

TERM 1-Lesson 1: Introduction to the Pattern Practice Handwriting Book

Date <i>Nino dwe:</i>	Class <i>Kilaci:</i>	Time <i>Cawa:</i>	Learning Area <i>Gin apwonya:</i>	# of Learners <i>Wel otinö:</i>
	P-1	30 min.	Literacy 2	

This lesson is written to introduce learners to the book Cöc-cij – Buk më 1 – Cöyö Paten.

Theme/Pënkop: Optional

Sub-theme/Jaŋ pënkop: Optional

Content/Gin ame apwonyoyo:

- Right versus Left handedness
- Pencil grip
- Sitting posture
- Writing from left to right
- Handwriting patterns and free handwriting activities

Skills: Writing

Dirö: Cöc

Competences/Kwidirö:

The learner... *Atinkwan römö...*

- Opens the book to the right page.
- Identifies the hand they prefer to write with.
- Practices reading from left to right.
- Practices writing from left to right with their finger and then with a pencil.

Methods/Yore me pwoy:

- Demonstration
- Explanation
- I Do, We Do, You Do

Instructional Materials/Jami pwoy:

- A handwriting book for each learner
- Pencils
- Crayons or coloured pens/pencils (optional)

Life Skills (Indicators) and Values/Dirö Kwö (Anyut) kede Bërë:

- Critical thinking, Effective Communication, Self Esteem

References/Ajür:

- Mango Tree Literacy Lab Children’s Book: Cöc-cij / Buk më 1 / Cöyö Paten (pages 2-3)
- *The National Primary School Curriculum for Uganda: Teacher’s Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwoy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Cite p</i>	<i>Tic apwoy</i>	<i>Tic otinö</i>
3 min.	1.	Introduce the lesson <ol style="list-style-type: none"> Sing a song to signal the beginning of the literacy lesson. Distribute the handwriting books or tell learners to get out their handwriting books. 	<ul style="list-style-type: none"> Learners have handwriting books out on their desk.
2 min.	2.	Finding the Correct Page <ol style="list-style-type: none"> Using your copy of the pupil's handwriting book, guide learners to open their book to the first page with the activity they are going to do in today's lesson. (Page 2) Move around the class to ensure all learners have opened to the correct page. 	<ul style="list-style-type: none"> Learners open the book to the correct page.
5 min.	3.	Determining Your Writing Hand <ol style="list-style-type: none"> Ask learners to tell you what they can see on page two. Ask learners to hold out their hands like in the picture. Explain that we all have one hand we prefer writing with. Ask learners who prefer writing or drawing with their right hand to raise their RIGHT hand. Then ask learners who prefer their left hand to raise their LEFT hand. (Note these learners and make sure they are sitting at the left end of a desk.) 	<ul style="list-style-type: none"> Learners identify the hand they prefer to write with.
5 min.	4.	Reading and Writing from Left to Right: I DO and WE DO <ol style="list-style-type: none"> Explain to learners that in Leblango we always read and write from the left side of the page to the right side of the page. Demonstrate by reading the text "Atwëro kwannö" at the top of the page while moving your finger from left to write below the text. Repeat several times so all the learners can see you do this. Have learners put their finger on the dot with "Tuŋcam" underneath. Then have the learners follow the line until they get to the word "Tuŋcem". Read the text "Atwëro kwannö" together. Have learners repeat several times while moving their finger from left to right under the text. 	<ul style="list-style-type: none"> Learners observe teacher read from left to right. Learners practice reading from left to right.
15 min.	3.	Reading and Writing from Left to Right: YOU DO <ol style="list-style-type: none"> Using the book or chalkboard or chart show learners how to complete the first "Take me Home" activity on page 3. Start at the bird and move your finger from left to right to the nest. As you move say to the learners, "I'm writing from left to right." Ask learners to find the bird in their book and have them put their finger on the dot beside the bird. Then tell them to move their finger from left to right until they reach the nest. Move around observing to see if learners are tracing properly starting from the starting point the move from left to right. Tell learners to do the same with the bee, rabbit and butterfly. Finally, tell learners to get out their pencils and, using their preferred hand, draw a line from the animal to its "home". Monitor learners' work and help them as needed. 	<ul style="list-style-type: none"> Learners practice writing from left to right with their finger and then with a pencil.

TERM 1-Lesson 2: Teaching the Patterns

Date <i>Nino dwe:</i>	Class <i>Kilaci:</i>	Time <i>Cawa:</i>	Learning Area <i>Gin apwonya:</i>	# of Learners <i>Wel otinö:</i>
	P-1	30 min.	Literacy 2	

This lesson is written for the patterns on pages 4 and 5 but can be used to teach all the pattern pages in this book.

Theme/Pënkop: Write the week's theme here.

Sub-theme/Jaṅ pënkop: Write the week's sub- theme here.

Content/Gin ame apwonynyo:

- Pencil grip
- Sitting posture
- Writing Left to Right
- Pattern practice (pages 4-5)

Skills: Writing

Dirö: Cöc

Competences/Kwädirö:

The learner... *Atinkwan römö...*

- Grips the pencil correctly for good handwriting.
- Uses the correct sitting posture during handwriting.
- Completes the pattern independently.

Methods/Yore me pwoy:

- Demonstration
- I Do-We Do-You Do

Instructional Materials/Jami pwoy:

- *Chalkboard/ Chalk*
- *A chart with the patterns*
- *A handwriting book for each learner.*

Life Skills (Indicators) and Values/Dirö Kwö (Anyut) kede Bërë:

- Critical thinking, Effective Communication, Self Esteem

References/Ajür:

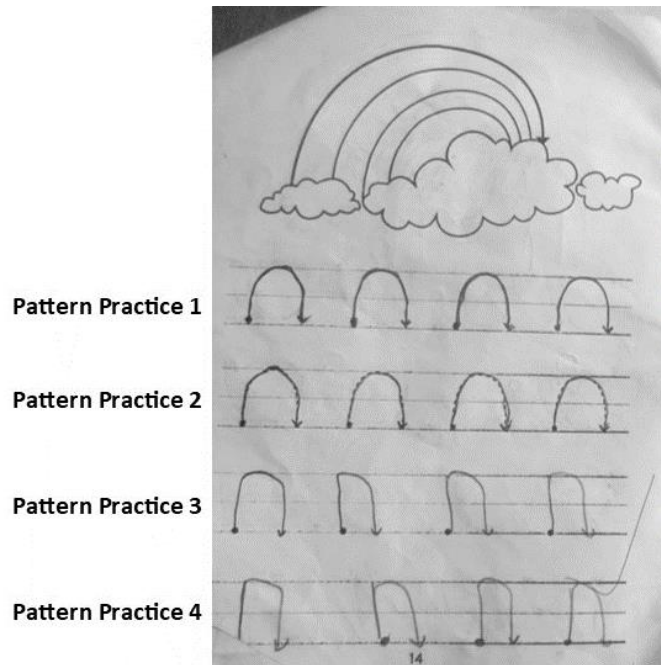
- Mango Tree Literacy Lab Children's Book: Cöc-cirṅ / Buk më 1 / Cöyö Paten (pages 4-5)
- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwoy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Cite p</i>	<i>Tic apwoy</i>	<i>Tic otinö</i>
3 min.	1.	Introduce the lesson a. Sing a song to signal the beginning of the Literacy lesson. b. Distribute books or instruct learners to get out their handwriting books.	<ul style="list-style-type: none"> • Learners sing a song. • Learners have handwriting books out on their desk.
2 min.	2.	Finding the Correct Page to Begin Work c. Using your copy of the pupil's book, guide learners to open their book to the first page with the activity they are going to do in today's lesson. (Page 4) d. Move around the class to ensure all learners have opened the correct page. e. Ask learners to share what picture they can see from the page. Ask them to link the picture (taxi) to the handwriting activity below the picture. (moving forward from left to right)	<ul style="list-style-type: none"> • Learners open the book to the correct page. • Learners explain how the picture relates to the handwriting pattern for today.
3 min.	3.	Pattern Practice 1: I Do/We Do with Finger g. Using the chalkboard/chart show learners how to complete the first set of patterns in the book using their index finger. Be sure to emphasize the starting point and the stroke direction. h. Now ask learners to demonstrate using their finger on the first line of the book. Move around observing to see if learners are doing the stroke pattern properly.	<ul style="list-style-type: none"> • Learners practice the pattern with their finger.
3 min.	4.	Pattern Practice 2: I Do/We Do with Pencil a. Demonstrate the pattern on the chalkboard/chart again. Restate the starting point and stroke direction. b. Tell learners to use their pencils and trace the dotted lines on the patterns in the second practice set. Do NOT trace the arrow. It is only to show the stroke direction. c. Move around checking learners' work. Support learners who are having difficulty with the pattern before moving to the next step.	<ul style="list-style-type: none"> • Learners practice the pattern using their pencils with the starting point and a dotted line to guide them.
3 min	5.	Pattern Practice 3: I Do/We Do with no Dotted Lines a. Demonstrate how to complete the pattern when you have no dotted lines to follow. Explain to learners that they should start on the dot and make the correct stroke on their own. Do NOT make the arrow. b. Allow learners to complete the third pattern set. Observe learners as they work. Support learners who are having difficulty.	<ul style="list-style-type: none"> • Learners practice the pattern using their pencils with only the starting point to guide them.
3 min.	6.	Pattern Practice 4: You Do a. Tell learners they should now be ready to complete the fourth pattern set on their own. Assess learners as they complete the fourth set.	<ul style="list-style-type: none"> • Learners complete the pattern independently.
12 min.	7.	Second Pattern Practice a. Repeat steps 3-6 with the pattern on the facing page.	<ul style="list-style-type: none"> • Learners complete a second pattern independently.

Self-Evaluation/Kébörö adwoggi me pwoy:

- Strong points/*Jami ame owoto a bër:*
- Areas that need improvement/*Kagi mögö ame amittä köny:*
- Way forward/*Gin atima:*



(Note in this photograph the child made the starting points and arrows which is NOT correct.)

TERM 1-Lesson 3: Teaching the Free Handwriting Activities

Date <i>Nino dwe:</i>	Class <i>Kilaci:</i>	Time <i>Cawa:</i>	Learning Area <i>Gin apwonya:</i>	# of Learners <i>Wel otinö:</i>
	P-1	30 min.	Literacy 2	

This lesson is written for the patterns on pages 12 and 13 but can be used to teach all the free handwriting activity pages in this book.

Theme/*Pënkop:* Write the week's theme here.

Sub-theme/*Jaŋ pënkop:* Write the week's sub- theme here.

Content/*Gin ame apwonynyo:*

- Pencil grip
- Sitting posture
- Free handwriting practice (pages 12-13)

Skills: Writing

Dirö: Cöc

Competences/*Kwidirö:*

The learner... *Atinkwan römö...*

- Grips the pencil correctly for good handwriting.
- Uses the correct sitting posture during handwriting.
- Completes the free handwriting activity independently.

Methods/*Yore me pwoy:*

- Demonstration

Instructional Materials/*Jami pwoy:*

- *A handwriting book for each learner*
- Crayons or coloured pens (optional)

Life Skills (Indicators) and Values/*Dirö Kwö (Anyut) kede Bërë:*

- Creative thinking, Decision making

References/*Ajür:*

- Mango Tree Literacy Lab Children's Book: Cöc-ciŋ / Buk më 1 / Cöyö Paten (pages 12-13)
- *The National Primary School Curriculum for Uganda: Teacher's Guide Primary 1*
- *The Thematic Curriculum Scope and Sequence for P1*

Teaching Procedure / Kite me pwoy iyore iyore:

Time	Step	Teacher's Activity	Learners' Activity
<i>Cawa</i>	<i>Cite p</i>	<i>Tic apwoy</i>	<i>Tic otinö</i>
3 min.	1.	Introduce the lesson c. Sing a song to signal the beginning of the Literacy lesson. d. Distribute books or instruct learners to get out their handwriting books.	<ul style="list-style-type: none"> • Learners sing a song. • Learners have handwriting books out on their desk.
2 min.	2.	Finding the Correct Page a. Using your copy of the pupil's book, guide learners to open their book to the page with the free handwriting activity they are going to do in today's lesson. (Page 12-13) b. Move around the class to ensure all learners have opened to the correct page.	<ul style="list-style-type: none"> • Learners open the book to the correct page.
5 min.	3.	Talking about the Pictures a. Ask learners to describe the pictures on pages 12-13. b. Read the directions. Ask learners if they have any questions.	<ul style="list-style-type: none"> • Learners talk about what they see in the picture.
15 min.	4.	Free Handwriting Time a. Give learners time to work on their pages. b. Move around the room observing learners' work. Provide supporting comments and directive questions as appropriate.	<ul style="list-style-type: none"> • Learners complete a free handwriting activity.
5 min.	5.	Sharing Work a. Ask selected learners to come and share their work with the class. b. Then ask learners to share their work in small groups.	<ul style="list-style-type: none"> • Learners share their work in large and small groups.

Self-Evaluation/Këbörö adwoggi me pwoy:

- Strong points/*Jami ame owoto a bër:*
- Areas that need improvement/*Kagi mögö ame amittö köny:*
- Way forward/*Gin atima:*