intervention that will be measured when the Program conducts its local language and English Early Grade Reading Assessment (EGRA) in the intervention districts.

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

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

The Introduction section to the teacher’s guide provides you with an overview of the School Health and Reading Program’s literacy model.

It includes information on the following:

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

The School Health and Reading Program Literacy Model

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

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

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

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

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

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

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

Above all, the School Health and Reading Program model is designed to help your learners. By following this model you will provide your learners with the foundational skills that they need to be successful readers and writers.
The Foundation: The Five Components of Literacy Instruction

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

Explicit means that you model.

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

The five components are:

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

Phonemic Awareness

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

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

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

Alphabetic Principle (Phonics)

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

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

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

Fluency

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

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

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

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

Vocabulary

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

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

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

Comprehension

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

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

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

Major Methods in the Literacy 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
- 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 You, You Do” sequence either before or after working on a task. Collaborative learning strengthens learning, as is 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 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 meanings having an understanding of the relationships between sounds in a language, and of things like syllables and rhymes. Learners also need many opportunities to learn and practice vocabulary. A good vocabulary helps learners when they start to read.

Print Awareness

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

Scaffolding

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

The School Health and Reading Program Literacy 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.
- A competence-based assessment model with a focus on daily, continuous assessment of pupils.

The School Health and Reading Program literacy model was developed to support all of these initiatives.
Introduction

Model Weekly Timetable

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

<table>
<thead>
<tr>
<th>Time / Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>CAPE 2: PE</td>
<td>CAPE 2: PE</td>
<td>CAPE 2: PE</td>
<td>CAPE 2: PE</td>
<td>CAPE 2: PE</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
<td>Literacy 1</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
<td>Literacy 2</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</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 School Health and Reading Program literacy model follows the MoES’ guidelines for competency-based assessment. A competency-based model focuses on assessing specific skills through classroom demonstrations by individuals or small groups of learners. A competency-based assessment activity should answer the question, “What can my learners do?”

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

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

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

![Matthew Effect in Reading](image)

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

The School Health and Reading Program literacy model encourages continuous assessment by building assessment activities into every lesson template. In addition, the Friday lessons are specially designed so teachers can do extra assessments of learners.

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

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

This is the column for writing your learners' names.

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

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

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

**Bold lines divide the rows into groups of 5.**

This helps you select the 5 learners to assess for each lesson.

---

### An Overview of the P1 Continuous Assessment Monitoring Form (CAM)

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

**LITERACY 1**
- Reads texts with increasing fluency.
- Identifies letters by name and sound.
- Reads known syllables with fluency.
- Segments words into syllables.

**LITERACY 2**
- Sits properly and holds the pencil correctly when writing.
- Writes letters with correct starting point, direction of movement and formation.
- Spells words with increasing accuracy.
- Writes a creative, meaningful story using pictures and words.
- Writes one's name with correct spelling and letter formation.

**ORAL LITERATURE**
- Recites a traditional text from memory.
- Retells a story from memory.
- Uses vocabulary in meaningful sentences.

**NEWS**
- Greets and introduces oneself using culturally appropriate norms.
- Tells a meaningful story to the class with expression and confidence.

**ENGLISH**
- Segments individual words into syllables.
- Invents the vocabulary words using the picture cards and big picture.
- Recites a rhyme correctly according to its beat while performing the actions.
- Uses finger-pointing (on pictures and words) to demonstrate directional by.
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 doing end-of-term assessments of their learners. Summative assessments provide a snapshot of the whole class at a particular point in time. Therefore, the teacher’s guide provides a set of summative assessments in reading, writing, listening and speaking that can be administered at the end of each term. See Week 12 in each term of the Weekly Lesson Support section for more information.
**Introduction**

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

**LITERACY 1**

- Reads texts with increasing fluency.
- Identifies letters by name and sound.
- Reads known syllables with fluency.
- Segments words into syllables.

**LITERACY 2**

- Sits properly and holds the pencil correctly when writing.
- Writes letters with correct starting point, direction of movement and formation.
- Spells words with increasing accuracy.
- Writes a creative, meaningful story using pictures and words.
- Writes one's name with correct spelling and letter formation.

**ORAL LITERATURE**

- Recites a traditional text from memory.
- Retells a story from memory.
- Uses vocabulary in meaningful sentences.

**NEWS**

- Greets and introduces one's self using culturally appropriate norms.
- Tells a meaningful story to the class with expression and confidence.

**ENGLISH**

- Segments individual words into syllables.
- Identifies the vocabulary words using the picture cards and big picture.
- Recites a rhyme correctly according to its beat while performing the actions.
- Uses finger-pointing (on pictures and words) to demonstrate directionality.
### Introduction

**Primary 1 Local Language Literacy Competences: Scope and Sequence**

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

<table>
<thead>
<tr>
<th>COMPETENCES:</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHONEMIC AWARENESS COMPETENCES</strong></td>
<td></td>
</tr>
<tr>
<td>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>PA-1. Segments words into syllables. (Literacy 1)</td>
<td></td>
</tr>
<tr>
<td>PA-2. Recites a traditional text from memory. (Oral Literature)</td>
<td></td>
</tr>
<tr>
<td><strong>ALPHABETIC PRINCIPLE COMPETENCES</strong></td>
<td></td>
</tr>
<tr>
<td>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>AP-1. Identifies the new letters for the day by name and sound. (Literacy 1)</td>
<td></td>
</tr>
<tr>
<td>AP-2. Practices decoding words. (Literacy 1)</td>
<td></td>
</tr>
<tr>
<td>AP-3. Uses first sounds, blending and context clues as word identification strategies. (Literacy 1)</td>
<td></td>
</tr>
<tr>
<td>AP-4. Spells letters, syllables or words with increasing accuracy. (Literacy 2)</td>
<td></td>
</tr>
</tbody>
</table>
**FLUENCY COMPETENCES**

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

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

**VOCABULARY COMPETENCES**

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

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

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

### Before Reading or Writing

<table>
<thead>
<tr>
<th>C-1. Uses the title, context and prior knowledge to make predictions when reading a story. (Literacy 1 and Oral Literature)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-2. Retells a story from memory. (Literacy 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-3. Plans a story that has a beginning, middle and ending together with the teacher. (Literacy 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-4. Re-tells a fiction story that has been read aloud and demonstrates comprehension by identifying the main characters, setting and action. (Oral Literature)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-5. Re-tells an informative story that has been read aloud and demonstrates comprehension by identifying the main idea of the story. (Oral Literature)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-6. Listens to the teacher model a news story. (News)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
</tr>
</tbody>
</table>

### During Reading or Writing

<table>
<thead>
<tr>
<th>C-7. Composes a story together with the teacher. (Literacy 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-8. Assists the teacher in making corrections in the story’s spelling, grammar and meaning. (Literacy 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-9. Reads the story with support from the teacher. (Literacy 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-10. Listens attentively to the teacher. (Oral Literature)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-11. Uses context to make predictions about what will happen next in the story. (Literacy 1 and Oral Literature)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-12. Uses pictures, words and sentences to represent a meaningful news story. (News)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>After Reading or Writing</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>C-13.</strong> Identifies whether his/her predictions were correct. (Literacy 1)</td>
</tr>
<tr>
<td><strong>C-14.</strong> Responds correctly to In the Text Questions. (Literacy 1)</td>
</tr>
<tr>
<td><strong>C-15.</strong> Responds appropriately to In My Mind Questions. (Literacy 1)</td>
</tr>
<tr>
<td><strong>C-16.</strong> Answers a guiding question related to the Oral Literature story. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-17.</strong> Identifies whether a story is a fiction or informative story. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-18.</strong> Demonstrates comprehension by identifying the main characters, setting and action in a fiction story. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-19.</strong> Demonstrates comprehension by identifying the main idea in an informative story. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-20.</strong> Answers In the Text Questions about a story that has been read aloud. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-21.</strong> Answers In My Mind Questions about a story that has been read aloud. (Oral Literature)</td>
</tr>
<tr>
<td><strong>C-22.</strong> Listens attentively to peers and participates in small group activities appropriately. (News)</td>
</tr>
</tbody>
</table>
The *How to Teach* section of this teacher’s guide provides lesson templates to help you plan all of the local language literacy lessons taught each week. Each template is four pages long. The first two pages give you an overview of the entire lesson. The second two pages provide you with a detailed explanation of how to deliver the lesson to your learners.
Pre-Reading Activities: Visual Discrimination

Why is visual discrimination important?
Visual discrimination is the ability to identify differences in visual images. Children must be able to successfully distinguish between different letters in order to read and write. Consider your own experience with an unfamiliar alphabet like Arabic or Chinese. Then imagine a young child who has had almost no exposure to text of any kind. Without training, a child will have a hard time seeing the difference between letters like b, d, p and q, for example.

How can I include visual discrimination activities in my daily instruction?
First of all, consider visual discrimination issues as you teach every day. And not just in reading and writing lessons, but mathematics as well, as children are expected to read numbers and symbols. Be very explicit in pointing out to learners the differences in letters, numbers and symbols that can be easily confused.

For Free Activity lessons you can make jigsaw puzzles (See the Do More for Literacy 1 Day 5). Sorting activities using bottle tops, buttons or other locally available materials are also helpful. You can also make matching cards like the following:

Matching Pictures

Matching Shapes

Matching Letters

Matching Words
Learners start by matching pictures of real objects. As they gain confidence and skill they can match abstract shapes, followed by letters, and finally by syllables or words.

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

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

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

Odd One Out Cards

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

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

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

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

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

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

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

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

Odd One Out

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

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

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

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

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

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

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

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

Use the patterns on these pages to practice forming shapes that make up letters. Art and Technology, or CAPE 3, is a good lesson in the timeable to accommodate pre-writing activities. They can also be included as part of Free Activity. Pre-writing activities for practicing shapes may simply be inserted into the timetable whenever there is some free time in the schedule.
How to Teach: Overview

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

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

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

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

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

The Chalkboard shows you exactly what the chalkboard should like at the end of the differentiating learning.

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

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

---

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

**Step-by-Step Teacher's Activity**

**Step 1:** Reading the Story (10 minutes)

- Read the story from the chalkboard one time to learn what needs to be done.
- Ask learners if they have any questions about the story.
- Read the story aloud at least three times from the chalkboard as learners watch and listen.
- Ask learners to identify key characters and point to each character’s name on the chalkboard.
- Ask learners to identify the main idea and key points in the story.
- Ask learners to read the story aloud and make notes on the chalkboard.

**Step 2:** After Reading - Comprehension Questions (10 minutes)

- Ask learners to respond to the questions in the Questions 1 and 2 sections.
- Ask learners to write their responses in the chalkboard.

---

**Weekly Lesson Support**

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

Competences

The learner:

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

Teaching Procedure

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

**The Chalkboard**

- New letter: capital and lower case (Step 2)
- Review Chart (Step 3)
- Read the keywords (Step 6)
- Write the sentences on the board before class (Step 7)

**Differentiated Learning**

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

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

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

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

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

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

- Bottle top letters
- Alphabet letter flash cards
- Sound picture cards (cut out pictures of objects and animals and learners make their sounds)
- Matching cards with letter sounds and pictures
- Vowel sound picture cards (sort cards by the vowel sound they make)
- Musical instruments that make different sounds
## How to Teach: Literacy 1 - Days 1 and 3

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

### Step 5: Beat the Words (3 minutes)

a. Say the first keyword. Ask learners to find it in the picture and point to it.
b. Repeat the keyword word and say, "Listen while I beat the word." Say the word again while clapping the syllables.
c. Ask learners to say the word and clap the syllables with you.
d. Ask learners to identify how many syllables are in the word. Repeat the word a final time.
e. Use your fingers to count the number of syllables together with the class.
f. Repeat Steps a. to e. with the other two keywords.

### Step 6: Read the Words (3 minutes)

a. Write the first keyword on the chalkboard. Sound out the word as you write.
b. For **one-syllable words**, point to each letter as you say each sound aloud slowly. Say the sounds again, but faster. Ask the learners to say the word in chorus. Repeat.
c. For **multi-syllable words**, point to each syllable as you say it aloud slowly. Say the syllables again, but faster. Ask the learners to say the word in chorus. Repeat.
d. Repeat the above steps with the other two keywords.
e. Point to the three words in random order and ask learners to read the words aloud.
f. Ask learners to read the words in their books in pairs or small groups. Move around assessing learners’ ability to read the words independently.

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

a. Ask learners to watch you read the first sentence on the chalkboard. Point to each word as you read.
b. Repeat 1-2 times.
c. Ask learners to read the sentence with you while they point to each word in their books. Repeat 1-2 times.
d. Repeat Steps a. and b. with the other two sentences.
e. Ask learners to read the sentences in their books in pairs or small groups. Move around assessing learners’ ability to read the sentences independently.

## Extra Guidance

**WEEKLY LESSON SUPPORT:**
The keywords are broken into syllables for you in the Weekly Lesson Support section.

Another way to identify the number of syllables in a word is to hold your hand under your chin as you say a word. Each time your jaw pushes your hand down it is a syllable.

In this step learners practice blending letters or syllables to form words. The lesson uses a technique called *Say it slow-Say it fast* to help learners develop their blending skills. Here are the steps:

1. Say the individual sounds or syllables slowly and distinctly (mmm---aaa---t).
2. Say the sounds again, but faster (m-a-t).
3. Give learners time to connect the sounds together in their mind to form the word and then say the word aloud together with them in chorus (mat).

As you read the sentences at the chalkboard, model for learners how to use their finger when reading in the pupil book. Touch each word as you read it aloud. Try to maintain a smooth, flowing movement.

There may not be time, especially in Term 1, to read all three sentences. Do as many as time permits.
How to Teach: Literacy 1 - Days 2 and 4

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

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

Teaching Procedure

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

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

Literacy 1
Time to clean
Mother told Mary and Tom to clean the compound. Tom swept the compound. Mary burned the rubbish. When they were done it looked so nice!

Differentiated Learning

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

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

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

Do More: Role Plays

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

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

## Step-by-Step Teacher’s Activity | Extra Guidance
--- | ---
**Step 1: Getting Ready (5 minutes)**
a. Sing a song to signal the beginning of the Literacy Hour as selected learners distribute the books.
b. Prepare the chalkboard and other lesson inputs as learners sing. | Make bookmarks with pieces of manila to help learners find the correct page. Have learners move the bookmark every day.

**Step 2: Before Reading – Make Predictions (5 minutes)**
a. Read the title of the story. (On Day 4 have learners retell what happened on Day 2.)
b. Ask learners to look at the picture and share what they see.
c. Tell learners to predict what the story might be about and share their predictions with their neighbours.
d. Ask learners to share their predictions with whole class. Summarise learners’ predictions for the class before reading. | Making predictions before reading helps to improve learners’ comprehension when they read.
On Day 4, learners begin by retelling the story from Day 2. Retelling also helps learners improve their comprehension skills.

**Step 3: Reading the Story (10 minutes)**
a. Read the story from the chalkboard one time as learners watch and listen.
b. Ask learners if their predictions about the story were correct.
c. Read the story aloud a second time from the chalkboard as learners watch and listen.
d. Ask learners to find the story in their books and point to each word as they read the story with you. Repeat 1-2 times.
e. Ask learners to whisper read as they point to each word. Move around the room observing learners and giving corrective support as needed.
f. Ask 3-5 learners to read the story aloud to the class. Assess their reading and mark in the CAM Form. | Use a pointer as you read the story aloud. Model how you want learners to use their finger when they read the story in the book. Move the pointer smoothly under the words as you read them. Read with fluency and expression.
Be sure to read along with the learners in step d. Your voice helps keep learners reading fluently in unison.
Step e. (whisper reading) may be difficult for learners in Term 1. Introduce this step as learners are ready, or by the middle of Term 2 at the latest.
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: After Reading - Comprehension Questions (10 minutes)</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong></td>
</tr>
<tr>
<td>a. Ask learners one <em>In the Text Question</em> and one <em>In My Mind Question</em>.</td>
<td>You can find suggested <em>In the Text Questions</em> and <em>In My Mind Questions</em> in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>b. Ask learners to predict what might happen next in the story. (You will use these predictions to compose a creative writing story in the Literacy 2 lesson that immediately follows this lesson, so be sure to remember them.)</td>
<td><em>In the Text Questions</em>: These are literal questions. The answers are “right there” in the text. Learners can point to the answer.</td>
</tr>
</tbody>
</table>

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

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

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

Competences

The learner:

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

Teaching Procedure

<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 and distribute books.</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Review Chart Assessment</td>
<td>• Learners read letters and syllables with increasing fluency.</td>
</tr>
<tr>
<td>5 min.</td>
<td>3</td>
<td>Beat the Words Assessment</td>
<td>• Learners segment words into syllables.</td>
</tr>
<tr>
<td>10 min.</td>
<td>4</td>
<td>Read the Sentences Assessment</td>
<td>• Learners blend letters and syllables to read words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners read words and simple sentences.</td>
</tr>
</tbody>
</table>
Differentiated Learning

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

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

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

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

Do More: Matching Puzzles
Puzzles develop visual skills, spatial awareness and creative problem solving. Introduce your pupils to puzzles with simple 2-piece puzzle sets that focus on matching two like objects. You can make a puzzle set that matches upper and lower case letters or two similar pictures or a picture and a word.

To make your puzzle set, first cut out a set of cardboard rectangles all the same size. A good puzzle set has between four to six matching sets. Draw the matching content you want on one piece of cardboard. For example, put the capital A on one side and the small a on the other side.

Next, cut the cardboard into two pieces. Each card should be cut differently. Put all the pieces in a bag. The child’s job is to take all the pieces out of the bag, spread them out on a flat surface and find the pieces that fit together. This can be done during the weekly Free Activity lesson.
## How to Teach: Literacy 1 - Day 5

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Getting Ready (3 minutes)</strong></td>
<td>Always sing the same song to begin the Literacy 1 lesson. This routine will help learners mentally prepare for the lesson. Pupil books do not need to be distributed for this lesson.</td>
</tr>
<tr>
<td>a. Guide learners to sing a reading song to signal the beginning of the Literacy Hour.</td>
<td></td>
</tr>
<tr>
<td>b. Prepare the chalkboard and other lesson inputs as learners sing.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Review Chart Assessment (10 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: The Review Chart for Day 5 is found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>a. Drill the <em>Review Chart</em> with learners. Say one row alone as learners listen, then repeat in chorus with learners one time.</td>
<td></td>
</tr>
<tr>
<td>b. Select a learner to assess. Randomly point to a sound or syllable on the chart and have the learner read it aloud. Repeat for a total of 5 sounds/syllables per learner. Assess and mark in the CAM Form.</td>
<td></td>
</tr>
<tr>
<td>c. Repeat with as many learners as time permits.</td>
<td></td>
</tr>
<tr>
<td><strong>WEEKLY LESSON SUPPORT:</strong></td>
<td></td>
</tr>
<tr>
<td>Marking the CAM Form:</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3:</strong> Makes no mistakes on the Review Chart.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2:</strong> Makes 1-2 mistakes on the Review Chart.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 1:</strong> Makes 3 or more mistakes on the Review Chart.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Beat the Words Assessment (5 minutes)</strong></td>
<td>WEEKLY LESSON SUPPORT: The words for the Beat the Words Assessment can be found in the Weekly Lesson Support section.</td>
</tr>
<tr>
<td>a. Select a learner to assess. Say one of the keywords for the week aloud and have the learner beat the word for you. Continue with the other words so that each learner beats four words for you. Assess and mark in the CAM Form.</td>
<td></td>
</tr>
<tr>
<td>b. Repeat with as many learners as time permits.</td>
<td></td>
</tr>
<tr>
<td><strong>WEEKLY LESSON SUPPORT:</strong></td>
<td></td>
</tr>
<tr>
<td>Marking the CAM Form:</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3:</strong> Beats all 4 words correctly.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2:</strong> Beats 3 words correctly.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 1:</strong> Beats 2 or fewer words correctly.</td>
<td></td>
</tr>
<tr>
<td>Step-by-Step Teacher’s Activity</td>
<td>Extra Guidance</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Step 4: Sentence Assessment (10 minutes)</strong>&lt;br&gt;a. In pairs, ask learners to practice reading the three sentences on the chalkboard.&lt;br&gt;b. Select a learner to assess. Ask the learner to read one of the sentences from the chalkboard while tracking with the pointer. Assess and mark in the CAM Form.&lt;br&gt;c. Repeat with as many learners as time permits.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The sentences for assessment are found in the Weekly Lesson Support section.&lt;br&gt;&lt;br&gt;<strong>Marking the CAM Form:</strong>&lt;br&gt;&lt;br&gt;<strong>Level 3:</strong> Reads the sentence with no mistakes and excellent fluency and expression.&lt;br&gt;<strong>Level 2:</strong> Reads the sentence with 1-2 mistakes and good fluency and expression.&lt;br&gt;<strong>Level 1:</strong> Reads the sentence with many mistakes and poor fluency and expression.&lt;br&gt;&lt;br&gt;NOTE: Many learners will receive Level 1 assessments in Terms 1 and 2. This is NOT an indication of insufficient reading growth. In Term 3 you should begin to see learners achieving a Level 2 and Level 3 in their assessments.</td>
</tr>
</tbody>
</table>
How to Teach: Literacy 2 - Days 1 and 3

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

Competences
The learner:

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

Teaching Procedure

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

The Chalkboard

Big Letter Practice
(Step 3)

Small Letter Practice
(Step 5)

Differentiated Learning

Remedial
How can you help learners who have handwriting problems?

• **Number one suggestion:** Lots of extra practice!
• Write the letters in the learner’s exercise book in pencil for the learner to trace.
• Encourage them to write letters and words in the sand using their finger or a stick during their breaks.
• Keep families informed. Encourage families to have the child help with food preparation to develop fine motor skills. Weaving mats helps fine motor skills, too. Think of other tasks that learners can do to develop their fine motor skills, which help with writing.

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

Do More: Making Letters

Making alphabet letters from local materials is a fun, learner-centred activity. It enables learners to explore natural and man-made materials in their environment while developing their fine motor skills. It is an excellent activity for CAPE 3 (Art and Technology) and also supports life skills development through working together, sharing and caring for class materials.

Here are some local materials that can be used for creating alphabet letters:

- banana fibre
- cardboard
- bottle tops
- sticks
- straws
- clay
- wire
- string
- inner tube material
## Step-by-Step Teacher’s Activity

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 5: Small Letter: In the Book (5 minutes)</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> Suggested letters, syllables and words for spelling practice are provided in the Weekly Lesson Support section each week. Assess your learners’ spelling performance and modify your spelling practice assignment accordingly.</td>
</tr>
<tr>
<td>a. Ask learners to observe as you write the small letter on the chalkboard. Use the handwriting guidelines to describe where to start and how to form the letter correctly.</td>
<td>For learners who are having difficulties forming letters correctly in their exercise books, try giving them slates and chalk instead. Let them write the letters as big as they want and don’t worry about the four guidelines. Remind remedial learners to continue practicing the letter formation exercises during their free time at home.</td>
</tr>
<tr>
<td>b. Ask learners to use their finger to trace the letter in the book while you write on the chalkboard. Say the letter formation phrase as you write.</td>
<td></td>
</tr>
<tr>
<td>c. Ask learners to write the letter in their exercise books several times from left to right.</td>
<td></td>
</tr>
<tr>
<td>d. Move around the classroom assessing learners on posture, pencil grip, starting point, direction of movement and letter formation.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 6: Spelling Practice (7 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>a. Say the first letter, syllable or word aloud 2-3 times and tell learners to write it in their books.</td>
<td></td>
</tr>
<tr>
<td>b. After learners have finished, write the correct answer on the chalkboard. Tell learners to check their answers.</td>
<td></td>
</tr>
<tr>
<td>c. Continue with more letters, syllables or words as time permits.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 7: Writing My Name (8 minutes)</strong></td>
<td>How to make name cards:</td>
</tr>
<tr>
<td>a. Ask learners to get out their name cards.</td>
<td>• Cut manila into cards (at least 10x15 cm).</td>
</tr>
<tr>
<td>b. Tell learners to trace the letters of their name with their finger.</td>
<td>• Rule the card with the four handwriting guidelines.</td>
</tr>
<tr>
<td>c. Tell learners to write their name at least three times in their exercise books.</td>
<td>• Write the learner’s name. Be sure to spell it correctly and use proper letter formation. (Begin with one name only in Term 1. Add the second name in Term 2.)</td>
</tr>
<tr>
<td>d. Learners who have mastered both their names (correct letter formation and correct spelling) can practice writing the name of the school, their village or other keywords from the lesson.</td>
<td></td>
</tr>
<tr>
<td>e. Move around the classroom assessing learners on letter formation and name writing. Mark in the CAM Form.</td>
<td></td>
</tr>
</tbody>
</table>
How to Teach: Literacy 2 - Days 2 and 4

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

Competences
The learner:

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

Teaching Procedure

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

The 4-sentence creative writing story written by the class. (Steps 2-5)

Literacy 2

Time to clean

Mary and Tom decided to clean the chicken coop. They found an old egg hidden in the coop. They cracked it open. Oh my, did it stink!

Differentiated Learning

Remedial

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

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

Accelerated

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

Do More: Book Making 1

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

Here are some different types of teacher-made books:

- Manila cover and stationery pages (glued together, stapled or tied)
- Binder with pages added each week
- Exercise books with special covers
- Photo albums with text and drawings inserted instead of photos
- Wall chart stories
## Step-by-Step Teacher’s Activity | Extra Guidance
---|---
**Step 1: Transition Song (1 minute)**
  a. Sing a song to signal the beginning of the writing part of the Literacy Hour. | Sing a different song to introduce Literacy 2. This will help learners quickly make the transition to the second half of the Literacy Hour.

**Step 2: Plan the Creative Writing Story (10 minutes)**
  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.  
  b. Summarize the predictions they made about the story during Literacy 1. Decide on the prediction they most want to write about as a class.  
  c. Discuss and plan what will happen at the beginning of the story (one idea), in the middle of the story (two ideas) and at the end of the story (one idea).  
  d. When you have planned the creative writing story to the learners’ satisfaction retell the story in full, emphasizing the four main ideas.  
  During the planning stage of writing the teacher and pupils tell their creative writing story aloud without writing anything on the chalkboard.  
  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, model the planning process for them. After a few weeks they will begin to understand what is required of them and start to take over the planning process.

**Step 3: Write the Story (7 minutes)**
  a. Write the title of the creative writing story on the chalkboard. Use the same title as in the pupil book story.  
  b. Ask learners to suggest a good first sentence. Pick the best and write it on the chalkboard.  
  c. Ask learners, “What happens next?” Have them suggest two sentences that summarize the two middle of the story ideas you discussed. Select the best sentences and write them on the board.  
  d. Tell learners, “Now let’s wrap up our story with a final sentence.” Write the final sentence that you and the class like best.  
  You should also use the Think Aloud method as you write the story on the chalkboard. 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.”  
  - “Let me put a full stop here because it is the end of the sentence.”
### How to Teach: Literacy 2 - Days 2 and 4

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 4: Make Corrections to the Story (5 minutes)</strong></td>
<td>Here are some sample Think Alouds for Step 4:</td>
</tr>
<tr>
<td>a. Tell learners you are going to read through the creative writing story to make corrections in spelling, grammar and meaning.</td>
<td>• “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.”</td>
</tr>
<tr>
<td>b. Read the story aloud slowly as you track with the pointer. Use the Think Aloud method to model for pupils how to make corrections in a story.</td>
<td>• “I don’t like this sentence. It is boring. What can I do to make it more exciting? Instead of just cow I am going to say big black cow with large horns.”</td>
</tr>
</tbody>
</table>

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

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

Competences
The learner:

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

Teaching Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
<th>Learners’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td>1</td>
<td>Transition Song</td>
<td>• Learners sing a song.</td>
</tr>
<tr>
<td>7 min.</td>
<td>2</td>
<td>Letter Formation Assessment</td>
<td>• Learners write letters in their exercise books with increasing accuracy.</td>
</tr>
<tr>
<td>8 min.</td>
<td>3</td>
<td>Spelling Assessment</td>
<td>• Learners spell letters, syllables or words with increasing accuracy.</td>
</tr>
<tr>
<td>14 min.</td>
<td>4</td>
<td>Creative Writing Assessment</td>
<td>• Learners write their names with correct spelling and letter formation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learners write a story that is meaningful and well organised (has a beginning, middle and ending).</td>
</tr>
</tbody>
</table>
How to Teach: Literacy 2 - Day 5

The Chalkboard

Letter Formation Assessment (Step 2)

Literacy 2

Differentiated Learning

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

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

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

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

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

**Step 4: Creative Writing Assessment (14 minutes)**

a. Ask learners to write a story of their own on a separate page of their exercise book. They can use both pictures and words to tell their story. *Be sure they include their name when they write their story.*

b. Move around to the learners selected for assessment this week and have them tell their stories to you as they write.

c. Collect the exercise books of at least 10 learners for assessment of handwriting, spelling, name writing and creative writing. Mark in the CAM Form.

### Extra Guidance

**Marking the CAM Form***:

<table>
<thead>
<tr>
<th>Level 3:</th>
<th>Writes a meaningful, well organised story using pictures and words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2:</td>
<td>Writes a meaningful, well organised story using pictures only.</td>
</tr>
<tr>
<td>Level 1:</td>
<td>The story is poorly organised and difficult to understand the meaning.</td>
</tr>
</tbody>
</table>

*In Term 3 learners should also write at least one sentence to earn a Level 3 and use some words to earn a Level 2.
How to Teach: Oral Literature - Day 1

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

Competences
The learner:

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

Teaching Procedure

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

**Remedial and Accelerated**

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

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

### Do More: Story Mapping

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

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Repeat the Guiding Question. Discuss the answer as a class.</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> A story outline in the Weekly Lesson Support section of this teacher’s guide will tell you whether the story is a fiction or informative story and list the characters, setting and action or the main ideas.</td>
</tr>
<tr>
<td><strong>b. Ask learners whether the story was a fiction story or an informative story. Confirm the correct answer.</strong></td>
<td>The words in your language for characters, setting, action and main idea are provided in the glossary.</td>
</tr>
<tr>
<td><strong>c. Tell learners you will read the story again. If they have identified the story as a fiction story they should listen to determine the characters, setting and plot. If it is an informative story they should listen to determine the main idea of the story.</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>d. Read the story aloud a second time without pausing.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>e. For a fiction story, have learners identify the characters, setting and action after listening to the story a second time. For an informative story have learners identify the main idea and supporting ideas.</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Say the first vocabulary word aloud and write it on the chalkboard. Have learners repeat the word. Read the sentence with the word in it from the Oral Literature story. Discuss the meaning of the word. Then ask learners to use the word in a new sentence.</strong></td>
<td><strong>WEEKLY LESSON SUPPORT:</strong> 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.</td>
</tr>
<tr>
<td><strong>b. Repeat the same process for the other two vocabulary words.</strong></td>
<td></td>
</tr>
</tbody>
</table>
How to Teach: Oral Literature - Day 3

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

Competences
The learner:

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

Teaching Procedure

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Introductory Song (1 minute)</strong>&lt;br&gt;a. Sing a song to signal the beginning of the lesson.</td>
<td>The introductory song and traditional text are designed to focus learners’ attention so they are ready to listen to the story for the day.</td>
</tr>
<tr>
<td><strong>Step 2: Recite a Traditional Text (6 minutes)</strong>&lt;br&gt;a. Recite the same traditional text the 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 learning each week. A variety of traditional texts should be represented each term: songs, riddles, proverbs, poems, tongue twisters, rhymes, etc. Learners should be able to identify the different types of traditional text in their language.</td>
</tr>
<tr>
<td><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 the learners should retell the story by identifying the main characters, setting and describing the action in the correct sequential order. Assess and mark in the CAM Form.&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 for the week’s story to learners from the teacher’s guide. Tell learners to listen to the story and see if they can answer these questions when you finish reading.</td>
<td><strong>WEEKLY LESSON SUPPORT:</strong>&lt;br&gt;The In the Text Questions can be found in the Weekly Lesson Support section of this teacher’s guide.&lt;br&gt;Using the CAM Form to record assessments during the Oral Literature lesson may be awkward. If so, write the names of the learners you want to assess in the Oral Literature lesson on a small scrap of paper. Use the paper to record their performance. Later, you can transfer the information onto the CAM Form.</td>
</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>
<tbody>
<tr>
<td><strong>Step 4: Reading the Story Aloud (5 minutes)</strong>&lt;br&gt;a. Read the story aloud to learners as they listen attentively.</td>
<td>On Day 3 you do not need to stop to ask the Prediction Question.</td>
</tr>
</tbody>
</table>
| **Step 5: After Listening to the Story (6 minutes)**<br>a. Have learners answer the two In the Text Questions.  
b. Ask other In the Text Questions of your own.  
c. Ask the two In My Mind Questions found in the teacher’s guide and have learners answer them. | **WEEKLY LESSON SUPPORT:**<br>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 as well. This can be a motivational activity for accelerated learners who want an extra challenge. |
| **Step 6: Vocabulary Words (6 minutes)**<br>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 3 vocabulary words from Day 1. Say each word aloud and write it on the chalkboard. Ask individual learners to use the 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 immediately after the morning break on Days 2, 4 and 5. The News lesson gives learners the opportunity to develop their speaking and writing competences. On Day 2, the teacher models how to compose and tell a news story for the whole class. Ideally, the news stories should reflect concepts related to the sub-theme for the week. Model news stories are provided in the Weekly Lesson Support section of this teacher’s guide.

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

Teaching Procedure

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

The Chalkboard

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

Differentiated Learning

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

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

Do More: Class Displays

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

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

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

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Prepare to Write (2 minutes)</strong></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 pupil 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></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 picture 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>
<th>Extra Guidance</th>
</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>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><strong>Step 5: Selected Learners Share News Stories (10 minutes)</strong>&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.</td>
<td>Create a supportive classroom environment so that sharing news stories is fun and engaging for your learners. The focus is on assessing individual learners’ speaking competences, but teaching learners how to be good listeners, especially when their peers are speaking, is important too. Establish a few basic rules for sharing news stories at the beginning of the school year and enforce them consistently.</td>
</tr>
</tbody>
</table>
How to Teach: News - Days 4 and 5

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

Competences
The learner:

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

Teaching Procedure

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

The Chalkboard

The chalkboard is not used in this lesson.

Differentiated Learning

Remedial
By the end of Term 2, learners should be labelling the pictures in their news stories with words. Some learners may have difficulty in taking this step on their own. To encourage them, write a word at the bottom of the page and tell them to copy the word next to the real object in their drawing. Then challenge them to find one more word they can write on their own. Remind them that spelling the word correctly isn’t important. They just need to listen to the sounds they hear in the word and write them down.

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

Do More: Parent Involvement

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

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

<table>
<thead>
<tr>
<th>Step-by-Step Teacher’s Activity</th>
<th>Extra Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Transition Song (1 minute)</strong></td>
<td>Always sing the same song to begin the News lesson. This routine will help learners mentally prepare for the lesson.</td>
</tr>
<tr>
<td>a. Sing a song to signal the beginning of the lesson as you distribute the writing materials and pupil name cards.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Learners Write News Stories (13 min.)</strong></td>
<td>Select 5 learners you want to talk to during this step and do the following:</td>
</tr>
<tr>
<td>a. Remind learners of the news story you wrote on Day 2. Ask a selected learner to retell your news story. Ask learners if they can retell any of the news stories told by their classmates on Day 2.</td>
<td>Ask them to tell their story aloud to you.</td>
</tr>
</tbody>
</table>
| b. Tell learners to write another news story today. | • Is it a meaningful story?  
• Can you interpret their drawings? Do their pictures match the story?  
• Are the pictures well organised on the page?  
• How are they progressing with writing their name?  
• Are they labelling their stories with words? Are they writing sentences? |
| c. Remind learners that they should write their names in their exercise books. | |
| d. Move around the room observing learners as they write. Ask questions about their stories and provide support as needed. | |
| e. When there are 3 minutes remaining, tell learners they have 3 minutes to complete their work, including writing their name. | |
### 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 4: Learners Share News Stories in Small Groups (5 minutes)</strong></td>
<td>Guide learners so that they are able to share their stories successfully in small groups.</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>Here are the writing competences learners should demonstrate over the course of the year:</td>
</tr>
<tr>
<td>a. Select 5 learners to come up and share their news stories with the whole class.</td>
<td>Term 1: Learners draw pictures that illustrate a personal news story.</td>
</tr>
<tr>
<td>b. Ask learners to speak clearly and with expression.</td>
<td>Term 2: Learners’ picture stories show an effort to organise information on the page. Learners begin to label their pictures with words.</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>Term 3: Learners’ picture stories are well organised and labelled with words. Learners are able to compose a simple sentence about their story.</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 their news story, the teacher and learners should ask questions or make comments.</td>
<td></td>
</tr>
<tr>
<td>f. Thank the speaker at the end of their turn. Assess the learner in the CAM Form and ask the next learner to read/tell their story to the class.</td>
<td></td>
</tr>
</tbody>
</table>
## Runyoro-Rutooro Technical Literacy Terms

<table>
<thead>
<tr>
<th>English</th>
<th>Runyankore-Rukiga</th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabetic principle (phonics)</td>
<td>ebiragiro by’enyuguta</td>
</tr>
<tr>
<td>choral reading</td>
<td>kusomera hamu</td>
</tr>
<tr>
<td>collaborative learning</td>
<td>kukoragana mukwega, kukwataniza mu kusoma</td>
</tr>
<tr>
<td>competency-based assessment</td>
<td>kukebera okurukugendera ha bukugu</td>
</tr>
<tr>
<td>comprehension</td>
<td>kukeng, kwetegereza</td>
</tr>
<tr>
<td>continuous assessment</td>
<td>kukebera abeegi okworutekerro</td>
</tr>
<tr>
<td>differentiated learning</td>
<td>kukoonyera abeegi abarukwega bwango rundi mpora mpora</td>
</tr>
<tr>
<td>echo reading</td>
<td>kugarukamu eby’omuntu asomere nayatura</td>
</tr>
<tr>
<td>explicit instruction</td>
<td>kwesega</td>
</tr>
<tr>
<td>fluency</td>
<td>kusoma rundi kubaza kurungi noyanguhirwa</td>
</tr>
<tr>
<td>multisensory</td>
<td>kwekonyweza obusimu bw’omubiri obutali bumu nk’okuhurra, kurora, kukaga</td>
</tr>
<tr>
<td>orthography</td>
<td>ebiragiro by’empadiika</td>
</tr>
<tr>
<td>partner reading</td>
<td>kusomera hamu na mutaahi waawe</td>
</tr>
<tr>
<td>phonemic awareness</td>
<td>kwetegereza obucweka obuha amakuru g’ebigambo</td>
</tr>
<tr>
<td>phonological awareness</td>
<td>emanyirra y’amaraka</td>
</tr>
<tr>
<td>print awareness</td>
<td>kulinda nokukozesa kurungi ebihandikirwe</td>
</tr>
<tr>
<td>scaffolding</td>
<td>kwesega nootandikira ha bimanyirwe noogy ha bitamanyirwe</td>
</tr>
<tr>
<td>summative assessment</td>
<td>kukebera okwa ha mpero</td>
</tr>
<tr>
<td>systematic instruction</td>
<td>enyegesa ey’ekurataine kurungi</td>
</tr>
<tr>
<td>vocabulary</td>
<td>ebigambo</td>
</tr>
<tr>
<td>whisper reading</td>
<td>kusoma omu bihwa</td>
</tr>
</tbody>
</table>
Weekly Lesson Support

Term 1 Lessons
Welcome to the new school year!

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

### Term 1 Materials Checklist

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

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

### Orientation Week Overview

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

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

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

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

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

---

**References:**

*Orientation Week NPSCU Teacher’s Guide for P1: Sample Scheme of Work, Pages 93-95.*
1 Eisomero lyaitu

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

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

Thematic Competence:
Bintuki ebitusanga ha isomero lyaitu?

Beat the Words:
- a-baa-na
- ni-ba-so-ma
- a-ka-ta-bu

Literacy 2

Letter Formation Phrase:
- A = sirimuka ha bumoso, sirimuka ha bulyo,
  - orutindo hagati
- a = ruga haiguru, wetoroole, sirimuka

Spelling Practice:
- A, a

Day 2

Literacy 1

In the Text Question:
Omusomesa baamwetaga bata?

In My Mind Question:
Kakuba bakuha ekintu nookoraki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1

New Letters & Review Chart:

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

Thematic Competence:
Bintuki eby’abaana bakozesa mu kitebe?

Beat the Words:
ka-ba-da  a-baa-na  ka-laa-mu

Literacy 2

Letter Formation Phrase:
A = sirimuka ha bumoso, sirimuka ha bulyo, orutindo hagati
a = ruga haiguru, wetoroole, sirimuka

Spelling Practice:
A, a, aa

Day 4

Literacy 1

In the Text Question:
Agaba akakoraki?

In My Mind Question:
Kakuba osanga ekintu kyona kigwire nookoraki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
1 Eisomero lyaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

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

Beat the Words:

a-baa-na
ni-ba-so-ma
a-ka-ta-bu
ka-ba-da
ka-laa-mu

Sentence Assessment:
1. Abaana nibasoma.
2. Abaana baine akatabu.
3. Akatabu kali mu kabada.

Literacy 2

Letter Formation Assessment:

A, a, aa

Spelling Assessment:

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

### Model News Drawing

| Drawing of a father and child at the market buying exercise books and pencils. |

### Model News Story

We had an orientation week for all the pupils of the P1 class. During the week we visited all the important places at our school. We met the head teacher. We learned all about our school. We are ready to become learners!

### References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page(s) 76-77</td>
<td>Page(s) 14-15</td>
</tr>
<tr>
<td>Sample scheme of work, page(s) 97</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan Guidelines, page(s) 109</td>
<td></td>
</tr>
</tbody>
</table>

### Traditional Text

**Ekizina**

Bulyera ee – bulyera n’amakondere x 2

Nkazaara abaana – bulyera n’amakondere,

Aboojo n’abaisiki – bulyera n’amakondere.

Bakagenda ha isomero-bulyera, n’amakondere.

Baasangayo abasomesa-bulyera, n’amakondere.

Bakasangayo ebitebe–bulyera, n’amakondere.

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

Omutumwa taitwa

Ekikaguzo ekirukuha obulyo:
Huliiriza oruganikyo runu nukwo haanyuma otugambire amabara g’abakozi b’omwisomero.

Ekicweka kyokubanza:

---

**Story Outline**

<table>
<thead>
<tr>
<th><strong>Abarukubazibwaho omu ruganikyo:</strong></th>
<th>Abakozi b’omwisomero lyana Butebe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ekikaro:</strong></td>
<td>Ha isomero lyana Butebe</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ekirukukorwa omu ruganikyo:</strong></td>
<td>Abakozi nibanga kukora emirimo yabo eyabulikiro. Ba Wansohera nibetwarra. Ogw’abalinzi, Kapimpina omumyoka w’eiisomero, nabairukya.</td>
</tr>
</tbody>
</table>
Ekicweka kyakabiri:

Vocabulary Words

| faakalimba | abalinzi | omumyoka |

In the Text Questions
1. Isomeroki erigambirweho?
2. Omukuru w’eisomero nooha?

In My Mind Questions
1. Obuwakubaire niiwe mukuru w’eisomero waakuzoekireki?
2. Kakuba ojwaха kukora omulimo nookoraki?
Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th>B</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>aa</td>
</tr>
<tr>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

**Thematic Competence:**

Mirimoki eyitukora ha isomero?

**Beat the Words:**

ba-zaa-na  ba-so-ma  ba-ko-ra

**Literacy 2**

Letter Formation Phrase:

B = akati, akada habulyo haiguru, akada habulyo hansi

b = akati, akada hansi

**Spelling Practice:**

ba, baa

Day 2

**Literacy 1**

In the Text Question:

Agaba na Makune nibakoraki?

In My Mind Question:

Kakuba naiwe okaba oli omu kitebe noosoma, abaana abandi bali aheeru nibazaana, waakukozireki?

**Literacy 2**

Story Idea:

Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
1.3 Emirimo eyekorwa omwisomero lyaitu

Literacy 1 and 2

Day 3

**Literacy 1**

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

Thematic Competence:
Iwe ogonza kukora mulimoki ha isomero?

Beat the Words:
- ba-sa-ba
- ba-li-ma
- ba-so-me-sa

**Literacy 2**

Letter Formation Phrase:

- B = akati, akada habulyo haiguru, akada habulyo hansi
- b = akati, akada hansi

Spelling Practice:
Ba, A, aa, baa

Day 4

**Literacy 1**

In the Text Question:
Abaana bakagenda kukoraki aheeru?

In My Mind Question:
Habwaki abaana bazaana?

**Literacy 2**

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
1 Eismero iyaitu

Literacy 1 and 2

Day 5

**Literacy 1**

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

Beat the Words:

- ba-zaa-na
- ba-so-ma
- ba-ko-ra
- ba-sa-ba
- ba-li-ma
- ba-so-me-sa

**Sentence Assessment:**

1. Abaana bazaana.
2. Abaana basoma.
3. Abaana basaba.

**Literacy 2**

**Letter Formation Assessment:**

B, b

**Spelling Assessment:**

a, aa, ba, baa
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

Model News Drawing

| Drawing of pupils with their teacher visiting the headteachers office. |

Model News Story

At home I enjoy going to the market with my son to buy scholastic materials at the beginning of the term. I buy exercise books and pencils. It is always exciting to start the term with new school supplies.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page(s) 76-77</td>
</tr>
<tr>
<td>Sample scheme of work, page(s) 97-98</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, page(s) 116-122</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page(s) 15</td>
</tr>
</tbody>
</table>

Traditional Text

Ekizina

Tukole emirimo emirimo emirimo, Tukole emirimo ha isomero lyaitu.

Tusingorre ekitebe ekitebe ekitebe, Tusingorre ekitebe ha isomero lyaitu.

Tulimirre ebyakyo... Tusingorre ezigati...

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

Oral Literature

Emirimo tukora omwisomero n’emigaso yayo

<table>
<thead>
<tr>
<th>Ekikaguzo ekirukuha obulyo:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huliiriza kurungi orugani ky y'runu, ogambe emirimo egambirweho n’emigaso yayo.</td>
</tr>
</tbody>
</table>

Ekicweka kyokubanza:
Abaana b’omu kitebe Kyokubanza beegere emirimo ey’okubagasira omu bwomeezi. Emirimo bakora niyo nk’enu: okusingorra, okulima, okusoma, okuhandiika, okukwata ebibegesiibwe n’okwecumira ebitwehinguliriize. Okufaaho bagenzi baabo nagwo guzookere guli mulimo gw’omugaso muno.

Haroho emirimo endi abaana bagonza kukora nk’okuteekaniza emeeza y’ebitabu n’ebisisani hamu n’ekipande ky’obwire. Ekindi basemererwa kukora, nikyo ekimuli kya ha meeza y’omusomesa.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ekiteekerezo ekikuru:</strong></td>
</tr>
<tr>
<td>Emirimo abaana bakora eine emigaso ha bwomezi bwabo.</td>
</tr>
<tr>
<td><strong>Ekiteekerezo ekirukusagika:</strong></td>
</tr>
<tr>
<td>• Buli mwana aine kuba n’omulimo ogwarukukora omwisomero.</td>
</tr>
<tr>
<td>• Omusomesa aine kubegeesa emigaso y’emirimo egi arole ngu abaana ebibeegere nibabita omu nkora mu bwomeezi bwabo.</td>
</tr>
<tr>
<td>• Emirimo yoona ey’ekorwa omwisomero ine omugaso.</td>
</tr>
</tbody>
</table>
**ekicweka kyakabiri:**
Ekigenderrwa omu kukora emirimo enu nukwo abaana beege kugikora kandi bamanye emigaso yayo. Buli mwana ateekwa kuba n’omulimo ogw’okubagana mu kukora. Omulimo gw’omusomesa nukwo kwegesa abaana emigaso y’emirimo enu, kandi bagitekege omu nkora omu nyikara yabo ha isomero n’omuka.


---

**Vocabulary Words**

<table>
<thead>
<tr>
<th>omulimo</th>
<th>emigaso</th>
<th>obwire</th>
</tr>
</thead>
</table>

**In the Text Questions**
1. Nibaha abarukukora emirimo ey’omwisomero?
2. Abaana beegere kukora mirimoki?

**In My Mind Questions**
1. Iwe obuwakubaire oli omu kitebe ekyo waakukoziire mulimoki?
2. Mulimoki oguwakugondeze kukora obu olimara kusoma?
Literacy 1 and 2

Day 1

Literacy 1
New Letters and Review Chart:

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

Thematic Competence:
Gamba abantu abasangwa omu maka gaitu.

Beat the Words:
e-ka          ba-to          mu-kaa-ka

Literacy 2
Letter Formation Phrase:
A = sirimuka ha bumoso, sirimuka ha bulyo,
orutindo hagati

a = ruga haiguru, wetoroole, sirimuka

Spelling Practice:
A, a, ba, baa

Day 2

Literacy 1
In the Text Question:
Agaba na Makune bakasabaki?

In My Mind Question:
Noonihi ra amata ga mukaaka yayasire gakaba garugire nkaha?

Literacy 2
Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganiykio rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
2.1 Abantu b’omuka yaitu

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Aa</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>aa</td>
</tr>
<tr>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

Thematic Competence:
Nooha aba mukuru w’eka?

Beat the Words:

- taa-ta
- maa-ma
- ba-naa-ba

Literacy 2

Letter Formation Phrase:
A = sirimuka ha bumoso, sirimuka ha bulyo, orutindo hagati
a = ruga haiguru, wetoroole sirimuka

Spelling Practice:
A, a, aa, ba, baa

Day 4

Literacy 1

In the Text Question:
Habwaki abaana baasiimire mukaaka?

In My Mind Question:
Iwe ogonza kunywaki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 1 Week 4
2 Eka yaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ba</td>
<td></td>
<td>baa</td>
</tr>
</tbody>
</table>

Beat the Words:

- e-ka
- ba-to
- mu-kaa-ka
- taa-ta
- maa-ma
- ba-naa-ba

Sentence Assessment:
1. Enu eka yaitu.
2. Banu baana bato.
3. Taata naalima.

Literacy 2

Letter Formation Assessment:

A, a, aa

Spelling Assessment:

a, aa, ba, baa
2.1 Abantu b’omuka yaitu

News

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

Model News Drawing

Draw a homestead with people, young and adults.

Model News Story

"My name is Peter. I live with my father, mother and grandmother. I have one brother and two sisters in my home. I also have three uncles and four aunties, five nephews and six cousins who live in a homestead near our home. I like my family. I feel safe and protected at home."

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page(s) 77-78</td>
<td>Page(s) 17</td>
</tr>
<tr>
<td>Sample scheme of work, page(s) 123-124</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan Guidelines, page(s) 127-134</td>
<td></td>
</tr>
</tbody>
</table>

Traditional Text

Ekizina

Njubu x 2
Njubuwe, njubu y’omunyanja x 2
Taata osiibire ota? njubu y’omunyanja,
Nsibiire ntakuboine, njubu y’omunyanja,
Mutima nigunaiga, njubu y’omunyanja.

Maama...

Mukaaka...

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

Oral Literature

Enkoko n'Akahuumizi

Ekikaguzo ekirukuha obulyo:
Huliiriza omanyirre abantu abali mu ruganikyo, nooha ayabakonyiire kandi omunyazigwa wabo nooha?

Ekicweka kyokubanza:

Story Outline

Abarukbazibwaho omu ruganikyo:
Buguma, Kihyohyo, Nyonge, abaana ba Nkoko, Rugaaju na batabani, Kahuumizi.

Ekikaro:
Muka haihi n'emisiri ey'oburo.

Ekirukukorwa omu ruganikyo:
Abaana ba Nkoko nibabasiiga erangi kubajuna Kahuumizi atabalya.
2.1 Abantu b’omuka yaitu

Oral Literature

Ekikaguzo eky'okutomeesereza:
Noonihira kiki ekiraaba ha beeka ya Nkoko?

Ekicweka kyakabiri:


Omuganjano gwakura naitwe twakura. Twazaara abaana nabo baakura. Kiba kirungi muno kukoragana n’abataahi.

Vocabulary Words

<table>
<thead>
<tr>
<th>mpangi</th>
<th>nyonge</th>
<th>kihyohyo</th>
</tr>
</thead>
</table>

In the Text Questions
1. Kiki ekyatalibanizaaga abaana ba Mpangi?
2. Bakakoraki kumaraho ekyatalibanizaaga?

In My Mind Questions
1. Obuwakubaire maama w’enkoko waakozireki kwikara n’obusinge?
2. Inywe n’abataahi baanyu mwikarana muta?
Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

**Thematic Competence:**

Oyegere kukora mirimoki omuka?

**Beat the Words:**

ba-naa-ba  ba-li-ma  a-ba-ku-ru

**Literacy 2**

**Letter Formation Phrase:**

B = akati, akada, akada

b = akati, akada hansi

**Spelling Practice:**

B, b

Day 2

**Literacy 1**

**In the Text Question:**

Agaba na Makune bakaba nibakoraki?

**In My Mind Question:**

Kakuba niwe okaba noohaata ebitooke ekihuka kikaija, wakukozire ota?

**Literacy 2**

**Story Idea:**

Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1
New Letters & Review Chart:

<table>
<thead>
<tr>
<th>B</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>aa</td>
</tr>
<tr>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

Thematic Competence:
Abantu abakuru omuka bakora mirimoki?

Beat the Words:
ba-ka-ma  bu-ro  ba-ho-to-ra

Literacy 2
Letter Formation Phrase:
B = akati, akada, akada
b = akati, akada hansi

Spelling Practice:
B, b, ba, baa

Day 4

Literacy 1
In the Text Question:
Abaana bakeeta oha kubajunira ekihuka?

In My Mind Question:
Bintuki ebindi eby’abazaire baitu basobora kutujunira.

Literacy 2
Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 1 Week 5
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

Beat the Words:

- ba-naa-ba
- ba-li-ma
- a-ba-ku-ru
- ba-ka-ma
- bu-ro
- ba-ho-to-ra

Sentence Assessment:

1. Abaana baanaaba.
2. Abakuru balima.
3. Omuka bahotora oburo.

Literacy 2

Letter Formation Assessment:

B, b

Spelling Assessment:

B, b, ba, baa
2.2 Obujunanizibwa bw’abantu b’omuka

News

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

Model News Story

Today I want us to write a News story about the responsibilities of fathers in the family. My father prepares the garden for planting. He cares for the animals and takes the harvest to sell at the market.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences</td>
<td>77-78</td>
</tr>
<tr>
<td>• Sample scheme of work</td>
<td>124-125</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines</td>
<td>135-144</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page(s) 18</td>
<td></td>
</tr>
</tbody>
</table>

Traditional Text

Ensobanganiza kalimi

Taata akatuma Katuutu kutema ekitooke.

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

Term 1 Week 5
Oral Literature

Tukole emirimo y’omuka

Ekikaguzo ekirukuha obulyo:
Muhuliirize oruganikyo runu, haanyuma mutugambire omugaso gw’okukorra hamu omuka.

Ekicweka kyokubanza:


Story Outline

Ekiteekerezo ekikuru:
Abantu boona bakorre hamu emirimo y’omuka.

Ekiteekerezo ekirukusagika:
• Obutukora emirimo y’omuka tutunga ebyokulya na sente.
• Twikara n’obusinge obutukorra hamu emirimo y’omuka.
• Omuntu kukora wenka emirimo naajwaha.
2.2 Obujunanizibwa bw’abantu b’omuka

Oral Literature

**Ekicweka kyakabiri:**


Ebyokulya obubyahiiire, ab’owaabu Murungi n’abowaabu Kiiza, boona bakaliira hamu. Kiro ekyo bakasemererwa muno. Obubamazire kulya, ise Murungi akagamba naayegesa ati, ”Tukolege emirimo y’omuka itwena, nukwo tutunge ebyokulya tubinge obunaku, tugire n’obusinge.”

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>enganjani</td>
<td>haihingana</td>
<td>obujune</td>
</tr>
</tbody>
</table>

**In the Text Questions**

1. Habwaki tukora emirimo y’omuka?
2. Taata agonza kukoraki?

**In My Mind Questions**

1. Kakuba noikara omuka y’owaabu Murungi waakukoziire ota?
2. Kakuba niwe Nkabona waakukoziireki?
2 Eka yaitu

Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th>U</th>
<th>a</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>bu</td>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

Thematic Competence:
Tugambire ebintu ebisangwa omuka ebitukoza omu misiri.

Beat the Words:
ru-ba-bi e-nu nu-ngi

**Literacy 2**

Letter Formation Phrase:
U = ekiina
u = ekiina, akati

Day 2

**Literacy 1**

In the Text Question:
Maama aineki?

In My Mind Question:
Agaba na maama baakukozireki kwejuna enjura?

**Literacy 2**

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
2.3 Ebintu ebisangwa omuka

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>u</td>
<td>uu</td>
</tr>
<tr>
<td>bu</td>
<td>buu</td>
</tr>
</tbody>
</table>

Thematic Competence:
Bintuki ebitukozesa omuka oku kuteekaniza ebyokulya?

Beat the Words:

suu-ko su-ruu-ru o-ru-bu-ga

Literacy 2

Letter Formation Phrase:

U = ekiina

u = ekiina, akati

Spelling Practice:

UU, uu, B, b, bu, buu, baabu

Day 4

Literacy 1

In the Text Question:
Habwaki Agaba na maama bairukire muno?

In My Mind Question:
Haanyuma y’okutaaha omu nju nooteekereza bakakoraki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 1 Week 6
2 Eka yaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Uu</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>u</td>
<td>uu</td>
</tr>
<tr>
<td>a</td>
<td>aa</td>
</tr>
<tr>
<td>bu</td>
<td>buu</td>
</tr>
<tr>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

Beat the Words:

- ru-ba-bi
- e-nu
- nu-ngi
- suu-ko
- su-ruu-ru
- o-ru-bu-ga

Sentence Assessment:

1. Runu rubabi.
2. Enu kabanita ya taata.
3. Aabana nihakoma orubuga.

Literacy 2

Letter Formation Assessment:

U, u

Spelling Assessment:

UU, uu, B, b, bu, buu
2.3 Ebintu ebisangwa omuka

News

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

Model News Drawing

| Drawing of a kitchen with utensils. |

Model News Story

In my home, we have cooking utensils such as saucepans, cups, plates and knives. When I go back home, I help my family with cleaning the utensils.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page(s) 77-78</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 125-126</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 145-153</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page(s) 18-19</td>
</tr>
</tbody>
</table>

Traditional Text

Ensobanganiza kalimi

Embuzi kisa teguruka kiswa ifo, ekesimba kiswa eruguru.

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

Omukaikuru n’abakozibe

**Ekikaguzo ekirukuha obulyo:**
Nitugenda kuhurra oruganikyo orurukukwata ha mukaikuru n’abakozibe. Haanyuma ningonza mutugambire ayagarwireho obusinge.

**Ekicweka kyokubanza:**


---

**Story Outline**

**Abarukazibawaho omu ruganikyo:**
Nfuka, Kipanga, Naijoro, Muhyo, Sahaani, Kikopo, Safuliya, Kinaga, Yugi

**Ekiikaro:**
Omuka

**Ekirukukorwa omu ruganikyo:**
Abakozi bakakora orukurato. Yugi akahanuura kugarra obusinge.
2.3 Ebintu ebisangwa omuka

Oral Literature

Ekikaguzo eky’okutomeesereza:
Nooteekereza hakakuratahoki?

Ekicweka kyakabiri:
Abakozi baayesorooleza omu zigati hansi y’omuti gw’omutoma. Baahanuura bati, omukaikuru atayongera kubakoza habwokuba akaba ataine mpeera yoona eyarukubaha. Aho baagamba bati ekyo kikaba kihoire; busaho muntu n’omu kwongera kukora.

Abakozi bakaba batakaimukire kugenda; Yugi yagamba nkooku akaba aine eky’okugamba. Boona baateekana.


Vocabulary Words

<table>
<thead>
<tr>
<th>mukowe</th>
<th>empeera</th>
<th>abakozi</th>
</tr>
</thead>
</table>

In the Text Questions
1. Abakozi ba mukaikuru nibo baha?
2. Nooha yabaire mukuru w’orukurato?

In My Mind Questions
1. Kakuba omukaikuru yamanyire ekyabaireho yaakukoziireki?
2. Obuwakubaire oli omu rukurato orwo iwe waakuhaire mageziki?
3 Ekiikaro kyaitu

Literacy 1 and 2

Day 1

**Literacy 1**

**New Letters and Review Chart:**

<table>
<thead>
<tr>
<th></th>
<th>u</th>
<th>uu</th>
<th>a</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>ku</td>
<td>kuu</td>
<td>ka</td>
<td>kaa</td>
</tr>
<tr>
<td>k</td>
<td>bu</td>
<td>buu</td>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

**Thematic Competence:**
Miringoki ey’abantu batukonyeramu omu kiikaro kyaitu?

**Beat the Words:**
mu-kaa-ka  mu-ka  a-ka-ki-za

**Literacy 2**

**Letter Formation Phrase:**

K = akati, omukono, okuguru

k = akati, akakono akaguru

**Spelling Practice:**

K, k, ku, kuu, ka, kaa, kaabu

Day 2

**Literacy 1**

**In the Text Question:**
Kintuki ekyaletterize Agaba kutiina?

**In My Mind Question:**
Kakuba niwe wabaire Agaba okukozireki

**Literacy 2**

**Story Idea:**
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganiyko zaabu bonka.
3.1 Abantu b'omukiikaro kyaitu

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Kk</th>
<th>u</th>
<th>uu</th>
<th>a</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>ku</td>
<td>kuu</td>
<td>ka</td>
<td>kaa</td>
<td></td>
</tr>
<tr>
<td>bu</td>
<td>buu</td>
<td>ba</td>
<td>baa</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Bantuki abatusanga omu kiikaro kyaitu?

Beat the Words:
ma-ka-ni-ka e-ki-ka-ka a-ka-gaa-li

Literacy 2

Letter Formation Phrase:
K = akati, omukono, okuguru

k = akati, akakono, akaguru

Spelling Practice:
K, k, ku, ku, ka, kaa, baka

Day 4

Literacy 1

In the Text Question:
Nooha ayakirize mukaaka?

In My Mind Question:
Kakuba mukaaka bataramutwaire omwa naasi kiki ekyakubaireho?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 1 Week 7
3 Ekiikaro kyaitu

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>u</th>
<th>uu</th>
<th>a</th>
<th>aa</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>ku</td>
<td>kuu</td>
<td>ka</td>
<td>kaa</td>
</tr>
<tr>
<td></td>
<td>bu</td>
<td>buu</td>
<td>ba</td>
<td>baa</td>
</tr>
</tbody>
</table>

Beat the Words:

- mu-kaa-ka
- ma-ka-ka

Sentence Assessment:
1. Mukaaka akaba kubi.

Literacy 2

Letter Formation Assessment:

K, k

Spelling Assessment:

k, ku, kuu, ka, kaa, kaabu, baka, akaba, akababa
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

| Drawing of clinic with a nurse, a doctor an elder person and a church priest. |

**Model News Story**

I live with my children. When they get sick, we take them to the clinic for treatment. There is a nurse and a doctor at the clinic. Last week when we went to the clinic, we found our religious leader who had brought his elderly mother to the clinic too.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page(s) 78-79</td>
</tr>
<tr>
<td>Sample scheme of work, page(s)</td>
</tr>
<tr>
<td>154-155</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, page(s)</td>
</tr>
<tr>
<td>158-166</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page(s) 21</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Ekizina**

Olibaki iwe x 3 obwolimara kusoma,
Ndiba naasi x 3 obundimara kusoma.

Olibaki iwe x 3 obwolimara kusoma,
Ndiba musomesa x 3 obundimara kusoma.

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

Oral Literature

Obwotakora obonabona

<table>
<thead>
<tr>
<th>Ekkaguzo ekirukuha obulyo:</th>
<th>Ohulirize oruganikyo runu, haanyuma ogambe abantu abanyakuli omu kiikaro kinu.</th>
</tr>
</thead>
</table>

Ekicweka kyokubanza:

### Story Outline

**Ekiteekerezo ekikuru:**
Abantu ab’omu kiikaro kinu abarukukira obwingi baba bekambi.

**Ekiteekerezo ekirukusagika:**
- Abataakoraga bakahikwaho ebizibu.
- Omu kiikaro kya Musoma harumu abantu b’emiringo nyingi.
- Abantu ba Musoma baba beekambi.
Ekicweka kyakabiri:


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>omukungo</td>
<td>enjara</td>
<td>baamuhana</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the Text Questions</th>
<th>In My Mind Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kiki ekyatalibanizaaga abaana ba Byeitima?</td>
<td>1. Kakuba wabaire mukama w’omusiri Byeitima okumukoziireki?</td>
</tr>
</tbody>
</table>
Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>a</th>
<th>aa</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ki</td>
<td>ka</td>
<td>kaa</td>
<td>bu</td>
</tr>
<tr>
<td></td>
<td>bi</td>
<td>ba</td>
<td>baa</td>
<td>buu</td>
</tr>
</tbody>
</table>

**Thematic Competence:**

Omuka y’owanyu mukora mirimoki?

**Beat the Words:**

- ba-li-ma
- a-bai-si-ki
- e-ki-ti

**Literacy 2**

Letter Formation Phrase:

- I = akati
- i = akati, akatonyezi haiguru

**Spelling Practice:**

I, i, ki, bi, kika, baaki

Day 2

**Literacy 1**

**In the Text Question:**

Maama na mukaaka bakoraki?

**In My Mind Question:**

Nonihira taata akoraki haka?

**Literacy 2**

**Story Idea:**

Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>li</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>kii</td>
<td>ki</td>
</tr>
<tr>
<td>bii</td>
<td>bi</td>
</tr>
</tbody>
</table>

Thematic Competence:
Habwaki tukora emirimo etali emu n’emu mu maka gaitu?

Beat the Words:
- e-bii-na
- e-kii-bo
- bai-bi-ka

Literacy 2

Letter Formation Phrase:
- I = akati
- i = akati, akatonyezi haiguru

Spelling Practice:
- I, i, li, ki, bi, kii, bii, babi, kibi

Day 4

Literacy 1

In the Text Question:
Agaba akaba naakoraki?

In My Mind Question:
Noteekereza kiki ekyabaireho Agaba na mukaaka obubaataahire?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 1 Week 8
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>L</th>
<th>i</th>
<th>i</th>
<th>ii</th>
<th>a</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>li</td>
<td>i</td>
<td>i</td>
<td>ii</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ki</td>
<td>kii</td>
<td>ka</td>
<td>ku</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bi</td>
<td>bii</td>
<td>ba</td>
<td>bu</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words:

- ba-li-ma
- a-bai-si-ki
- e-ki-ti
- e-kii-bo
- bai-bi-ka
- e-bii-na

Sentence Assessment:

1. Ekiti kiri omu kiina.
2. Maama naaruka ekiibo.

Literacy 2

Letter Formation Assessment:

I, i, ii

Spelling Assessment:

bi, bii, baibika, kika, baaki, babi, kibi
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

| Drawing of a market day. |

**Model News Story**

One of my favourite community events is a market day. Let me tell you about the market day I went to with my parents. There were many people selling so many different things. My mother bought rice, onions and a big basin. My father bought shoes for my brothers and I. Everybody was happy.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page(s) 78-79</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 156</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 167-176</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page(s) 22</td>
</tr>
</tbody>
</table>

**Traditional Text**

<table>
<thead>
<tr>
<th>Ekizina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kekukeku</td>
</tr>
<tr>
<td>Kankuseere</td>
</tr>
<tr>
<td>Owanyu baliyo</td>
</tr>
<tr>
<td>Taata agiiraha</td>
</tr>
<tr>
<td>Agiire kuhiiga</td>
</tr>
<tr>
<td>Aboojo baraha</td>
</tr>
<tr>
<td>Bagiire kuliisa</td>
</tr>
<tr>
<td>Maama agiiraha</td>
</tr>
<tr>
<td>Agiire kuhaiga</td>
</tr>
</tbody>
</table>

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

Oral Literature

Ab’oruganda Babiri

Ekikaguzo ekirukuha obulyo:
Huliiriza oruganikyo runu kurungi haanyuma otugambire abantu boona abagambilweho.

Ekicweka kyokubanza:
Ab’oruganda babiri Musana na Njura bakateezezangana empaka baalemwa kwetegerezangana.
Baacwamu kwekaguza hali abantu bandi. Obubalemerwe kwikiraniza buli omu akacwamu kurubata wenka.


Story Outline

Abarukbazibwaho omu ruganikyo:
Musana, Njura, Muyaga, Bicu

Ekikaro:
Omu mwanya

Ekirukukorwa omu ruganikyo:
Abantu nibataaha omu maju, enjura n’ereetangana.
3.2 Emirimo y’abantu bakora mu kiikaro kyaitu

Oral Literature

Ekikaguzo eky’okutomesereza:
Nooteekereza hali Musana na Njura nooha ow’abantu bakira kugonza?

Ekicweka kyakabiri:


Vocabulary Words

<table>
<thead>
<tr>
<th>kwekaguzha</th>
<th>kituuru</th>
<th>omuhiigi</th>
</tr>
</thead>
</table>

In the Text Questions
1. Ab’oruganda babiri nubo baha?
2. Musana obu yaizire abaali nibakora bakakoraki?

In My Mind Questions
1. Obuwakubaire oli mulimi, wakweteekaniriize ota enjura?
2. Oraakoraki kuro ra mwaikarana kurungi n’abeegi bagenzi baawe?
Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th>i</th>
<th>ii</th>
<th>u</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>m</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>mi</td>
<td>mii</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mu</td>
<td>ma</td>
</tr>
<tr>
<td>ki</td>
<td>kii</td>
<td>ku</td>
<td></td>
</tr>
<tr>
<td>bi</td>
<td>bii</td>
<td>bu</td>
<td>ba</td>
</tr>
</tbody>
</table>

**Thematic Competence:**

Ebiikaro bikuru omu kicweka kyaitu nibiha?

**Beat the Words:**

- mu-ka
- o-mu-ka-ma
- ma-duu-ka

**Literacy 2**

**Letter Formation Phrase:**

- M = temba, sirimuka habulyo, temba habulyo sirimuka
- m = akati, orusozi habulyo, orusozi habulyo

**Spelling Practice:**

M, m, mi, mii, mu, muu, ma, maa, muka, kamu

Day 2

**Literacy 1**

**In the Text Question:**

Maama akaba agenzire nkaha?

**In My Mind Question:**

Nootekereza mukaaka obuyabukire hakabahoki?

**Literacy 2**

**Story Idea:**

Kiteekerezo kirungi kuteekaniza kata oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>ii</th>
<th>u</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>mi</td>
<td>mii</td>
<td>mu</td>
<td>ma</td>
</tr>
<tr>
<td>ki</td>
<td>kii</td>
<td>ku</td>
<td>ka</td>
<td></td>
</tr>
<tr>
<td>bi</td>
<td>bii</td>
<td>bu</td>
<td>ba</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Bintuki ebitugura omu maduuka?

Beat the Words:
- a-ma-duu-ka
- a-ma-ka-ra
- ma-ra-mi-zo

Literacy 2

Letter Formation Phrase:
- M = temba, sirimuka habulyo, temba habulyo sirimuka
- m = akati, orusozi, orusozi

Spelling Practice:
- M, m, mi, mii, mu, muu, ma, maa, maama, mabi

Day 4

Literacy 1

In the Text Question:
Maama akakoonyera ata mukaaka?

In My Mind Question:
Omuka omuntu obwarwara mumutwara nkaha?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>ii</th>
<th>u</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>m</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mi</td>
<td>mii</td>
<td>mu</td>
<td>ma</td>
<td></td>
</tr>
<tr>
<td>ki</td>
<td>kii</td>
<td>ku</td>
<td>ka</td>
<td></td>
</tr>
<tr>
<td>bi</td>
<td>bii</td>
<td>bu</td>
<td>ba</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words:
- mu-ka
- o-mu-ka-ma
- ma-duu-ka
- a-ma-duu-ka
- a-ma-ka-ra
- ma-ra-mi-zo

Sentence Assessment:
1. Abaana bali muka.
2. Ganu maduuka.
3. Maama akarora amaduuka.

Literacy 2

Letter Formation Assessment:

M, m

Spelling Assessment:

M, m, mi, mii, mu, muu, ma, maa, muka, maama, muka, kamu, mabi
3.3 Ebiikaro ebikuru omu kicweka kyaitu

News

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

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

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

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page(s) 78-79</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 157</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 177-186</td>
</tr>
<tr>
<td>NPSCU Curriculum</td>
</tr>
<tr>
<td>• Page(s) 22-23</td>
</tr>
</tbody>
</table>

Traditional Text

Ekizina

Ekiikaro kyaitu kakirungi muno. x 2
Ekiikaro kyaitu (ai x 7)

Omwisomero tutungayo amagezi. x 2
Eisomero lyaitu, (ai x 7)

Omwirwarro tutungayo embazi x 2
Amarwarro gaitu. (ai x 7)

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

Term 1 Week 9
3 Ekiikaro kyaitu

Oral Literature

Omuka Kiikaro Kikuru

Ekikaguzo ekirukuha obulyo:
Muhuliirize oruganikyo runu haanyuma nimwija kutugambira ebikaro ebikuru.

Ekicweka kyokubanza:

Kiro kimu Wante na Wantaama bakaba babyamire. Bakahurra ab’eka ya Wantale nibabaza ha biikaro ebikuru. Abaana baabazaaga ha marwarro amasomero, amaduuka n’obutale.

---

Story Outline

Abarukubazibwaho omu ruganikyo:
Wante, Wantaama, Wantale

Ekiikaro:
Omuka, omwirisizo haihi n’ekisaaru

Ekirukukorwa omu ruganikyo:
- Ab’eka ya Wantale nibabaza ha biikaro bikuru.
- Bakatunga ekiteekerezo kurora ebikaro ebikuru.
Ekikaguzo eky’okutomesereza:
Nootekereza abaana ba Wantale ebiikaro binu baabibazaahogaki?

Ekicweka kyakabiri:
Abaana baabazaahoga nkooku baasomaga kandi nk’oku baazaanaga emizaano ha isomero. Ebiro by’okusaba obubyahikaga Wante na Wantaama barora ab’e ka ya Birungi bajwaire kurungi basemeriirwe nibagenda ha iramizo.

Ebiro ebindi baaroraga abaana niberuga ha maduuka baine, emigaaani na switi basemeriirwe. Wante na Wantaama bakatunga ekiteekerezo ky’okugendayo nabo barole ebiikaro ebyo.


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

**In the Text Questions**
1. Biikaroki ebibaliziibweho mu ruganikyo runu?
2. Wante na Wantaama obu baagenzire mu biikaro ebiikuru hakabahoki?

**In My Mind Questions**
1. Biikaroki ebiwahuliire okahurra wayegomba kubirora?
2. Kakuba okaba oli Wantaale okasanga Wante na Wantaama bagenzire wakukoziireki?

Term 1 Week 9
Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>i</th>
<th>a</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>ko</td>
<td>ki</td>
<td>ka</td>
<td>ku</td>
<td></td>
</tr>
<tr>
<td>mo</td>
<td>mi</td>
<td>ma</td>
<td>mu</td>
<td></td>
</tr>
<tr>
<td>bo</td>
<td>bi</td>
<td>ba</td>
<td>bu</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Gamba ebicweka byawe eby’omubiri.

Beat the Words:
- o-mu-ko-no
- ba-to
- ei-so-ke

Literacy 2

Letter Formation Phrase:
- O = enkulingo
- o = akakulingo

Day 2

Literacy 1

In the Text Question:
Habwaki Agaba na Makune baine oburofu omu mutwe?

In My Mind Question:
Agaba na Makune bakaba nibazaanira nkaha?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
4.1 Ebicweka by’omubiri n’emigaso yabyo

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>oo</th>
<th>00</th>
<th>i</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>ko</td>
<td>koo</td>
<td>ki</td>
<td>ka</td>
<td></td>
</tr>
<tr>
<td>bo</td>
<td>boo</td>
<td>bi</td>
<td>ba</td>
<td></td>
</tr>
<tr>
<td>mo</td>
<td>moo</td>
<td>mi</td>
<td>ma</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Tugambire emigaso y’ebicweka by’omubiri.

Beat the Words:
naa-koo-ba
ni-boo-ga
o-bu-no-no

Literacy 2

Letter Formation Phrase:
O = enkulingo
o = akakulingo

Spelling Practice:
OO, oo, koo, boo, omu, kikoomi

Day 4

Literacy 1

In the Text Question:
Eibara ly a mukaaka niryo liha?

In My Mind Question:
Nooteekereza isoke ly’abaana mukaaka akalimwisaki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa
sentensi nka ina, kakusangwa abaana batakusobora
kuleeta enganikyo zaabu bonka.

Term 1 Week 10

126
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>oo</th>
<th>a</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>o</td>
<td>oo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ko</td>
<td>koo</td>
<td>ka</td>
<td>ki</td>
</tr>
<tr>
<td></td>
<td>bo</td>
<td>boo</td>
<td>ba</td>
<td>bi</td>
</tr>
<tr>
<td></td>
<td>mo</td>
<td>moo</td>
<td>ma</td>
<td>mi</td>
</tr>
</tbody>
</table>

Beat the Words:

- o-mu-ko-no
- ba-to
- ei-so-ke
- naa-koo-ba
- ni-boo-ga
- o-bu-no-no

Sentence Assessment:
1. Mukaaka naanaaba omukono.
2. Abaana bato booga.
3. Taata naakooba ekisaka.

Literacy 2

Letter Formation Assessment:

- O
- o

Spelling Assessment:

- O, o, ko, bo, mo, omu, iko, bamu, muko, kikoomi
News

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

**Model News Drawing**

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

**Model News Story**

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

**References**

- NPSCU Teacher’s Guide
  - Competences, page(s) 79-80
  - Sample scheme of work, page(s) 187-188
  - Lesson Plan Guidelines, page(s) 191-200

- NPSCU Curriculum
  - Page(s) 25

**Traditional Text**

Ekikoikyo

Koikoi Rukwebe.

Nyine abarongo bange b’emirundi esatu.
Obubaba bataroho tindora, tinkwata, kandi tindubata:

Amaiso emikono n’amaguru.

*Note: The traditional text is taught in Oral Literature on Days 1 and 3 and in Literacy 1 on Day 5.*
4 Omubiri gw’omuntu n’obwomeezi

**Oral Literature**

**Wakikere na Wanjoka**

**Ekikaguzo ekirukuha obulyo:**
Omu ruganikyo runu ninyenda mutungambire habwaki Wakikere yalemeriirwe kunaaba engaro zikeera?

**Ekicweka kyokubanza:**

Akasumi k’okulya obukaahikire akaragira abagenyi boona banaabe omu ngaro nukwo batandike okulya. Wakikere nawe akanaaba yarubata n’amaguru goona ana, yagaruka omu ntebeye yaikarra. Wanjoka yamwihurra ebyokulya yabimutwarra. Obwakaba atakabimukwasize, yamukaguza ati, "Iwe Wakikere engaro zaawe ozinaabire?"

---

### Story Outline

<table>
<thead>
<tr>
<th>Abarukubazibwaho omu ruganikyo:</th>
<th>Wanjoka, Wakikere</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ekikaro:</strong></td>
<td>Omu maka ga Wakikere na Wanjoka</td>
</tr>
<tr>
<td><strong>Ekirukukorwa omu ruganikyo:</strong></td>
<td>Wanjoka akateekaniza obugenyi, yacwera Wakikere amagezi kuroorra kimu taliire byokulya.</td>
</tr>
</tbody>
</table>
Ekikaguzo eky’okutomeesereza:
Noteekereza Wakikere akagarukamu ata?

Ekicweka kyakabiri:


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>bataahi</th>
<th>makeke</th>
<th>yaraaliza</th>
</tr>
</thead>
</table>

**In the Text Questions**
1. Kiki ekalemeseeze Wakikere kulya?
2. Kiki Wakikere ekiyakoziire Wanjoka?

**In My Mind Questions**
1. Kakuba niwe wabaire Wakikere, waakuukoziireki?
2. Bantuki ababonesibwa omu kicweka kyaitu nka Wakikere?
Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>aa</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>na</td>
<td>nna</td>
<td></td>
</tr>
<tr>
<td>ni</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>ma</td>
<td>maa</td>
<td></td>
</tr>
<tr>
<td>mi</td>
<td>mo</td>
<td></td>
</tr>
<tr>
<td>ba</td>
<td>baa</td>
<td></td>
</tr>
<tr>
<td>bi</td>
<td>bo</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Competence:**
Bicwekaki eby’omubiri eby’omanyire?

**Beat the Words:**
ni-ba-naa-ba e-no-no ni-ba-sa-ra

**Literacy 2**

Letter Formation Phrase:
N = temba, sirimuka habulyo, temba

n = akati orusozzi habulyo

**Spelling Practice:**
N, n, no, noo, ni, nii, nu, nuu, nibanaaba, baana

Day 2

**Literacy 1**

In the Text Question:
Nooha atanaaba?

In My Mind Question:
Kakuba otanaaba nooba ota?

**Literacy 2**

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>N</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>aa</td>
</tr>
<tr>
<td>na</td>
<td>naa</td>
</tr>
<tr>
<td>ma</td>
<td>maa</td>
</tr>
<tr>
<td>ba</td>
<td>baa</td>
</tr>
<tr>
<td>i</td>
<td>ni</td>
</tr>
<tr>
<td>ni</td>
<td>no</td>
</tr>
<tr>
<td>mi</td>
<td>mo</td>
</tr>
<tr>
<td>bi</td>
<td>bo</td>
</tr>
</tbody>
</table>

Thematic Competence:
Twecumira tuta ebicweka byaitu eby’omubiri?

Beat the Words:
naa-naa-ba e-na-na mai-no

Literacy 2

Letter Formation Phrase:
N = temba, sirimuka habulyo temba
n = akati orusozlyoi habu

Spelling Practice:
N, n, no, noo, ni, nii, nu, nuu, naanaaba

Day 4

Literacy 1

In the Text Question:
Nooha ayasazire Agaba enono?

In My Mind Question:
Kakuba Agaba yayangiire kimu kunaaba haakubairehoki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>i</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>na</td>
<td></td>
<td>n</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>ba</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>na</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ba</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ma</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words:

- ni-ba-naa-ba, e-no-no, ni-ba-sa-ra
- naa-naa-ba, e-na-na, mai-no

Sentence Assessment:
1. Abaana nibanaaba.
2. Abaana nibasara enono.
3. Enana eba omu maino.

Literacy 2

Letter Formation Assessment:

N, n

Spelling Assessment:

N, n, no, noo, ni, nii, nu, nuu, nibanaaba, baana, baabo
4.2 Obwecumi bw’omubiri

**News**

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a person holding a tooth brush and cleaning his/her teeth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I wake up in the morning, I wash my face, brush my teeth and bathe. I brush my teeth after every meal. This makes my teeth clean and healthy.</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(s) 79-80</td>
</tr>
<tr>
<td>- Sample scheme of work, page(s) 188-189</td>
</tr>
<tr>
<td>- Lesson Plan Guidelines, page(s) 201-210</td>
</tr>
<tr>
<td>NPSCU Curriculum</td>
</tr>
<tr>
<td>- Page(s) 26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekizina</td>
</tr>
<tr>
<td>Obwecumi kakirungi. x 3</td>
</tr>
<tr>
<td>Itwena twecume.</td>
</tr>
<tr>
<td>Murole obunono bwaitu. x 3</td>
</tr>
<tr>
<td>Itwena twecume.</td>
</tr>
<tr>
<td>Murole obusoke bwaitu. x 3</td>
</tr>
<tr>
<td>Itwena twecume.</td>
</tr>
</tbody>
</table>

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

Obutamanya bwinaza

**Ekikaguzo ekirukuha obulyo:**
Obumurahuliiriza kurungi oruganikyo runu, muratugambira ebintu ebisobora kuleeta amaseege hamu n’okubitangira.

**Ekicweka kyokubanza:**

Nkoobu akaba naayenda muno emirimo yeego, na mukaziwe Maganya tiyamuhaga bwire bw’okuhuumura. Yamuragiraga kukora kinu na kiri atarukumuganyira. Obundi tibaacumbaga, baalyaga ebyokeze.

---

**Story Outline**

**Ekiteekerezo ekikuru:**
Okuhindura enteekereza y’abantu ha bikwatagaine n’okuulinda obwecumi.

**Ekiteekerezo ekirukusagika:**
- Kumanyisa abantu nkooku baine obujunanizibwa bw’okukorra hamu mukwongera omutindo gw’obwecumi omu biikaro byaitu.
- Itungo lyana Naku likahwaho habw’endwara nyingi omukaye.
- Mukuru w’entebe y’ekyaro akaha Naku amagezi marungi.
4.2 Obwecumi bw'omubiri

Oral Literature

Ekicweka kyakabiri:

Naku noobu araaba akaba aine eitungo lingi, lyona likaba limuhoireho habw’endwara ezitaahwaga omukaye. Ebitungwabye byona hamu na sente byatwarwaga abafumu b’enzaarwa hali yaikaraga naa nga bukiire bwizire. Baitu n’obuyakozire byona ngu atambire abantube, zo endwara zaagendaga omu maiso. Abaana boona isoke lyagera, enda zaazimba n’ omubiri gwafooka rukaca.

Kiro kimu nyenkya kara Byakutaaga, mukuru w’entebe y’ekyaro, akazindukira omwa Naku amuhe amagezi nkooku araamara ekizibu kinu. Akamugambira ati, “Nyowe tinyizire kubunga baitu nyizire kukugamba ogende mwirwaro nukwo ekizibu kyawe kihwe.” Akakiriza bwango habwokuba obundi yaikaraga naabihuura ha rediyo.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>orukaca</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. Nooha yali naabonabona omu ruganikyo?</td>
<td>1. Obuyakubaire iwe waakukonyiire ota Naku?</td>
</tr>
</tbody>
</table>

Term 1 Week 11 136
SUMMATIVE ASSESSMENT TERM 1

Introduction

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

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

Reading Assessments (administered individually)

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

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

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

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

Listening Assessment (administered as a group)

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

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

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

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

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

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

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

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

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

Speaking Assessment (administered individually)

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

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

Term 2 Lessons
5 Ensisana y’obwire

Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>e</th>
<th>i</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>ro</td>
<td>re</td>
<td>ri</td>
<td>ra</td>
</tr>
<tr>
<td>r</td>
<td>mo</td>
<td>me</td>
<td>mi</td>
<td>ma</td>
</tr>
<tr>
<td></td>
<td>bo</td>
<td>be</td>
<td>bi</td>
<td>ba</td>
</tr>
</tbody>
</table>

**Thematic Competence:**
Abantu bakora mirimoki omu bwire butali bumu?

**Beat the Words:**

- o-bu-ro
- e-ki-bi-ra
- ba-ko-ra

**Literacy 2**

Letter Formation Phrase:

- R = akati, akada haiguru, okuguru
- r = akati, ibega

Day 2

**Spelling Practice:**

- R, r, ro, re, ri, ra, ru
- RR, rr, rro, rre, rri, rra, rru

**Literacy 1**

**In the Text Question:**
Agaba na Makune bakora mirimoki ha ka?

**In My Mind Question:**
Mirimoki endi abantu eyibakora omu bwire bw’omusana

**Literacy 2**

**Story Idea:**
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1
New Letters & Review Chart:

<table>
<thead>
<tr>
<th>RR</th>
<th>rr</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>e</td>
</tr>
<tr>
<td>rro</td>
<td>rre</td>
</tr>
<tr>
<td>ro</td>
<td>re</td>
</tr>
<tr>
<td>mo</td>
<td>me</td>
</tr>
</tbody>
</table>

Thematic Competence:
Abantu b’omuka yaanyu bakora mirimoki omu bwire bw’enjura?

Beat the Words:
i-ni-ba-te-me-rra  a-ka-hu-rra  o-bu-go-rra

Literacy 2
Letter Formation Phrase:
RR = akati, akada haiguru, okuguru

rr = akati, ibega

Spelling Practice:
RR, rr, rro, rre, rri, rra, rru

Day 4
Literacy 1
In the Text Question:
Nooha yahumwize Makune?

In My Mind Question:
Habwaki omuntu bamuhuumuza?

Literacy 2
Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
5 Ensisana y’obwire

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>e</th>
<th>i</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>ro</td>
<td>re</td>
<td>ri</td>
<td>ro</td>
</tr>
<tr>
<td>RR</td>
<td>rro</td>
<td>rre</td>
<td>rri</td>
<td>rro</td>
</tr>
<tr>
<td></td>
<td>mo</td>
<td>me</td>
<td>mi</td>
<td>mo</td>
</tr>
</tbody>
</table>

Beat the Words:

- o-bu-ro
- e-ki-bi-ra
- ba-ko-ra
- ni-ba-te-me-rra
- a-ka-hu-rra
- o-bu-go-rra

Sentence Assessment:

1. Mu njura tusiga oburo.
2. Mu musana bakora muno.

Literacy 2

Letter Formation Assessment:

R, r

Spelling Assessment:

R, r, ro, re, ri, ra, ru
5.2 Emirimo eyekorwa mu bwire obwahukaine

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

**Model News Drawing**

| Drawing of people gardening. |

**Model News Story**

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

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPSCU Teacher’s Guide</strong></td>
</tr>
<tr>
<td>• Competences, page(s) 81</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 223</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 235-243</td>
</tr>
<tr>
<td><strong>NPSCU Curriculum</strong></td>
</tr>
<tr>
<td>• Page(s) 29-30</td>
</tr>
</tbody>
</table>

**Traditional Text**

Ekicwererro

Akasumi kahikire,
Tulimeyo emisiri,
Tubyalemu embibo,
Tubyale ebihimba,
Tusige n’oburo,
Tubyombere byona,
Akasumi k’okugesa,
Tutunge ebyokulya,
Tukule kurungi ee-ee, Tukule kurungi.

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

Ebitukora omu kasumi k’omusana n’enjura

<table>
<thead>
<tr>
<th>Ekikaguzo ekirukuha obulyo:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huliiriza oruganikyo runu oyetegereze kiki ekikorwa buli kasumi.</td>
</tr>
</tbody>
</table>

Ekcweka kyokubanza:
Abaana boona abahikize emyaka ey’okugenda ey’okugenda ha isomero bazinduka. Mu bwire bw’enjura abaana beesangirra na manvuuli rundi embabi. Mu musana bagenda n’obusahu bwabo kurungi.


Story Outline

<table>
<thead>
<tr>
<th>Ekiteekerezo ekikuru:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twege kuhondera obwire niturora empindahinduka y’obusumi nukwo tugobemu.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ekiteekerezo ekirukusagika:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Haroho obundi enjura obweba nungi; ekakuza kurungi ebyokulya byaitu kandi ekatuha amaizi g’okukozaa emirimo yaatu.</td>
</tr>
<tr>
<td>• Enjura egwa mu miringo nyingi; haroho ihunga eribamu omuyaga, n’orubaale, n’enjura eyetekaine.</td>
</tr>
<tr>
<td>• Okubyara embibo omu bwire obuhikire kireetaho ebyokulya kwera kurungi.</td>
</tr>
</tbody>
</table>
5.2 Emirimo eyekorwa mu bwire obwahukaine

Oral Literature

Ekicweka kyakabiri:
Ihunga lisiisa ebintu, liiha emiti, litwara n’amabaale. Haroho enjura obwegwa kurungi. Etukoonyera kubyara ebyokulya, kusiga oburo n’ebihimba kandi n’okukuza kurungi ebimera byaitu. Tulegya amaizi tugakozesa kukora emirimo y’omuka.


Mu musana batema ebisaka kweteekaniriza akasumi k’okusiga. Mu kasumi k’enjura n’ekibunda basiga ebihimba n’embibo ezindi. Bombera emisiri, babyara emiti, amajaani, omwani n’ebitooke. Abaana nabo babyara ebikaka, muhogo n’enyaanya.

Obu tuhondera kurungi obusumi bunu tugoba ebirungi bingi. Tutunda ebyokulya nukwo tutungemu sente z’ebisale by’eisomero n’ebyetaago byaitu ebindi.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>ihunga</th>
<th>kusiga</th>
<th>kugesa</th>
</tr>
</thead>
</table>

**In the Text Questions**
1. Busumiki obugambirweho omu ruganikyo?
2. Mirimoki eyeekorwa mu njura n’omu musana?

**In My Mind Questions**
1. Kiki ekiwakugondeze kukora mu kasumi k’enjura n’omusana?
2. Mu kasumi k’enjura n’omusana abazaire baawe oraabakoonyera ota?
5 Ensíšana y’obwire

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>o</th>
<th>i</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>ro</td>
<td>ri</td>
<td>ra</td>
<td></td>
</tr>
<tr>
<td>me</td>
<td>mo</td>
<td>mi</td>
<td>ma</td>
<td></td>
</tr>
<tr>
<td>be</td>
<td>bo</td>
<td>bi</td>
<td>ba</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:

Iwe okozesa bintuki kwerinda empindahinduka y’obwire?

Beat the Words:

e-saa-ti       e-koo-ti       a-ka-te-re-bu-ka

Literacy 2

Letter Formation Phrase:

E = akati, akasiitale (haiguru-hagati-hansi)

e = akasiitale, wetoroole ohike hagati

Spelling Practice:

E, e, re, te, me, be, biri, bibi

Day 2

Literacy 1

In the Text Question:

Agaba akaba ajwaireki?

In My Mind Question:

Iwe obu habaho obutiti bwingi okoraki?

Literacy 2

Story Idea:

Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Ee</th>
<th>ee</th>
<th>e</th>
<th>i</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>ree</td>
<td>re</td>
<td>ri</td>
<td>ra</td>
<td></td>
</tr>
<tr>
<td>mee</td>
<td>me</td>
<td>mi</td>
<td>ma</td>
<td></td>
</tr>
<tr>
<td>bee</td>
<td>be</td>
<td>bi</td>
<td>ba</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Gamba empindahinduka y'obwire etarukusisana.

Beat the Words:
ki-te-tee-yi  e-bi-tee-te  ni-ba-see-si-rra

Literacy 2

Letter Formation Phrase:
E = akati, akasiitale (haiguru-hagati-hansi)
e = akasiitale, wetoroole ohike hagati

Spelling Practice:
E, ee, e, ree, mee, kee

Day 4

Literacy 1

In the Text Question:
Agaba na Makune maama akabahaki?

In My Mind Question:
Obwire bw’omusana iwe ogonza kujuwaraki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>ee</th>
<th>i</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>e</td>
<td>ee</td>
<td>i</td>
<td>a</td>
</tr>
<tr>
<td>Ee</td>
<td>re</td>
<td>ree</td>
<td>ri</td>
<td>ra</td>
</tr>
<tr>
<td>me</td>
<td>mee</td>
<td>mi</td>
<td>ma</td>
<td></td>
</tr>
<tr>
<td>be</td>
<td>bee</td>
<td>bi</td>
<td>ba</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words:

- e-saa-ti
- e-koo-ti
- a-ka-te-re-bu-ka
- ki-te-tee-yi
- e-bi-tee-te
- ni-ba-see-si-ra

Sentence Assessment:
1. Taata aine ekooti.
2. Mukaaka akaterebuka.
3. Nibaiha ebiteete.

Literacy 2

Letter Formation Assessment:

| E  | e |

Spelling Assessment:

E, e, re, te, me, be, E, ee, e, ree, mee, kee
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**
Drawing of a person irrigating crops and cows drinking from a reservoir, nearby

**Model News Story**
In my village, there was a terrible drought. The cattle did not have enough water to drink and many died. The village leaders decided to build rain reservoirs so that even if the rain didn't come, we would have enough water stored for irrigating the crops and for cows to drink.

**References**
- NPSCU Teacher’s Guide
  - Competences, page(s) 81
  - Sample scheme of work, page(s) 224
  - Lesson Plan Guidelines, page(s) 244-253
- NPSCU Curriculum
  - Page(s) 30-31

**Traditional Text**
**Ekicwererro**
Ebicu bigenzire,
Enjura eyamukire,
Omusana gujwire,
Mwije tuzaane,
Tuzaane tuzaane,
Tugonza kuzaana,
Tusemerra kuzaana.

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

Oral Literature

Tukozenze kurungi obwire

<table>
<thead>
<tr>
<th>Ekikaguzo ekirukuha obulyo:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muhuliirize oruganikyo runu haanyuma nimwija kutugambira ebitwekoonyeza omu mpindahindauka y’obwire.</td>
</tr>
</tbody>
</table>

Ekiicweka kyokubanza:  

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abarukubazibwoho omu ruganikyo:</strong></td>
</tr>
<tr>
<td>Wakame, Wampisi</td>
</tr>
<tr>
<td><strong>Ekiikaro:</strong></td>
</tr>
<tr>
<td>omu musiri gwa Wampisi</td>
</tr>
<tr>
<td><strong>Ekirukukorwa omu ruganikyo:</strong></td>
</tr>
</tbody>
</table>
Ekikaguzo eky'okutomeesereza:
Nootekereza haanyuma ya binu hakakuratahoki?

Ekicweka kyakabiri:


Wakame akajja yamusanga naatukumira enjura emuteire muno. Wakame obuyarozire Wampisi akatokera haiguru ati, “Munywani wange nganyira, nganyira.”


Vocabulary Words

<table>
<thead>
<tr>
<th>ekituuru</th>
<th>omutego</th>
<th>entondoole</th>
</tr>
</thead>
</table>

In the Text Questions
1. Obwire bw’embeho Wampisi yayerindaga ata?
2. Habwaki Wakame yasabire Wampisi ekiganyiro?

In My Mind Questions
1. Kakuba okaba oli Wakame omu bwire bw’embeho n’obw’omusana mwingi, waakubaire nookora ota?
2. Kakuba okaba oli Wampisi okasanga Wakame omu mutego gwawe, waakumukozireki?
Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>i</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>t</td>
<td>e</td>
<td>ee</td>
<td>i</td>
</tr>
<tr>
<td>te</td>
<td>tee</td>
<td>ti</td>
<td>tu</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>ree</td>
<td>ri</td>
<td>ru</td>
<td></td>
</tr>
<tr>
<td>rre</td>
<td>rree</td>
<td>rri</td>
<td>rru</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Competence:**

Biki ebireetereza obutandwa omuka?

**Beat the Words:**

e-bi-ti  e-tee-te  o-bu-te-rre

**Literacy 2**

Letter Formation Phrase:

T = akati, akasiitale haiguru

T = akati, saramu

Spelling Practice:

T, t, te, ti, ta, taata, eteete

Day 2

**Literacy 1**

**In the Text Question:**

Nooha yaterebukire?

**In My Mind Question:**

Obuwakubaire niiwe akurubata omu buterre waakukozire ota?

**Literacy 2**

Story Idea:

Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abana batakusobora kuleeta enganikyo zaabu bonka.
6.1 Obutandwa n’okwerinda omuka

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>ee</th>
<th>i</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>he</td>
<td>hee</td>
<td>hi</td>
<td>hu</td>
</tr>
<tr>
<td></td>
<td>te</td>
<td>tee</td>
<td>ti</td>
<td>tu</td>
</tr>
<tr>
<td></td>
<td>re</td>
<td>ree</td>
<td>ri</td>
<td>ru</td>
</tr>
</tbody>
</table>

Thematic Competence:
Nosemerra kwerinda ota butandwa?

Beat the Words:
a-ka-hee-he  e-ki-hu-ta  e-ki-hu-ka

Literacy 2

Letter Formation Phrase:
H = akati, akati, orutindo hagati

h = akati, akasozí hagati

Spelling Practice:
H, h, ho, hi, hu, ha, akaheehe

Day 4

Literacy 1

In the Text Question:
Habwaki Agaba narra?

In My Mind Question:
Mulingoki ogwosobora kukoonyera mutaahi waawe ahutaire?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>T</th>
<th>t</th>
<th>e</th>
<th>ee</th>
<th>i</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>te</td>
<td>tee</td>
<td>ti</td>
<td>to</td>
</tr>
<tr>
<td>H</td>
<td>h</td>
<td>he</td>
<td>hee</td>
<td>hi</td>
<td>ho</td>
</tr>
<tr>
<td></td>
<td></td>
<td>re</td>
<td>ree</td>
<td>ri</td>
<td>ro</td>
</tr>
</tbody>
</table>

Beat the Words:

- e-bi-ti
- e-tee-te
- o-bu-te-rrre
- a-ka-hee-he
- e-ki-hu-ta
- e-ki-hu-ka

Sentence Assessment:

1. Abaana bakatema eteete.
2. Obuterre bukanaga abaana.
3. Ekihuka nikiruma omu kihuta.

Literacy 2

Letter Formation Assessment:

T, t, H, h

Spelling Assessment:

T, t, te, ti, ta, taata, H, h, ho, hi, hu, ha, akaheehe
6.1 Obutandwa n'okwerinda omuka

News

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

Model News Drawing

| Drawing of a mother and child with a candle burning. |

Model News Story

In my home, we never keep a lighted candle in a room without an adult. I found this very annoying. But later I heard about a family where the children were seriously burned when a lighted candle burned their mattress.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page(s) 82</td>
</tr>
<tr>
<td>Sample scheme of work, page(s) 254</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, page(s) 257-266</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page(s) 33</td>
</tr>
</tbody>
</table>

Traditional Text

Ekicwererro

Nkatangaana orwenge,
Nirwengengeta,
Omujungu yaruteera emundu,
Atarumanyire obuganga,
Bwamwokya amaiso
Ati ndekere,
Mwikale kurungi twagarukayo,
Obwire bwaitu bwahika,
Obw’okutaaha.

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

Kulinda obwomeezi

Ezikaguzo ekirukuha obulyo:
Huliiriza oruganikyo ogarukemu ekikaguzo kinu: Habwaki Kabaramagi nyina yamutangire kulya naabaziira?

Ewikweka kyokubanza:
“Mwana wange abantu tibabaziira nibalya. Ira ekyo baakizizaaga.”
Ebi nibyo bigambo Kampogo yagambiire omuhara Kabaramagi. Kabaramagi akaba naasoma omu kitébe Ky’okubanza omwisomero Kasozi.

Kampogo akasanga omuhara naabaziira ekiteteeyikye, kikaba kitungurukire. Akaba naabaziira kunu naalya emberenge.
6.1 Obutandwa n’okwerinda omuka

Oral Literature

Ekicweka kyakabiri:


Kabaramagi yagarukamu nyina ati, “Webale Adyeri kunyegesa ekintu ky’omugaso. Onyegeseenge n’ebindi bingi.”

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>amananu</th>
<th>omuzizo</th>
<th>kwemooka</th>
</tr>
</thead>
</table>

In the Text Questions
1. Nooha akaba naabaziira ekiteteeyi?
2. Gamba orufumo Kampogo yagambiire omuhara.

In My Mind Questions
1. Bintuki ebindi ebisobora kuleeta butandwa habw’obutegendezera?
2. Obuwakubaire Kabaramagi, abaana abandi waakubahaire magedziki?

Term 2 Week 4
6 Obutandwa n’okwerinda

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>i</th>
<th>u</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>ge</td>
<td>gi</td>
<td>gu</td>
<td>ga</td>
</tr>
<tr>
<td>g</td>
<td>te</td>
<td>ti</td>
<td>tu</td>
<td>ta</td>
</tr>
<tr>
<td></td>
<td>he</td>
<td>hi</td>
<td>hu</td>
<td>ha</td>
</tr>
</tbody>
</table>

Thematic Competence:
Butandwaki obukwahukana obwokusobora kutunga ha nguudo?

Beat the Words:
- e-gaa-li
- ga-rra
- gi-re-ke

Literacy 2

Letter Formation Phrase:
- G = ekicweka ky’enkulingo, akati hansi
- g = wetoroole, osirimuke, ogeme

Day 2

Butandwo omu rubuga

Spelling Practice:
- G, g, gi, go, ga, gu, ge, egaali

Literacy 1

In the Text Question:
Kiki ekyaaleeterize Makune kutomerwa egaali?

In My Mind Question:
Kakuba niwe wabaire Makune okwerinzire ota ebiiruka bitakutomera?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
6.2 Obutandwa n’okwerinda ha nguudo

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Ng</th>
<th>ng</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>i</td>
</tr>
<tr>
<td>nge</td>
<td>ngi</td>
</tr>
<tr>
<td>ge</td>
<td>gi</td>
</tr>
<tr>
<td>ta</td>
<td>ti</td>
</tr>
</tbody>
</table>

Thematic Competence:
Nosobora ota okwerinda obutandwa ha nguudo?

Beat the Words:
e-nga-ro  e-ki-ko-ngge  bi-ngi

Literacy 2

Letter Formation Phrase:
Ng = temba sirimuka habulyo temba, wetoroole, osirimuke, ogeme

ng = akati orusozi habulyo, wetoroole, osirimuke, ogeme

Spelling Practice:
Ng, ng, nga, nge, engaro

Day 4

Literacy 1

In the Text Question:
Nooha ayahutaire engaro?

In My Mind Question:
Kakuba orora mugenzi waawe ahutaire nookoraki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 2 Week 5
Literacy 1 and 2

Day 5

**Literacy 1**

**New Letters & Review Chart:**

<table>
<thead>
<tr>
<th></th>
<th>e</th>
<th>i</th>
<th>u</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>ge</td>
<td>gi</td>
<td>gu</td>
<td>ga</td>
</tr>
<tr>
<td>Ng</td>
<td>nge</td>
<td>ngi</td>
<td>ngu</td>
<td>nga</td>
</tr>
<tr>
<td></td>
<td>te</td>
<td>ti</td>
<td>tu</td>
<td>ta</td>
</tr>
</tbody>
</table>

**Beat the Words:**

- e-gaa-li
- ga-rra
- gi-re-ke
- e-nga-ro
- e-ki-ko-nge
- bi-nga

**Sentence Assessment:**

1. Garra hanu egaali.
2. Egaali gireke etakunaga.
3. Ebiina bingi haturukuraba.

**Literacy 2**

**Letter Formation Assessment:**

G, g, Ng, ng

**Spelling Assessment:**

G, g, gi, go, ga, gu, ge, egaali, Ng, ng, nga, nge, engaro
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

| Drawing of a snake on the road. |

**Model News Story**

One day on my way to school I saw a big snake in the middle of the road! It really scared me. Fortunately a farmer with a big hoe came by and killed the snake. Now whenever I pass that spot I always think of the snake. I take care to walk safely and stay alert when I go to school.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page(s) 82</td>
</tr>
<tr>
<td>Sample scheme of work, page(s) 255</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, page(s) 267-275</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page(s) 33-34</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Ekicwererro**

Butandwa,
Butandwa oli mubi,
Oita kubi butandwa,
Baana bange twerinde butandwa.

Ocwa amaguru butandwa,
Ebyekurra, ebisoro n’abaana,
Byona obiita butandwa, oli mubi butandwa,
Baana bange twerinde butandwa.

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

Oral Literature

Katwahwa

Ekikaguzo ekirukuha obulyo:
Nimbasaba muhuliirize kurungi oruganikyo runu kandi mutugambire ekizibu ky’obutandwa ha nguudo kikahwa kita.

Ekicweka kyokubanza:
Kiro kimu omwihangwe, Wambeba akaija nairuka kandi nahiija omwa mutaahiwe Wanjoka. Yamugambira ati, "Nyizire kukugambira nkooku bagenzi bange boona bahoireho habw’oruguudo rwa Kyakato!"


Story Outline

Abarukubazibwaho omu ruganikyo:

Ekikaro:
Omu kyaro haihi n'oruguudo

Ekirukukorwa omu ruganikyo:
- Wambeba, Wanjoka na Wankoko baine ekizibu ky’obutandwa ha nguudo.
- Nibahanuura kuleeta mukuru w’ebiruka omunyoro Wambuzi abajune ekizibu.
6.2 Obutandwa n'okwerinda ha nguudo

Oral Literature

Ekikaguzo eky'okutomesereza:
Noteekereza ekizibu kya Wanjoka, Wankoko na Wambeba kikahwaho?

Ekicweka kyakabiri:

Wambuzi akatandika naagamba ati, “Mpulire okusaba okw’abataka b’ekikaro kinu ngu inywe ababingi b’ebiiruka mulemeseze n’okutomera abantu.” Obuzibu nibuletwa kupakira n’okwiruka muno, okunywa amaarwa n’okuvuga mutarukuhondera eibiragiro. Kandi iwe Wakame omulini wa ha nguudo olemeseze kulya enguzi ha babingi banu.

Ababingi abakaba bali mu rukurato orwo bakasaba kuganyirwa abo abaahikirweho ebizibu. Bakagumya nkuuku baraahonderaga eibiragiro bya ha nguudo n’obutagaruka kuleeterereza butandwa habw’obutafaayo.

Vocabulary Words

<table>
<thead>
<tr>
<th>kuhija</th>
<th>kupakira</th>
<th>butandwa</th>
</tr>
</thead>
</table>

**In the Text Questions**
1. Nooha ayali mukuru w’ebiruka omu ruganikyo?
2. Ababingi b’ebiruka bakamalirra nibacwamu bata?

**In My Mind Questions**
1. Boojo Wambuzi nk’omukuru w’ebiiruka biki ebindi ebiyakubalizeeeho ha butandwa?
2. Bantuki abandi abasobora kuhikwaho obuzibu nk’obu mu biikaro byaitu?
Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>o</td>
<td>lo</td>
<td>go</td>
</tr>
<tr>
<td></td>
<td>a</td>
<td>la</td>
<td>ga</td>
</tr>
<tr>
<td>I</td>
<td>aa</td>
<td>laa</td>
<td>nga</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>li</td>
<td>ngaa</td>
</tr>
</tbody>
</table>

**Thematic Competence:**

Bintuki ebisobora kutuleetera obutandwa?

**Beat the Words:**

ka-laa-mu ku-lee-ga e-mi-su-maa-li

**Literacy 2**

Letter Formation Phrase:

L = akati, akasiitale hansi

I = akati

**Spelling Practice:**

L, I, lo, la, li, le, lu, kalaamu

Day 2

**Literacy 1**

In the Text Question:

Nooha yabakire omupiira?

In My Mind Question:

Kakuba ozaana otarukwegendereza kiki ekisobora kukubaho?

**Literacy 2**

Story Idea:

Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Y</th>
<th>a</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>la</td>
<td>laa</td>
<td>yaa</td>
</tr>
<tr>
<td>ga</td>
<td>gaa</td>
<td>y</td>
</tr>
</tbody>
</table>

Thematic Competence:
Biki ebitusobora kukora abaana obu bahutaara?

Beat the Words:
ku-yu-nga  ku-bu-ya  e-ki-hoo-ya

Literacy 2

Letter Formation Phrase:
Y = obutaagi bubiri akati
y = akataagi sirimuka hamoso

Spelling Practice:
Y, y, yo, yaa, yi, yu, ya, kuyunga

Day 4

Literacy 1

In the Text Question:
Kabaliisa bakamukorraki?

In My Mind Question:
Abantu obu baba batungire obuzibu tubakoonyera tuta?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 2 Week 6
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

```
<table>
<thead>
<tr>
<th>L</th>
<th>I</th>
<th>a</th>
<th>aa</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>lo</td>
<td>la</td>
<td>laa</td>
<td>li</td>
</tr>
<tr>
<td>Y</td>
<td>y</td>
<td>yo</td>
<td>ya</td>
<td>yaa</td>
</tr>
<tr>
<td>go</td>
<td>ga</td>
<td>gaa</td>
<td>gi</td>
<td></td>
</tr>
</tbody>
</table>
```

Beat the Words:
- ka-laa mu
- ku-lee-ga
- e-mi-su-maa-li
- ku-yu-nga
- ku-bu-ya
- e-ki-hoo-ya

Sentence Assessment:
1. Kuleega orukoba kibi.
2. Emisumaali eraihire muno.
3. Akooleka omusomesa ekihooya.

Literacy 2

Letter Formation Assessment:
L, I, Y, Y

Spelling Assessment:
L, I, lo, la, li, le, lu, kalaamu, Y, y, yo, yaa, yi, yu, ya, kuyunga
6.3 Obutandwa n'okwerinda ha isomero

**News**

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

**Model News Drawing**

| Drawing of boys playing football. |

**Model News Story**

One day during break time the boys were playing football as usual. One boy was kicked very hard in the knee. He fell down and couldn't stand up. The deputy had to take him to a clinic on his bicycle. The boy had to stay home for several weeks.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page(s) 82</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 256</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 276-283</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page(s) 34</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Orufumo**

Kwerinda tibuba butiini.

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

Oral Literature

Obuhuta

Ekikaguzo ekirukuha obulyo:
Ohuliirize oruganikyo runu haanyuma oija kutugambira abanyanzigwa b’eisomero linu.

Ekicweka kyokubanza:
Kwerinda akaba ali Mukuru w’eisomero Butandwa. Akaba aine abakozi n’abeegi baingi muno.
Abeegi beisomero bakaba bajwahire obutandwa bwa buli kaire.


---

Story Outline

Abarukubazibwaho omu ruganikyo:
Kwerinda, Butandwa, Buhuta, abeegi

Ekiikaro:
Ha isomero

Ekirukukorwa omu ruganikyo:
Buhuta akatalibaniza abeegi beisomero lya Butandwa.
Hakabaho orukurato rw’okumaraaho ekizibu ekyo.
6.3 Obutandwa n'okwerinda ha isomero

Oral Literature

Ekikaguzo eky’okomeesereza:
Nimunihira Buhuta bakamukoraki?

Ekicweka kyakabiri:

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ahonaaho</td>
<td>ambyulensi</td>
</tr>
</tbody>
</table>

In the Text Questions
1. Abanyanzigwa b’eisomero linu nubo baha?
2. Banywani b’abeegi nubo baha?

In My Mind Questions
1. Iwe nk’omwegi kiki ekikwakozire kubinga Buhuta ha isomero?
2. Obuhuta mubwerinda muta omuka?
Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
<th>i</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>da</td>
<td>di</td>
<td>de</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>la</td>
<td>li</td>
<td>le</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ya</td>
<td>yi</td>
<td>ye</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Competence:**
Abantu bakoragana bata omuka?

**Beat the Words:**
do-ra e-ki-do-mo-ro o-bu-do-ngo

**Literacy 2**

Letter Formation Phrase:

D = akati, ekida

d = wetoroole, otembe, osirimuke

**Spelling Practice:**
D, d, do, da, di, de, du, dora

Day 2

**Literacy 1**

**In the Text Question:**
Nyinarumibo akabahaki kutwarra nyinenkurubo?

**In My Mind Question:**
Waakutekeriize ota endiiro ya mukaaka ekubuzireho?

**Literacy 2**

**Story Idea:**
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
7.1 Eka

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Nd</th>
<th>nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>i</td>
</tr>
<tr>
<td>ndo</td>
<td>nda</td>
</tr>
<tr>
<td>do</td>
<td>da</td>
</tr>
<tr>
<td>lo</td>
<td>la</td>
</tr>
</tbody>
</table>

Thematic Competence:
Omuka owaanyu haikarayo baha?

Beat the Words:
e-nde-mu    e-ndi-ndi-mu

Literacy 2

Letter Formation Phrase:
Nd = temba, sirimuka habulyo, temba. Wetoroole, otembe, osirimuke
nd = akati, orusozi, Wetoroole, otembe, osirimuke

Spelling Practice:
Nd, nd, ndo, nda, ndi, nde, ndu, endemu

Day 4

Literacy 1

In the Text Question:
Agaba na Makune isebo akabaha amagezi g’okukoraki?

In My Mind Question:
Iwe waakukozireki osobeze omu maiso g’omuzaire waaawe?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 2 Week 7
Literacy 1 and 2

Day 5

**Literacy 1**

**New Letters & Review Chart:**

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>a</th>
<th>i</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>do</td>
<td>da</td>
<td>di</td>
<td>de</td>
</tr>
<tr>
<td>Nd</td>
<td>ndo</td>
<td>nda</td>
<td>ndi</td>
<td>nde</td>
</tr>
<tr>
<td></td>
<td>lo</td>
<td>la</td>
<td>li</td>
<td>le</td>
</tr>
</tbody>
</table>

**Beat the Words:**

- do-ra
- e-ki-do-mo-ro
- o-bu-do-ngo
- e-nde-mu
- e-ndi-ngi-di
- e-ndi-mu

**Sentence Assessment:**

1. Dora marumi.
2. Obudongo buli omu kiina.

**Literacy 2**

**Letter Formation Assessment:**

D, d, Nd, nd

**Spelling Assessment:**

D, d, do, da, di, de, du, dora, Nd, nd, ndo, nda, ndi, nde, ndu, endemu
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Story**

I love my grandmother. She is an amazing person. Even though she is old she works hard in her garden every day. She knows how to cook all my favourite foods. I especially enjoy when she tells stories of her life when she was a girl.

---

**References**

- **NPSCU Teacher’s Guide**
  - Competences, page(s) 83
  - Sample scheme of work, page(s) 284
  - Lesson Plan Guidelines, page(s) 287-293
- **NPSCU Curriculum**
  - Page(s) 26

---

**Traditional Text**

**Ekicwererro**

Omuka owaitu,
Haikarayo taata,
Taata na maama,
Abaana n’enkerembe,
Mukaaka atuzinira,
Atuzinira obuzina.
Itwena tuguruka. x 2

---

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

Nyineeka akabiiha ab’ekaye

Ekikaguzo ekirukuha obulyo:
Habwaki nyineeka yabiihire ab’ekaye?

Ekicweka kyokubanza:
Omubiro bya ira omu kyaro kya Mutuubo, hakaba haliyo omusaija Nsoni. Akaba aine mukaziwe
Nsita n’abaana baabo mukaaga. Abaisiki bakaba bali basatu n’aboojo basatu. Nyineeka na
nyinabwenge baagendaga kuserra ebyokulya nibizooka n’emiihiigo yabaga nungi. Hakajwa
ekyanda ky’amaani omu kyaro kyabo. Ebirimwa byona bikooma.

Haanyuma, ebyokulya n’omuhiigo bikaburra kimu. Abaana obubabuzirwe ebyokulya Nsoni
amagezi gamweboha.

---

Story Outline

Abarukubazibwaho omu ruganikyo:
Nsita, Nsoni, abaana, abataahi

Ekikaro:
Omuka ya Nsoni

Ekirukukorwa omu ruganikyo:
Enjara ekagwa omu kyaro kya Mutuubo. Nsoni, nyineeka akatuuba, yabiiha ab’ekaye ngu
arwaire. Akasaba kuganyirwa obubaazoire ngu akabiiha.
7.1 Eka

Oral Literature

Ekikaguzo eky’okutomeesereza:
Nooteekereza kiki ekyabaireho omuka ya Nsoni?

Ekicweka kyakabiri:


Nsita akeeta abataahi baije beesereke bahuliirize iba nkooku arukuzina. Obwire bwahika Nsoni yatandika kuzina. Ati,”Ceece nkaita embeba yange…”


Vocabulary Words

<table>
<thead>
<tr>
<th>ekyanda</th>
<th>omurundi</th>
<th>obuhuta</th>
</tr>
</thead>
</table>

**In the Text Questions**

1. Habwaki haabaireho enjara omu kyaro kya Mutuubu?
2. Nsoni akakoraki omu ruganikyo runu?

**In My Mind Questions**

1. Kakuba okaba oli Nsoni, enjara ekagwa waakukozireki?
2. Nooteekereza hanyuma hakabahoki?

Term 2 Week 7
Literacy 1 and 2

Day 1

Literacy 1
New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>aa</th>
<th>i</th>
<th>e</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>zaa</td>
<td>zi</td>
<td>ze</td>
<td>zo</td>
</tr>
<tr>
<td></td>
<td>daa</td>
<td>di</td>
<td>de</td>
<td>do</td>
</tr>
<tr>
<td></td>
<td>ndaa</td>
<td>ndi</td>
<td>nde</td>
<td>ndo</td>
</tr>
</tbody>
</table>

Thematic Competence:
Bintuki ebitukorra hamu ha isomero?

Beat the Words:
ku-zaa-na  ku-zi-na  ku-zi-ndu-ka

Literacy 2
Letter Formation Phrase:
Z = akasiitale, sirimuka hamoso, akasiitale
z = akasiitale, sirimuka hamoso, akasiitale

Spelling Practice:
Z, z, za, zaazo, zi, ze, zu, kuzina, emizaano

Day 2

Literacy 1
In the Text Question:
Habwaki Makune yaraire naazina?

In My Mind Question:
Kakuba oraalizibwa ha mukoro gwona, wakwehurra ota?

Literacy 2
Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
7.2 Emiringo y’okwikara hamu omwisomero

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>aa</th>
<th>i</th>
<th>e</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>nz</td>
<td>nzaa</td>
<td>nzi</td>
<td>nze</td>
<td>nzo</td>
</tr>
<tr>
<td>za</td>
<td>zaa</td>
<td>zi</td>
<td>ze</td>
<td>zo</td>
</tr>
<tr>
<td>la</td>
<td>li</td>
<td>le</td>
<td>le</td>
<td>lo</td>
</tr>
</tbody>
</table>

Thematic Competence:
Kyamugasoki kukorra hamu obutuba ha isomero?

Beat the Words:
e-nzi-ro   e-nzi-ri-ga   o-mu-li-nzi

Literacy 2

Letter Formation Phrase:

<table>
<thead>
<tr>
<th>Nz</th>
<th>= temba, sirimuka habulyo, temba, akasiitale, sirimuka hamoso, akasiitale</th>
</tr>
</thead>
<tbody>
<tr>
<td>nz</td>
<td>= akati, orusozi akasiitale, sirimuka hamoso, akasiitale</td>
</tr>
</tbody>
</table>

Spelling Practice:

Nz, nz, nzaa, nzi, nze, ezo

Day 4

Literacy 1

In the Text Question:
Abaana obubairukire enziriga, nooha yasingire?

In My Mind Question:
Iwe noosobora kuzaana mizaanoki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 2 Week 8
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>aa</th>
<th>i</th>
<th>e</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>zaa</td>
<td>zi</td>
<td>ze</td>
<td>zo</td>
</tr>
<tr>
<td>Nz</td>
<td>nzaa</td>
<td>nzi</td>
<td>nze</td>
<td>nzo</td>
</tr>
</tbody>
</table>

Beat the Words:
- ku-zaa-na
- ku-zi-na
- ku-zi-ndu-ka
- e-nzi-ro
- e-nzi-ri-ga
- o-mu-li-nzi

Sentence Assessment:
2. Kuzinduka kugenda kusoma kirungi.
3. Omulinzi aba manzi.

Literacy 2

Letter Formation Assessment:
Nz, nz, Z, z

Spelling Assessment:
Z, z, za, zaao, zi, ze, zu, kuzina, emizaano, ezo, Nz, nz, nzaa, nzi, nze, enziriga
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

Model News Drawing

| Drawing of pupils practicing for the music contest. |

Model News Story

I always enjoy the time when the school is preparing for the music contest. I like listening to the pupils practicing. Everyone is excited about preparing for the contest. The school comes together to support the choir. It is a happy time at our school.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page(s) 83</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 285</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 294-301</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page(s) 37</td>
</tr>
</tbody>
</table>

Traditional Text

Ensobanganiza kalimi
Abaana bbana abekyakana baana. Abaana abataana banaabya abaana abaana.

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

Kanyamunya na munywaniwe Ntajumba

**Ekikaguzo ekirukuha obulyo:**
Habwaki Kanyamunya yateire ekiboobo?

**Ekicweka kyokubanza:**

---

**Story Outline**

**Abarukbazibwaho omu ruganikyo:**
Kanyamunya, Ntajumba, Mpungu

**Ekiikaroo:**
Ha isomero.

**Ekirukukorwa omu ruganikyo:**
Ntajumba akakoonyera Kanyamunya hamu n’ebinyonyi ebindi kulengaho kwikara hamu n’okukorra hamu nukwo Mpungu obwaligaruka basobole kumurwanisa.
7.2 Emiringo y’okwikara hamu omwisomero

Oral Literature

Ekikaguzo eky’okutomeesereza:
Noonihira Ntajumba akakoraki?

Ekicweka kyakabiri:


Vocabulary Words

<table>
<thead>
<tr>
<th>yayesaalinga</th>
<th>naajwambura</th>
<th>akaitirana</th>
</tr>
</thead>
</table>

In the Text Questions
1. Nooha yaculeize Kanyamunya aleke kurra?
2. Habwaki Ntajumba yacwiremu kugenda owaabu Kanyamunya?

In My Mind Questions
1. Kakuba otunga omunywani nka Ntajumba iwe noosobora kumukorraki?
2. Mageziki osobora kuha ba Wabinyonyi kwerinda Mpungu atabakwata?
Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

<table>
<thead>
<tr>
<th>a</th>
<th>aa</th>
<th>e</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>wa</td>
<td>waa</td>
<td>we</td>
<td>wo</td>
</tr>
<tr>
<td>za</td>
<td>zaa</td>
<td>ze</td>
<td>zo</td>
</tr>
<tr>
<td>nza</td>
<td>nzaa</td>
<td>nze</td>
<td>nzo</td>
</tr>
</tbody>
</table>

Thematic Competence:
Soboraho ebintu ebirukusobora kukoonyera abantu kwikarana kurungi.

Beat the Words:

o-we  o-waa-we  o-wa-nge

Literacy 2

Letter Formation Phrase:

W = ekihanga, ekihanga

w = akahanga, akahanga

Day 2

Literacy 1

Spelling Practice:

W, wa, we, wi, wo, wu, owaaee

In the Text Question:

Nooha akaba ali kubi?

In My Mind Question:

Obu bakugambira omuntu arwaire osemireire kukoraki?

Literacy 2

Story Idea:

Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abana batakusobora kuleeta enganikyo zaabu bonka.
7.3 Emiringo y’okwikara hamu omu kiikaro kyaitu

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Bw</th>
<th>bw</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>aa</td>
</tr>
<tr>
<td>bwa</td>
<td>bwa</td>
</tr>
<tr>
<td>wa</td>
<td>waa</td>
</tr>
<tr>
<td>za</td>
<td>zaa</td>
</tr>
</tbody>
</table>

Thematic Competence:
Biki ebireetera abantu okutaikarana kurungi omu biikaro byaitu?

Beat the Words:
- o-bwa-to
- bwa-ngo
- bwa-nge

Literacy 2

Letter Formation Phrase:
- Bw = akati, akada, akada. Akahanga, akahanga
- bw = akati, akada hansi. Akahanga, akahanga

Spelling Practice:
w, bwa, bwe, bwo, bwu, obwato

Day 4

Literacy 1

In the Text Question:
Omutaahi akaba arwaireki?

In My Mind Question:
Kakuba oba orwaire abantu bakaija kukurora nooyehurra ota?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 2 Week 9
Literacy 1 and 2

Day 5

**Literacy 1**

**New Letters & Review Chart:**

<table>
<thead>
<tr>
<th></th>
<th>w</th>
<th>wi</th>
<th>we</th>
<th>wu</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>a</td>
<td>i</td>
<td>e</td>
<td>u</td>
</tr>
<tr>
<td>Bw</td>
<td>wa</td>
<td>wi</td>
<td>we</td>
<td>wu</td>
</tr>
<tr>
<td></td>
<td>bwa</td>
<td>bwi</td>
<td>bwe</td>
<td>bwu</td>
</tr>
<tr>
<td></td>
<td>za</td>
<td>zi</td>
<td>ze</td>
<td>zu</td>
</tr>
</tbody>
</table>

**Beat the Words:**

- o-we
- o-waa-we
- o-wa-nge

- o-bwa-to
- bwa-ngo
- bwa-nge

**Sentence Assessment:**

1. Abaawe nibalima owe.
2. Abaawe nibagenda owange.
3. Obwato bwange obulinde.

**Literacy 2**

**Letter Formation Assessment:**

W, w, Bw, bw

**Spelling Assessment:**

W, wa, we, wi, wo, wu, owaawe, w, bwa, bwe, bwi, bwo, bwu, obwato
7.3 Emiringo y'okwikara hamu omu kiikaro kyaitu

News

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

Model News Story

Elections are always an interesting time in our community. Posters go up everywhere. People discuss which candidate they think is best. The candidates hold rallies to encourage people to vote for them. I like elections!

Model News Drawing

Drawing of an election rally.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page(s) 83</td>
</tr>
<tr>
<td>Sample scheme of work, page(s)</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, page(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page(s) 38</td>
</tr>
</tbody>
</table>

Traditional Text

Ensobanganiza kalimi

Okoraganego n’abantu,
Nabo barakoraganaga naiwe,
Obwotakoraganegne nabo,
Nabo tibaakoraganegne naiwe.

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

Obugenyi bw’okusiima

**Ekikaguzo ekirukuha obulyo:**
Huliiiriza kurungi oruganikyo runu hanyuma noija kutugambira abantu ab’omukyaro kinu nkooku baikarana n’abataahi baabu.

**Ekcicweka kyokubanza:**


---

**Story Outline**

**Ekiteekerezo ekikuru:**
Enkoragana n’okukwataniza hamu mukyaro kyaitu.

**Ekiteekerezo ekirukusagika:**
- Abantu baiine okugonza hali bataahi baabo.
- Kuba omutima ha kusoma kirungi.
- Kuba n’engeso nikikoonyera kwikarana kurungi.
7.3 Emiringo y’okwikara hamu omu kiikaro kyaitu

Oral Literature

Ekicweka kyakabiri:


Abantu bakaija baingi ha bugenyi baalya, baanywa, baarabuka Amanya ebisembo bingi. Obugenyi bukahwa kurungi.

Vocabulary Words

<table>
<thead>
<tr>
<th>diguri</th>
<th>macura</th>
<th>kurabuka</th>
</tr>
</thead>
</table>

In the Text Questions
1. Kiki ekyabaireho Amanya obuyamazire emisomoye ajwaire diguri?
2. Kiki ekyaleriize Talemwa mugenzi wa Amanya kurra?

In My Mind Questions
1. Kakuba niwe wabaire Amanya omazire emisomo yaawe ojwaire diguri waakugondeze bakukorreki?
2. Omu kiikaro ky’owanyu abaana obu bamara kusoma babakorraki?
Literacy 1 and 2

Day 1

**Literacy 1**

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>i</th>
<th>ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>sa</td>
<td>saa</td>
<td>si</td>
<td>see</td>
</tr>
<tr>
<td>s</td>
<td>ba</td>
<td>baa</td>
<td>bi</td>
<td>bee</td>
</tr>
<tr>
<td></td>
<td>bwa</td>
<td>bwaa</td>
<td>bwi</td>
<td>bwee</td>
</tr>
</tbody>
</table>

**Thematic Competence:**
Gamba amabara g’ebiyokulya omanyire.

**Beat the Words:**
e-sa-bwe  ku-sa-rra  e-nsa-nde

**Literacy 2**

Letter Formation Phrase:
S =  ekijoka
s =  akajoka

**Spelling Practice:**
S, s, so, sa, saa, se, see, si, su, se, asaba

Day 2

**Literacy 1**

In the Text Question:
Agaba akakomaki?

In My Mind Question:
Iwe noosobora kukoraki kakuba osanga ebijuma bigwire hansi?

**Literacy 2**

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
8.1 Amabara g‘eb yokulya na nambere biruga

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>i</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ns</td>
<td>nsa</td>
<td>nsaa</td>
<td>nsi</td>
<td>nse</td>
</tr>
<tr>
<td>sa</td>
<td>saa</td>
<td>si</td>
<td>se</td>
<td></td>
</tr>
<tr>
<td>ba</td>
<td>baa</td>
<td>bi</td>
<td>be</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Gamba nambere ebyokulya biruga.

Beat the Words:
e-nsaa-no  e-nsaa-li  e-nsee-ne-ne

Literacy 2

Letter Formation Phrase:
Ns =  temba, sirimuka habulyo, temba ekijoka
ns =  akati, orusozi, akajoka

Spelling Practice:
Ns, ns, nso, ns, nsaa, nse, nsee, ns, nsu, nse, enseenene

Day 4

Literacy 1

In the Text Question:
Nooha yatembere mu muti?

In My Mind Question:
Habwaki otasemereire kulya buli kijuma ekyokasangire?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
8 Ebyokulya n'ebiriisa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>i</th>
<th>ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>sa</td>
<td>saa</td>
<td>si</td>
<td>see</td>
</tr>
<tr>
<td>Ns</td>
<td>nsa</td>
<td>nsaa</td>
<td>nsi</td>
<td>nsee</td>
</tr>
<tr>
<td></td>
<td>ba</td>
<td>baa</td>
<td>bi</td>
<td>be</td>
</tr>
</tbody>
</table>

Beat the Words:

- e-sa-bwe
- ku-sa-ra
- e-nsa-nde
- e-nsaa-no
- e-nsaa-li
- e-nsee-ne-ne

Sentence Assessment:
1. Esabwe bagiiha omu magita.
2. Ensande bagiiha omu bitooke.
3. Enseenene zinura muno.

Literacy 2

Letter Formation Assessment:

| S, s, Ns, ns |

Spelling Assessment:

- S, s, so, sa, saa, se, see, si, su, se, asaba
- Ns, ns, nso, nsa, nsaa, nse, nsee, nse, enseenene
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

| Drawing of mother winnowing millet and person eating millet bread. |

**Model News Story**

My favourite food is millet bread. When I eat millet bread I feel satisfied. I have lots of energy to do my work. I also like the smell of the millet when my mother is winnowing it. It is my favourite smell in the whole world.

**References**

NPSCU Teacher’s Guide
- Competences, page(s) 84
- Sample scheme of work, page(s) 308
- Lesson Plan Guidelines, page(s) 311-317

NPSCU Curriculum
- Page(s) 40

**Traditional Text**

Ekicwererro

Ruhanga ayebeale,
Ebyokulya byaitu,
Oburo n’ebihimba,
Ebitakuli n’ebinyobwa,
Ebitooke by’ebikobeko,
Ebicooli n’ebijuma,
Enkoole nyamugobe,
Omubwiga na doodo,
Birimwa mwitaka, Tusiime Ruhanga.

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

Ebyokulya biine omugaso

**Ekikaguzo ekirukuha obulyo:**
Huliiriza oruganikyo runu omanyirre abali mu ruganikyo, eby’okulya n’emigaso yabyo.

**Ewikweka kyokubanza:**
Rujumba na Kajumba bakaba bali balimi rurangaanwa. Abantu baingi muno baagendaga mu maka gaabo kurora emisiri yabo n’okwetegereza nkooku ebyokulya babirorellera n’okubyahura.

Rujumba akakomwamu kugenda kuragirra abaana b’amasomero eby’okulya ebirukira kukozesibwa mu makage habw’okulinda obwomeezi kurungi. Bambi atabe mubi yatekamu obupande obwayolekaga amabara g’eb yokulya.

---

**Story Outline**

**Ekiteekerezo ekikuru:**
Emisiri n’eb yokulya eby a buli mulingo n’emiti y’ebijuma.

**Ekiteekerezo ekirukusagika:**
- Rujumba omulimi ow’embaganiza na mugenziwe Kajumba.
- Ebyokulya binu byona nibikoonyera kutuha amaani, kwombeka omubiri n’okututangira endwara.
- Obusa bw’ebitungwa nk’ente n’embuzi bireeta orwezo omu misiri.
8.1 Amabara g’eyokulya na nambere biruga

Oral Literature

Ekicweka kyakabiri:
Omu misiriyi hakaba harumu ekicweka ky’emikubi. Munu hakaba harumu enyaanya, enjagi, kabbeji, kaamurali, doodo n’ebindi nka karoti n’obutunguru. Byona akaba abibyaire mu nkarra kandi atairemu n’obuhanda.

Ekicweka ekindi yatamu ebijuma mbere hakaba halivakado, emicunguwwa, endimu, emiyembe, n’amapapaali. Mumbaju hakaba harumu enanaasi. Handi akaba abyaireho amajaani, omwani, ebitooke n’emitiy’amapeera.

Binu byona yakozesaaga obusa bw’ente n’embuzi kuibolerra. Ebisoro binu byakoonyeraga kubaha amata n’enyama. Amahuli baagaihaga omu nkoko ez’akaba naalindira mu kiju haihi n’eryahurro ly’ebikwato.


**Vocabulary Words**

<table>
<thead>
<tr>
<th>enkarra</th>
<th>ruranganwa</th>
<th>embaganiza</th>
</tr>
</thead>
<tbody>
<tr>
<td>enkarra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**In the Text Questions**

1. Habwaki Rujumba yakomerwemu kugenda kuragirra abaana b’amasomero eyokulya eibirukukira kukozesibwa?
2. Obupande Rujumba yataire omu musiri bukaba buli bwa mugasoki?

**In My Mind Questions**

1. Kiki ekisobora kubaho abantu abataine misiri y’eyokulya nkabinu?
2. Kakuba naiwe wabaire omu ha baana b’ewisomero, wakukozireki kusobora kwega amagezi ga Rujumba na Kajumba?
Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>u</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>pa</td>
<td>paa</td>
<td>pu</td>
<td>puu</td>
</tr>
<tr>
<td></td>
<td>sa</td>
<td>saa</td>
<td>su</td>
<td>suu</td>
</tr>
<tr>
<td></td>
<td>nsa</td>
<td>nsaa</td>
<td>nsu</td>
<td>nsuu</td>
</tr>
</tbody>
</table>

Thematic Competence:
Gamba emiringo y’eb yokulya ebitulya?

Beat the Words:

- ei-paa-paa-li
- a-ma-pa-pa
- e-ki-pa-nga

Literacy 2

Letter Formation Phrase:

P = akati, ekida haiguru

p = akati, akada haiguru

Spelling Practice:

P, p, po, pa, paa, pe, pee, pi, pu, pe, eipaapaali

Day 2

Literacy 1

In the Text Question:
Agaba agonzaaki?

In My Mind Question:
Maama obwaba naaleeta ebyokulya ha meeza, iwe oba nookoraki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
8.2 Emigaso y’ebokulya

Literacy 1 and 2

Day 3

**Literacy 1**

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Mp</th>
<th>mp</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>aa</td>
</tr>
<tr>
<td>mpa</td>
<td>mpaa</td>
</tr>
<tr>
<td>mp</td>
<td>mpu</td>
</tr>
<tr>
<td>mpuu</td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>sa</td>
</tr>
<tr>
<td>mpa</td>
<td>mpu</td>
</tr>
</tbody>
</table>

Thematic Competence:
Iwe ogonza kulya byokulyaki?

Beat the Words:
- e-mpuu-le
- e-mpuu-ta
- e-mpu-nga

**Literacy 2**

Letter Formation Phrase:
- temba, sirimuka habulyo, temba habulyo sirimuka,
  
Mp = akati, akada haiguru

mp = akati, orusozi, orusozi, akati, akada haiguru

Spelling Practice:
Mp, mp, mpo, mpa, mpuu, mpe, mpi, mpu, empuuta

Day 4

**Literacy 1**

In the Text Question:
Nooha yakoonyiire maama kuleeta ebyokulya?

In My Mind Question:
Kulya kurungi kitukoonyeraki?

**Literacy 2**

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa
sentensi nka ina, kakusangwa abaana batakusobora
kuleeta enganikyo zaabu bonka.

Term 2 Week 11
8 Ebyokulya n’ebiriisa

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>u</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>pa</td>
<td>paa</td>
<td>pu</td>
<td>puu</td>
</tr>
<tr>
<td>Mp</td>
<td>mpa</td>
<td>mpaa</td>
<td>mpu</td>
<td>mpuu</td>
</tr>
<tr>
<td></td>
<td>sa</td>
<td>saa</td>
<td>su</td>
<td>suu</td>
</tr>
</tbody>
</table>

Beat the Words:
- ei-paa-pa-li
- a-ma-pa-pa
- e-ki-pa-nga
- e-mpuu-le
- e-mpuu-ta
- e-mpu-nga

Sentence Assessment:
1. Empangi eine amapapa abiri.
2. Naatema ekitooke naakozesa ekipanga.
3. Empungu eri omu muti.

Literacy 2

Letter Formation Assessment:
P, p, Mp, mp

Spelling Assessment:
P, p, po, pa, paa, pe, pee, pi, pu, pe, eipaapaali, Mp, mp, mpo, mpa, mpe, mpi, mpiu, empuuta
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

Drawing of a sick person eating the meat of a cow’s hoof.

**Model News Story**

When someone is sick in our family, we always prepare cow’s hoof for them to eat. The cow’s hoof is full of vitamins and minerals to help the body fight disease and get well.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page(s) 84</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 309</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 318-323</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page(s) 40</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Orufumo**

Akaana akatabunga kagamba ngu nyina nuwe acumba obunura.

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

Enjara omuka ya Kadoma

Ekikaguzo ekirukuha obulyo:
Muhuliirize oruganikyo runu hanyuma nimwija kutugambira ebyokulya ebitulya n’emigaso yabyo.

Ekicweka kyokubanza:


Story Outline

Abarukubazibwaho omu ruganikyo:
Kadoma, Nkabigumira, Waizikwe

Ekiikaro:
Omuka ya Waizikwe

Ekirukukorwa omu ruganikyo:
Waizikwe akagonza kulya abeeka ya Kadoma, nabo bakamwehindurra bamwita. Batunga ebyokulya n’enju.
8.2 Emigaso y'ebyokulya

Oral Literature

Ekikaguzo eky'okutomeesereza:
Nootekereza kiki ekyahondiireho?

Ekicweka kyakabiri:


Vocabulary Words

<table>
<thead>
<tr>
<th>ekikaguzo</th>
<th>obwomeezi</th>
<th>kufuruka</th>
</tr>
</thead>
</table>

In the Text Questions
1. Habwaki enjara yagwire omu kyaro kya Bunoga?
2. Waizikwe obuyasangire abantu mukaye akagambaki?

In My Mind Questions
1. Kakuba okaba oli mwana wa Kadoma okarora Waizikwe yaija naaruga kuhiiga, waakukozireki?
2. Kakuba okaba oli Waizikwe okarora Kadoma n’abeekaye omu muti, waakukozireki?

Term 2 Week 11

200
SUMMATIVE ASSESSMENT TERM 2

Introduction

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

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

**Reading Assessments (administered individually)**

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

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

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

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

**Listening Assessment (administered as a group)**

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

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

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

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

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

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

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

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

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

Speaking Assessment (administered individually)

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

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

Term 3 Lessons
9 Ebyendubata

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>i</th>
<th>ii</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>f</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fa</td>
<td>fi</td>
<td>fii</td>
<td>fu</td>
<td></td>
</tr>
<tr>
<td>pa</td>
<td>pi</td>
<td>pii</td>
<td>pu</td>
<td></td>
</tr>
<tr>
<td>mpa</td>
<td>mpi</td>
<td>mpii</td>
<td>mpu</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Gamba emiringo y’ebenyendubata ey’omanyire.

Beat the Words:
fi-fii-fi e-mi-faa-li-so e-sa-fu-li-ya

Literacy 2

Letter Formation Phrase:
F = akati, akasitale haiguru, na hagati

f = ekisalizo, saramu hagati

Spelling Practice:
F, f, fa, fe, fi, fu, fiifiifi

Day 2

Literacy 1

In the Text Question:
Nibaha abaagenzire kubunga?

In My Mind Question:
Nonihira kiki ekyasiisire motoka?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara orugankyo rwa sentensi nka ina, kakusangwa abaana batakusbora kuleeta enganiyko zaabu bonka.
Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>V</th>
<th>a</th>
<th>i</th>
<th>ii</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>va</td>
<td>vi</td>
<td>vili</td>
<td>vu</td>
<td></td>
</tr>
<tr>
<td>pa</td>
<td>pi</td>
<td>pii</td>
<td>pu</td>
<td></td>
</tr>
<tr>
<td>mpa</td>
<td>mpi</td>
<td>mpii</td>
<td>mpu</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Ebiruka bitukoonyera bita?

Beat the Words:
ku-vu-ga va-ke-do ve-si-ti

Literacy 2

Letter Formation Phrase:
V = ekihanga

v = akahanga

Spelling Practice:
V, v, va, ve, vi, vu, vakedo

Day 4

Literacy 1

In the Text Question:
Nooha yakanikire motoka?

In My Mind Question:
Noogira makanika akaija navugakí?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1 and 2

Day 5

**Literacy 1**

**New Letters & Review Chart:**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>i</th>
<th>ii</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>fa</td>
<td>fi</td>
<td>fii</td>
<td>fu</td>
</tr>
<tr>
<td>V</td>
<td>va</td>
<td>vi</td>
<td>vii</td>
<td>vu</td>
</tr>
</tbody>
</table>

**Beat the Words:**

- fii-fii-fi
- e-mi-faa-li-so
- e-sa-fu-li-ya
- ku-vu-ga
- va-ke-do
- ve-si-ti

**Sentence Assessment:**

1. Roole neeretta emifaaliso.
2. Dora pikipiki eheekere esafuliya.
3. Isabarongo aine vesiti.

**Literacy 2**

**Letter Formation Assessment:**

V, v, F, f

**Spelling Assessment:**

F, f, fa, fe, fi, fu, fiifiifi, V, v, va, ve, vi, vu, vakedo
News

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

<table>
<thead>
<tr>
<th>Model News Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing of a bus with people above and cargo below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model News Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the school holiday I took the bus. I prefer the bus to a taxi because you sit up high and have a good view. You also don’t feel the bumps in the road as much. Along with passengers, the bus also takes many goods for people in its big cargo section.</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(s) 85</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 334-335</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 345-350</td>
</tr>
<tr>
<td>NPSCU Curriculum</td>
</tr>
<tr>
<td>• Page(s) 45</td>
</tr>
</tbody>
</table>

Traditional Text

Ekikoikyo

Koi koi. Rukwebe.

Ekyabandize kuvuga enyonyi...

ekijunjumirra

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

Term 3 Week 2
9 Ebyendubata

Oral Literature

Banywani ba Kawaisomba

Ekikaguzo ekirukuha obulyo:
Leka mbasomere oruganikyo runu, haanyuma muratugambira Kawaisomba akaba aine abanywani baingaha.

Ekicweka kyokubanza:

Abanywani banu bakatunga amakuru g’okurwara kwa munywani waabo. Kawamutere nuwe yaizire kubagambira.
Banywanihe baacwamu kugenda kurora munywani waabo. Baikiraniza ngu buli muntu agende kurora Kawaisomba naayekoonyeza omulingo gw’ebiyendubata ogwaine.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abarukabazibwaho omu ruganikyo:</strong></td>
</tr>
<tr>
<td>Wamunyerre, Wakame, Wambeba, Wamusu, Kawaisomba, Kawamutere</td>
</tr>
</tbody>
</table>

| **Ekikaro:** |
| Omu kyaro Katumba, owa Kawaisomba n’omu muhanda |

| **Ekirukukorwa omu ruganikyo:** |
| Abanywani bbana, Wakame, Wamusu, Wamunyerre na Wambemba, bakaikiraniza kugenda kurora munywani waabo. Motoka ya Wamunyerre ehoirwemu peterooli omu muhanda. |
9.2 Omugaso gw’ebiyendubata

Oral Literature

Ekikaguzo eky’okutomeesereza:
Noonihipi banywani ba Kawaisomba bakagenda bata kurora munywani waabo?

Ekicweka kyakabiri:


### Vocabulary Words

<table>
<thead>
<tr>
<th>kuhanga</th>
<th>ihangwe</th>
<th>nfenanfe</th>
</tr>
</thead>
</table>

### In the Text Questions
1. Nooha ayalesire amakuru g’okurwara kwa Kawaisomba?
2. Ibara lyawo motoka ya Wamunyerre niryo liha?

### In My Mind Questions
1. Wamunyerre yakubaire akozireki kurora ahikire kurungi omwa munywaniwe?
2. Abanywani banu bakubaire bacwire mageziki kurora ngu baagendera hamu kurora munywani waabo?
Literacy 1 and 2

Day 1

Literacy 1
New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>i</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bb</td>
<td>bba</td>
<td>bb</td>
<td>bbi</td>
<td>bbu</td>
</tr>
<tr>
<td>bb</td>
<td>faa</td>
<td>fa</td>
<td>fi</td>
<td>fu</td>
</tr>
<tr>
<td>va</td>
<td>vaa</td>
<td>vi</td>
<td>vu</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Habwaki ababingi b’ebiruka babiirukya muno?

Beat the Words:

bbaa-si, e-bba-ku-li, e-bba-ru-ha

Literacy 2
Letter Formation Phrase:
Bb = akati, akada, akada. Akati, akada hansi

bb = akati, akada hansi. Akati, akada hansi

Day 2

Spelling Practice:

B, b, bba, baa, bbi, bbe, bbo, bbu, bbaasi

Literacy 1
In the Text Question:
Bbaasi ekatomeraki?

In My Mind Question:
Kakuba wabaire omu bbaasi eyatomiire ekibbaaho waakukoziireki?

Literacy 2
Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
9.3 Ebipimo ebikwatagaine n’ebiyendubata

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Mb</th>
<th>mb</th>
</tr>
</thead>
<tbody>
<tr>
<td>mba</td>
<td>mbaa</td>
</tr>
<tr>
<td>bba</td>
<td>bbaa</td>
</tr>
<tr>
<td>fa</td>
<td>faa</td>
</tr>
</tbody>
</table>

Thematic Competence:
Biirukaki eebibakozesa kuhimba ebintu mu kyaro ky’owanyu?

Beat the Words:
e-mbaa-ho  e-mba-bi  e-mbu-zi

Literacy 2

Letter Formation Phrase:

temba, sirimuka habulyo, temba habulyo sirimuka.

Mb =  Akati, akada hansi

mb =  akati, orusozi, orusozi. Akati, akada hansi

Spelling Practice:
Mb, mb, mba, mbaa, mbi, mbe, mbo, mbu, embuzi

Day 4

Literacy 1

In the Text Question:
Kiki ekyahondeireho bbaasi emazire kutaratara mu ruguudo?

In My Mind Question:
Obuwaakubaire niwe oli mubingi wa bbaasi egi, okarora neetaratara waakukozireki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 3 Week 3
Literacy 1 and 2

Day 5

**Literacy 1**

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>i</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bb</td>
<td>bba</td>
<td>bbaa</td>
<td>bbi</td>
<td>bbu</td>
</tr>
<tr>
<td>Mb</td>
<td>mba</td>
<td>mbaa</td>
<td>mbi</td>
<td>mbu</td>
</tr>
<tr>
<td></td>
<td>fa</td>
<td>faa</td>
<td>fi</td>
<td>fu</td>
</tr>
</tbody>
</table>

Beat the Words:

- bbaasi
- e-bba-ku-li
- e-bba-ru-ha
- e-mbaa-ho
- e-mba-bi
- e-mbu-zi

**Sentence Assessment:**

1. Ebbakuli zikaizira omu bbaasi.
2. Ebbaruha bakagiha aba bbaasi.

**Literacy 2**

Letter Formation Assessment:

B, b, Mb, mb

Spelling Assessment:

bbaasi, ebbakuli, ebbaruha, embaaho, embabi, embuzi, b, mb, mba, mbaa, mbi, mbe, mbo, mbu, embuzi
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

| Drawing of people in a taxi giving money to the conductor. |

**Model News Story**

We have to use our math skills when we take the taxi.

Why? When you give your fare to the conductor you have to make sure you get the correct change in return. This is how I make sure I always get the right change.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
<th>Page(s) 85</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences</td>
<td></td>
</tr>
<tr>
<td>Sample scheme of work</td>
<td>page(s)</td>
</tr>
<tr>
<td>336</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan Guidelines</td>
<td>page(s)</td>
</tr>
<tr>
<td>351-357</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
<th>Page(s) 46</th>
</tr>
</thead>
</table>

**Traditional Text**

**Ekicwererro**

Enjura obuyagwire, itwena twairuka. Nseeri Bwijanga, haihi n’amaduuka, Tukasanga motoka, esimbire ha siteeji, Twasaba omuvugi, naitwe atutwale, Akatusaba sente, naitwe twaimuha. Evu kaku katwagenda,

Evu kaku katwagenda.

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

Okunywana kirungi

Ekikaguzo ekirukuha obulyo:
Huliiriza kurungi oruganikyo runu, haanyuma noija kutugambira ebiiruka ebyagenderaga ha nguudo eyagendaga owa Nyamankogoto.

Ekicweka kyokubanza:
Enguudo eyagendaga owa Nyamankogoto ekaba erumu ebiina n'ebibaale bingi. Motoka tizaagendayoga. Bboodabbooda z'egaali na pikipiki nizo zaagendayoga zonka.

Kiro kimu, Nyamankogoto akaraaliza banywanibe kwija ha bugenyi bw'okusweza muharawe.

---

**Story Outline**

<table>
<thead>
<tr>
<th>Abarukubazibwaho omu ruganikyo:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanyolya, Wakikere, Nyamankogoto, Kibira</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ekiikaro:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekisaaru, orusozi n'ekibirra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ekirukukorwa omu ruganikyo:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanyolya na Wakikere bakasonda sente baakanikisa egaali nukwo ebatwale ha bugenyi.</td>
</tr>
<tr>
<td>Wakikere akagamba Wanyolya abinge egaali mpora nukwo batagwa.</td>
</tr>
</tbody>
</table>
9.3 Ebipimo ebikwatagaine n’ebyendubata

Oral Literature

### Ekkaguzo ek’okutomeesereza:
Nootekereza Wanyolya na Wakikere bakacwamuki?

### Ekicweka kyakabiri:


Ekiro ky’obugenyi obukyahikire, Wanyolya akaheeka Wakikere ha gaali baagenda ha bugenyi. Wanyolya akacwamu kwirukya muno egaali bahike bwango. Wakikere akatiina yawamuza naagamba ati, "Munywani wange otaanaga, egaali gibinge mpora."


### Vocabulary Words

<table>
<thead>
<tr>
<th>nfanfe</th>
<th>kusonda</th>
<th>kubinga</th>
</tr>
</thead>
</table>

### In the Text Questions

1. Kiki ekyaaleeterize Wanyolya kwirukya muno egaali obubakaba nibagenda ha bugenyi?
2. Wanyolya obuyabingire muno egaali Wakikere akamugambaki?

### In My Mind Questions

1. Kakuba niwe wabaire baheekere ha gaali nibairukya muno okukozireki?
2. Kakuba naiwe munywani waawee akuraaliza kugenda ha bugennyibwe wakwehurra ota?
10 Ebintu ebitukora

Literacy 1 and 2

Day 1

**Literacy 1**

**New Letters and Review Chart:**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>i</th>
<th>u</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>j</td>
<td>ja</td>
<td>ji</td>
<td>ju</td>
<td>jo</td>
</tr>
<tr>
<td></td>
<td>ba</td>
<td>bi</td>
<td>bu</td>
<td>bo</td>
</tr>
<tr>
<td></td>
<td>mba</td>
<td>mbi</td>
<td>mbu</td>
<td>mbo</td>
</tr>
</tbody>
</table>

**Thematic Competence:**

Bintuki ebyengaro ebitukora ha isomero?

**Beat the Words:**

e-ki-jo-njo-ro  a-boo-jo  a-ka-ju

**Literacy 2**

**Letter Formation Phrase:**

J = endobyo, akasiitale haiguru

j = endobyo, akatoonyezi haiguru

**Spelling Practice:**

J, j, ja, jo, ju, aboojo

Day 2

**Literacy 1**

**In the Text Question:**

Enkoko zaalika nkaha amahuli gaazzo?

**In My Mind Question:**

Nooteekereza enjangu obuyatembere mu kijonjoro kiki ekyabaireho?

**Literacy 2**

**Story Idea:**

Kiteekerezo kirungi kuteekaniza cara oruganiyo rwa sentensi nka ina, kakusangwa abana batakusobora kuleeta enganiyo zaabu bonka.
Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>i</th>
<th>u</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nj</td>
<td>nja</td>
<td>nji</td>
<td>nju</td>
<td>njo</td>
</tr>
<tr>
<td>nj</td>
<td>ba</td>
<td>bi</td>
<td>bu</td>
<td>bo</td>
</tr>
<tr>
<td>Nj</td>
<td>mba</td>
<td>mbi</td>
<td>mbu</td>
<td>mbo</td>
</tr>
</tbody>
</table>

Thematic Competence:
Ebintu ebyengaro tubyekonyeza tuta?

Beat the Words:
e-nju-ru  e-nju  e-njo-ge-ra

Literacy 2

Letter Formation Phrase:
Nj = temba, sirimuka habulyo, temba endobyo, akatonyezi haiguru

nj = akati, orusozi habulyo, endobyo, akatonyezi haiguru

Spelling Practice:
Nj, nj, njo, nja, nji, nii, nju, nje, enju

Day 4

Literacy 1

In the Text Question:
Nooha ayaizire nairuka?

In My Mind Question:
Kakuba bakutuma amahuli kuruga omu kijonjoro nookora ota?

Literacy 2

Story Idea:
Kiteekerezira kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
10 Ebintu ebitukora

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>i</th>
<th>u</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>ja</td>
<td>ji</td>
<td>ju</td>
<td>jo</td>
</tr>
<tr>
<td>Nj</td>
<td>nja</td>
<td>nji</td>
<td>nju</td>
<td>njo</td>
</tr>
<tr>
<td></td>
<td>ba</td>
<td>bi</td>
<td>bu</td>
<td>bo</td>
</tr>
</tbody>
</table>

Beat the Words:

- e-ki-jo-njo-ro
- a-boo-jo
- a-ka-ju
- e-nju-ru
- e-nju
- e-njo-ge-ra

Sentence Assessment:
1. Enkoko yange ine ekijonjoro.
2. Abaana bakombeka akaju.
3. Nyakoojo aheesa enjogera.

Literacy 2

Letter Formation Assessment:

J, j, Nj, nj

Spelling Assessment:

J, j, ja, jo, ju, aboojo, Nj, nj, njo, nja, nji, nii, nju, nje, enju
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

| Drawing of the steps in making a mat. |

**Model News Story**

When I was a child, both my mother and grandmother made mats. I liked to watch them as they worked. Making mats took several steps. Here are the steps to making a mat...

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page(s) 86</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 358</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 361-367</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page(s) 48</td>
</tr>
</tbody>
</table>

**Traditional Text**

Ekicwererro

Tukole ebyengaro x 2
Ebinaga tukora,
Twahuramu amaizi.
Entebe n’emikeeka,
Twikarra kurungi.
Tukora emipiira,
Tuzaana itwena.
Tukole emiguha,
Itwena tuguruke. x 2

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

Oral Literature

Ebintu ebitukora omuka na ha isomero

Ekikaguzo ekirukuha obulyo:
Huliiriza oruganikyo runu omanyirre ebintu tukozesu kukora ebikwato byaitu?

Ekicweka kyokubanza:

Omunyoro Rujumba atutwara mu kibira n’omukisaaru kwihayo eby’okukozesu. Atwegesa kubaija emiiko, kuruka ebirago n’okukora obutebe n’obumeeza.

Story Outline

Ekiteekerezo ekikuru:
Abaana beega kukora emirimo y’engaro ha isomero n’omuka.

Ekiteekerezo ekirukusagika:
• Abasomesa bakoonyera abaana kusoroza ebintu by’okukozesu n’okubirolerra
• Abaana basemererwa kukora emiririmo y’engaro.
• Abaana bakoonyerwa kwega kutunda ebintu byabo ebibakora.
Ekicweka kyakabiri:
Obundi tukora ebintu by’okuzaanisa nka abaana b’ebigogo, motoka n’emipiira y’okusamba. Ebintu binu byona n’omuka tubikora. Omunyoro Rujumba akatutwara mu kisaaru kwiha eibumba n’okwiha enfunjo. Abandi baasigara n’omukyara Kajumba nibaiha enkonzikonzi ezibakoza kukora ebisingolezo.


Abasomesa baitu baatusiima batugamba tukole n’amaani nibaija kutuha ebisembo hanyuma y’okutunda ebintu byaitu.

Vocabulary Words

<table>
<thead>
<tr>
<th></th>
<th>enfunjo</th>
<th>kutegura</th>
<th>ibumba</th>
</tr>
</thead>
</table>

In the Text Questions
1. Mwegesaki akoonyera abaisiki kuruka ebiibo?
2. Gamba ebintu ebitukoza ekora ebyengaro.

In My Mind Questions
1. Mirimoki ey’engaro eyiwaakugondeze kukora omuka rundi ha isomero?
2. Kyamugasoki hali iwe kwega kukora ebyengaro?
10 Ebintu ebitukora

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>e</th>
<th>u</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>ca</td>
<td>ce</td>
<td>cu</td>
<td>cuu</td>
</tr>
<tr>
<td>C</td>
<td>ja</td>
<td>je</td>
<td>ju</td>
<td>juu</td>
</tr>
<tr>
<td>C</td>
<td>nja</td>
<td>nje</td>
<td>nju</td>
<td>njuu</td>
</tr>
</tbody>
</table>

Thematic Competence:
Bintuki ebitukora omu byaro byaitu?

Beat the Words:
e-cuu-cu  bi-ce-ke  a-ka-cu-mba

Literacy 2

Letter Formation Phrase:
C = ekicweka ky’enkulingo

c = akacweka k’enkulingo

Spelling Practice:
C, c, cu, ca, cu, ecuucu

Day 2

Literacy 1

In the Text Question:
Agaba akaba naaserraki?

In My Mind Question:
Iwe ebyokozesa ebyengaro obiiha nkaha?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>e</th>
<th>u</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nc</td>
<td>nca</td>
<td>nce</td>
<td>ncu</td>
<td>ncuu</td>
</tr>
<tr>
<td>ja</td>
<td>je</td>
<td>ju</td>
<td>juu</td>
<td></td>
</tr>
<tr>
<td>nja</td>
<td>nje</td>
<td>nju</td>
<td>njuu</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Gamba ebintu ebitukora omuka n’emigaso yabyo.

Beat the Words:
e-ncu nce-ke o-bu-ce-nce

Literacy 2

Letter Formation Phrase:
Nc = temba, sirimuka habulyo, temba. Akacweka k’enkulingo

nc = akati, orusozí. Akacweka k’enkulingo

Spelling Practice:
Nc, nc, nca, nce, nci, nco, ncu, obucence

Day 4

Literacy 1

In the Text Question:
Maama akaba naakoraki?

In My Mind Question:
Kakuba ogenda, kuserra eby’okukozesa eby’engaro, okatungirayo ekizibu nookoraki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>e</th>
<th>u</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nc</td>
<td>ca</td>
<td>ce</td>
<td>cu</td>
<td>cu</td>
</tr>
<tr>
<td>nc</td>
<td>nca</td>
<td>nce</td>
<td>ncu</td>
<td>ncuu</td>
</tr>
<tr>
<td></td>
<td>ja</td>
<td>je</td>
<td>ju</td>
<td>juu</td>
</tr>
</tbody>
</table>

Beat the Words:
- e-cuu-cu
- bi-ce-ke
- a-ka-cu-mba
- e-ncu
- nce-ke
- o-bu-ce-nce

Sentence Assessment:
1. Ebigogo biine ecuucu.
2. Entebe enu nceke.
3. Abaana bakozire obucence.

Literacy 2

Letter Formation Assessment:
- C, c, Nc

Spelling Assessment:
- C, c, cu, ca, cu, ecuucu, Nc, nc, nca, nce, nci, nco, ncu, obucence
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

| Drawing of many things made of wood in the classroom. |

**Model News Story**

I love trees for many reasons: their shade, their fruits and their beauty. But trees also provide us with wood which we use for making many things. In our classroom alone we can see many things made from wood: desks, tables, slates and pencils.

---

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page(s) 86</td>
</tr>
<tr>
<td>Sample scheme of work, page(s) 359</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, page(s) 368-374</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page(s) 48</td>
</tr>
</tbody>
</table>

**Traditional Text**

**Ekicwererro**

Omu kibira ky’owaitu, twihayo bingi.
Twihayo enkindo, tukoramu emikeeka.
Twihayo eibumba, tukoramu ebinaga.
Twihayo n’emiti, twihamu embaaho.
Tukoramu emeeza, emeeza n’entebe.
Ai ekibira ky’owaitu. x 2

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

Term 3 Week 5
Oral Literature

Nyange naaswerwa omu kikaali

**Ekikaguzo ekirukuha obulyo:**
Huliriza kurungi oruganikyo runu obururaahwa, ogambe omwisiki wa mulingoki ow’omukama akaba naaserra kuswerwa mutabaniwe.

**Ekicweka kyokubanza:**
Ahonaaho omuhikirwa akeeta ab’amasaza yabatebeza ensita y’omukama.
Mu buli isaza bakakomayo abaisiki. Nyange omu ha baisiki abaakomerwe akaba aramaire omukono, baltu asemiire muno, kandi naakora emirimo y’engaro. Abantu abamu omu isaza lya Kobuga bakagamba ow’isaza aihe Nyange omu mpaka habw’obulema.

---

**Story Outline**

**Abarukubazibwaho omu ruganikyo:**
omukama, Nyange, ow’eisaza, omuhikirwa

**Ekiikaro:**
omu kikaali

**Ekirukukorwa omu ruganikyo:**
Omukama naaserra omwisiki omurungi aine amagezi g’okwehangahanga n’okukora emirimo y’engaro. Nyange omwisiki omulema akasinga.
Ekikaguzo eky'okutomesereza:
Nooteekereza kiki ekyabaireho hali Nyange?

Ekicweka kyakabiri:


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

In the Text Questions
1. Omwisiki ayaswingire nuwe oha?
2. Bakakozesza bintuki kukora emirimo yengaro?

In My Mind Questions
1. Kakuba wabaire omu ha baisiki omu mpaka zinu waakukoziire bikwakoki?
2. Noonihira ngu Nyange akateekerezaki ahuliire ngu nuwe asingire?
10 Ebintu ebitukora

Literacy 1 and 2

Day 1

**Literacy 1**

**New Letters and Review Chart:**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>aa</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>nya</td>
<td>nyaa</td>
<td>nyo</td>
<td>nye</td>
</tr>
<tr>
<td></td>
<td>ma</td>
<td>maa</td>
<td>mo</td>
<td>me</td>
</tr>
<tr>
<td></td>
<td>ka</td>
<td>kaa</td>
<td>ko</td>
<td>ke</td>
</tr>
</tbody>
</table>

**Thematic Competence:**
Bintuki ebitukora omu byaro byaitu?

**Beat the Words:**
e-nyaa-nya e-nyo-ndo nya-mu-sa-na

**Literacy 2**

**Letter Formation Phrase:**

- temba, sirimuka habulyo temba akataagi,
- Ny = sirimuka habumoso
- ny = akati, orusozi habulyo, akataagi sirimuka hamoso

**Spelling Practice:**

Ny, ny, nyo, nyi, nyu, nye, enyaanya, nyama

Day 2

**Literacy 1**

**In the Text Question:**
Habwaki enju neetoonya?

**In My Mind Question:**
Abantu banu basemereire kukoraki kurora enju yaleka kutoonya?

**Literacy 2**

**Story Idea:**
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
10.3 Emigaso n'enkozes y'ebintu ebitukora

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mw</td>
<td>mwa</td>
<td>mwo</td>
<td>mwe</td>
<td>mwi</td>
</tr>
<tr>
<td>mw</td>
<td>ma</td>
<td>mo</td>
<td>me</td>
<td>mi</td>
</tr>
<tr>
<td></td>
<td>ka</td>
<td>ko</td>
<td>ke</td>
<td>ki</td>
</tr>
</tbody>
</table>

Thematic Competence:
Gamba ebintu ebitukora omuka n’emigaso yabyo.

Beat the Words:
- o-mwi-ko
- o-mwa-ngo
- mwe-nda

Literacy 2

Letter Formation Phrase:
Mw = temba, sirimuka habulyo, temba habulyo sirimuka. Akahanga, akahanga
mw = akati, orusozi, orusozi. Akahanga, akahanga

Spelling Practice:
Mw, mw, mwo, mwi, mwa, mwe, omwiko, mwimi

Day 4

Literacy 1

In the Text Question:
Nooha yataire amabbaati ha nju?

In My Mind Question:
Nooteekereza amabbaati ganu gakaruga nkaha?

Literacy 2

Story Idea:
Twine abantu abandi abasobora kutukoonyera kukora emirimo endi n’endi.
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ny</td>
<td>nya</td>
<td>nyo</td>
<td>nye</td>
<td>nyo</td>
</tr>
<tr>
<td>Mw</td>
<td>mwa</td>
<td>mwo</td>
<td>mwe</td>
<td>mwi</td>
</tr>
</tbody>
</table>

Beat the Words:
- e-nya-nya
- e-nyo-ndo
- nya-mu-sa-na
- o-mwi-ko
- o-mwa-ngo
- mwe-nda

Sentence Assessment:
1. Omusakaazi akozesa enyondo kusakaara.
2. Omusaija akatema enyomyo nyamusana.
3. Omwiko tuguhotoza oburo.

Literacy 2

Letter Formation Assessment:
Ny, ny, Mw, mw

Spelling Assessment:
Ny, ny, nyo, nyi, nyu, nye, enyaanya, Mw, mw, mwo, mwi, mwa, mwe, omwiko, mwimi
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**

| Drawing of a market with many things for sale. |

**Model News Story**

I like to go to the market to see all the different things people make and sell. The last time I was at the market I saw mats and pots. I saw chairs, stools and tables. I saw small paraffin lamps made old tins. I saw baskets and winnowers.

**References**

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
<th>Page(s) 86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences</td>
<td>360</td>
</tr>
<tr>
<td>Sample scheme of work</td>
<td>375-379</td>
</tr>
<tr>
<td>Lesson Plan Guidelines</td>
<td>Page(s) 49</td>
</tr>
<tr>
<td>NPSCU Curriculum</td>
<td></td>
</tr>
</tbody>
</table>

**Traditional Text**

**Ekicwererro**

Kipanga kyange olinkaha tuteme ekiteme,
Nfuka yange olinkaha tulime oburo,
Muhyo gwange olinkaha tugese oburo,
Kigega kyange olinkaha twigatiremu oburo,
Nguli yange olinkaha tuhunike oburo,
Tuhunike oburo enjara ekye.

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

Obugobya bwa Wambeba

**Ekikaguzo ekirukuha obulyo:**
Kiki ekyatabwire Wambeba na Wanjangu?

**Ekicweka kyokubanza:**


**Story Outline**

**Abarukubazibwoho omu ruganikyo:**
Wambeba, Wanjangu

**Ekikaro:**
Omuka

**Ekirukukorwa omu ruganikyo:**
10.3 Emigaso n'enkozesza y'ebintu ebitukora

Oral Literature

Ekikaguzo eky'okutomeesereza:
Noonihiira hanyuma y'okuhunika ebinyoobwa kiki ekyakurasireho?

Ekicweka kyakabiri:


Wanjangu yakaguza Wambeba ati, “Ebinyoobwa biri nkaha?” Wambeba yaculeera. Wanjangu akagenda omu nguli baitu atasangemu kinyoobwa kyona!


Wanjangu yataahira omu kinyoobwa kyona kiki ekyakurasireho?

Vocabulary Words

<table>
<thead>
<tr>
<th>fiifiifi</th>
<th>ekipooli</th>
<th>amasa</th>
</tr>
</thead>
</table>

In the Text Questions
1. Nooha yalesire ekiteekerezo ky’okulima ebinyoobwa?
2. Ebinyoobwa bakaba babyahwire nkaha?

In My Mind Questions
1. Noonihira habwaki Wambeba akaba naahonda omu nsekuro etarumu kinyoobwa kyona?
2. Miringoki endi ey’omuntu ondi weena asobora kwahuramu ebirimwabye?
11 Ebitwehinguliriize

Literacy 1 and 2

Day 1

**Literacy 1**

**New Letters and Review Chart:**

<table>
<thead>
<tr>
<th>Ky</th>
<th>ky</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>o</td>
</tr>
<tr>
<td>kya</td>
<td>kyo</td>
</tr>
<tr>
<td>ja</td>
<td>jo</td>
</tr>
<tr>
<td>ka</td>
<td>ko</td>
</tr>
</tbody>
</table>

**Thematic Competence:**
Bazaaho ebintu ebitwehinguliriize

**Beat the Words:**
- e-kyakyo
- e-kye-ya
- kya-mbu

**Literacy 2**

**Letter Formation Phrase:**
- **Ky** = akati, omukono, okuguru
  - akataagi sirimuka hamoso
- **ky** = akati, omukono, okuguru
  - akataagi sirimuka hamoso

**Spelling Practice:**
- Ky, ky, kyo, kyi, kya, kye, ekyakyo

Day 2

**Literacy 1**

**In the Text Question:**
Orukurato rukabaho bwireki?

**In My Mind Question:**
Obwokubaire oli omu rukurato oru, waakuhanwireki?

**Literacy 2**

**Story Idea:**
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
11.1 Emigaso y’ebintu ebitwehinguliriize

Literacy 1 and 2

Day 3

Literacy 1
New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>bya</td>
<td>byo</td>
<td>bye</td>
<td></td>
</tr>
<tr>
<td>kya</td>
<td>kyo</td>
<td>kye</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Gamba emigaso y’ebintu ebitwehinguliriize.

Beat the Words:
bya-ra  bya-ro  e-bya-kyo

Literacy 2
Letter Formation Phrase:
By = akati, ekida, ekida, akataagi, sirimuka hamoso
by = akati, akada, hansi, akataagi sirimuka hamoso

Spelling Practice:
By, by, byo, byi, bya, bye, byara

Day 4

Literacy 1
In the Text Question:
Ise Makune nuwe oha?

In My Mind Question:
Habwaki tugya mu rukurato?

Literacy 2
Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 3 Week 7
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ky</td>
<td>kya</td>
<td>kyo</td>
<td>kye</td>
</tr>
<tr>
<td>By</td>
<td>bya</td>
<td>byo</td>
<td>bye</td>
</tr>
</tbody>
</table>

Beat the Words:

- e-kya-kyo
- e-kye-ya
- kya-mbu
- bya-ra
- bya-ro
- e-bya-kyo

Sentence Assessment:

1. Ekyakyo kyawe kirungi.
2. Kyakana tukagenda ha kyambu.
3. Omu byaro byaitu haliyo ebyakyo.

Literacy 2

Letter Formation Assessment:

| Ky | ky | By | by |

Spelling Assessment:

Ky, ky, kyo, kyi, kya, kye, ekyakyo, By, by, byo, byi, bya, bye, byara
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

**Model News Drawing**
Drawing of someone planting a tree.

**Model News Story**
Remember how I told you why I love trees? Well, here is another reason for loving trees: They are an important part of our environment. Trees hold the soil. They cool the air and help bring rain. We all need to appreciate trees and plant them whenever we can.

**References**

- **NPSCU Teacher’s Guide**
  - Competences, page(s) 87-88
  - Sample scheme of work, page(s) 380
  - Lesson Plan Guidelines, page(s) 383-389

- **NPSCU Curriculum**
  - Page(s) 51

**Traditional Text**

**Ekicwererro**
Kibira munywani wange, Nkugonza muno kibira, Obunyenda kulya; kibira, Obunyenda kwikya; kibira, Obunyenda kucumba; kibira, Boojo kooli murungi kibira, Ikara oyomiire nanyowe nyomeere.

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

Term 3 Week 7
11 Ebitwehinguliriize

Oral Literature

Omugaso gw’ebisaaru n’ebibira

Ekikaguzo ekirukuha obulyo:
Huliriza kurungi oruganikyo runu, haanyuma noija kutugambira ebyalereize ebyobuhangwa n’ebyeheginguliriize Rwerre kusiisikara?

Ekicweka kyokubanza:
Omukyaro kya Rwerre abantu bakabonabona muno habw’omusana mwingi ogwayakire kutwara akasumi karaira. Ebyokulya mu musiri bikooma, amatungo gakaburwa obunyansi, gaafa. Abantu baatandika kucura nga ha?

Kiro kimu Biraahwa mutabani wa Nkeebwa akagenda hali ise yamukaguza ati, "Taata, habwaki omusana nigwaka muno guti, kandi n’ebyo kulya byaitu byona byomere?"

---

**Story Outline**

**Ekiteekerezo ekikuru:**
kutema ebibira, kwomya ebisaaru n’okusiisa ebitwehinguliriize nikireetereza omusana kwaka akasumi karaihile

**Ekiteekerezo ekirukusagika:**
- Tubycle emiti twegese n’abantu boona baleke kusiis ebyobuhangwa byaitu n’ebbytehinguliriize
- Enjura neija kugwa mu bwingi eyeze ebyokulya byaitu
- Kurolerra kurungi ebitwehinguliriize kitukoonyera kuba n’obwire burungi.
11.1 Emigaso y’ebintu ebitwehinguliirize

**Oral Literature**

**Ekicweka kyakabiri:**

Biraahwa yayongera yakaguza ati, "Hati tukoleki taata, katuraafa tukahwaho?

Ise yamugarukamu naamugambira ati, "Nikyetaagisa abantu babyale emiti, bacumbire ha byoto ebikutwara enku ntaito, baleke n’okwomya ebisaaru; ekizibu nikiija kuhwa."


<table>
<thead>
<tr>
<th><strong>Vocabulary Words</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>amatungo</td>
</tr>
<tr>
<td>nkutebeze</td>
</tr>
<tr>
<td>matongo</td>
</tr>
</tbody>
</table>

**In the Text Questions**
1. Kiki ekyaaleeteriize okusiisa ebyobuhangwa n’ebeyunguliirize omu kyaro Rwerre?  
2. Mageziki Biraahwa yahaire ise ha kuroleri2. kurungi ebibehinguliirize

**In My Mind Questions**
1. Obwokubaire niwe Biraahwa abantu ba Rwerre wakubahaire mageziki?  
2. Bintuki ebireetereize kusiisa ebitwehinguliirize omu byaro byaitu?

Term 3 Week 7

240
11 Ebitwehinguliriize

Literacy 1 and 2

Day 1

**Literacy 1**

**New Letters and Review Chart:**

<table>
<thead>
<tr>
<th>Nt</th>
<th>nt</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>e</td>
</tr>
<tr>
<td>nto</td>
<td>nte</td>
</tr>
<tr>
<td>lo</td>
<td>le</td>
</tr>
<tr>
<td>mu</td>
<td>me</td>
</tr>
</tbody>
</table>

**Thematic Competence:**
Biki ebireetereza ebitwehinguliriize kusiisikara?

**Beat the Words:**
e-nta-le
e-ntu-le-ge
e-nte

**Literacy 2**

**Letter Formation Phrase:**

Nt = temba, sirimuka habulyo temba akati saramu

nt = akati, orusozi habulyo akati, saramu

**Spelling Practice:**

Nt, nt, nto, nte, nti, ntu, nta, ente

Day 2

**Literacy 1**

**In the Text Question:**
Abantu bakanaganagaki?

**In My Mind Question:**
Kakuba ente yabaire yaawe waakukozireki?

**Literacy 2**

**Story Idea:**
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
11.2 Ebiretereza kusiisa ebitwehunguliriize

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>e</th>
<th>u</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nk</td>
<td>nko</td>
<td>nke</td>
<td>nku</td>
<td>nka</td>
</tr>
<tr>
<td>nk</td>
<td>nto</td>
<td>nte</td>
<td>ntu</td>
<td>nta</td>
</tr>
<tr>
<td></td>
<td>ko</td>
<td>ke</td>
<td>ku</td>
<td>ka</td>
</tr>
</tbody>
</table>

Thematic Competence:
Gamba ebintu ebinyakusiisa emiti.

Beat the Words:
e-nke-nde  e-nke-re-be  e-nku-be-be

Literacy 2

Letter Formation Phrase:
Nk = temba, sirimuka habulyo, temba akati, akakono, akaguru
nk = akati, orusozi akati, akakono, akaguru

Spelling Practice:
Nk, nk, nko, nke, nki, nku, nka, enkende, nkoko

Day 4

Literacy 1

In the Text Question:
Entale ekaba neerubata eta?

In My Mind Question:
Kakuba ise Makune atarateire nduuru noogira kiki ekyakubaireho?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 3 Week 8
Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>e</th>
<th>u</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nt</td>
<td>nte</td>
<td>nte</td>
<td>ntu</td>
<td>nta</td>
</tr>
<tr>
<td>Nk</td>
<td>nko</td>
<td>nke</td>
<td>nku</td>
<td>nka</td>
</tr>
<tr>
<td></td>
<td>lo</td>
<td>le</td>
<td>lu</td>
<td>la</td>
</tr>
</tbody>
</table>

Beat the Words:
- e-nta-le
- e-ntu-le-ge
- e-nte
- e-nke-nde
- e-nke-re-be
- e-nku-be-be

Sentence Assessment:
1. Entale zirya ebisoro ebindi.
2. Entulege ziri omu kisaka.
3. Enkubebe zisiisa amaju.

Literacy 2

Letter Formation Assessment:
Nt, nf, Nk, nk

Spelling Assessment:
Nt, nt, nto, nte, nti, ntu, nta, ente, Nk, nk, nko, nke, nki, nku, nka, enkede, ntale, nkoko
11.2 Ebiretereza kusiisa ebitwehinguliriize

News

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

Model News Drawing

| Drawing of a road and garden with soil erosion. |

Model News Story

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

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences, page(s) 87-88</td>
</tr>
<tr>
<td>Sample scheme of work, page(s) 381</td>
</tr>
<tr>
<td>Lesson Plan Guidelines, page(s) 390-394</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page(s) 51-52</td>
</tr>
</tbody>
</table>

Traditional Text

Ekicwererro
Kokoliroko - obwire bukiire,
Omusana gwake - gwokye abantu,
Ekijura kigwe - kitwale itaka,
Omuyaga guteeere - gunage emiti,
Abaana bairuke - taata katwahwa,
Kaniinywe mwasomere - nyenkya tubyale emiti.

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

**Ekikaguzo ekirukuha obulyo:**
Huliiriza oruganikyo runu ogambe biki ebisiisa eby’obuhangwa bwaitu.

**Ekicweka kyokubanza:**

Kiro kimu akeeta orukurato asobole kwejuna ebizibu nk’eihunga, omuyaga, omugezi n’ekyanda.

---

**Story Outline**

<table>
<thead>
<tr>
<th>Abarukubazibwaho omu ruganikyo:</th>
<th>Itaka Musana, Njura, Miti</th>
</tr>
</thead>
</table>

**Ekiikaro:**
Omu maka ga Muntu.

**Ekirukukorwa omu ruganikyo:**
Orukurato rw’okujuna Itaka ebizibu.
Ekikaguzo eky'okutomesereza:
Nootekereza omu rukurato hakahanuurwaki?

Ekicweka kyakabiri:
Aho nuho Itaka yayetiire Muntu owakaba aine embaganiza ha banywaniibe abandi ayebembere orukurato. Muntu akaitiriza yagamba ati, “Hati kinu kisobora kutujuna, abange nabo babaire baahwaho.” Leka tukoze enfuka ebipanga sururu n’ebindi. Tusabe Miti atuhe embibo tubyale emiti y’ebijuma n’endi eraatutangira omuyaga nukwo Itaka aikale mu nteeko.

Orukurato obu rwahoire boona bahikiiriza ebibakaba beeraganiize kukora. Itaka akasemererwa muno. Emiti n’ebinyansi byamera Itaka yazooka kurungi.

Vocabulary Words
<table>
<thead>
<tr>
<th>eihunga</th>
<th>kwejuna</th>
<th>nfenanfe</th>
</tr>
</thead>
</table>

**In the Text Questions**
1. Banywani ba Itaka nubo baha?
2. Nooha yayebembeire orukurato?

**In My Mind Questions**
1. Omuka tulinda tuta eitaka lyaitu?
2. Omuka owaitu biki ebisiisa eitaka lyaitu?
11 Ebitwehinguliize

Literacy 1 and 2

Day 1

**Literacy 1**

**New Letters and Review Chart:**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kw</td>
<td>kwa</td>
<td>kwo</td>
<td>kwe</td>
</tr>
<tr>
<td>kya</td>
<td>kyo</td>
<td>kye</td>
<td></td>
</tr>
<tr>
<td>la</td>
<td>lo</td>
<td>le</td>
<td></td>
</tr>
</tbody>
</table>

**Thematic Competence:**

Tusobora tuta kulinda ebitwehinguliize?

**Beat the Words:**

kwo-ma  
kwo-kya  
kwe-ga

**Literacy 2**

**Letter Formation Phrase:**

Kw = akati, omukono, okuguru,

akahanga, akahanga

akati, akakono, akaguru, akati, akahanga,

kw = akahanga

**Day 2**

**Literacy 1**

**In the Text Question:**

Ise Agaba akakoraki?

**In My Mind Question:**

Kakuba niiwe ise Agaba, obyaire emiti yaawe hakajwa omusana mwingi nookoraki?

**Literacy 2**

**Story Idea:**

Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
11.3 Kulinda kurungi ebitwehulinguliriize

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gw</td>
<td>gwa</td>
<td>gwo</td>
<td>gwe</td>
</tr>
<tr>
<td></td>
<td>ka</td>
<td>ko</td>
<td>ke</td>
</tr>
<tr>
<td></td>
<td>ma</td>
<td>mo</td>
<td>me</td>
</tr>
</tbody>
</table>

Thematic Competence:
Tusobora tuta kulinda eitaka lyaitu.

Beat the Words:
- gwa-tee-ra
- gwa-go-go-ma
- gwa-gwa

Literacy 2

Letter Formation Phrase:
- Gw = ekicweka ky'enkulingo, akati hansi akahanga, akahanga
  + akada habumoso, siriimuka, gemaho hamoso akati hansi, akahanga,
- gw = akahanga

Spelling Practice:
- Gw, gw, gwo, gwi, gwa, gwe, gwagwa

Day 4

Literacy 1

In the Text Question:
Hakooma emiti eingaha?

In My Mind Question:
Omusana obugwaka inywe mukoraki kulinda ebimera?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa
sentensi nka ina, kakusangwa abaana batakusobora
kuleeta enganikyo zaabu bonka.
11 Ebitwehungulirize

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kw</td>
<td>kwa</td>
<td>kwo</td>
<td>kwe</td>
</tr>
<tr>
<td>Gw</td>
<td>gwa</td>
<td>gwo</td>
<td>gwe</td>
</tr>
<tr>
<td></td>
<td>ma</td>
<td>mo</td>
<td>me</td>
</tr>
</tbody>
</table>

Beat the Words:
- kwo-ma
- kwo-kya
- kwe-ga
- gwa-tee-ra
- gwa-go-go-ma
- gwa-gwa

Sentence Assessment:
1. Tuleke kwokya obunyansi.
2. Kwega kubyara emiti kirungi.
3. Omuti gwange ogundi gwagwa.

Literacy 2

Letter Formation Assessment:
Kw, kw, Gw, gw

Spelling Assessment:
Kw, kw, kwo, kwi, kwa, kwe, kwokya, Gw, gw, gwo, gwi, gwa, gwe, gwagwa
11.3 Kulinda kurungi ebitwehunguliriize

News

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

Model News Drawing

<table>
<thead>
<tr>
<th>Drawing of someone using an energy saving stove.</th>
</tr>
</thead>
</table>

Model News Story

I bought an energy saving stove. It’s great! Because of its special design we use much less charcoal to cook our food. We save money and it also means Uganda’s trees are protected.

References

<table>
<thead>
<tr>
<th>NPSCU Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competences, page(s) 87-88</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 382</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 395-399</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Page(s) 52</td>
</tr>
</tbody>
</table>

Traditional Text

Ekicwererro

Tulinde ebyobuhangwa x 2
Tubyale emiti nyingi, tutunge embeho nungi.
Enjura eraagwaga, tulegye amaizi.
Twerinde obuveera, busiisa eitaka lyaitu.
Tubukolemu eby’emigaso.
Tulinde ebyobuhangwa,
Twikale kurungi. x 2

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

Term 3 Week 9
Oral Literature

Tulinde ebyobuhamwa

Ekikaguzo ekirukuha obulyo:
Muhuliirize oruganikyo runu, obuturamara nimwija kutugambira nk’oku tusemereire kulinda kurungi ebyobuhangwa.

Ekicweka kyokubanza:
Wampungu na Kijunjumirra bakatumwa enyamaiswa ezindi kugambira Muntu ebiteekerezo by’enyamaiswa zoonha Muntu n’ebuhamwe. Wampungu yagambira Muntu nkooku enyamaiswa zoonha zirozire Muntu aikara naasiisa obuhangwa.


---

**Story Outline**

**Abarukubazibwaho omu ruganikyo:**
Wampungu, Kijunjumirra, Muntu

**Ekiikaro:**
Omuka ya Muntu

**Ekirukukorwa omu ruganikyo:**
Enyamaiswa zikarora omuntu naikara naasiisa ebyobuhamwe.
Oral Literature

Ekikaguzo ek'y'okutomeesereza:
Noogira Wampungu na Kijunjumirra bakongerahoki?

Ekicweka kyakabiri:


Vocabulary Words

| abanyanzigwa | Kingoora | ebyobuhangwa |

In the Text Questions
1. Wampungu na Kijunjumira bakatumwa oha kugambira omuntu?
2. Kiki ekyabaire ha baana ba Kingoorra?

In My Mind Questions
1. Kakuba Wampungu na Kijunjumirra ebigambo ebyo niwe baabigambiire waakukozi?
2. Iwe oyetekaniize kukoraki nukwo okalinda kurungi ebyobuhangwa?

Term 3 Week 9 252
12 Obusinge n'okwerinda

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

<table>
<thead>
<tr>
<th>Ly</th>
<th>ly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>o</td>
</tr>
<tr>
<td>lya</td>
<td>lyo</td>
</tr>
<tr>
<td>ka</td>
<td>ko</td>
</tr>
<tr>
<td>ma</td>
<td>mo</td>
</tr>
</tbody>
</table>

Thematic Competence:
Biki ebireeta obusinge omu maka gaitu.

Beat the Words:
ku-lya  o-mu-lya-ngo  e-byo-ku-lya

Literacy 2

Letter Formation Phrase:
Ly = akati, akasiitale hansi, akataagi,
sirimuka hamoso
ly = akati akataagi, sirimuka habumoso

Spelling Practice:
Ly, ly, lyo, lyi, lyu, lye, kulya

Day 2

Literacy 1

In the Text Question:
Abaana nibakoraki?

In My Mind Question:
Iwe okora mirimoki omuka?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.
Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Gy</th>
<th>a</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>gya</td>
<td>gyo</td>
<td>gye</td>
<td></td>
</tr>
<tr>
<td>lya</td>
<td>lyo</td>
<td>lye</td>
<td></td>
</tr>
<tr>
<td>ya</td>
<td>yo</td>
<td>ye</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Tulinda tuta ebikwato by’omumaka gaitu?

Beat the Words:

kwo-gya ku-gya-yo gya-yo

Literacy 2

Letter Formation Phrase:

Gy = ekicweka ky’enkulingo, akati hansi akataagi, sirimuka hamoso

gy = wetoroole, osirimuke, ogeme, akataagi, sirimuka hamoso

Spelling Practice:

Gy, gy, gyo, gyi, gyu, gye, gyayo

Day 4

Literacy 1

In the Text Question:
Nooha yayasire esahaani?

In My Mind Question:
Bintuki ebindi ebisobora kwatika omuka oku?

Literacy 2

Story Idea:

Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abana batakusobora kuleeta enganikyo zaabu bonka.
12 Obusinge n'okwerinda

Literacy 1 and 2

Day 5

**Literacy 1**

**New Letters & Review Chart:**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>o</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ly</td>
<td>lya</td>
<td>lyo</td>
<td>lye</td>
</tr>
<tr>
<td>Gy</td>
<td>gya</td>
<td>gyro</td>
<td>gye</td>
</tr>
</tbody>
</table>

**Beat the Words:**

- ku-lya
- e-byo-ku-lya
- o-mu-lya-ngo
- kwo-gya
- ku-gya-yo
- gya-yo

**Sentence Assessment:**

1. Kulya ebyokulya kireeta obusinge.
2. Ha mulyango haliyo ebyokulya.

**Literacy 2**

**Letter Formation Assessment:**

Ly, ly, Gy, gy

**Spelling Assessment:**

Ly, ly, lyo, lya, lye, kulya, Gy, gy, gyo, gyi, gyu, gye, gyayo
**News**

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

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

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

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSCU Teacher’s Guide</td>
</tr>
<tr>
<td>• Competences, page(s) 88-89</td>
</tr>
<tr>
<td>• Sample scheme of work, page(s) 400</td>
</tr>
<tr>
<td>• Lesson Plan Guidelines, page(s) 403-407</td>
</tr>
<tr>
<td>NPSCU Curriculum</td>
</tr>
<tr>
<td>• Page(s) 54</td>
</tr>
</tbody>
</table>

**Traditional Text**

Ekicwererro

Cuncubira ... Cuncubira,
Cuncubira ngende kwiba nyoko,
Ndamwibaki obutengo bwamwomere,
Bwamwomere nk’ebikoko by’enjuba.

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

Aranga engoma nuwe agyetweka

**Ekikaguzo ekirukuha obulyo:**
Hanyuma y'oruganikyo runu, ninyenda ongambire nsongaki yatabwire enyikara ya ba Wanseenene?

**Ekicweka kyokubanza:**
Ira muno mu kyaro Kiijanibarora haikaramuga ba Wanseenene bonka. Ba Wanseenene banu, bakaba nibakoragana kandi nibaikara basemereirwe.


**Story Outline**

<table>
<thead>
<tr>
<th>Abarukbazibwaho omu ruganikyo:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ba Wanseenene, Bindya Byereeta</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ekiikaro:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omu bunyansi bugufu nambere ba Wanseenene baikara.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ekirukukorwa omu ruganikyo:</th>
</tr>
</thead>
</table>
Ekikaguzo eky'okutomesereza:
Nootekereza ba Wanseenene bakakora bata kwerinda Bindya Byereeta.

Ekicweka kyakabiri:


Vocabulary Words

<table>
<thead>
<tr>
<th>kubeserekerra</th>
<th>ejugo</th>
<th>ogwatibamboine</th>
</tr>
</thead>
</table>

**In the Text Questions**
1. Ekinyni ekyaizire omu kyaro kya Kiijanibarora kakaba nibakyeta bata?
2. Bawansenene bakaba na kigendererwaki kuta ejugo omu bikya bya Bindya Byereeta?

**In My Mind Questions**
1. Iwe noogira Bindya Byereeta kikaba kinyonyiki?
2. Iwe obu waakubaire omu ha ba Wwanseenene, okhuhaire mageziki rundi waakukozireki?
12 Obusinge n’okwerinda

Literacy 1 and 2

Day 1

Literacy 1

New Letters and Review Chart:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>e</th>
<th>u</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nf</td>
<td>nfa</td>
<td>nfe</td>
<td>nfu</td>
<td>nfuu</td>
</tr>
<tr>
<td>nf</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ka</td>
<td>ke</td>
<td>ku</td>
<td>kuu</td>
<td></td>
</tr>
<tr>
<td>da</td>
<td>de</td>
<td>du</td>
<td>duu</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Competence:
Bintuki ebireeta obusinge omwisomero?

Beat the Words:
- nfuu-zi
- e-nfu-ka
- e-nfuu-ni

Literacy 2

Letter Formation Phrase:
- N = akati, sirimuka habulyo
- f = akaigo, saramu

Spelling Practice:
- Nf, nf, nfo, nfi, nfu, nfuu, nfe, enfuka

Day 2

Literacy 1

In the Text Question:
Kamara akagambira oha ekizibukye?

In My Mind Question:
Kakuba otunga ekizibu nookigambira oha?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganiyko rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganiyko zaabu bonka.
12.2 Obusinge n’okwerinda ha isomero

Literacy 1 and 2

Day 3

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Nv</th>
<th>nv</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>e</td>
</tr>
<tr>
<td>nva</td>
<td>nve</td>
</tr>
<tr>
<td>nfa</td>
<td>nfe</td>
</tr>
<tr>
<td>ga</td>
<td>ge</td>
</tr>
</tbody>
</table>

Thematic Competence:
Biki ebisiisa obusinge mwisomero?

Beat the Words:
aka-nvu-ga ti-nvu-ga nvu-ga

Literacy 2

Letter Formation Phrase:
Nv = akati, sirimuka habulyo, akati, ekihanga

nv = akati, orusoozi, akahanga

Spelling Practice:
nvu, akanvuga, tinvuga, nvuga

Day 4

Literacy 1

In the Text Question:
Nooha ayahaire Kamara omubazi?

In My Mind Question:
Kakuba Kamara bataramuhaire omubazi haakubairehoki?

Literacy 2

Story Idea:
Kiteekerezo kirungi kuteekaniza kara oruganikyo rwa sentensi nka ina, kakusangwa abaana batakusobora kuleeta enganikyo zaabu bonka.

Term 3 Week 11
12 Obusinge n'okwerinda

Literacy 1 and 2

Day 5

Literacy 1

New Letters & Review Chart:

<table>
<thead>
<tr>
<th>Nf</th>
<th>Nv</th>
<th>nf</th>
<th>nv</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>nfa</td>
<td>nfa</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>nfe</td>
<td>nfe</td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>nf</td>
<td>nf</td>
<td></td>
</tr>
<tr>
<td>uu</td>
<td>nfuu</td>
<td>nfuu</td>
<td></td>
</tr>
</tbody>
</table>

Beat the Words:
- nfuuzi
- e-nfu-ka
- e-nfu-uni
- a-ka-nvu-ga
- ti-nvu-ga
- nvu-ga

Sentence Assessment:
1. Ndi nfuuzi banfaaho.
2. Enfuuni nazo ziri omu lyahurro.
3. Nvuga orupanga ha isomero.

Literacy 2

Letter Formation Assessment:
- Nf, nf, Nv, nv

Spelling Assessment:
- enfuka, enfuuni, nfuuzi, nvuga, Nf, nf, nfo, nfi, nf, nfu, nfe, enfuka, nvu, akanvuga, tinvuga, nvuga
Draw your story picture prior to class. Use this picture to help you tell your news story to the class. It is important that you model telling your news story to the class just as you expect your pupils to do when they come to the front of the class.

### Model News Drawing

| Drawing of a peaceful school environment. |

### Model News Story

In order to learn we need to have a peaceful and safe environment. That is why our school has rules that must be followed by teachers and pupils. When we follow the rules there is order and learning can take place. When we don't follow the rules there is disorder and learning can't take place.

### References

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

<table>
<thead>
<tr>
<th>NPSCU Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Page(s) 55</td>
</tr>
</tbody>
</table>

### Traditional Text

**Orufumo**

Nyantagambirwa akaheeka orunaku...

Obutahurra buleetera omuntu ebizibu

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

Term 3 Week 11
12 Obusinge n'okwerinda

Oral Literature

Okuganyira kuleeta obusinge

<table>
<thead>
<tr>
<th>Ekikaguzo ekirukuha obulyo:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huliiriza oruganikyo runu kurungi, haanyuma noijja kutugambira kiki ekyatabwire Wakiwanga n’omwana wa Wambaata.</td>
</tr>
</tbody>
</table>

Ekicweka kyokubanza:


Omu zigati hamu n’omu bitebe, bakaba batairemu obupande buhandiikirweho ebigambo eby’okuhabura aheeji nka binu; kurwana tikiri kirungi, siliimu kagingo, kirungi kukoonyera mutaahi waawe, okuba mulema tikimanyisa kwesoroora n’ebindi bingi.

<table>
<thead>
<tr>
<th>Story Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abarukbazibwaho omu ruganikyo:</td>
</tr>
<tr>
<td>Wantuuha, Wakiwanga, mwana wa Wambaata</td>
</tr>
</tbody>
</table>

| Ekiikaro: |
| Eisomero |

| Ekirukukorwa omu ruganikyo: |
| Abeeji n’abazaire b’omwisomero linu, bakegesibwa hali obugabe n’obujunanizibwa bw’abaana. Omwegi akaganyira mugenziwe. |
12.2 Obusinge n'okwerinda ha isomero

Oral Literature

Ekikaguzo eky'okutomeesereza:
Nootekereza kiki ekyahondeireho?

Ekicweka kyakabiri:


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>obugabe</th>
<th>2. kgingo</th>
<th>3. kikorwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Text Questions</td>
<td>1. Kiki ekirizwe omwana wa Wambaata?</td>
<td>2. Abeegi bagenzibe obu baamurozire naarra bakakoraki?</td>
<td></td>
</tr>
<tr>
<td>In My Mind Questions</td>
<td>1. Kakuba niwe wabaire omwana owubaajumire okukoziireki?</td>
<td>2. Kakuba niwe warozire mugenzi waawe naarra waakukoziireki?</td>
<td></td>
</tr>
</tbody>
</table>

Term 3 Week 11
SUMMATIVE ASSESSMENT TERM 3

Introduction

Below are summative 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: Δ
Level 1 (L1): The learner’s performance does not meet the competence. Symbol: /

Reading Assessments (administered individually)

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

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

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

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

Listening Assessment (administered as a group)

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

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

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

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

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

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

Creative Writing and Name Writing Assessments:
Tell learners to write a story about what they plan to do during the school holiday. Explain that they can use pictures and words to tell their story. Make sure learners write their name. Collect and assess.

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

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

Speaking Assessment (administered individually)

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

L3: Tells a meaningful, engaging story with excellent confidence and animated expression.
L2: Tells a meaningful story to the class with confidence.
L1: Tells a story that lacks meaning or displays a lack of confidence when speaking to the class.
Appendices
# Glossary of Runyoro-Rutooro Literacy Terms

<table>
<thead>
<tr>
<th>English</th>
<th>Runyoro-Rutooro</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY 1</td>
<td></td>
</tr>
<tr>
<td>beat the word</td>
<td>teera engiga z’e kigambo</td>
</tr>
<tr>
<td>blending (v)</td>
<td>kukwataniza</td>
</tr>
<tr>
<td>consonant</td>
<td>enyuguta enculeezi</td>
</tr>
<tr>
<td>context clues</td>
<td>eibirukukoonyeraku</td>
</tr>
<tr>
<td>decodable word</td>
<td>ekikusomeka</td>
</tr>
<tr>
<td>in my mind question</td>
<td>ekikaguzo ekirukwetaaga enteekereza</td>
</tr>
<tr>
<td>in the text question</td>
<td>ekikaguzo ekihiirwe omu kihandiiko</td>
</tr>
<tr>
<td>letter</td>
<td>enyuguta</td>
</tr>
<tr>
<td>predicting (v)</td>
<td>kutomeesereza/kuragura/kuteebereza</td>
</tr>
<tr>
<td>prediction</td>
<td>ekitomeesereziibwe/ekiragwirwe/ekiteebereziibwe</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>kugarukamu oruganikyo</td>
</tr>
<tr>
<td>segmenting (v)</td>
<td>kucwacwanamu/kucwamucwamu</td>
</tr>
<tr>
<td>sentence</td>
<td>orukarra/ sentensi, enyamakuru</td>
</tr>
<tr>
<td>sound and syllable review chart</td>
<td>ekipande ekirukebeera eiraka n’orugiga (eky’okugarukamu) amaraka n’engiga</td>
</tr>
<tr>
<td>sub-theme</td>
<td>omutwe omutaito</td>
</tr>
<tr>
<td>syllable</td>
<td>orugiga rw’ekigambo</td>
</tr>
<tr>
<td>theme</td>
<td>omutwe</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>omutwe gw’oruganikyo</td>
</tr>
<tr>
<td>vowel</td>
<td>enyuguta enyatuzi</td>
</tr>
<tr>
<td>word</td>
<td>ekigambo</td>
</tr>
<tr>
<td>LITERACY 2</td>
<td></td>
</tr>
<tr>
<td>air writing</td>
<td>omutwe omutaito</td>
</tr>
<tr>
<td>action (plot)</td>
<td>handiika omu mwanya</td>
</tr>
<tr>
<td>baseline</td>
<td>eikikorwa</td>
</tr>
<tr>
<td>bottom line</td>
<td>omusiitale ogwokwikarraaho</td>
</tr>
<tr>
<td>centre line</td>
<td>omusiitale ogwahansi</td>
</tr>
<tr>
<td>comma</td>
<td>omusiitale g wahagati</td>
</tr>
<tr>
<td>exclamation mark</td>
<td>akokuhuumuraho</td>
</tr>
<tr>
<td>full stop</td>
<td>akookuhunirra</td>
</tr>
<tr>
<td>handwriting (n)</td>
<td>ak’okurorwaho akatonyezi ak’okuhuumura</td>
</tr>
<tr>
<td>handwriting (v)</td>
<td>empandiika</td>
</tr>
<tr>
<td>handwriting guidelines</td>
<td>kuhandiika</td>
</tr>
<tr>
<td>handwriting pattern</td>
<td>emisiitale y’okwegesezaaho kuhandiika</td>
</tr>
<tr>
<td>letter formation</td>
<td>patana y’empandiika</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>letter formation phrase</td>
<td>ebigambo eibirukwoleka nkoku enyuguta ehandiikwa</td>
</tr>
<tr>
<td>pencil grip</td>
<td>enkwata ya kalaamu</td>
</tr>
<tr>
<td>question mark</td>
<td>akaroorwaho ak’kukaguza</td>
</tr>
<tr>
<td>spelling (n)</td>
<td>enyuguta ezikora eikigambo</td>
</tr>
<tr>
<td>spelling (v)</td>
<td>kugamba enyuguta ezikora eikigambo</td>
</tr>
<tr>
<td>title (of a story)</td>
<td>omutwe gw’oruganikyo</td>
</tr>
<tr>
<td>tracing (v)</td>
<td>omusiitale ogwahaiguru</td>
</tr>
<tr>
<td>top line</td>
<td>kurabyaamu</td>
</tr>
<tr>
<td>ORAL LITERATURE</td>
<td></td>
</tr>
<tr>
<td>action (plot)</td>
<td>ekikorwa</td>
</tr>
<tr>
<td>character (in a story)</td>
<td>omuntu anyakuli omu ruganikyo/ekintu ekinyakuli omu ruganikyo</td>
</tr>
<tr>
<td>fiction story</td>
<td>oruganikyo orwokwesisaniriza/orw’okwehangahanga</td>
</tr>
<tr>
<td>guiding question</td>
<td>ekikaguzo ekirukuha obulyo</td>
</tr>
<tr>
<td>in my mind question</td>
<td>ekikaguzo ekirukwetaaga enteekereza</td>
</tr>
<tr>
<td>in the text question</td>
<td>ekikaguzo ekihiirwe omu kihandiiko</td>
</tr>
<tr>
<td>informative story</td>
<td>oruganikyo orurukwegesa ebiroho</td>
</tr>
<tr>
<td>main idea (of a story)</td>
<td>ekiteekerezo ekikuru ky’oruganikyo</td>
</tr>
<tr>
<td>oral literature</td>
<td>ebigambirwe</td>
</tr>
<tr>
<td>poem/rhyme</td>
<td>ekicwererro/ekicwererro ekiine amaraka agarukusisana ha mpero ya buli orukarra</td>
</tr>
<tr>
<td>prediction</td>
<td>ekitomeesereziibwe/ekiragwirwe/ekiteebereziibwe</td>
</tr>
<tr>
<td>prediction question</td>
<td>ekikaguzo eky’okutomeesereza</td>
</tr>
<tr>
<td>proverb</td>
<td>orufumo</td>
</tr>
<tr>
<td>retelling (v)</td>
<td>kugarukamu oruganikyo</td>
</tr>
<tr>
<td>riddle</td>
<td>ekikoikyo</td>
</tr>
<tr>
<td>sentence</td>
<td>ekiikaro n’obwiire mbere oruganikyo rubeerireho</td>
</tr>
<tr>
<td>setting (time and place of a story)</td>
<td>nkooku oruganikyo rurukukuratana</td>
</tr>
<tr>
<td>story mapping</td>
<td>ekitikeerezo ekirukusagika oruganikyo</td>
</tr>
<tr>
<td>supporting idea (of a story)</td>
<td>ensobanganiza kalimi</td>
</tr>
<tr>
<td>tongue twister</td>
<td>ekicwererro</td>
</tr>
<tr>
<td>traditional text</td>
<td>ebigambo</td>
</tr>
<tr>
<td>vocabulary word</td>
<td>ebigambo ebikuru omu kuhandiika</td>
</tr>
<tr>
<td>NEWS</td>
<td></td>
</tr>
<tr>
<td>news</td>
<td>amakuru</td>
</tr>
<tr>
<td>creative (free) writing</td>
<td>kuhandiika kwo’kwehangahanga</td>
</tr>
</tbody>
</table>

270
Handwriting Guidelines for Primary 1

What are the handwriting competences in P1?

P1 learners should be able to demonstrate two competences.

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

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

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

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

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

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

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

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

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

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

Top line
Centre line  p a l e
Baseline
Bottom line

The names for these four lines have been translated into your local language. They can be found in the glossary of this teacher’s guide.

Don’t expect learners to master using the guidelines until the middle of Term 2. Be patient. Learning good handwriting takes daily practice over many, many months.

What about left-handed writers and other special needs learners?

Learners who favour their left-hand for writing should not be forced to use their right hand. Special considerations for left-handed learners include:

• Identify left-handed writers as early as possible so that appropriate interventions can begin.
• Seat left-handed learners at the left end of a desk so they have enough space to write and do not interfere with right-handed learners.
• Demonstrate air writing for both right- and left-handed learners.

Modifications for learners with physical disabilities or visual challenges should be considered on an individual basis.
Quick Reference Guide: Runyoro-Rutooro Orthography

**Alphabet:** Runyoro-Rutooro has 32 letters, that is, 22 consonants and 10 vowels

\[
\text{a aa b bb c d e ee f g h i ii j k l m n ny o oo p r rr s t u uu v w y z}
\]

**Vowel Rules** *(see Orthography Guide section 4.0)*

**Writing Vowel Length:** A short vowel sound shall be written with one vowel letter. While a long vowel sound that alters meanings of words, without which the meaning of such word would be confused, shall be written with two vowel letters, as in:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>okubaga</td>
<td>‘tie trusses’</td>
</tr>
<tr>
<td></td>
<td>okubaaga mukaaka</td>
<td>‘to skin an animal’</td>
</tr>
<tr>
<td></td>
<td>okubaaga mukaaka</td>
<td>‘grandmother’</td>
</tr>
<tr>
<td>e</td>
<td>okulega</td>
<td>‘to accuse’</td>
</tr>
<tr>
<td></td>
<td>okuleega amabeere</td>
<td>‘to stretch something’</td>
</tr>
<tr>
<td></td>
<td>okuleega amabeere</td>
<td>‘breast’</td>
</tr>
<tr>
<td>i</td>
<td>okuhiga</td>
<td>‘to search for’</td>
</tr>
<tr>
<td></td>
<td>okuhiga mukaaka</td>
<td>‘to hunt’</td>
</tr>
<tr>
<td></td>
<td>okuhiga mukaaka</td>
<td>‘bird sp., owl’</td>
</tr>
<tr>
<td>o</td>
<td>okuhora</td>
<td>‘to turn cold’</td>
</tr>
<tr>
<td></td>
<td>okuhora karole</td>
<td>‘to avenge/revenge’</td>
</tr>
<tr>
<td></td>
<td>okuhora karole</td>
<td>‘bird sp., marabou stalk’</td>
</tr>
<tr>
<td>u</td>
<td>okuhura</td>
<td>‘to detest’</td>
</tr>
<tr>
<td></td>
<td>okuhura entuua</td>
<td>‘to hit hard/strongly’</td>
</tr>
<tr>
<td></td>
<td>okuhura entuua</td>
<td>‘bird sp., crested crane’</td>
</tr>
</tbody>
</table>

**Unwritten Vowel Length:** Vowel lengthening which does not affect meanings of words shall not be written. This is because the vowel sound in that environment is always said prolonged but with no effect on the meaning word. Note though that there are cases where, in spite of the environment, prolonging of the vowel affects word meanings. The rules for writing such exceptional cases will be explained below:

1. In some cases preceding *rr*:
   - omuhorro ‘tree sp.’ *not* omuhoorro
   - kuserra ‘to look for’ *not* kuseerra

**Exceptions (cases where we write two vowels preceding *rr*):**

**A)** Where the vowel lengthening preceding the *rr* sound is provably phonemic i.e. it is an inherent part of the word as evidenced by its consistent presence in the root to restrict word meaning regardless of the varying prefixes/suffixes, as in:

- From okuteera (oku–teer–a) ‘to hit’
- okuteerra (oku–teer–ə r–a) ‘to hit for somebody’
- From okuhuniirra (oku–huniirr–a) ‘to be surprised’
- okuhuniiriza (oku–huniirr–iz–a) ‘to cause to be surprised’

**B)** Where the immediate past tense prefix *a* is added after the subject prefix syllable
Quick Reference Guide: Runyoro-Rutooro Orthography

which carries an identical vowel a before the word root. For example:

\[\text{baarra} \quad \text{ba} - \text{a} - \text{rr} - \text{a} \quad \text{‘they’ve just started crying’} \]

\[\text{cf. barra} \quad \text{ba} - \text{rr} - \text{a} \quad \text{‘they cry (always)’} \]

\section*{C) Where during the adding of prefixes, an unacceptable vowel sequence is bound to occur, in which case the vowel to the left changes to become like the one to the right hence a double vowel i.e. \( i + a = aa, a + o = oo \), etc, as in:}

\[\text{naarra} \quad \text{n}(\text{i} \text{a}) - \text{rr} - \text{a} \quad \text{‘he/she is crying’} \]

\[\text{cf. nibarra} \quad \text{ni} - \text{ba} - \text{rr} - \text{a} \quad \text{‘they’re crying’} \]

\[\text{narra} \quad \text{na} - \text{rr} - \text{a} \quad \text{‘I am about to cry’} \]

\section*{D) Where the subject prefix, itself ending in a vowel, is added onto the root of a word that begins with a vowel identical to that of the subject prefix, as in:}

\[\text{From kwarr}, \quad \text{hist. kwalira from ku-al'-ir-a} \quad \text{‘to lay for/spread over’:} \]

\[\text{baalira} \quad \text{ba} - \text{(r} \text{a}) - \text{rr} - \text{a} \quad \text{‘they lay for’} \]

\[\text{abakazi ba-ar-a ebitabu} \quad \text{‘women lay beds’} \]

\[\text{kwarra} \quad \text{hist. kwaririra} \quad \text{‘spread over, mulch’} \]

\[\text{baarra obunyasi} \quad \text{ba} - \text{arr} - \text{a} \quad \text{‘They always mulch with grass’} \]

2. Preceding double nasals: vowels preceding double nasals are usually lengthened but this does not affect or alter meanings of words. So, just a single vowel shall be used, as in:

\[\text{nimmurora} \quad \text{‘I see him’} \quad \text{not} \quad \text{*niimmurora} \]

\[\text{ninaaba} \quad \text{‘I am bathing’} \quad \text{not} \quad \text{*niinaaba} \]

\textbf{Exception:} Where a grammatical prefix vowel with the immediate past tense meaning comes in between the pre-verbal subject prefix and the root, and the subject prefix vowel and the tense morpheme are similar, as in:

\[\text{ba-a-m-manya} > \text{baammany} \quad \text{‘they’ve just come to know me now’} \]

\textit{Compare with} \quad \text{bammany} \quad \text{‘they’ve (always) known me’} \]

3. Preceding combinations of nasal plus consonant, as in:

\[\text{kugona} \quad \text{‘to love’} \quad \text{not} \quad \text{*kugonozza} \]

4. Following combinations of consonant plus \( w \) or \( y \), as in:

\[\text{okudwiga} \quad \text{‘to hit strongly’} \quad \text{not} \quad \text{*kudwiiga} \]

5. At the beginning and end of words, as in:

\[\text{enono} \quad \text{‘nail’} \quad \text{not} \quad \text{*eenono} \]

\textbf{Dissimilar vowels:} Only dissimilar vowel combinations \( ai, ei, \) and \( oi \) are permitted. While \( ei \) is one of the permitted, Rutooro speakers \textit{do not} normally pronounce it as the Runyoro speakers clearly do. Rather, in Rutooro the pre-prefix \( e \) is combined into the following \( i \).
Quick Reference Guide: Runyoro-Rutooro Orthography

**VOWEL RULES (continued)**

Writing *ei*: In writing Runyoro-Rutooro, for grammatical consistency, the underlying grammatical form of *ei* shall always be used. In reading, the Rutooro variety speakers can ignore the *e*- of the glide and pronounce it the way it is natural to them, as in:

\[\text{ndetera eicumu lyange} \quad \text{‘bring me my spear!’}\]

**CONSONANT RULES (see Orthography Guide section 3.0)**

Writing letter *l*: Letter *l* is written only preceeding vowels *a, o, u* followed by *l* or *e*. Everywhere else, we write *r* or *rr*, whichever applies.

Nasal plus nasal: A nasal sound preceding another nasal in sequence is written as follows:

- A) That preceding sound *m* shall be written *mm-*
- B) That preceding sound *n* shall be written *nn-
- C) That preceding sound *ny* shall be written *nny-, and not *nyny.*

As in the following cases:

1. Where the first person pre-verbal prefix, itself a nasal consonant corresponding with the English ‘I’ or ‘me’. When prefixed to a verb stem that begins with a nasal consonant, the prefix and a root-initial nasal are pronounced in sequence.

\[
\begin{align*}
\text{kammurore} & \quad \text{‘let me see him’} & \text{cf. kurora} & \quad \text{‘to see’} \\
\text{nnaabirege} & \quad \text{‘I washed’} & \text{cf. kunaaba} & \quad \text{‘to wash’}
\end{align*}
\]

2. In class 9/10 words, where the class prefix is a nasal, and if the root of the word also begins with a nasal, as in:

\[
\begin{align*}
\text{emmeza} & \quad \text{‘table’} & \text{cf. akameeza, ekimeeza} \\
\text{enenyuunya} & \quad \text{‘manner of licking’} & \text{cf. okunyuunya} & \quad \text{‘to lick’}
\end{align*}
\]

3. Where any of the following consonants *<b, d>*, is trapped between a nasal immediately to its left and a nasal or prenasalized consonant in the syllable to its right, the *<b, d, g>* change into nasals: *<m, n, ny>*, as in the following examples:

\[
\begin{align*}
\text{mmimba} & \quad \text{‘I puff up’} & \text{<m(b)>mimba} & \text{cf. okubimba} \\
\text{ennanga} & \quad \text{‘piano’} & \text{<en(d)>anga} & \text{cf. akalanga, ogulanga}
\end{align*}
\]

Consonant plus—*y*: In most cases, consonants can be pronounced together with a *y*-like sound, *(palatalization)*. This process is indicated on a consonant by adding letter *y* EXCEPT for *n* where an *l* is used because ‘*ny*’ already represents a single sound */ŋ/.* Here is an example:

\[
\begin{align*}
\text{n} & \quad \text{ni} & \quad \text{kuniaguza} & \quad \text{‘to walk aimlessly’}
\end{align*}
\]

**WORD BOUNDARY RULES (see Orthography Guide section 6.0)**

Compound words: Compound words are written as one single word without a break, as in:

\[
\begin{align*}
\text{ekisomamabanja} & \quad \text{‘a cheat’}
\end{align*}
\]
Quick Reference Guide: Runyoro-Rutooro Orthography

Reduplication: For reduplication that shows that the thing/action is habitual or repetitious, and not a one-off occurrence, (where the root of the word with the final vowel are replicated), the two parts shall be written as one word, as in:

\[
\text{kwijaija} \quad \text{‘to come oftenly’}
\]

For reduplication that shows the thing/action as ‘merely’ this, and not the other, (where the root is reduplicated then the new part is prefixed with syllable ‘bu-’), the two parts shall be written together with a hyphen, as in:

\[
\text{kukora-bukora} \quad \text{‘to work for the sake of it’}
\]

For reduplication that shows that the thing/action is or should be placed or allotted to a given grouping specified, it is written joined with hyphen, as in:

\[
\text{Ha buli mwana amahul asatu-asatu} \quad \text{‘Give three eggs to each child’}
\]

For reduplication that shows that the action is/should be heightened or lessened in extent, strength, spacing, or pace than has been before, it is written joined with a hyphen, as in:

\[
\text{kake-kake} \quad \text{‘very little, small’} \quad \text{from kake} \quad \text{‘a small’}
\]

Relative markers: Relative markers shall be written joined to the verb they precede, as in:

\[
\text{Ekikopo ekinaguzire} \quad \text{‘The cup which I bought’}
\]

\[
\text{Amagezi againago} \quad \text{‘The wisdom that he has’}
\]

Interrogative markers: Independent (or full) interrogative markers shall be written separate, as in:

\[
\text{Eki kiki?} \quad \text{‘What is this?’}
\]

\[
\text{Nooruga nkaha?} \quad \text{‘Where are you coming from?’}
\]

\[
\text{Oraakora di?} \quad \text{‘When will you work?’}
\]

Dependent (or shorter) interrogative pronouns are written together with the following word, as in:

\[
\text{Omwana abaireki?} \quad \text{What is wrong with the child’} \quad \text{not} \quad \text{*abaire ki}
\]

\[
\text{Nogyaha?} \quad \text{‘Where are you going?’} \quad \text{not} \quad \text{*nogya ha}
\]

Possessive markers: Independent possessive markers shall be written separate, as in:

\[
\text{Egaali ya Baguma ekaibwa.} \quad \text{‘Baguma’s bicycle was stolen’}
\]

Dependent possessive pronouns are written attached to the word before, as in:

\[
\text{sentezze} \quad \text{‘his money’} \quad \text{not} \quad \text{*sente ze}
\]

Associative Markers: Preceding a word that begins with a consonant or with vowel i, associative clitics shall be written separate, as in:

\[
\text{Ente za Baguma.} \quad \text{‘Baguma’s cows’}
\]

\[
\text{Omwojo naayogya esaati ya ise} \quad \text{‘The boy is washing his father’s shirt’}
\]